Upton Hall School FCJ

Year 7 Curriculum Booklet 2026-2027

Introduction

Dear Parents

The purpose of this booklet is to give you information about the opportunities on offer to our Year 7 pupils. We hope that you will be able to use this information to support your daughter through the first year of her secondary education and to help her make good progress and to enjoy school life.

Year 7 is a challenging year: the structure of the school day in secondary school is very different to the one your daughter has been used to in primary school. The day is longer, she will meet more staff and she will have to move between lessons, remembering to take the appropriate books and equipment with her. By the end of the year, she will take all this in her stride but during the year there will no doubt be times when she feels very tired as a consequence of these demands. If you have a detailed understanding of her school programme you will be able to encourage and support her.

From the outset it is vitally important that all pupils are involved in at least two extra-curricular activities. These activities will provide her with the opportunity to meet different pupils and develop interests that will complement the learning that takes place within the classrooms. Many of these activities take place at lunchtime and the lunch break is structured to enable pupils to have the time to become involved. A good lunch and some relaxing or stimulating activities usually give the girls the energy they need to take them through the afternoon.

Use our website to find out what is happening in school: for example, there will be reports of recent events and trips involving pupils, discuss these with your daughter to give her a sense of the opportunities that will come her way as she moves up the school. In this way you prepare her for what lies ahead and help her to develop the confidence to seize each opportunity as it arises.

We hope that you enjoy reading this booklet and, if you have any suggestions for its improvement, please pass them to Ms A Murphy, Deputy Head.

Mrs A Gaunt
HEADMISTRESS

Vision Statement FCJ Schools

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

This vision is encapsulated in our six key FCJ values:

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. The ideal of excellence 'for God's greater glory and salvation of souls' pervades Marie Madeleine's writings and recommendations.

Companionship is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together.

Dignity: It is of the essence that the dignity of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

Justice: being in right relationship with God, self, others and creation.

Hope is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope inspires and enables us to persevere in the face of difficulties and disillusionment.

Gentleness: Above all, through God's grace, the whole is marked by gentleness, the gentle strength that comes from 'the fruit of quiet self-possession that has been gained through daily growth in self-understanding through the light of grace'.

School Motto

Age quod agis

Whatever you do - do well!

Curriculum Overview

In Year 7 we want to offer a curriculum that ensures that our pupils fulfil the aspirations expressed in our Mission Statement by becoming:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to our school and to society.

In addition to the subjects above a wide choice of **extra-curricular activities** are available to your daughter to help her personal development and we expect her to participate in at least two of these activities every week.

Please read the information provided by subjects. It has been designed to help you as parents to be informed about what your daughter is learning, how she will be assessed and how you can help her develop a love of learning.

At the end of Year 7, the Modern Languages Faculty will decide what language combination each student should study in Year 8. Some girls will continue Mandarin and French while others will continue French but also begin Spanish. Finally, some pupils will focus on one language in order to have a strong basis in this subject for future study. This decision will be made by teachers based on their professional knowledge of the demands of language study at GCSE and their knowledge of your daughter's aptitude for language study based on her attainment and effort grades. This decision is not an options process so there is no need to complete a form but we will write in the summer term to keep you informed.

Assessment of Progress

We aim "high" to ensure that all of our pupils make outstanding progress

We believe that by having high aspirations we are able to secure the best possible outcomes for our pupils. Ability is not fixed or innate, and we firmly believe that ability can be enhanced through the adoption of a growth mind set. Your daughter must work extremely hard in the knowledge that human qualities and intellectual skills are cultivated through hard work, effort and having the character to overcome setbacks and utilise constructive criticism. Your daughter must display tenacity and persistence when confronting challenges, see failure as a valuable part of the learning process and display a readiness and passion for learning and self-improvement. She has the potential to grow and succeed, and in order to do this your daughter must take charge of her own learning. Your daughter has clear goals and aims, and must take the appropriate steps to make sure they happen. Some pupils may feel that meeting their targets is very difficult and it is important that we encourage them to be resilient. We must work in partnership with parents to ensure that we praise the effort that pupils make and celebrate achievements in all aspects of their work.

Assessment without Levels

In Years 7 & 8, pupils will be assessed regularly in all subject areas. Their assessments will take on a variety of formats including self, peer and teacher assessed tasks. After these assessments, the pupils will be categorised as 'Excellent', 'Secure' or 'Developing' in that particular topic. We will refer to these as grades. If a student is secure it means she has mastered the core knowledge which will help her to be successful in this subject in the future. Some subjects have also chosen to provide parents with information about percentage scores alongside that of the year group. Our assessments will focus on the pupils' developing skills and knowledge. Their feedback following on from each assessment will be formative and will be focussed on what they need to do to improve.

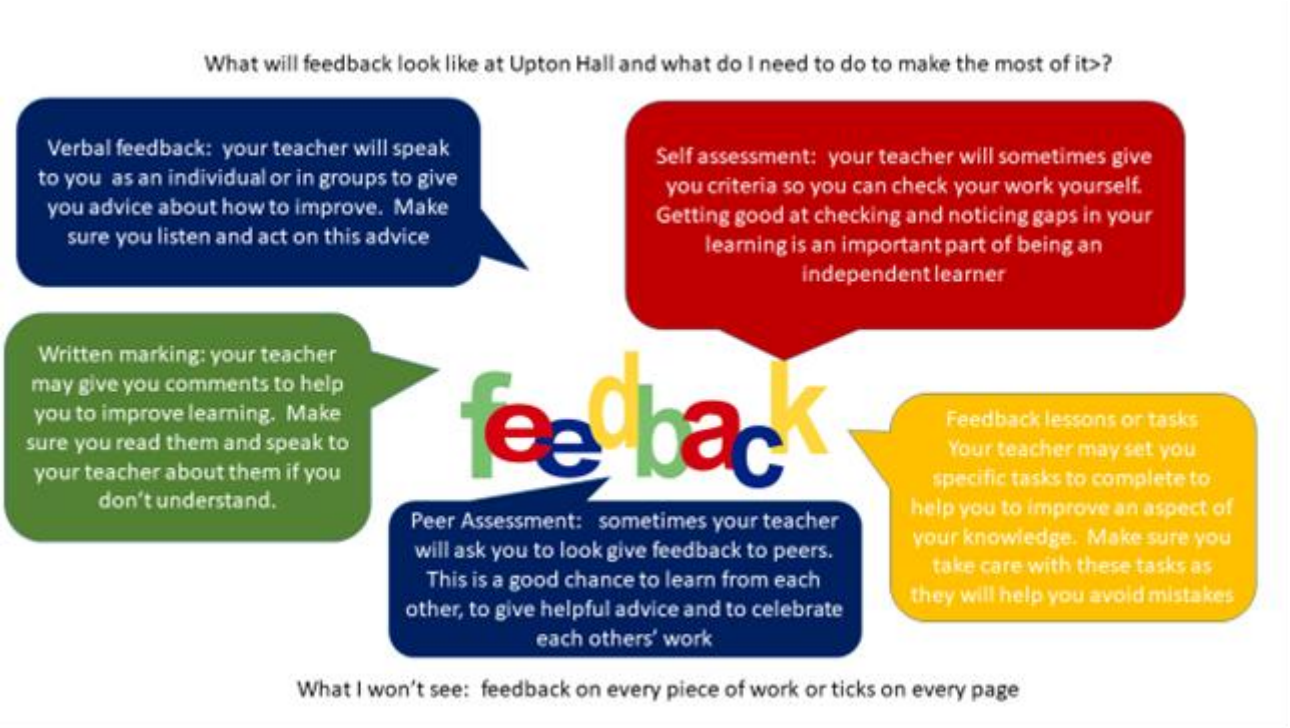
How will my daughter know which grade she is working at?

In English and Mathematics, our pupils undergo literacy and numeracy screening on entry to Upton Hall. Parents will receive information about how they did in these tests and you will be given some strategies to support them to progress from there. In all subjects your daughter will regularly discuss which grade she is working at and this information can also be found in her exercise books. She should be able to describe her grade and will know what she needs to do in order to progress. Your daughter will have opportunities to act upon advice received and if she is unsure of her current grade or what she needs to do in order to progress she should speak to her subject teacher.

What happens if my daughter isn't making the progress that we would expect?

If your daughter is not making expected progress, we will ensure that she is provided with the opportunities to improve. Intervention happens predominantly in the classroom, but staff may also offer additional support which takes place outside of lessons, uses student mentors or requires attendance at a study group. If your daughter is receiving extra intervention, it will be indicated on her progress report. Information will also be available through annual reports and at parents' evenings. It is really helpful when parents discuss this information with pupils as it is often helpful for pupils to verbalise how they are progressing.

Feedback


What will feedback look like at Upton Hall and what do I need to do to make the most of it>?
Verbal feedback: your teacher will speak to you as an individual or in groups to give you advice about how to improve. Make sure you listen and act on this advice
Self assessment: your teacher will sometimes give you criteria so you can check your work yourself. Getting good at checking and noticing gaps in your learning is an important part of being an independent learner
Written marking: your teacher may give you comments to help you to improve learning. Make sure you read them and speak to your teacher about them if you don't understand.
feedback
Feedback lessons or tasks Your teacher may set you specific tasks to complete to help you to improve an aspect of your knowledge. Make sure you take care with these tasks as they will help you avoid mistakes
Peer Assessment: sometimes your teacher will ask you to look give feedback to peers. This is a good chance to learn from each other, to give helpful advice and to celebrate each others' work
What I won't see: feedback on every piece of work or ticks on every page

Tracking of Progress

Your daughter will receive 2 Progress Sheets and an Annual Report throughout the course of the academic year. These documents will give the following information for each subject she is studying: -

Current Attainment:

This is the grade that your daughter is currently working at, as identified by the subject teacher.

Effort:

An effort grade is awarded based on the following criteria:

1 Outstanding
2 Good
3 Need to improve
4 Cause for concern

"Thorough! No matter what she undertook it was always the same, heart and soul"

Philomena Skiffen FCJ (1840 – 1898)

Attitude to Learning Descriptors

Attitude to Learning at home

1. All homework is completed to a meticulous standard. It is always handed in on time. The pupil takes the initiative to extend her own learning and solves problems proactively, attending support or intervention sessions when needed. Test results demonstrate that highly effective revision has taken place. The pupil acts on feedback and use the advice to improve her work.

2. All homework is completed to a good standard. It is usually handed in on time. The pupil takes the initiative to seek help when necessary, attending support or intervention sessions when needed. Test results demonstrate that effective revision has taken place. The pupils usually act on feedback and uses the advice to improve her work.

