

**WETHERBY
PREPARATORY SCHOOL**

**Upper School
Curriculum Guide**

English

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|--------------------------------------|--------------------------------------|----------------------------|
| 6 | Novel | Novel or Autobiography | Poetry and Novel |
| 7 | Novel and Poetry | Play | Novel and Non-Fiction |
| 8 | Autobiographical Extracts and Poetry | Novel and Continued Exam Preparation | Continued Exam Preparation |

Skills in English are taught, developed and consolidated through reading, writing and speaking and listening tasks in response to a range of challenging texts. Spellings rules are revisited in accordance with the needs of the group.

The following is an overview of how skills are expected to progress across Years 6, 7 and 8. Boys are required to read throughout term-times and holidays, recording books read in their homework diary. They are also expected to read aloud to parents or a teacher on a regular basis. Reading lists are distributed at the end of the Autumn and Summer Terms and are available on the school website. Further reading suggestions are distributed in the *Wetherbuzz* at the end of each term.

Year 6

Working on the National Curriculum objectives for Year 7, boys consolidate their knowledge of the requirements of Pre-Tests and 13+ examinations. They study novels, poetry and plays, whilst refining their understanding of non-fiction writing in all genres. Boys increase their awareness of narrative devices and are encouraged to experiment further with vocabulary.

Class texts Year 6 boys study include: *The Pearl*, by John Steinbeck, *Boy*, by Roald Dahl and *Animal Farm*, by George Orwell.

Assessment

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. With ISEB Pre-Tests a focus of the Autumn Term, boys, ergo, only complete formal examinations in the Summer Terms, but examination preparation is ongoing.

Year 7

Boys address the National Curriculum objectives set for Year 8. (By this stage, they should be familiar with all components of the 13+ Common Entrance examinations and will have time to increase their confidence with unseen texts and extended answers. They study both traditional and contemporary writers from prose, poetry and drama and analyse different layers of meaning. They further their understanding of the purpose, style and layout of non-fiction texts, whilst developing their own writing with a focus on figurative language.

Class texts Year 7 boys study in more detail include: *The Woman in Black*, by Susan Hill and *Romeo and Juliet*, by William Shakespeare.

Assessment

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. Formal examinations take place in the Spring and Summer Terms. The latter consists of full Common Entrance papers. Examination style tasks take place throughout the year.

Year 8

Boys further their National Curriculum skills for Year 8 whilst working towards those set for Year 9. Boys study several texts, together with a wide range of non-fiction prose and poetry. We analyse the content and structure of these texts, which may be used in response to selected writing tasks in the Common Entrance Papers. Practice in essay planning, writing and redrafting ensures confidence in written tasks. Boys also study a range of poetry from different eras and genres. In Year 8, boys are guided to comment on the writer's choice of vocabulary and language structure, together with the effects created. In personal writing, boys employ increasingly sophisticated literary techniques to engage their reader.

Class texts Year 8 boys study in more detail include: *Notes from a Small Island*, by Bill Bryson, *Lord of the Flies*, by William Golding and a range of nineteenth-century short stories by authors such as H.G. Wells, Charles Dickens or Sir Arthur Conan Doyle. Boys are expected to read widely throughout term-times and holidays.

Assessment

Boys are assessed, both formally and informally, with feedback and targets being set in response to written and spoken tasks. Timed practice papers will be given regularly throughout the year. Formal mock examinations take place in the Spring Term and Common Entrance is in June. Common Entrance English comprises two written exam papers, both containing reading and writing tasks. The first paper examines prose comprehension, followed by the task of writing for a purpose – either to persuade, advise or inform. The second paper comprises poetry comprehension, followed by writing a descriptive piece or a story.

Scholarship Candidates

Boys sitting scholarship examinations receive appropriate preparation in accordance with their school's requirements. Candidates are expected to read challenging material from our reading list, in addition to their teacher's recommendations, and will be set different tasks as necessary. Scholarship examinations vary but pupils will be challenged by the complexity of texts studied and the level of analysis expected. Small group discussion and work forms part of this preparation.

Maths

Long Term Plan

| | | | |
|----------|--|---|---|
| 6 | Algebra Fractions/Decimals and Percentages Area and Volume Shapes and Measurement | Decimals Negative Numbers Speed/Distance/Time Graphs | Ratio and Proportion Geometry Algebra Percentages |
| 7 | Data Handling Probability Shape and Space Fractions | Scale and Bearings Algebra Transformations Angles and Polygons | Volume and 3D Shapes Algebra Patterns and Sequences |
| 8 | Algebra Pythagoras Graphs Area and Volume | Scale and Bearings Polygons Revision and Past Papers | CE and Scholarship Exams Code Breaking Trigonometry |

ISEB Common Entrance Mathematics is based on an accelerated National Curriculum. The ISEB has set out a syllabus that is approximately one year ahead of its State School counterparts.

The 13+ exams (Year 8) are papers consisting of structured questions, each part of which is never more than 3 or 4 marks, derived from four main areas of Mathematics: Arithmetic, Geometry, Algebra and Statistics. Written papers are out of 100. Typically an exam will have 12 – 15 questions.

The syllabus is set by ISEB and there is a choice of three levels to take in Year 8. All of the levels have three papers, a calculator, a non-calculator and an aural paper.

The choice of level for individual candidates is determined in three ways:

1. The school to which the boy applies has the right to demand high level C.E. (Level 3) papers. The most highly academic selective schools will take this path.
2. The School will consult with the chosen school and enter a boy for a lower level (Level 1 or Level 2).
3. Scholarship candidates will be required to sit an internal exam set by the school and would not sit C.E. Such papers are notoriously difficult.

Scholarship Candidates

Pupils chosen to attempt Scholarship Papers in Year 8 work from a curriculum based on a GCSE type syllabus supplemented with the differing scholarship papers. Each pupil will have their own papers and goals based on the school to which they have applied. We work through a whole range of scholarship test papers during classwork and homework sessions. Boys attempting Scholarship Mathematics need an advanced mathematical imagination as well as a good work ethic and understanding of Common Entrance Maths.

Maths Equipment

From Year 6 onwards all boys are required to supply the following Maths equipment:

Ruler and pencil
Protractor (180/360 degrees)
Compass
Scientific calculators

Extra maths tuition in the form of a 'Maths Clinic' is supplied after school once a week and this is free of charge for Year 8 boys.

Textbooks – 2017/2018

| | |
|--------|--|
| Year 6 | Mathematics for Common Entrance One |
| Year 7 | Mathematics for Common Entrance Two |
| Year 8 | Mathematics for Common Entrance Three (Extension) and GCSE |

All textbooks can be acquired from www.galorepark.co.uk

Science

The scheme of work follows the ISEB syllabus and meets its requirements for the delivery of Science teaching to achieve success at the end of each Key Stage and at Common Entrance. As a subject Science incorporates 'thinking skills' in lessons and schemes of work. The following strategies are employed to develop boys' understanding and scientific knowledge: speaking, creative and critical thinking, reflective learning and independent enquiry.

Assessment opportunities provide a 'baseline' record not only to help with differentiated planning and delivery but also to aid the boys themselves when target-setting and self-assessing, together with their parents to help develop understanding.

Effective use of ICT enhances boys' learning and encourages boys to access information independently. There will be a focus on making cross-curricular links with other departments to reinforce learning and provide stimulating context.

Science Equipment:

Ruler and pencil

Scientific Calculators, Casio FX-85 is recommended, for all Science exams, calculators are allowed in all Science exams and will be useful throughout Upper School

Teachers:

Year 6: Mr Metherell & Mrs Brookes

Year 7: Mrs Harris

Year 8: Mrs Harris & Mrs Brookes

Science Textbooks:

Year 6-8: ISEB Science for Common Entrance PHYSICS
ISEB Science for Common Entrance CHEMISTRY
ISEB Science for Common Entrance BIOLOGY

Science Long Term Plan

| | | | |
|---------------|--|---|--|
| Year 6 | <p>Cells and Organisation</p> <p>Reproduction in Animals</p> <p>Genetics & Evolution <i>(Variation, Classification & Inheritance)</i></p> | <p>The Particulate Nature of Matter</p> <p>Properties of Materials <i>(Conductors & Insulators, Acids & Alkalis)</i></p> <p>Space Physics</p> | <p>Energy <i>(Energy Resources, Changes in Systems, Conservation of Energy)</i></p> <p>Waves <i>(Sound Waves, Hearing, Light Waves)</i></p> <p>Electricity & Magnetism <i>(Circuits, Magnetism, Electromagnets)</i></p> |
| Year 7 | <p>Atoms, Elements & Compounds</p> <p>Pure & Impure Substances: Physical Changes</p> <p>Chemical Reactions</p> | <p>Nutrition & Digestion</p> <p>Gas Exchange Systems & Cellular Respiration</p> <p>Health</p> | <p>Reproduction in Plants</p> <p>Photosynthesis</p> <p>Interactions & Interdependence <i>(Relationships in an Ecosystem)</i></p> <p>Energy <i>(Energy Resources, Changes in Systems, Conservation of Energy)</i></p> |
| Year 8 | <p>Motion & Forces <i>(Describing Motion, Force & Rotation, Force & Pressure, Density)</i></p> <p>Waves <i>(Sound Waves, Hearing, Light Waves)</i></p> | <p>Electricity & Magnetism <i>(Circuits, Magnetism, Electromagnets)</i></p> <p>Interactions & Interdependence <i>(Relationships in an Ecosystem)</i></p> <p>REVISION</p> | <u>REVISION</u> |

French

French in Year 6, 7 and 8 is aimed at preparing the children for the Common Entrance examinations. The French exam is divided into four parts: Listening, Reading, Writing and Speaking. Each section is 25% of the final grade.

Pupils have two hours of French lessons each week. In addition each boy in Year 7 and 8 over the course of the year practises individually for the speaking section of the Common Entrance exam. This takes place during registration period on a rotation basis. In Year 8 most of the grammar required for Common Entrance has been introduced and we focus on writing practice with an emphasis on extending French lexicon. Boys will be tested weekly on vocabulary or grammatical points learnt the previous week.

French Listening and Speaking Common Entrance Exam will take place the week starting 13th May 2019, prior to the Common Entrance week in June.