3. Most homework is completed to a good standard. It is sometimes handed in on time. The pupil does not usually show initiative. Test results suggest that there has been little effective revision. The pupil does not use feedback to improve her work consistently

4. Very little homework is completed to a good standard or handed in on time. Test results suggest little effective revision has taken place. There is no evidence that feedback has been read or acted on.

Attitude to Learning at school

1. The pupil joins in all class activities with a positive attitude. The pupil is on time to lessons. The pupil is well organized and has all the equipment/notes needed for the lesson. The pupil sustains concentration and is always focused on her learning. She asks intelligent questions and contributes to class and group discussions. She takes responsibility for her own learning. Every minute of the lesson is well used.

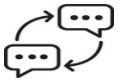
2. The pupil joins in all class activities with a positive attitude. The pupil is on time to lessons. The pupil is well organized and has all the equipment/notes needed for the lesson. The pupil sustains concentration and is focused on her learning, needing rare reminders. She contributes to class and group discussions. She takes responsibility for her own learning

3. The pupil sometimes needs reminding to join in with class activities. The pupil is usually on time to lessons. The pupil is sometimes organized and has all the equipment/notes needed for the lesson. The pupil sometimes loses concentration and can distract others or herself.

4. The pupil avoids some or all class activities. She is sometimes late for lessons and rarely has the necessary equipment. Her behaviour distracts others and has to be reminded to concentrate more than once.

Religious Education

Students will follow the newly published Religious Education Curriculum Directory. Students will explore 6 topics in Year 7. Each topic will enrich students' religious knowledge will aid their development of key literacy, evaluation and analytical skills. The Year 7 curriculum also enables students to understand, discern and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of religious life.

	Content to be studied	Method of assessment
Autumn 1 Introduction unit & Creation and Covenant	During this term students will complete a brief introductory unit and then begin examining 'Creation and Covenant'. This unit focuses on the God who creates and calls a people, looking at concepts such as God, creation, and stewardship. These topics will be examined through a variety of different religious lenses.	This half term a baseline assessment is given to all students to establish their prior understanding of religious concepts.
Autumn 2 Prophecy and Promise	This unit focuses on God's promise and its fulfilment, looking at concepts such as prophecy, annunciation, nativity and Mary Mother of God. These topics will be examined through a variety of different religious lenses.	Formative assessment and class tests are used to assess progress this half term.
Spring 1 Galilee to Jerusalem	This unit focuses on The Word becoming flesh and dwelling among us, looking at concepts such as Incarnation, The Reign of God and Sacrament of the Sick. These topics will be examined through a variety of different religious lenses.	Formative assessment and class tests are used to assess progress this half term.
Spring 2 Desert to Garden	This unit focuses on Jesus' life, death and resurrection, looking at concepts such salvation, grace, eucharist and reconciliation. These topics will be examined through a variety of different religious lenses.	Formative assessment and class tests are used to assess progress this half term.
Summer 1 To the ends of the Earth	This unit focuses on Jesus' command to 'Go, and make disciples', looking at concepts such as The Holy Spirit, The Church, Sacraments and discipleship. These topics will be examined through a variety of different religious lenses	Formative assessment and class tests are used to assess progress this half term.
Summer 2 Dialogue and Encounter 	This unit focuses In-depth study of a Christian tradition other than Catholicism (e.g. Anglicanism, Protestantism, Orthodoxy) alongside the study of Hinduism.	End of year assessment

How will I know if my daughter is achieving this?

Work is assessed in Religious Education throughout the year and through various methods. The assessment style used in Key Stage Three (Years 7-9) is in line with the criteria for assessment outlined by the Diocese of Shrewsbury.

An initial assessment which students are not expected to prepare for is used to establish their prior learning and knowledge in the first half term of the year. Summative assessments are conducted at key points throughout the year and teachers will use formative assessment to ensure students' clarity of understanding and progress.

Students are given progress books in Year 7 which track their progress throughout Key Stage Three and allows students, parents and teachers to see the learning journey the student has undertaken throughout Years 7, 8 and 9.

How can I help my daughter?

Students are given a learning program which outlines each area covered in a specific module. This allows students and parents to clearly see the information students should have gained an understanding of during Religious Education lessons.

Websites which may aid students to consolidate or extend their learning include:

https://www.bbc.co.uk/religion/religions/

https://cafod.org.uk/

http://www.dioceseofshrewsbury.org/

Shrewsbury Diocese can also be followed on twitter: @ShrewsRCnews

Students may wish to join Pope Francis' 18 million followers on twitter: @Pontifex

Enrichment opportunities

There are multiple opportunities for Key stage three students to take their learning beyond the classroom:

- Glue club in held within the department which stands for God, Life, Universe and Everything. This is an opportunity for students to discuss big philosophical and ethical questions.
- Students are invited to participate in a pilgrimage to Lourdes
- Students get the opportunity to participate in a multi-faith day which involves the opportunity to speak with members of different faith communities

English

In Year 7 students are given the foundation for the skills they require to study English at secondary school level. In English Literature, they will build upon their passion for reading generated in primary school and will develop a deeper appreciation of a writer's purpose and their methods. In English Literature texts are carefully selected to facilitate student discussion of universal themes, such as love, relationships, family, grief and loss and identity, enabling them to identify with aspects of human experience they may or may not have experienced from themselves. English Language will continue to equip students with the skills they need to enable them to use their writing as a means of accurate communication, as well as encouraging them to develop their journalistic, creative and imaginative use of language.

	Content to be studied	Method of assessment
Autumn	**Transition Unit:** Students will plan and write a piece of descriptive writing in response to an image of a setting suitable for a ghost story. **Fiction Reading and Creative Writing Unit: Tales of the Supernatural** Students will read and study the late 20th century novel, *The Woman in Black* by Susan Hill, with a focus on setting, structure and characterisation.	1. Creative writing task. 2. A critical essay on the characterisation of the woman in black. 3.A piece of narrative writing that presents a back story to explain the motives of the supernatural being in their story.
Spring	**Shakespeare: *A Midsummer Night's Dream*** with its exploration of romantic relationships in a comedic and fantastical setting, the play provides the perfect introduction to Shakespeare's language and dramatic technique. **Poetry: Love Poetry** A selection of pre and post 1914 love poetry is taught.	1. Literary essay on the theme of love. 2. Character study stage and costume design. **Stretch and Challenge:** Literary essay comparing the jealousy of two characters. 1. Analysis of an unseen poem on the theme of love.
Summer 1 and 2	**Non-fiction Reading Writing: Newspapers** A range of journalistic styles and formats are taught through analysis of contemporary newspapers and online writing conventions. In preparation for the summer examination students read and analyse a range of non-fiction contemporary texts.	1. Reading comprehension. 2. Feature article. 3. Summer exam preparation. **Stretch and Challenge:** An article with an international or global significance.
Each term	In addition to the core topics listed above, spelling, punctuation and grammar are taught in a lesson dedicated to it each fortnight.	1. Spelling Test 2. Grammar Hammer

How will I know if my daughter is achieving this?

The English Department assesses students in a classroom context in an Assessment Book [this remains in school but is available to be viewed at Parent's Evening or by appointment]. Here the class teacher will determine whether your daughter's skills in reading, writing and speaking and listening tasks are developing, secure or excellent. Detailed diagnostic feedback is given, which celebrates achievement and explains the next steps to be taken. Feedback will address both content and technical accuracy in spelling, punctuation, grammar and vocabulary. Your daughter is expected to read and act on these recommendations and to take responsibility to make progress towards meeting them on their next piece of work.

The class teacher will also monitor your daughter's draft book, to check that the school's expectations for presentation and technical accuracy are being adhered too. The *Progress Guide* at the front of their draft book provides a record of your daughter's academic progress in their Assessment Booklet.

Finally, at the beginning of each academic year, your daughter will undertake literacy screening in spelling, reading and free writing to monitor their progression in these core English skills. You will receive a record of their results by letter in October of each year. If your daughter is not making expected progress, a programme of Literacy Intervention will be offered.

How can I help my daughter?

Promoting reading for pleasure is the most vital form of parental support the department asks for. Restricting social media use towards the end of the evening and encouraging your daughter to read for twenty minutes every day instead, is the best way to enhance your daughter's progress in English and all her subjects. Hearing your daughter read aloud or reading to each other is still an excellent way at this age to enhance their literacy and your relationship with her.

Your daughter will also have a spelling test every fortnight, which you can help your daughter to prepare for. Please see your daughter's Google Classroom to access both the recommended reading lists and spelling tests for each year group in Key Stage 3. Here you will also find links to useful websites.

Enrichment opportunities

World Book Day Art Exhibition and competition

National Poetry Day workshops and poetry competitions

Poem by Heart competition

Maths

Students will become confident mathematicians. They will gain skills in problem solving and be able to make connections between topics. They will work in groups on a variety of engaging and interactive activities. As a result, pupils will develop resilience, sound reasoning skills and be able to articulate their learning.

	Content to be studied	Method of assessment
Autumn 1	Number	Converting between FDP Equivalent fractions Improper and mixed fractions Ordering FDP
	Negative numbers	Introduction to negative numbers Adding and subtracting negative numbers Multiplying and dividing negative numbers
Autumn 2	Algebra	Order of operations Simplifying expressions Substitution Creating expressions and solving equations
	Angles	Measuring and drawing angles Basic angle facts Angles in quadrilaterals and properties of quadrilaterals
Spring 1	Co-ordinates	Plotting co-ordinates in all four quadrants Plotting linear graphs, including horizontal and vertical lines.
	Handling Data	Bar Charts Pie Charts Averages and range Interpreting statistics
Spring 2	Fractions	Add and subtract fractions Find a fraction of a quantity
	Decimals	Rounding decimals Adding and subtracting decimals Multiplying and dividing decimals by powers of 10 Multiplying and dividing decimals
Summer 1	Probability	The probability scale Theoretical probability Experimental probability
	Measurement	Constructing triangles Nets Metric units
	Area, perimeter and volume	Area, perimeter, volume and surface area of 2D and 3D shapes
Summer 2	Percentages	Writing one number as a percentage of another. Finding a percentage of a quantity.
	Transformations	Reflections Rotations Translations
	Number Patterns	Fibonacci Nth term

How will I know if my daughter is achieving this?

Your daughter will have a folder of unit tests that will include a progress guide. The tests will have been marked by the teacher with an overall percentage awarded. Pupils are expected to work in groups to make corrections, with the class teacher going through questions the majority of the class found difficult. The pupils will have recorded their score and areas for improvement on the progress guides. Their homework books will also contain feedback and your daughter will have acted on this feedback in the form of corrections.

If your daughter has not made expected progress, they will be asked to attend an intervention session that will revisit the content of that unit test. Their tracking will report on their achievements being excellent, secure or developing according to their unit test scores.