Homework and Assessments

Homework is differentiated for all abilities and will contain both written and learning components. Boys are tested regularly during the term in addition to the normal examinations.

Scholarship set

Preparation for scholarship in French is dependent on the choice of the Senior School. Different skills need to be developed and therefore boys will have a tailor made programme to fit their specific scholarship.

Boys will be prepared to a higher GCSE level in Grammar and in Vocabulary.

French – Long Term Plan

| | | | |
|---|---|--|--|
| 6 | <p style="text-align: center;"><u>Expo 1</u> <u>Vocabulary</u></p> <p>Places in town, food and drinks, home routine, giving an opinion, activities after school</p> <p style="text-align: center;"><u>Grammar:</u></p> <p>Verb 'to go', preposition 'at/to/the', present tense and reflexive verbs, composing longer text</p> | <p style="text-align: center;"><u>Expo 2</u> <u>Vocabulary</u></p> <p>Going to the market, family time, describing a typical day, free time</p> <p style="text-align: center;"><u>Grammar</u></p> <p>'er' verbs, gender, connectives, introducing 'ir' and 're' verbs in the present tense, introducing the past tense</p> | <p style="text-align: center;"><u>Expo 2</u> <u>Vocabulary</u></p> <p>Outings, clothes, shops, giving an opinion</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Modal verbs, adjectival agreement, comparative</p> |
| 7 | <p style="text-align: center;"><u>Encore Tricolore</u> <u>Vocabulary</u></p> <p>Food and meals Sports and leisure: verb faire + activity</p> <p style="text-align: center;"><u>Grammar</u></p> <p>The partitive 'some', and 'not any' Verbs: to take and to eat The near future 'ir' verbs</p> | <p style="text-align: center;"><u>Tricolore total 2</u> <u>Vocabulary</u></p> <p>Family life, food</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Irregular verbs in the present tense Recognize the past tense Reflexive verbs Past tense using the auxiliaries 'avoir'</p> | <p style="text-align: center;"><u>Tricolore total 2</u> <u>Vocabulary</u></p> <p>Holidays Describe Yourself</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Past tense with avoir Irregular verbs past participles Past tense with être</p> |
| 8 | <p style="text-align: center;"><u>Tricolore total 2</u> <u>ISEB Vocabulary book</u></p> <p>Prepared topic for the CE speaking section Revision of present/past/near future tense Comparative and superlative Writing a letter of 80 to 140 words</p> | <p style="text-align: center;"><u>Tricolore total 2</u> <u>ISEB Vocabulary book</u></p> <p>Direct object pronoun Relative pronoun The negative form Asking questions Focus on listening, reading-comprehension, writing and speaking skills</p> | <p style="text-align: center;"><u>Tricolore total 2</u> <u>ISEB Vocabulary book</u></p> <p>Revision for the Common entrance exam</p> |

French

Year 6 Class Text:

Expo1 and Expo 2
Heinemann

Year 7

Expo 2
Heinemann

Year 8:

Encore Tricolore 2
Nelson Thornes

Year 7 and Year 8 Vocabulary Book

French Vocabulary for Key Stage 3 and Common Entrance

Galore Park, ISBN 978-0-903-627467

Year 8 Scholarship set:

AQA GCSE French vocabulary and grammar
Oxford University Press

Please note: Books in Italics are recommended and books in bold must be bought for annotation purposes.

Classics (Latin)

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|--|---|---|
| 6 | Revision of present tense verb endings Revision of 1st and 2nd declension nouns (nominative and accusative cases) Imperfect tense Personal Pronouns | 1st declension nouns, all cases Revision of infinitives Heracles/Jason myth | 2nd declension nouns (masculine and neuter), all cases Adjectives Jason and the Golden Fleece |
| 7 | Imperatives and infinitives Regular perfect tense Theseus myth | Irregular perfect verbs Translation practise The Trojan War | 3rd declension nouns (masculine, feminine and neuter) Future tense The Trojan War |
| 8 | Demonstrative adjectives Irregular verb eo Subordinate clauses Wanderings of Odysseus | Pluperfect tense 3rd declension adjectives Comparatives Possum Wanderings of Odysseus | Prohibitions Revision/CE Exam |

| Year | Autumn | Spring | Summer |
|------------------------|---|---|---------------------------------|
| 8 (Level 3) | Demonstrative adjectives Irregular verb eo Subordinate clauses Personal pronouns The passive volo and nolo Wanderings of Odysseus | Pluperfect tense 3rd declension adjectives Comparatives Possum Prohibitions Purpose clauses Indirect commands Wanderings of Odysseus | Participles Revision/CE Exam |

The Classics Department is responsible for the teaching of Latin and Classical Studies encompassing not only the language but also cultural and historical elements of the ancient world. The study of the classical world is an invaluable resource for its intrinsic worth and its capacity to increase pupils' understanding of themselves and of the world in which they live. This study also heightens pupils' linguistic and literary awareness, making them better students of modern languages, English and History.

Preparation for Common Entrance starts in Year 6 and continues through to Year 8. There is one 60 minute lesson every week; 45 minutes of homework set per week in Year 6 and two 60 minute lessons and 45 minutes of homework for Years 7 and 8, with a mock exam in the Spring Term for all the Upper School boys.