How can I help my daughter?

Encourage your daughter to use www.vle.mathswatch.co.uk. This is a fantastic website that encourages our pupils to take responsibility for their own learning. It contains videos for each topic and provides plenty of practice questions to accompany the work taking place in lessons. A list of suitable clips will be inside the cover of your daughter's exercise book.

Please encourage your daughter to attend study support for help with homework and any other areas of confusion from lessons. This is a drop-in session that takes place every Tuesday, Wednesday and Thursday from 1.15pm in H7.

Enrichment opportunities

Your daughter will have the opportunity to complete monthly maths challenges. There is a prize every month for the winner.

They will have the opportunity to take part in a problem-solving event in the last term.

Science

During her first year in the Science department your daughter will initially become familiar with the workings of our well-equipped laboratories. She will quickly gain the skills necessary to conduct meaningful Science investigations in order to ignite her passion for the subject. These investigations have been designed to answer some of the 'real life' questions of a young inquisitive mind.

	Content to be studied	Method of assessment
Autumn 1	**Introduction to science laboratory safety and investigation skills** – pupils will become familiar with the daily workings of a science lab and the safety rules to be followed. They will then be taught investigation skills and have the opportunity to conduct experiments to hone these. **Model of the atom and particle theory** – pupils will research how the understanding of the structure of the atom has changed over time. Pupils will also be introduced to particle diagram to represent differences between solids, liquids and gases as well as elements and compounds.	10-to-15-mark short exam style question marked by teacher and graded Developing, Secure or Excellent.
Autumn 2	**Cells –** pupils are introduced to the structure of animal and plants cells. This idea is developed through discovery of the adaptations of a number of specialised cells. **Energy –** pupils will encounter several different types of energy sources and be introduced to the law of conservation of energy. They will also conduct some research into sources of renewable energy.	40-mark exam style questions marked by teacher and graded Developing, Secure or Excellent.
Spring 1	**Reproduction –** pupils will study the structures of the male and female reproductive systems. They will also study the menstrual cycle and pregnancy. Reproduction in plants will also be covered at this point. **Elements and compounds**– pupils will be introduced to the periodic table of elements and though practical experimentation, recall the differences between elements and compounds.	10-to-15-mark short exam style question marked by teacher and graded Developing, Secure or Excellent.
Spring 2	**Digestion –** pupils will identify the organs of the digestive systems and be introduced to the role of enzymes in digestion. **Gravity & Forces -** pupils will work on the knowledge from KS2 investigating different force types. Force diagrams will be used to identify force types and calculate resultant forces.	40-mark exam style questions marked by teacher and graded Developing, Secure or Excellent.
Summer 1	**Breathing – p**upils will be introduced to the structure and function of the breathing system and how we breath. Investigations into lung volumes and breathing rate will be carried out using data loggers. **Respiration –** pupils will link the knowledge of breathing to respiration and recall its word equation. Investigation into factors affecting respiration rate will be conducted. **END OF YEAR EXAM**	End of year examination – pupils will complete a one-hour exam style question exam encompassing all topics and skills covered throughout the year.

Summer 2	**Mixtures -** pupils will investigate the differences between compounds and mixtures and how mixtures can be separated. They will also use their knowledge of particle theory to identify compounds and mixtures using particle diagrams. **Universe –**pupils will design a poster for display on the solar system including information on the planets and how the moon and sun interact to create night and day, the seasons.	

How will I know if my daughter is achieving this?

Your daughter will work in classwork booklets in Science which contain all lesson and homework activities as well as additional exam practice and a scientific article relevant to the topic being taught. Her homework tasks will be either self, peer or teacher assessed and should have clear targets. Her classroom assessments will be marked by her teacher and graded Secure, Excellent or Developing. Shorter assessments will have a teacher target and longer assessments will have a front cover with prepopulated targets that your daughter will highlight as in class exam feedback is being given. These will become her targets which she can address through completion and submission of the additional exam practice questions provided at the back of classwork booklets. She can also attend intervention with a member of staff if further explanation is required.

How can I help my daughter?

Your daughter will have the opportunity to purchase a revision guide for science at the start of the school year. This will cover the material taught in years 7 & 8. There are very helpful question pages at the end of each topic you can ask her when she is preparing for an assessment. You can also use the additional exam practice questions at the back of each topic classwork booklet.

We encourage pupils to take Science outside the classroom by visiting some of our wonderful local areas of Scientific interest. These include Tam O'Shanter Urban Farm, Chester Zoo, Spaceport at Seacombe Ferry terminal and New Ferry butterfly park. We also encourage reading in Science so have included a journal aimed at this age group and relevant to the topic being studied at the back of each booklet.

Enrichment opportunities

At Key Stage Three Science pupils can become in our STEM club which runs a variety of activities through the school year including:

Unilever Bright Futures Challenge

Growing your own in our solar dome

Steps into the NHS

DVLA decoding challenge

BP Ultimate STEM challenge

Art and Design

Listed below is an outline of our programme of study for Year 7 pupils in their first year at Upton. The Scheme of Work covers the learning objectives and outcomes specified in the National Curriculum Key Stage 3 document. Pupils will have a diagnostic drawing test at the beginning and end of each term.
A piece of homework to extend classroom learning will be given each week

	Content to be studied	Method of assessment
Autumn 1	**The Elements of Art- Line, Tone, Shape and Form** Pupils are introduced to line, basic mark making and shading techniques in the first half term.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Autumn 2	**The Elements of Art- Space and Texture** As each pupil's skills develop, more detailed tonal work and higher-level drawing skills and concepts are introduced such as perspective. Drawing provides the basic foundations and building blocks of all creative processes. This enables pupils to express their ideas fluently, accurately and confidently.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Spring 1	**The Elements of Art- Colour Theory** During this term, pupils move on to explore colour theory and are introduced to water colour painting and colour mixing. Allowing pupils to express their creativity through an understanding of colour and how it can be used to enhance their work.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Spring 2	**The Elements of Art- Colour Theory and Colour Mixing** Pupils will be exploring this unit further. Developing a more in depth understanding through a range of different practical tasks experimenting with tones, tints and shades.	Pupils will be assessed through the production of a water colour painting. Demonstrating their understanding of tint, tone and shade.
Summer 1	**Art & the Environment- Impressionism.** Pupils will be introduced to the work of the Impressionist Artists. They will explore their use of colour and take inspiration from their ideas and concepts to inform and inspire their own work.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.

Summer 2	**Art & the Environment- Impressionism** Based on pupils' exploration of materials and techniques in the previous term, they will produce a pieces of mixed media textiles. **World Cultures & Art** Pupils will be given the opportunity to explore Art & Design from cultures around the world during the Art and Geography visit to Liverpool's World Museum. Here pupils will be looking in depth at different cultures and embracing diversity.	Pupils will be awarded a level at Developing, Secure or Excellent for their completed textile piece. Summer drawing and theory exam.

How will I know if my daughter is achieving this?

At the beginning and end of each term all pupils will have a diagnostic drawing test. This helps us to monitor the progress of each pupil, allowing us to quickly identify and target the areas of strength or weakness of each pupil.

Pupils will receive written or verbal feedback on each piece of work they produce. All pupils must act upon any feedback or advice given to ensure they are working to their full potential.

How can I help my daughter?

Regular visits to Art Galleries and Exhibitions are always encouraged. Throughout Wirral and Liverpool there are a number of excellent Galleries that are free to enter.

The Williamson Art Gallery - Birkenhead
Lady Lever Art Gallery - Port Sunlight
Tate Gallery - Albert Dock, Liverpool
The Walker Art Gallery – Liverpool…. to name but a few

Enrichment opportunities

There are a number of creative magazines available to read in the library as such as 'Molly Makes' and 'Creative Review'.

There is also a large selection of Art & Design and Fashion books in the school library. These range from Renaissance and Impressionism to more contemporary artists. This is an invaluable learning resource for all of our pupils.

Design and Technology

In the twenty-first century, pupils face a rapidly evolving world with challenges such as energy and material shortages, climate change, and overpopulation. The Design and Technology curriculum aims to prepare students for this uncertain future by equipping them with essential knowledge and skills for success in the technological age.

Through this curriculum, pupils will develop a broad range of problem-solving, mathematical, and technical skills, all grounded in a deep understanding of materials, components, and systems. They will explore the processes and reasons behind product manufacturing, learning from the achievements and failures of past and present designers. A significant emphasis is placed on the environmental impacts of design, as well as the importance of meeting the diverse needs of consumers, including inclusive design considerations for individuals with disabilities and various cultural backgrounds. The curriculum also prioritises the development of resilience, collaboration, and teamwork, ensuring that pupils are well-prepared to face the demands of modern society.

Key Stage 3 Overview - The Design and Technology curriculum introduces pupils to problem-solving through hands-on practical skills. They will build a foundational understanding of materials, components, systems, and processes, enabling them to create functional prototypes to address various challenges. As pupils progress, the complexity of the problems they tackle increases, requiring deeper knowledge of materials, systems, processes, and their environmental impacts.

	Content to be studied	Method of assessment
Mechanical Principles and Material Performance: Photo Clip	• Basic mechanical principles • Exploration of material performance • Use of hand tools and equipment	Self, peer and teacher marking throughout the series of lessons. Summative assessment.
Practical Skills and Material Applications: USB-Powered Adjustable Lamp	• Practical skills in working with timbers and polymers • Understanding material applications • Basic electronics	Self, peer and teacher marking throughout the series of lessons. Summative assessment.
Electromechanical Systems and Programming	• Programming • Understanding electromechanical systems and control • Identifying electronic components	Self, peer and teacher marking throughout the series of lessons. Summative assessment.
Collaborative batch production: Celebratory food	• Exploration of the role of food during times of celebration • Working as part of a team to produce a food product & packaging based on a celebration	Self, peer and teacher marking throughout the series of lessons.

product & packaging	• Understanding of batch production and quality control	Summative assessment.
Cooking and Nutrition	• Understanding food origins • Safe and hygienic cooking practices • Applying knowledge of healthy eating	Self, peer and teacher marking throughout the series of lessons. There is an end-of-unit assessment during the final lesson of the series

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given for assessments. In addition to the summative assessments, your daughter will be assessed on her technical knowledge, as well as her ongoing creative/practical work. Feedback can be found in the booklet that she uses.

Your daughter will receive regular feedback on her work, and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I help my daughter?

You can help your daughter by encouraging the use of the VLE. The Product Design VLE is full of useful resources, including, documents, videos and animations. Your daughter is encouraged to use the search function at the top right of the page to search any topics she is unsure of, or as part of her homework tasks. There are a number of other websites that are useful, that will support your daughter:

- BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z23vkhv
- Technology Student http://www.technologystudent.com/
- National Geographic http://www.nationalgeographic.com/

Please encourage your daughter to complete 'excellence' tasks, which feature in lessons and in homework. These tasks are designed to extend her thinking and stretch and challenge her.

Enrichment Opportunities

STEM Club is an excellent opportunity for your daughter to work with other pupils on activities and competitions relating to Science, Technology, Engineering and Maths. Design and Technology as a subject encompasses all four of these, therefore if your daughter enjoys the subject, she should get involved in any STEM activity she can, both inside and outside of school. There are often extra-curricular D&T activities that your daughter can get involved in. Watching 'How It's Made' on TV or YouTube is a great way of seeing manufacture in action, it gives a much greater understanding of the scale involved in making a range of different products as well as exploring individual processes.

The Smallpeice Trust is a charitable organisation that aims to increase the number of young people entering engineering-based careers. They offer a range of residential visits from Year 8 endorsed by the school which may be of interest. http://www.smallpeicetrust.org.uk. Looking ahead, your daughter could apply for an Arkwright Scholarship in Year 11, a prestigious award that is recognised by many universities and top employers in the field of engineering. Upton supports Year 11 pupils with all aspects of the application and interview process. http://www.arkwright.org.uk

Drama

In Year 7, students will study Drama one lesson a fortnight. By the end of the year 7, students will:

- Know and understand the essential group skills for required for drama.
- Develop their confidence, and ability to communicate and co-operate effectively with others when working as part of a team.
- Study a variety of stimuli as a starting point for creating drama including scripts, poems, music, artefacts and current affairs.
- Students will gain an understanding of theatre history and the world around them through using drama as tool to explore historical events, fictional scenarios and appropriate plays.

	Content to be studied	Method of assessment
Autumn 1	**Basic Drama skills** Exploration of the 3 Cs: • *Communication* • *Co-operation* • *Concentration* Pupils participate in group-work and trust activities to build confidence, creativity and physical control skills. They also develop positive working relationships in Drama lessons.	Pupils complete a practical and written baseline assessment task in order for teachers to understand their skills level and prior experience. Pupils participate in formative assessment tasks to monitor their initial skills progression in Drama. Pupils will be awarded an effort level (1-4) only, in the first half term.
Autumn 2	**Explorative Strategies** Pupils will be introduced to explorative strategies including: • *still image* • *thought-tracking* • *role play* • *hot-seating* • *narration* Pupils will use the explorative strategies in order to explore and develop their characterization techniques in response to a variety of themes and topics such as *Bullying* and *Evacuation*.	Pupils participate in formative practical and written assessment tasks. They receive peer and teacher feedback. They reflect on their progression and set targets for their own improvement. Pupils complete a summative practical and written self and peer-assessment. Pupils set their personal targets for improvement. Pupils receive effort and attainment grades from their teacher, either *Developing, Secure or Excellent* progress based on their overall skills progression.
Spring 1	**Theatre History** Pupils study the origins of Drama through the exploration of varying theatre forms including: • Greek Theatre • Medieval Theatre • Shakespeare's Theatre • Vaudeville • Musical Theatre Pupils explore, adapt and present Greek myths and legends, Biblical stories linked with FCJ values and	Pupils evaluate their knowledge and skills development through both written (research/ homework) and practical tasks. Pupils complete both formative and summative assessment tasks based on one of the genres explored. Pupils participate in self and peer assessment. They set targets for improvement and skills progression.

	interpret characters from popular Shakespeare Plays. Pupils explore some of the disciplines associated with vaudeville and musical theatre through applying a variety of performance skills including song and dance.	Pupils receive an effort level and attainment grade from their teacher which is noted in whole school tracking data as either *Developing, Secure or Excellent* based on their overall skills progression.
Spring 2	**Interpreting Characters** Pupils explore how to interpret text, dialogue and stage directions through reading, rehearsing & staging a number of Roald Dahl scripts including 'The Twits', 'Matilda',' James and the Giant Peach', 'The Witches' and 'Charlie and the Chocolate Factory'.	Pupils are assessed on their practical application of skills and their ability to interpret characters, roles and texts for performance. Pupils participate in a formative assessment tasks. Pupils receive peer and teacher feedback based on their skills progression this half term.
Summer 1& 2	**Polished Performance** Pupils work creatively with peers to interpret and rehearse chosen scenes from texts studied (in spring 2). Pupils work co-operatively with their peers to present a polished performance, with a focus on sustaining their roles in performance using a range of Drama performance skills. Pupils build their theatre vocabulary through written and evaluative tasks in their assessment booklets.	Pupils regularly evaluate their skills development and progress through both written and practical tasks. Pupils complete a summative assessment. They complete self and peer assessment. They set targets for improvement Pupils receive an effort level and attainment grade from their teacher which is noted in whole school tracking data as either *Developing, Secure or Excellent,* based on their overall skills progression. Year 7 pupils receive a written progress report from their teacher in the summer term.

How will I know if my daughter is achieving this?

- Pupil effort (1-4) and attainment marks (Developing, Secure and Excellent) are recorded four times a year in whole school tracking and reporting documents.
- Verbal and written feedback will be offered to students during formative and summative assessment tasks.
- Written tasks, research, homework, self and peer feedback is evident in pupil assessment booklets.
- Pupils and parents will attend one parent- teacher evening a year to discuss pupil progress and targets.
- Pupils will receive an end of year Drama report.

How will work be assessed?

- In Year 7 pupils study Drama for one lesson every two weeks.
- Pupils participate in regular **formative assessments** and termly **summative assessments**.
- The curriculum content, delivery and assessment format is based on National Drama Level Descriptors.
- Pupils are assessed on their application of practical skills, knowledge and confidence in group work.
- Pupils reflect on their own and others progress through self, peer and teacher assessment tasks.
- Summative assessments take place at the end of each unit of work.

What feedback might they get?

- Pupils receive personalized feedback in order to know and understand how to improve practical and performance skills, including voice and movement.
- Pupils are offered personalized targets in order to develop their knowledge of theory and practice and they are encouraged to use Drama and Theatre vocabulary during verbal and written responses.
- Pupils are supported during group work so that they are able to develop their skills and confidence.
- Pupils will be able to evaluate their effort and progress in their assessment booklets in order to consolidate their learning whilst targeting areas for improvement.

Enrichment opportunities

- Year 7 Drama club takes place once a week
- Year 7 pupils can participate in House plays and pantomimes
- Opportunities to participate in local and national Drama festivals
- Opportunity to audition and participate in the whole school production at the end of Year 7.
- The Drama Department arranges regular theatre visits to local theatres to watch a range of plays and Musical Theatre productions.

Modern Foreign Languages

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. In Year 7, we aim to lay down good foundations for the GCSE course with a strong emphasis on grammar and key vocabulary.

Above all, we would like our students to become confident speakers of French, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

Aimez apprendre!

	Content to be studied	Method of assessment
Autumn 1	**Module 1 La rentrée** Pronunciation of key words Introducing yourself/numbers /colours/months/ days/ classroom items and gender of words (definite/indefinite articles). Brothers and sisters/descriptions/avoir and etre	Weekly vocabulary tests Weekly translation tests End of unit assessment in Reading and Translation
Autumn 2	**Module 2 En classe** The time/school subjects/likes dislikes/the school day/ comparing school in France and in the UK.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening, Reading and Writing
Spring 1	**Module 3 Free time** The weather and seasons sports and hobbies.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Spring 2	**Module 3 Free time (continued)** Activities with the verb “faire”/ aimer+infinitive Sports in la Francophonie Asking questions	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Summer 1	**Module 4 Family life** Pets/family descriptions/possessive adjectives Describing where you live/er verbs Breakfast/ using du/de la/ de l’/des General revision in preparation for the end of year assessments.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Summer 2	**Module 5 In town** Places in town/using aller Saying what you are going to do.	Speaking Assessment and/Oral Presentation

How will I know if my daughter is achieving this?

Making Progress

During the course of the academic year, you will be informed about your daughter's progress. An attainment of Excellent, Secure and outstanding will be given to each of the girls. Please find below the description for each of them:

Excellent – Excellent - In the skills of listening, reading, writing, speaking and / or translation I have produced very accurate and outstanding work and answers.

Secure – solide - In the skills of listening, reading, writing, speaking and / or translation I have produced accurate work and answers which show a sound understanding of the topics and grammar taught.

Developing – En progrès - In the skills of listening, reading, writing, speaking and / or translation I show some understanding of the topics and grammar taught. To progress further I need to work on my targets and regularly review my work.

Support is provided through intervention strategies that we have as a Department. These include: Lunchtime Sessions, One to One Extra Support, Extra Work Given, Summer Work Given and Revision

How can I help my daughter?

Practising the Language

There is a number of ways students can practise their language skills interactively. Have a look at the following websites:

quizlet

https://www.bbc.com/bitesize/subjects/z4dqxnb

Enrichment opportunities

Annual European Week of Languages/ Cultural Project about France/French Speaking Countries (related to Customs, Festivals and Traditions)/Y7 trip to France.

Mandarin Chinese

Mandarin Chinese, as a unique opportunity which is offered to all Year 7 pupils at Upton Hall School. The aim of the course is to introduce the language, culture and traditions of China to our Year 7 pupils. It will also help pupils to appreciate our own language and culture.

Learning Chinese language is also vital in improving understanding between people here and in the wider world which in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. It will make our pupils more attractive to their future employers in the 21st century. Y7 Mandarin Chinese course is designed to help pupils understand how the Chinese language operates and build up their linguistic competence. In Year 7, pupils will acquire basic Chinese language skills in speaking, listening, reading and writing, as well as basic key grammar and Chinese literature.

Pupils will have one lesson per week, including cultural activities. At the end of Year 7, pupils will obtain Mandarin Chinese Grade 1. Pupils can continue to develop their Chinese language skills in Year 8 and further up to GCSE and A level.