Pupils develop skills in translating from Latin to English (including translation for comprehension questions answered in English), translation from English to Latin at an appropriate level, manipulation of basic grammar, non-linguistic studies and showing comprehension of topics from history and mythology.

Assessment

Boys are formally assessed throughout the year, based on CE past papers as well as continual testing of the prescribed vocabulary.

Work is assessed by the Head of the Department. In language tasks it is always worth writing down what one does know rather than giving up; it is even more worthwhile to think about what one has been learning recently and try to put that knowledge to use. In non-linguistic tasks factual knowledge is the foundation and extra marks are awarded for fluent and well-planned expression with appropriate and competent illustration.

Texts

ISEB Latin Practice Exercises by R.C. Bass and Latin One/Two/Three by N.R.R. Oulton, which cover all grammar required for CE and Scholarship.

As the Common Entrance exam provides for different levels of ability within the subject, each pupil will be entered at an appropriate level according to his ability and progression. Most boys will sit Level 2. Those seeking admission to schools including Westminster, St. Paul's, Eton and KCS will be entered at Level 3. A minority of boys will sit Level 1.

Greek Mythology forms an important element of the non-linguistic aspect of the syllabus.

Classics Resources and Links

Nil Desperandum, an interactive Latin resource. A free demonstration can be downloaded from: <http://www.galorepark.co.uk/product/parents/1327/nil-desperandum-demo.html>

A variety of grammar activities and games can be found at:

<http://www.quia.com/shared> then search 'Wetherby'

Some useful websites, through which the boys can revise their Latin Common Entrance Grammar and Vocabulary, are:

<http://virdrinksbeer.com/>

<https://itunes.apple.com/gb/app/quizlet/id546473125?mt=8>

AND

www.cyberlatin.net

Here students can find useful information about declensions of nouns, conjugations of verbs, pronouns, adjectives, etc.

A very useful application to help your sons learn Latin effectively is **PIPIATUM**. This application helps the boys effectively revise their Common Entrance Latin. The app provides quizzes and tests to help guide revision. There are 3 modes to work from: Learn Mode (can be used to revise Vocabulary), Practice Mode (gives drills on each category of vocabulary and grammar) and Test Mode (can be used to challenge and to improve. Personal best scores and times).

Pipiatum:

<https://itunes.apple.com/gb/app/pipiatum-l1/id578891408?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-l2/id611952579?mt=8>

<https://itunes.apple.com/gb/app/pipiatum-l3/id618088707?mt=8>



Music

Our approach aims to inspire boys to take part in many of the musical outlets we offer in the school community. Our goal is to build self-confidence and self-esteem in the boys, to develop focused attention, a strong work ethic, leadership qualities and poise.

Boys in Years 6-8 will be encouraged to participate in class and year group performances by means of instrumental and vocal studies. They will listen to a wide variety of music and discover new repertoire through different music projects. Those that wish to develop their musicianship further will be given the opportunity to work on theory and aural skills.

Singing and making music together are the primary means of teaching the boys about melody, rhythm, tempo, dynamics, texture and timbre. Activities outside the classroom will also be organised in order to develop the breadth of each child's musical experience.

Music Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|---|--|---|
| 6 | Discovering Musical Genres – research project | Charanga – project 1 (I'll Be There) Charanga – project 2 (Happy) | Charanga – project 3 (You've Got A Friend) Charanga – project 4 (Reflect, Rewind and Replay) |
| 7 | Continuing Singing Christmas Carols Discovering Composers | Exploring Harmony How to Read Music | How to Read Music Exploring Texture/Timbre |
| 8 | Exploring the Changing Voice Notation Theory 1 Christmas Carols | Exploring the Changing Voice – Part Singing Notation Theory 2 | Exploring the Changing Voice – Part Singing 2 Notation Theory 3 |

Religious Studies

The Religious Studies syllabus has changed this year for boys in Year 6 and 7 as there is a new Common Entrance exam structure from summer 2020.

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|--|--|--|
| 6 | <p>OT Text Intro to the Bible Creation</p> <p>Human impact on and treatment of the world</p> | <p>NT Text Historical context of Jesus The Feeding of the 5000 The aims of punishment</p> | <p>OT Text Call of Moses</p> <p>Revision techniques</p> |
| 7 | <p>OT Texts Passover & the Exodus, Crossing the Sea</p> <p>Life and death Ethics of war</p> | <p>NT Texts The Paralyse Man Calming the storm</p> <p>Prejudice and freedom of speech</p> | <p>Review of all NT and OT texts covered</p> <p>Revision techniques and essay writing development</p> |
| 8 | <p>NT Texts</p> <p>Who is Jesus? The Transfiguration and Peter's Declaration. Jesus' death and resurrection</p> | <p>Contemporary Issues</p> <p>Making links between the Biblical texts that have been studied and their relationship with issues today</p> | <p>OT Revision NT Revision Exam Preparation</p> |

The Religious Studies Department educates boys about religious and philosophical ideas through the reading of religious texts, examining religious beliefs, practices and ethics and encouraging connections to be made between them.

The key skills which are developed throughout the course are:

- Knowledge – of bible texts and contemporary issues;
- Understanding – being able to explain a view or idea taken from the religion;
- Evaluation – giving a balanced argument.

Boys will have the chance to reflect on these ideas by examining a range of contemporary issues that will encourage them to consider religious and other responses to morality:

- Science and religion
- Stewardship and the environment
- Law, rules and human rights
- Punishment
- Social justice and treatment of the poor
- Prejudice and discrimination
- Attitudes to death
- War

Key texts

The key texts for Year 8 can be found in the *RS for Common Entrance* given to all pupils at the start of the year. The key texts Years 6 and 7 can be found in *Theology, Philosophy and Religion for Common Entrance* given to all pupils at the start of the year. These books can be downloaded and viewed on an iPad or online. Details of the download link will be in the Wetherbuzz, shared with the boys and available on request.

Additional resources

A useful additional resource for **boys in Year 8** is the ISEB Revision Guide. This is excellent when revising for exams. It is called *Preparing for Common Entrance Religious Studies (Second Edition)* and is written by Michael Wilcockson.

A useful additional resource for **boys in Year 6&7** is the Hodder Education *Philosophy and Theology for Common Entrance 13+* and is written by Michael Wilcockson and Susan Grenfell.

Scholarship Candidates

Boys attempting a scholarship examination will receive additional preparation in accordance with their school's requirements. Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance. Candidates should expect to be given essay titles and will be set additional and different tasks as necessary. Scholarship examinations vary, but pupils will be challenged by the complexity of the texts and by the level of analysis expected. Small group discussion and work will form part of this preparation. Scholarship examinations take place in the Spring and Summer Terms.

History

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|---|--|---|
| 6 | <p style="text-align: center;">Medieval Period</p> <p>Norman Conquest to the reign of Henry II</p> | <p style="text-align: center;">Medieval Period</p> <p>Richard I and the Crusades to the Black Death</p> | <p style="text-align: center;">Medieval Period</p> <p>The Hundred Years' War to the Battle of Bosworth Field</p> |
| 7 | <p style="text-align: center;">Tudors</p> <p>Henry VII and Henry VIII</p> | <p style="text-align: center;">Tudors</p> <p>Edward VI and Mary I</p> | <p style="text-align: center;">Tudors and Stuarts</p> <p>Elizabeth I</p> |
| 8 | <p style="text-align: center;">Stuarts</p> <p>James I, Charles I and the Commonwealth</p> <p style="text-align: center;">Scholarship (Causation and Significance)</p> | <p style="text-align: center;">Stuarts</p> <p>The Restoration to the Jacobite Rebellions</p> <p style="text-align: center;">Scholarship (Causation and Significance)</p> | <p style="text-align: center;">Tudors and Stuarts Revision</p> <p style="text-align: center;">CE Exam</p> <p style="text-align: center;">Post-CE Project</p> <p style="text-align: center;">Scholarship Exams</p> |

The History Department aims to inspire boys with a passion for History during their time at Wetherby Preparatory School. The study of History is brought alive by employing varied teaching techniques: traditional historical enquiry, role-play, visits to places of historical interest and vigorous discussion. Wetherby boys leave our school as able and confident historians prepared to address with confidence the challenges of History at GCSE level. Whilst due emphasis is placed on interactive, dynamic learning, we unashamedly expect boys to learn factual history and to engage in sustained, academic analysis of complex themes. Boys also learn the importance of taking pride in their work with a high standard of presentation expected.

Boys are prepared for the Common Entrance exam by studying the Common Entrance topic from Year 7. In these last two years, heightened emphasis is given to the skills required for successful Common Entrance examination, including extended analysis of source material, the writing of sustained, written pieces and independent judgement of topics studied.

Year 6

The Year 6 course introduces boys to paragraph and essay writing as well as spending time on the study and analysis of historical evidence. They will understand how to structure an essay effectively and begin to evaluate and infer from a range of historical sources, developing their source work skills for the beginning of the Common Entrance syllabus in Year 7.

Year 6 History Resources

There is no set textbook for Year 6 History but we do recommend the following books for the boys to read if they are interested in extending their understanding of a particular topic:

- *Medieval Realms for Common Entrance and Key Stage 3*, second edition Martin Collier, Rosemary Rees and Colin Shephard (2014)
- *So you really want to learn History, Book 1: A Textbook for Key Stage 3 and Common Entrance*, Robert Pace (2007)
- *Medieval Minds Britain 1066-1500: Pupil's Book*, Jamie Byrom, Christine Counsell and Michael Riley (1997)

Year 7 and Year 8

The Common Entrance examination is divided into two parts:

1. Evidence Question (20 marks)
2. Essay Question (30 marks)

Year 7 and 8 History Resources

The boys are issued with a copy of the *Making of the United Kingdom*, which they will be using for classwork and homework for the Common Entrance syllabus. We also recommend the following books, particularly when it comes to revision:

- *History for Common Entrance 13+ Revision Guide*, Ed Adams (2014)
- *History for Common Entrance 13+ Exam Practice Questions*, Gavin Hannah (2014)
- *History for Common Entrance 13+ Exam Practice Answers*, Gavin Hannah (2014)
- *History for Common Entrance: The Making of the United Kingdom 1485-1750*, Bob Pace (2014)
- *So You Really Want to Learn History, Book 2: A Textbook for Key Stage 3 and Common Entrance*, N. R. R. Oulton (2008)

Scholarship Candidates

Candidates are expected to demonstrate a wider knowledge and understanding of the syllabus than candidates for Common Entrance. Candidates should expect to be given essay titles and will be set additional and different tasks as necessary. Scholarship examinations vary but pupils will be challenged by examining a variety of historical sources and by the level of analysis expected when approaching historical evidence. Small group discussion and work will form part of this preparation. Scholarship examinations take place in the Spring and Summer Terms.