	Content to be studied	Method of assessment
Autumn 1	• General information about China • Introduction to the Chinese language: - Chinese phonetic system – *Pinyin* Chinese written system – 汉字 (characters)	Research and presentation about China and Chinese language Test: Listening, Reading and responding
Autumn 2	• Written Chinese – 汉字 (characters) • Numbers: 1 – 10 • Lesson 1 Greetings (1) Useful classroom phrases Chinese culture	Research and presentation Weekly dictation exercise Test: Four skills Progress evaluation Individual target setting Interviewing pupils
Spring 1	• Numbers: 11 – 100 • Lesson 2 Greetings (2) • Lesson 3 Greetings (3) • Lesson 4 Talking about names • Lesson 5 Talking about ages • Lesson 6 China & cities • Chinese culture • Key grammar Celebration of the Chinese New Year - various Chinese culture activities	Weekly dictation exercise Test: Four skills Evaluation of progress Individual target setting Interviewing pupils Research and presentation about Chinese festivals
Spring 2	• Lesson 7 Famous cities in China • Lesson 8 Talking about family members • Chinese culture • Key grammar	Weekly dictation exercise Test: Four skills Evaluation of progress Individual target setting Interviewing pupils Research and presentation

Summer 1	• Lesson 9 My family and I (1) • Lesson 10 My family and I (2) • Lesson 11 My family and I (3) • Lesson 12 Talking about pets • Chinese writing format • Key grammar • Revision for the school exams	Weekly dictation exercise Test: Four skills Evaluation of progress Interviewing pupils School exam: Four skills
Summer 2	• Speaking activities • Chinese culture • Chinese literature • Chinese history	Evaluation of progress Interviewing pupils Research and presentation

How will I know if my daughter is achieving this?

Vocabulary is crucial in learning Chinese in Year 7. It is the foundation for achieving a good progress in Chinese language. Vocabulary will be assessed on a weekly basis. Progress on the four language skills will also be assessed at the end of each topic/unit. Pupils will receive either verbal or written feedback from teachers and peers, as well as analysis of their own learning progress and setting up individual learning target at the end of each term.

Regular homework is required of all Year 7 pupils. Completion and timely submission of homework are expected. Homework could be in any skill areas: speaking, listening, reading, writing or translation. It will also include some research about China and Chinese culture to stimulate pupils' interest.

Lunchtime tutorial sessions will be allocated to Year 7 pupils to help them to meet their potential and improve their performance when possible.

How can I help my daughter?

Pupils can use the websites below for their learning:

Pinyin (Chinese phonetic/sound system): https://www.youtube.com/watch?v=b9Ayvjy-Dgs

Writing Chinese character: www.mdbg.net

Learning/memorizing vocabulary: https://quizlet.com/gb/319490239/jinbu-1-ch1-flash-cards/?i=29p1r&x=1jqt

Enrichment opportunities

- Chinese drama group
- Pupils will be encouraged to participate in regional and national Chinese speaking competitions organised by the British Council/HSBC.
- Pupils will have opportunities to visit Chinese departments in prestigious UK universities.
- Various Chinese culture activities.

Geography

The Geography curriculum at Key Stage 3 is all about the bigger picture. Pupils cover a range of stimulating topics from plate tectonics to global development. The Geography curriculum progresses from the local scale though to the national and international. There is a blend of skills, issues and themes. There is progression in the complexity and nature of themes covered, including contemporary must know topics like climate change. Geography aims to challenge pupil's sense of global stewardship. There is also progression in skills, from basic map skills to fieldwork.

	Content to be studied	Method of assessment
Autumn 1	**My Personal Geography** What are the different types of Geography? Pupils will complete their own local area study with a pilot study taking place in the school grounds.	My local area – an environmental investigation project
2	**The Water Cycle** What journey does the River Mersey take? What is the water cycle and how does it link with river systems? Pupils will learn about the importance of rivers. **Dangerous Geography** An introduction to plate tectonics. A focus on volcanoes and their volcanic activity and volcano case studies.	Summative assessment
Spring 1	**Dangerous Geography** Pupils will complete this topic by understanding why people choose to live in volcanic areas and how people respond to the volcano hazard. **Global Development** Is our understanding of the World wrong? What is development?	Summative assessment
2	**Global Development** What are Global Superpowers? Pupils will learn about Russia, China and the Middle East, including what makes each of them a superpower. **Fieldwork and Liverpool Regeneration:** Albert Dock fieldwork Investigation. Pupils will prepare for this fieldwork before taking part in Culture Week. Primary data collection and learning to structure and investigation – Intro, aims and methods, data presentation, analysis and conclusion.	End-of-year exam
Summer	**Geography Futures** Perceptions of the world including country overshoot days. The atmosphere including its characteristics. Climate Change – causes, consequences, solutions.	Summative assessment

How will I know if my daughter is achieving this?

We provide various methods of assessment which will hopefully enable pupils to achieve, depending on the approach to learning. Therefore, pupils will have the opportunity to produce enquiry-based projects and the occasional presentation. In preparation for future years, there will still be a bias toward the more traditional exam-based style of assessment.

Teacher and pupil self-assessment is continuous. Their topic overview sheets provide an opportunity for pupils to record their progress during the year.

The geography teachers at Upton are always available to meet with individual pupils to discuss their progress and provide guidance. Therefore, we will respond to individual needs if and when they arise. Different topics can provide different challenges.

How can I help my daughter?

The local area environmental enquiry in the first term may need some parental supervision. Ideally your daughter will visit her local area and take photographs or carry out a simple survey of the environment.

Geography is a topical and contemporary subject. We encourage pupils to keep a look out for news events either from the local area or faraway places.

Enrichment opportunities

Upton Hall's eco environment group is run by the student leadership team. This extra-curricular group provides opportunities for pupils to get involved with local eco based projects. We are also very lucky to have amazing school grounds with our own solar dome, allotment and orchard.

We enter a team of pupils for the annual Worldwise Geography Quiz hosted by Chester University.

We also encourage pupils to enter the Royal Geographical Society's Geographer of the Year competition, in addition to our Physical Geography Photographer competition over the summer.

History

History at Upton aims to help our pupils to become curious, creative, communicative, compassionate and committed young people. It does this through creating layers of understanding of concepts such as power, monarchy, revolution, radicalism, inequality and diversity. The beginning of the course allows for a clear chronological connection between pre- and post-1066 history. It is a good vehicle for the introduction of ideas about chronology; continuity and change; cause and consequence; and reliability and utility of sources. Following this, we take a broadly chronological approach to English Medieval history, using enquiry questions to stimulate higher-order thinking about events which shaped English culture, power structures and society. Pupils conduct an investigation into religious radicalism (both of early monasticism and of the Reformation) which provides a link between the medieval and early-modern worlds. Finally, pupils will connect these ideas with their local environment through a study of the history of Upton itself and how our village and our school site evolved.

	Content to be studied	Method of assessment
Autumn 1 Autumn 2	Introduction to key skills and vocabulary, including the reading and comprehension of 'real' historical scholarship, through learning the history of Upton. We investigate the history of Upton Hall, it's pupils and it's local area. What does it mean to be English? (Cheddar Man and the Ivory Bangle Lady, Anglo-Saxons and Vikings) What did it mean to be king? (Edward the Confessor) Why was England a battlefield in 1066? Why did William win the Battle of Hastings? How did William take control? How important were England's medieval queens? Did Magna Carta change who had the power in England?	Regular, low-stakes short-answer knowledge / skills tests Extended reading of historians' work, with comprehension tasks. Structured extended writing, assessing the answers to enquiry questions.
Spring 1	**Why couldn't people ignore the Church?** Why was the Church important? (including Henry II and Thomas Becket) The beginnings of western monasticism and how things changed. Why did people get angry with the Church? Martin Luther and the German Reformation. Henry VIII, his problems and the dissolution of the monasteries.	Regular, low-stakes short-answer knowledge / skills tests Extended reading of historians' work, with comprehension tasks. Structured extended writing, assessing the answers to enquiry questions.
Spring 2	**Was life always hard for ordinary people in Medieval and Early Modern England?** Environmental issues in the Middle Ages: food, farming and how the climate affected people's lives.' How did the Black Death affect people's lives?	Regular, low-stakes short-answer knowledge / skills tests

Summer 1	What were the consequences of the peasants' revolt?	Extended reading of historians' work, with comprehension tasks. Structured extended writing, assessing the answers to enquiry questions. Summer exam: mixture of knowledge test, comprehension of secondary historian(s) and source analysis
Summer 2	**What is the history of *our* environment?** Who live in Early Modern England? [Black Tudors]	Choice of creative expression of understanding and / or primary historical research

How will I know if my daughter is achieving this?

There will be regular short-answer tests, testing both substantive knowledge and knowledge of the tools needed to be a historian. Teachers will set a variety of homework tasks, including creative tasks, research, revision and reading. Reading of extensive passages of historians' writing will be undertaken in class and comprehension questions given.

Feedback will be given regularly through marking of exercise books, guided self-assessment, peer assessment and verbal feedback. Pupils will be guided to reflect on their work, make corrections and set targets to assist their progress.

How can I support my daughter?

A variety of resources are available at https://www.bbc.com/bitesize/guides/zm4mn39/revision/

Visiting medieval sites is enormously helpful: Conwy Castle, Chester Cathedral, Birkenhead Priory, Norton Priory, Fountains Abbey and Battle Abbey (in Sussex) are particularly useful sites.

Enrichment opportunities

BBC History Magazine is available in the school library and a wide range of reading material is recommended by our librarian. Details are shared with the girls through Google Classroom.

Extension activities and the possibilities of individual research are supported and encouraged, particularly during the 'History of Upton' at the end of the school year.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing comprises the three disciplines of computer science, digital literacy and information technology (IT). **Computer science** is the study of how computers work, the mathematical basis of their operation and how they can be programmed; **Information technology** is the study of the design and use of computer systems by individuals and businesses; **Digital literacy** is the ability to use computer systems effectively and to understand the social and ethical issues such systems raise. By the end of their KS3 journey, we aim for students to:

- Have a secure grounding in the fundamentals of computer systems including the hardware, software and how they are integrated;
- Be independent and creative users of IT, equipped with skills that will support their learning in all subjects;
- Begin to understand the complex social, moral, cultural and legal implications of the impact of computer technology on society, including their own online safety and privacy.

Students have the option from Year 10 to study GCSE and then A-level qualifications in computer science.