Geography

In 2014, ISEB introduced a slight change to the Geography Common Entrance syllabus. This has now been implemented and all Upper School boys will be taught two new topics for their Common Entrance examinations: 'Transport and Industry' and 'Population and Settlement'.

The new syllabus has been produced in response to changes to the National Curriculum and feedback given from schools. There is now a more even balance between physical and human geography and the section on location knowledge has been expanded and updated, taking into account what the boys are expected to know by the end of Key Stage 2. The aim of the revised syllabus is to provide the very best foundation in geographic knowledge and skills for 11 to 13 year olds.

The Geography Common Entrance programme at Wetherby Preparatory School aims to encourage the boys to use a range of geographical skills to develop their knowledge and understanding of the world. Topics include: places, their locations and patterns, processes including environmental change and the concept of sustainable development in order to:

- stimulate curiosity about the world;
- introduce candidates to places, people and environments;
- contribute to environmental awareness and education for sustainable development;
- develop understanding of physical and human landscapes, and introduce candidates to different societies and cultures, enhancing awareness of global interdependence.

The Geography Common Entrance examination is comprised of three sections and made up of a total of 80 marks:

- 1) Location Knowledge (10 to 15 marks)
- 2) OS Mapwork (10 to 15 marks)
- 3) Five Thematic Studies (10 to 15 marks for each of the five themes)

For example, in the June 2016 exam: Location Knowledge was worth 12 marks, OS Mapwork was worth 12 marks and the remaining 56 marks were for the thematic studies.

In Year 6, the boys start to study the five thematic Common Entrance topics. Location Knowledge and OS Mapwork are weaved into the curriculum throughout Years 6 to 8. Beginning this academic year all Year 6 boys will be given a separate location knowledge exercise book to take with them through to Year 8. It will be very important that they take good care of this.

Boys also complete a coursework element worth 20% of the total Common Entrance marks. Data is collected during the field trip to Castle Head in Cumbria in Year 7 and then projects are written up and completed back at school at the beginning of Year 8.

Resources

An invaluable resource for the Years 7 and 8 boys to have at home is the ISEB 13+ Revision Guide by Belinda Froud-Yannic (ISBN: 978-1-4718-2730-3). It has all the key terms and concepts we will be looking at and will be a very useful reference and revision guide. It is also very important that the boys retain their exercise books from Years 6 and 7 for the Common Entrance year in Year 8.

Long Term Plan

| Year | Autumn | Spring | Summer |
|------------------------|---|--|---|
| 6 TJM | TS: Volcanoes and Earthquakes LK: Europe | TS: Transport and Industry LK: Africa OS Maps | TS: Population and Settlement LK: North and South America |
| 7 JBN | TS: Rivers and Coasts LK: Asia and Oceania | TS: Rivers and Coasts TS: Weather and Climate LK: The United Kingdom | TS: Weather and Climate LK: Africa and Europe OS Maps |
| 8 JBN | Coursework Location Knowledge Revision | Thematic Studies Revision Location Knowledge Revision OS Maps Revision | Thematic Studies Revision Location Knowledge Revision CE Exam |

Scholarship

Boys preparing for a scholarship paper will focus on how to approach the nature of scholarship questions and how to impress the examiner with the application of knowledge that is relevant to the question. This will ensure the boys feel fully confident and competent in their approach to the Geography aspect of their scholarship paper

Art

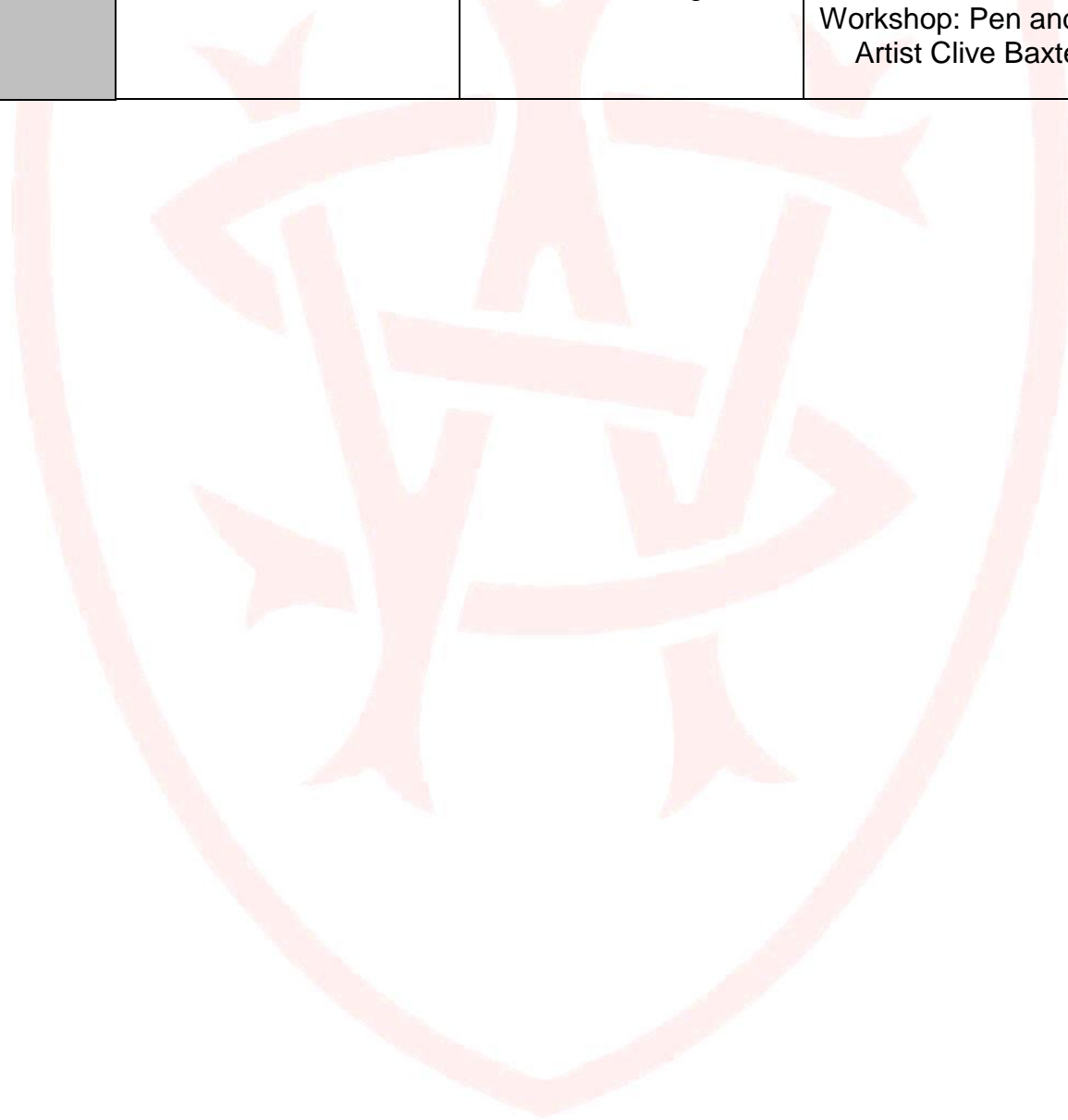
In the Art Department we develop individual creativity through our wealth of resources and expertise. We provide tuition in a wide range of media; painting, 3D design, woodwork, clay modelling, wire modelling, screen printing, pastel work, ink studies and lino reduction printing. Art work is placed into context, Old Masters are taught alongside modern artists. Art Theory is explored and we delve into the artists' motivations behind the works that we study.

The Art and Design Syllabuses are relevant to the current offer within London-based museums and galleries. Whenever possible, the class work is enhanced by visiting external workshops and exhibitions. Professional artists sometimes visit the Art Room, giving us a valuable insight into the life of an artist and illustrating contemporary practice. Our Advanced Artists Programme further develops an individual's potential by building a portfolio for an Art Scholarship application to senior schools.

Long Term Plan

| Year | Autumn | Spring | Summer |
|----------|--|--|--|
| 6 | Landscape Painting Layered acrylic on board Artist link: Kurt Jackson Workshop: Contemporary British Landscape Painter | Pop Art: Art for All Illustration, film, painting and printing Artists links: Andy Warhol and Roy Lichtenstein | Artists' Manifesto Reduction printing Artist link: Hundertwasser |
| 7 | Surrealist Landscapes Painting and clay work Artist links: Dorothea Tanning, Max Ernst, Salvador Dali | Tonal Drawing Skills Self Portraits Artist Links: Durer and Freud Trip to National Portrait Gallery | 'Fantastic Reality' Installation and wire-work Artist Link: Louise Bourgeois Synthetic Cubism Watercolour painting Georges Braque |

| Year | Autumn | Spring | Summer |
|------|---|---|---|
| 8 | <p>Japanese Printing Wood block printing, lino reduction printing</p> <p>Artist links: Katsushika Hokusai</p> | <p>Storms in Monochrome Charcoal and mixed media large scale works</p> <p>Artist Link: Sax Impey and Hiroshi Sugimoto</p> | <p>'Up close' Pen and ink work</p> <p>Artist Links: Edward Hopper and Vincent Van Gogh</p> <p>Workshop: Pen and ink Artist Clive Baxter</p> |



Digital Literacy (ICT)

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|---|--------------------------------------|
| 6 | E Safety Touch Typing BOFA | Spreadsheet (2) Digital Handling | Control Robotics |
| 7 | E Safety Touch Typing Python Coding Java | Mobile Apps HTML | Website Creation Project Work (1) |
| 8 | E Safety Touch Typing Microbits | Computational Maths and Binary number systems Python | Independent Film Project |

Boys are encouraged to use technology as a tool to learn in all aspects of the curriculum. Boys have one hour of ICT from Years 6 to 8 in which they are equipped with digital literacy skills. We have 22 wired desktop PCs which are used for lessons and a bank of laptops and iPads which are available for students to access as required. Every classroom is equipped with an interactive whiteboard and laptop with the facility to print to any number of networked printers.