	Content to be studied	Method of assessment
Half-term 1	**Introduction to Upton Hall network** Pupils are introduced to our school network and will learn how to save and print work. They will also be given a school email address and learn how to access Google Classrooms.	-
	File Management and E-safety A unit that focuses on file management, as well as e-safety. When working with computers, users create many files which need to be well organised so they are easy to find later. Students will also learn and understand that they need to keep safe on the internet. Whilst social media may be fun, there are risks to using it, such as cyberbullying, online strangers and inappropriate content.	Worksheets Practical tasks
Half-term 2	**Digital Skills** Pupils will learn digital literacy skills, developing skills in word processing, presentation and email software. They will experience efficient ways of using each software, including advanced skills, and complete a final project incorporating all their new knowledge.	Lesson worksheets Practical tasks Final project
Half-term 3	**Computer Hardware** This unit introduces year 7 pupils to the fundamental components of computer hardware. They will learn about the various parts of a computer, their functions and how they work together to form a complete system.	Self and teacher marking throughout the series of lessons. Final summative topic test
Half-term 4	**Programming in Scratch** A unit of work to build learners' confidence and knowledge of the key programming constructs. This unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on any primary school	Self and teacher marking throughout the series of lessons Practical tasks

	knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and operators.	Final summative topic test
Half-term 5	**Communication: computer systems and networks** Pupils will learn about the World Wide Web as a communication tool. They will understand how we find information on the World Wide Web, by learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.	Self and teacher marking throughout the series of lessons Short online end of lesson assessments as well as a final summative topic test
	Clear Messaging in Digital Media Pupils will use a range of different skills across several pieces of software. They will learn about branding and use the internet to research a topic and create two creative pieces of work using IT.	Self and teacher marking throughout the series of lessons Final summative topic test
Half-term 6	**Edublocks** Introducing year 7 students to the fundamentals of programming using Edublocks, a visual block-based coding platform. This unit will build a strong foundation in coding through engaging, hands-on activities.	Creative project Final summative test

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given periodically. In addition to end-of-topic tests, your daughter will be assessed through the use of Google form assessments after each lesson in order to view her understanding. Feedback can be found via her Google Classroom.
Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I support my daughter?

You can help your daughter by encouraging the use of the resources on her Google Classroom.

BBC Bitesize https://www.bbc.com/bitesize/subjects/zvc9q6f is an excellent resource that your daughter can use to support her learning.

Please encourage your daughter to complete 'explorer/challenge' tasks, which feature in lessons and in homework. These tasks are designed to extend her thinking and stretch and challenge her.

Enrichment opportunities

'*Coding Club'* is a weekly lunchtime club for students who have a keen interest in coding, or want to learn how to code.
Computing students are entered for the annual Bebras Competition as well as the Merseyside Police Cyber Challenge Competition.

Music

Music is a universal language that embodies one of the highest forms of creativity. In Year 7, your daughter's music education will engage and inspire her to develop a love of music and her talent as a musician, and so increase her self-confidence, creativity and sense of achievement. As she progresses, she will develop a critical engagement with music, allowing her to compose, and to listen with discrimination to the music of the great composers through history, and a range of music from different places, styles and cultures.

	Content to be studied	Method of assessment
Autumn Term	**Elements of Music** **Form and Structure** In Year 7 pupils will be using graphic score and rhythm grids to notate and perform their own simple composition making use of the musical elements. · Rhythm, Pulse, Beat, Tempo · Note Values – crotchets, minims, quavers, semibreves · Rhythm Grid Notation and Graphic Score · Dynamics, Duration, Silence, Tempo, Pulse	Self-assessment, peer assessment and teacher-led formative assessment through verbal feedback. Summative assessment in the form of a final performance and/or a listening examination at the end of each unit.
Spring Term	**Musical Theatre** **Vocal Skills** In Year 7 pupils will focus on vocal skills, with whole class performances of 'When I grow up' from Matilda, 'How far I'll go' from Moana and 'Any Dream will do' from Joseph. Pupils will work towards small ensemble performances from Wicked / Moana. · Rap / Spoken rhythms · Solo, Duet, Trios · Call and Response · Counter - Melody	
Summer Term	**Ensemble Skills** **Repeated Patterns (Ostinato, Ground Bass, Canon/ Round, Drone)** In Year 7 pupils will work with a keyboard, ukulele or using their vocal skills to create an ensemble performance of Pachelbel's Canon, Bolero, Samba De Janeiro or Dona Nobis Pacem (vocal). Pupils working on the ukulele: · Chords, Strumming, Harmonic rhythm · Reading TAB / Ukulele Chord Diagrams · Accompanying + ensemble skills Pupils working on the keyboard: · Basic keyboard functions (voices and 'styles')	

	· Finger positioning at the keyboard · Reading basic notation · Playing scales, chords; accompanying + ensemble skills	

How will I know if my daughter is achieving this?

Formative assessment (i.e. assessment *for* learning) is to help pupils themselves understand what they need to do next in order to improve. It entails a dialogue with pupils, giving feedback which is personalised, so that pupils know what steps they need to take next and what a quality outcome will look like in the topic they are working on.

Summative assessment (i.e. assessment *of* learning) focuses on the product or the outcome of learning. Pupils will be awarded a grade of Developing, Secure or Excellent for each summative assessment.

How can I support my daughter?

Encourage your daughter to attend extra-curricular activities, for reasons of personal fulfilment, companionship with like-minded pupils, and the challenge of extending her performing skills and experience. Involvement in extra-curricular music can generate a greater sense of self-worth and motivation, and could lay the foundation for the enjoyment of music in later life. In addition, encourage your daughter to listen to as much music as possible, preferably music and genres that she doesn't normally listen to, in order to broaden her musical experience.

Enrichment opportunities

Any pupils wishing to take up peripatetic musical instrumental lessons within school, please visit https://www.musicforlife.org.uk to book lessons

Beatz Percussion Ensemble Wednesday (Week A) 12.45 – 1.10
– Open to all pupils in Year 7

Big Band Wednesday (Week B) 12.45 – 1.10
– Open to pupils who play a 'popular' instrument (keyboard, drums, guitar/ bass) or certain brass / woodwind instrument (cornet, trumpet, trombone, saxophone, clarinet), as well as solo singers

Junior Choir Thursdays 12:45 – 1.10
– Open to all pupils in Year 7

Senior Orchestra Thursdays 16:00 - 17:00
– Open to pupils who play an orchestral instrument (Grade 2+)

String Ensemble Friday (Week A) 12.45 – 1.10
– Open to pupils who play the violin, viola, cello or double bass (Beginners welcome)

Flute Choir Friday (Week B) 12.45 – 1.10
– Open to pupils who play the flute or piccolo (Beginners welcome)

Physical Education

The Physical Education curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and promote a healthy balanced active lifestyle now and in later life. Our curriculum will promote a love and passion for physical activity and the confidence to participate in a variety of sports. In addition, students will learn to evaluate their own health and fitness levels using data effectively.

By working in a variety of contexts of their own, in groups and teams, pupils learn to work both independently and collaboratively. By participating as performers, leaders and official's pupils develop the ability to communicate effectively in a range of ways both verbally and non-verbally.

PE encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of the leader or official develops a sense of respect for others and the ability to apply rules fairly.

Sportsmanship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat. Competition is an integral part of sport and embedded throughout.

	Content to be studied	Method of assessment
Autumn 1	**Multi Skills** – This will enable pupils to be baselined assessed in generic skill such as running, jumping, balance, strength, agility, co-ordination and endurance **Netball/Hockey** – Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on developing basic skills and implementation into a game. **Gymnastics/Dance –** Introduction to aesthetic activities enabling creativity, control and precision through gymnastics or dance.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Autumn 2	**Netball/Hockey** – Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on developing basic skills and implementation into a game. **Gymnastics/Dance –** Introduction to aesthetic activities enabling creativity, control and precision through gymnastics or dance.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Spring 1	**Netball/Hockey/Football**- Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on developing basic skills and implementation into a game. **Badminton**- Develop and acquire knowledge net skills. **Trampolining** – Basic introduction to jumps and twists. **Orienteering-** Introduction to map skills and problem-solving activities.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Spring 2	**Netball/Hockey/Football**- Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level

	developing basic skills and implementation into a game. **Badminton**- Develop and acquire knowledge net skills. **Trampolining** – Basic introduction to jumps and twists. **Fitness** – Introduction to Health and Fitness	descriptor of Excellent, Secure and Developing will be recorded.
Summer 1	**Tennis**- Pupils will acquire knowledge of basic principles of net games. **Cricket** – Pupils will acquire knowledge of batting, fielding and bowling. **Athletics** – Pupils will acquire knowledge of Running, Jumping and Throwing. **Rounders** – Pupils will acquire knowledge of striking and fielding skills.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded.
Summer 2	**Tennis**- Pupils will acquire knowledge of basic principles of net games. **Cricket** – Pupils will acquire knowledge of batting, fielding and bowling. **Athletics** – Pupils will acquire knowledge of Running, Jumping and Throwing. **Rounders**- Pupils will acquire knowledge of striking and fielding skills.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school planner.

How will I know if my daughter is achieving this?

Competence in Physical activity and the sense of enjoyment brought about by being active and successful engenders a sense of confidence and self – esteem in pupils and enables them to become increasingly independent. This confidence encourages them to get involved in physical activity for its own sake and as part of a healthy active lifestyles.

In Autumn term pupils will be base lined and encouraged to join certain clubs based on their ability. Moderated equipment/tasks will enable all pupils to achieve success. Opportunities for assessing progress are built into each lesson/unit. Personal and peer observations/evaluations are constantly used, including self-assessment sheet completed in their planner every half term. A teacher assessment with level descriptors and comments/targets are reported to parents through the school tracking system.

How can I support my daughter?

We look for your support in the recognition that purposeful engagement in activity out of lessons enhances pupil's skill levels, confidence self-esteem and feelings of competence. We encourage girls to watch sport and read news articles with regards to sport. This enhances their knowledge of competitive play and rules.

You can help your daughter by encouraging them to use the VLE.

Enrichment opportunities

Students will be given the opportunity to experience competitive sport by representing their house in regular house events once a half term. All students have the opportunity to engage in our extensive extra-curricular programme that is delivered by us PE staff and specialist sports coaches. Clubs happen at lunchtime and after school. Pupils have the chance to play against other schools locally and regionally. In addition to this, students have the opportunity to attend trials for county and national representation in various sports.

Here I Am!

"Here I Am" is a rotation subject devoted to enhancing your daughter's speaking and listening skills. The inspiration for the name of the subject comes from the Hebrew word *hineni, which* is often used by people when they respond to a direct call from God. The core aim of the course is to build the students' confidence in self-expression and to develop their ability to listen to each other with care and respect.

	Content to be studied	Method of assessment
Unit 1 – Introducing public speaking.	Students will listen and analyse the content and delivery of two key 20th century speeches. They will also learn: 1. To enhance the delivery of what they say when talking in public. 2. The need for a balance between memorization and improvisation in public talking. 3. How to appear confident and how to control their nerves.	Social activism speech – Students will deliver a 1-minute talk promoting change on an issue of their choice. The issue can be political, social, economic or environmental.
Unit 2 – Introducing debating.	Students will learn how formal debates are structured and the principles of rhetorical oratory. They will then move on to learn about the fundamental principles and the institutions that underpin the six British Values of Democracy, the Rule of Law, Sovereignty of parliament and the crown, Tolerance and Respect, Equal Opportunities and Human Rights. In preparation for a debate on these values, students will read a range of non-fiction articles to inform their opinion on motion.	Students will take part in a debate, arguing for or against a motion related to British Values.
Unit 3 – Personal talks.	Students will learn about how to deliver a well-structured and inspirational talk by analysing a TED talk [TED is an organisation that is dedicated to spreading ideas, usually in the form of short, powerful talks.]	Students will deliver a two-minute talk, either about themselves or someone that they respect or admire.