As the boys move into the Upper School we place more emphasis on independent learning and often boys will be expected to enhance their skills at home by exploring areas of technology that stimulate them. From Year 7 onwards we introduce project modules where boys will need to research and compile work individually or as small groups. We offer coding modules using various programming languages and aim to progress these skills as the boys move through the upper school.

Teachers: Mr. D Bayes Years: 6, 8
 Mr. N Morrison Year: 7

Games

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|---|---|---|
| All | Football/ Rugby – advanced skills & tactics, games understanding, rules and regulations | Rugby – advanced skills & tactics, games understanding, rules and regulations | Cricket – advanced skills & tactics, games understanding, rules and regulations |

Games lessons take place at our fantastic and still developing sports facilities, The Wetherby Sports Ground.

The staff in charge of each group will coach (with additional support), choose teams for fixtures and be your first port-of-call for any enquiries regarding fixtures or coaching sessions. Please do let the relevant member of staff know if your son is unable to participate in lessons or matches as soon as possible.

Over the years Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against all local schools and those further afield. We achieve this success through hard work and careful team selection. Whilst we pride ourselves on our successes, we are also very aware of the importance of inclusion. If your son is not selected for the school then they will play for one of our very successful franchise teams.

All team lists can be found on the Games notice board as well as venue details and start/finish times. The details for match venues, including maps, can also be found on the sports section of the school website. www.wetherbyprepsport.co.uk (password for team sheets is TeamWetherby)

As always, it is imperative that all boys wear the correct kit to games and fixtures to ensure participation: Wetherby Prep School plain black shorts, chequered WPS games top, WPS red and black socks and firm ground moulded football boots and shin pads. If your son does not have the correct kit on any particular day please email the group leader as we may well be able to source temporary kit from lost property. We anticipate the boys will be working extremely hard to improve their skills, so all the boys must bring a water bottle to Games Lessons. Ideally, they would buy a named Wetherby water bottle from here:

<https://activebottle.co.uk/collections/wetherby>

Boot bags are also a very useful item to have as they help keep the boys' equipment organised and are very easy to carry. These can be ordered from the Perry Uniform website.

2018/2019 Games Teachers:

Mr Reid
 Mr Dean
 Mr Billingham
 Mr Criddle
 Mr Evans
 Mr Brampton

PSHEE – Personal, Social, Health and Economic Education

Long Term Plan

| Year | Autumn | Spring | Summer |
|-------------|------------------------|------------------------|-----------------------------------|
| 6 | Picture News Resources | Picture News Resources | Picture News Resources |
| 7 | Britain Today | Health and Lifestyle | Relationships |
| 8 | Diversity in Britain | Health and Wellbeing | Values, Citizenship and Economics |

Each boy in the Upper School has a 30 minute lesson of PSHEE per week. During lessons boys will have the opportunity to discuss a wide variety of different topic areas, which impacts them personally, socially and economically. We will also explore different ways to stay healthy and boys will learn about basic British politics. During PSHEE lessons, the Core British Values (democracy, rule of law, individual liberty and mutual respect for others) will be promoted and boys will acquire deeper understanding of the world in which we live. Boys in Year 6 will use the online resource, Picture News, which

will cover the above areas in a relevant way, linking them to current affairs in the world around us. A wide variety of different text books and online resources will be used throughout the year to support the learning of the boys.

Teachers

Year 6: Mrs Jenne

Year 7: Mrs Jenne

Year 8: Miss Baillieu

DRAMA

Long Term Plan

| Year | Autumn | Spring | Summer |
|------|--|--|---|
| 6 | Performance & Presentation Pantomime | Using a Stimulus Shakespeare | Educational Theatre Physical Theatre 1 |
| 7 | The Voice Creating Stories II | Persuasive / Interventionist Theatre Greek Theatre Chorus & Mask Work | Physical Theatre 2 Commedia dell'Arte |
| 8 | Emotional Intelligence Character Development | Creating a TV Series Political Theatre | Directing Production Design |

WE are very excited to build on the work that began last year with the introduction of Drama to the WPS school curriculum. In the Upper School we will be introducing the boys to different theatrical genres and more advanced dramatic practices. We will look at developing as performers, working as a theatre company, developing characters, building stories and learning the skills required to make our very own theatre and film using a variety of theatrical and creative methods. We will also integrate key social skills as well as topics from other subjects, reinforcing learning through play, practice and performance.

Drama is a wonderful way for the boys to express themselves creatively through a fun, interactive and educational medium. It provides an opportunity for every boy to use their imagination and their own ideas to create stories, characters and other worlds through devising and performing. They will have a chance to perform different types of theatre in front of their peers in a fun, dynamic, creative environment which will develop skills that help build confidence, humility, team work and leadership.

Assessment

The boys will work towards final project performances every half term which will be assessed by themselves and their teacher in order to develop their evaluation skills, audience focus and understanding of theatre.