How will my daughter be assessed?

Your daughter will record the work they complete in a work booklet, which will include drafting work for the public speaking tasks they will undertake. At the bottom of this drafted work, the subject teacher will record a comment on your daughter's performance during the task and she will be given an attainment grade of developing, secure or excellent, alongside an effort mark. The criteria for these attainment grades can be seen at the front of the booklet and it is here that your daughter will monitor her progress.

How can I help my daughter?

One of the most challenging principles of good public speaking is delivery. To hone this skill, it is essential that the school prepares your daughter to deliver each task without the aid of written notes. Please be prepared to help your daughter rehearse their material, either by listening and prompting them or by ensuring that they have the time and space to do so. Rehearsing in front of a mirror is often recommended! A useful video that your daughter will watch in class can be found through the following link: https://www.youtube.com/watch?v=rvBw__VNrsc

As you will see from the curriculum statement, much of the content of the talks will be derived from your daughter's knowledge of current affairs. Please encourage your daughter to read print-based journalism, before they go online to gain information [when https://www.bbc.co.uk/news is perhaps the most reliable, non-partisan news source to be recommended]. Broadsheet newspapers are available in the library daily.

Enrichment opportunities

Leadership Skills Programme

KS3 Debating

Flourish

A Holistic Curriculum Covering:
Personal, Social, Health and Economic Education (PSHE)
Relationships and Sex Education (RSE) and Health Education
Careers Information, Advice and Guidance (CIAG)
Citizenship – National Curriculum

Autumn 1: Careers

How can understanding ourselves and the world of work help us make positive choices for the future?

Intent: Pupils begin developing career awareness by exploring enterprise, equality, emerging industries and the changing world of work. They learn that careers are lifelong journeys influenced by personal strengths, interests and informed choices, meanwhile recognising the importance of challenging stereotypes and embracing future opportunities.

1.
2. What does it mean to be enterprising and how can this skill benefit us?
3. What is a career and how do people build one over time?
4. How can we ensure equal opportunities in the workplace and beyond?
5. How can we challenge stereotypes in careers to promote inclusivity and diversity?
6. How will technology, AI and sustainability change the jobs of the future?

Autumn 2 and Spring 1: Relationships and Sex Education

Ten:Ten Life to the Full

1. Who am I?
2. Changing Bodies
3. Healthy Inside and Out
4. Keeping Well Part 1
5. Where We Come From
6. Family and Friends
7. My Life on Screen
8. Living Responsibly
9. Basic First Aid Part 1

Spring 2: Citizenship

What role can I play in making our school a fairer place?

Intent: To help pupils understand that everyone has rights and responsibilities within the school community, recognise how fairness can be promoted through respectful challenge and empower them to use their voice to bring about positive change.

1. How important are our rights at school?
2. How has power in our school community?
3. How can I become a rights investigator?
4. How can we raise awareness of fairness issues we've found?
5. How can we present our findings about fairness to those in power?

Summer 1: Citizenship

How do laws affect us?
Intent: Year 7 pupils learn how laws shape everyday life, why they exist, how the Rule of Law protects people, how legislation like the Equality Act 2010 promotes fairness and how laws specifically impact young people — building a clear understanding of their rights, responsibilities and place in society.
1. Why do we have laws? 2. What is the Rule of Law? 3. What is the impact of the law on individuals? 4. How does the Equality Act 2010 affect law in the UK? 5. How does law affect young people?
Summer 2: Citizenship
How can we be informed consumers?
Intent: Year 7 pupils learn how to be informed consumers by understanding what influences their spending, why sustainability matters, how clothing connects to human rights, why child labour is a key issue and how they can raise awareness, helping them make thoughtful choices that support fairness and responsibility.
1. What factors influence how we choose to spend our money? 2. Is sustainability an important issue for consumers? 3. What's the connection between clothes and human rights? 4. Why is child labour an important issue for consumers? 5. How can we raise awareness about being an informed consumer?

Year 7 also have a timetabled citizenship lesson every fortnight. The following topics will be covered in these lessons:

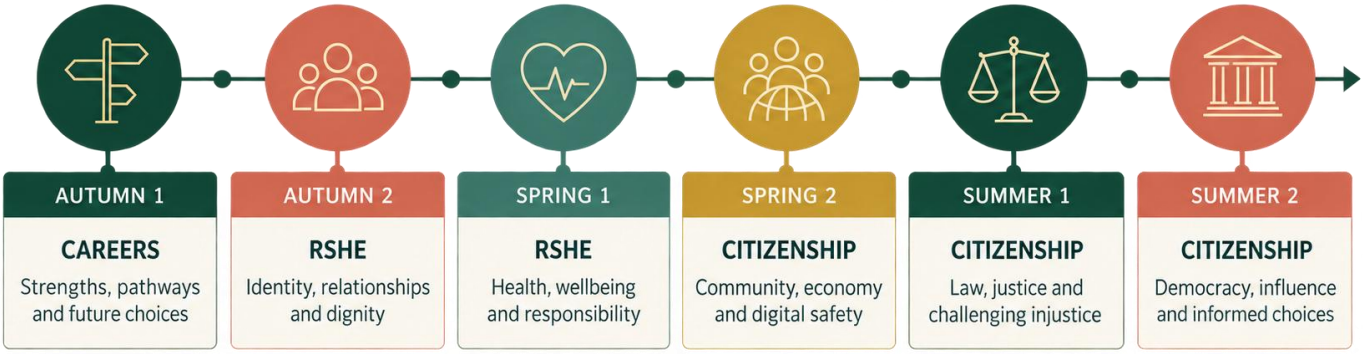
Who runs the United Kingdom?
Intent: Year 7 pupils will develop a foundational understanding of how the United Kingdom is governed, who holds power and how citizens participate in democracy. They will learn the structures, roles and processes that shape political decision-making, enabling them to become informed, questioning and active young citizens.
1. What is Parliament? 2. What's the difference between government and Parliament? 3. How are our leaders elected? 4. Does the Westminster Parliament hold all of the power in the UK? 1 5. Does the Westminster Parliament hold all of the power in the UK? 2 6. Who runs the United Kingdom?
How can political decisions impact the health of our society?
Intent: Pupils learn how political decisions impact the health of society by understanding what services communities need, how public services are funded, how spending choices are made, how law can address health issues and how healthier societies can be created, helping them see the link between politics and collective wellbeing.
1. What services does society need? 2. How are public services funded? 3. How should public money be spent? 4. How can the work of Government departments be held to account? 5. How can the law be used to address health issues in society? 6. How can we create a healthier society?

Who has the power to bring about change in our local communities?
Intent: To develop pupils' understanding of how individuals, groups and organisations can bring about positive change in their local communities, inspiring them to recognise that they have the power to contribute through active citizenship, volunteering and community action.
1. What needs to change in our community and who can make a difference? 2. How can groups bring about change in a local community? 3. How can volunteering improve a community? 4. What are grassroots developments and what impact can they have on a community? 5. How can we start a grassroots development? 6. Do we have the power to bring about change in our communities?

FLOURISH PROGRAMME ROADMAP

Years 7–13 | 2026–2027

All year groups explore the same curriculum strand each half-term, with content developed appropriately for age and stage.



The curriculum builds progressively from Year 7 to Year 13.

Year 7 Team

Mrs S James	Head of Year
Mrs L Buchanan	7U
Mrs H Collins	7H
Miss R Patterson	7C
Mrs C Stones	7S
Mrs E Hodge	7J

Homework and the pupil planner

Pupils at Upton are given a pupil planner at the beginning of each school year and are expected to use it as a part of developing appropriate organisational and study skills. Homework is set according to the homework timetable, a copy of which can be found on the school website. Parents are encouraged to use the SIMS Parent mobile app to help keep track of your daughter's homework.
The following points outline how teachers of pupils in Year 7 support the use of pupil planners in their classes as part of establishing good homework habits.

When homework is given, instructions are clear and pupils are given time in class to write these requirements in their planner. Homework is checked regularly. Pupils who do not complete homework will be asked for their planner, have their pupil planner checked and can expect to be asked to do missed work during lunch time at school. For pupils who have difficulty in establishing a regular homework routine, contact will be made with parents or guardians. This may be via a phone call, a message in the pupil planner or by a more formal letter. There are pupils who require extra support to ensure that homework is completed and at this point their use of the planner will come under scrutiny. Support to establish better study habits can take different forms but in general involves collaboration between the pupil, Form Tutor, Head of Year, teachers and parents. If you feel that your child needs extra support to use her planner, please get a message to your child's Form Tutor at school.

How You Can Help at Home

It is very useful if pupils identify a clear time each evening for homework. These may be different times on different days depending on other commitments.

Year 7 pupils are expected to set aside approximately 90 minutes per night for homework. It is easier for pupils to focus on their homework if the house is relatively quiet during this designated homework time. It also helps to have the TV and other screens off during this time. Ideally, phones should be placed in another room to avoid distraction.

If possible, encourage your daughter to complete homework on the night that it is set. This avoids having lots of homework piling up and too much to do on a particular evening. Parents have access to the Sims app to see what homework your daughter has been set

Other Points

- There is useful information in the pupil planner - both at the front and back, including a message to parents.
- Pupils may also use this planner to record reminders about sports activities, music lessons, personal achievements, etc.
- Establishing a regular homework routine in Year 7 is a major contributing factor to successful study techniques further up the school.
- The use of a planner and associated planning skills will be advantageous to our pupils in the busy adult world that follows Upton and University.

Extra-Curricular Activities

One of the great strengths at Upton is the range and quality of the extra-curricular activities that are on offer. The staff at the school are generous with their time and totally committed to developing the all-round education of every pupil.

At lunchtimes and after school, clubs, societies, groups and teams meet to work together. These activities are valued by staff as a chance to work with the pupils outside the constraints of the curriculum.

Many of these activities revolve around music and sport. However, for those who are not musical or athletic there is still much on offer. We strongly encourage all pupils to participate in at least two of the activities each week. There are many pupils who find themselves doing something every day.

Active and committed involvement in extra-curricular work has so many benefits. The few pupils who do not get involved are missing a valuable opportunity.

What follows is a list of the activities currently on offer to our pupils in Year 7. The list changes from time to time as new activities are added to the programme. Pupils are kept informed of these developments as and when they happen. The SIMS Parent App will also contain information about activities.

Transport difficulties can be a barrier to participation in the after-school activities, particularly if pupils live some distance from the school. Usually, a solution can be found especially if parents are able to co-operate with each other over lifts.

We place a high value on these activities at Upton. They provide your daughter with a fantastic opportunity to work with a different group of people and to develop new sets of skills. Pupils must show commitment to at least two of these activities each week and note them down in your planner.

KS3 - Extra-Curricular Activities Timetable

KS3 (Y7-9)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lunch	Fitness Club - Gym - 1.10-1.40	Maths study support: 1.15-1.45 H7 - all KS3	Maths study support: 1.15-1.45 -H7 - all KS3	Maths study support - 1.15-1.45 - H7 - all KS3	Y7 & 8 Science support (invite only): 1.15-1.45 in L1
	Volleyball - Sports Hall - 1.10-1.40	Gymnastics Club - Sports Hall - 1.10-1.40	Y7 & 8 STEM Club - 1.15-1.45 in L9	Gym Club (Team Only) - 1.10-1.40 - Sports Hall	Cricket Club - 1.10-1.40 - Sports Hall
	Language Lab - 1.15 - 1.45 in G3 - all KS3	Hockey Club - Astro - 1.10-1.40	9c History drop in support 12.45-1.10 - U9	Badminton - Sports Hall - 1.10-1.40	RE - SVP Club - 1.15-1.45 - U4
	Nature Club - 1.15-1.45 - all KS3 - meet in L2 (JMU)	Year 7 - French choir - 1.15 - 1.45 - G9	Dance Club - Sports Hall 1.10 - 1.40	Football - 1.10-1.40 - Astro	Strings Ensemble (Yr.7-13) – **WEEK A ONLY**: 12.45 - 1.15, M1
	Year 7 Drama Club 12.45-1.15pm - in M3	Jigsaw Puzzle Club - Y7,8 and 9 - 1.15 - 1.45 in L5 (ECH)	Trampolining - Years 8 & 9 1.10-1.40 - Sports Hall	Junior Choir - Yr. 7&8 - 12.45 - 1.15 - M1	D&T drop in 1.15-1.45 - H2
	Pulse Group - 12.25 - 1.45 - H1 - all key stages	Senior Choir (Yr.9 +) - **WEEK A and WEEK B**: 12.45 – 1.15 - M1	Basketball - 1.10-1.40 - Courts	D&T drop in 1.15-1.45 - H2	Flute Choir (Yr.7-13) – **WEEK B ONLY**: 12:45 - 1:15 - M1
		D&T drop in 1.15-1.45 - H2	D&T drop in 1.15-1.45 - H2	School Production rehearsals (H4/M3) 1.00-1:40	School Production rehearsals (H4/M3) 1.00-1:40
		1.15-1.45, Y9 Mandarin, Mandarin drop in - G2	School Production rehearsals (H4/M3) 1.00-1:40	Year 9 - Chinese Drama rehearsal: 1.15 - 1.45 - G2	DofE drop-in - Y9-13 - L7
		School Production rehearsals (H4/M3) 1.00-1:40	Year 8 & 9 Drama Club 12:45-1:15 in H4 (From January 2027)	Chess Club - 1.15 - 1.45 - U8 - all key stages	**Week B** - Year 7 - High Flying Writers Club - 1.15 - 1.45 - H12 (Invite Only)
		Percy Jackson Club - 12.45 - 1.15 - U4 - all key stages	Beatz Percussion Group (Yr.7-13) - **WEEK A ONLY**: 12.45 - 1.15 - M1		**Week A** - Year 9 - High Flying Writers Club - 1.15 - 1.45 - H12 (Original Members)
			Big Band (Yr.7-13) - **WEEK B** ONLY: 12.45 - 1.15 - M1		Year 9 - The Art Social - 1.15 - 1.45 - H16
			English Drop In - 12.45 - 1.15 - D3 - All KS3		Dr C's Drop In (invite only) - 12.45 - 1.15 - U8

			Year 7 Art Club - **Week A** 1.15 - 1.45 - H16		Debate Club - 12.45 - 1.15 - U5 (starting in October)
			Year 8 Art Club - **Week B** 1.15 - 1.45 - H16		

D&D Club will run this term, with session times, players, and rooms to be confirmed shortly

KS3 (Y7-9)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Afterschool	Year 8 Book Club **Week B** Library 4.00-4.30	Netball Club -3.45-4.45 - Sports Hall/Courts	Cross Country Club 3.45-4.45 - Outside Sports Hall	Netball Club (Team Only) 3.45-4.45	
	Year 9 Book Club **Week A** Library 4.00-4.30	Year 7 Book Club **Week A** Library 4.00-4.30	Badminton Club - 3.45-4.45 - Sports Hall/Courts	Football Club - 3.45-4.45	
		School Production rehearsals (H4/M3) 4.00-5:30	School Production rehearsals (H4/M3) 4.00-5:30	School Production rehearsals (H4/M3) 4.00-5:30	
		School Production - Band Rehearsals - M1 (Yr.7-13) – 4.00-5.00 (Sept-Dec)		Orchestra (Yr.7-13) - 4.00-5.00 - M1 (Pupils should be of at least Grade 3 standard)	

Key Dates 2026 - 2027

Autumn Term 2026

Tuesday 1 September	School Development Day
Wednesday 2 September	School Development Day
Thursday 3 September	Year 7, 12 and 13 return
Friday 4 September	All pupils return
Friday 23 October	School Development Day
Fri 23 Oct - Fri 30 Oct	*Autumn Half-term*
Thursday 17 December	Term ends 1.15pm

Spring Term 2027

Monday 4 January	Pupils return
Friday 12 February	School Development Day
Mon 15 - Fri 19 February	*Spring Half-term*
Thursday 25 March	Term ends 3.45pm

Summer Term 2027

Monday 12 April	Pupils return
Monday 3 May	Bank Holiday
Mon 31 May - Fri 4 June	*Summer Half-term*
Monday 14 June	School Development Day
Friday 16 July	Term ends 1.15pm

The School Day

8.30am	Pupils arrive
8.35am	Warning bell
8.40 – 8.45am	Registration and prayer
8.45 – 9.40am	Lesson 1
9.40 – 10.35am	Lesson 2
10.35 – 10.55am	Break
10.55 - 11.50am	Lesson 3
11.50am-12.45pm	Lesson 4
12.45-1.50pm	Lunch
1.50 – 1.55pm	Registration and prayer
1.55 – 2.50pm	Lesson 5
2.50 – 3.25pm	Lesson 6

NB: Timetable for Wednesday mornings (Week A and Week B) and Monday (Week A)

8.40 – 8.55am	Form Period
8.55 – 9.45am	Lesson 1
9.45 – 10.35am	Lesson 2

The rest of the day will follow the usual schedule

School opening times

Pupils may be on site from 8.00am. Food is available from the Pod at 8.15am

Parental Contact with School

Parents are welcome to telephone or call to the school if they have a message to convey or an enquiry to make. If a parent has a concern, he or she is invited to telephone the school to make an appointment to see the Form Teacher or the Head of Year. Parents should expect a call back in 48 hours if the query is not urgent or otherwise, 24 hours. Please do not turn up to school and expect to be seen immediately by a member of staff as it is likely that this may not be possible.

The **email address** for parents of Year 7 pupils to contact the school office is yearseven@uptonhall.org

To protect the health and safety of all the pupils, parents are asked NOT to drive vehicles into the grounds or stop outside the gates.

Online Safety

The Internet can be a wonderful tool but can also pose challenges to young people's safety and wellbeing.

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information or spending too long online

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.

When children feel anonymous online sometimes this can tempt them to use social media in unkind ways, often saying things they would never say face-to-face. It is important your child understands how hurtful this conduct can be and that posting or liking unkind messages or images is potentially bullying.

Some young people's use of social media or games can affect their wellbeing, especially if it prevents them getting a good night's sleep.

Content: age-inappropriate or unreliable content can be available to children

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites.

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends' lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Tips for online safety

It is vital that you know what your children are doing online and who they are talking to. Ask them to teach you to use any applications you have never used.

Keeping the computer in a family room means that you can share your child's online experience – and that they are less likely to act inappropriately (i.e. via webcam). Be aware of how they are using their phones.

Help your children to understand that they should never give out personal details to online friends – personal information includes their messenger ID, email address, mobile number and any pictures of themselves, their family or friends. If your child publishes a picture or video online, anyone can change it or share it. Remind them that anyone may be looking at their images and one day a future employer could!

If your child receives spam/junk email texts, remind them never to believe them, reply to them or use them. It's not a good idea for your child to open files that are from people they don't know. They won't know what they contain – it could be a virus, or worse – an inappropriate image or film. Help your child to understand that some people lie online and therefore it's better to keep online friends online. They should never meet with any strangers.

Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable. Teach young people how to block someone online and how to report them if they feel uncomfortable. The Thinkuknow website offers a range of useful videos which it may be helpful to watch with your child.

Set an online 'curfew' to ensure your child's use of the internet is not interfering with their sleep. Consider buying them an alarm clock so that they can leave their phone downstairs for the night.

Further advice and information is available from the Child Exploitation and Online Protection Centre (CEOP). A link to this agency can be found on the school website.

Helpful Websites:
www.ceop.gov.uk
www.thinkuknow.co.uk
https://www.saferinternet.org.uk/advice-centre/parents-and-carers

It is really important to chat with your children on an ongoing basis about staying safe online. Not sure where to begin? These conversation starter suggestions can help.

1. Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
2. Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?
3. Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
4. Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.
5. Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

Attendance

Simply put – if your daughter does not attend Upton Hall she will not achieve. We want all pupils and Sixth Form students to achieve high levels of attendance and give themselves the very best chance in life. There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If your daughter misses one session in a week (remember, there are two sessions per day) her attendance will be 90%. This may look acceptable but it means she will miss 19 days of education in a year and risk dropping one grade in each of her GCSE exams (DfE research statistics)

If Covid-19 affects your daughter's attendance, we expect her to work from home remotely.

We take absence seriously. We target intervention with students whose attendance falls below our target of 97% or better. We use "truancy call" which is an automated message system that will keep ringing parents to request explanations for absence. If a response is not received letters are sent home to resolve reasons for absence and reduce likelihood of future absence.

Absence to be granted only under exceptional circumstances

From September 2013, schools may **not** grant leave of absence during term time unless there are 'exceptional circumstances'. **Therefore, the Headmistress can no longer authorise holidays or extended leave**.

This is the result of amendments that have been made to the 2006 pupil registration regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013, which will come into force on 1 September 2013. The 2013 amendments to the 2006 regulations remove references to family holidays and extended leave as well as the statutory threshold of 10 school days.

Upton Hall School will pursue penalty notices with parent(s)/guardian(s) where a pupils' school attendance is at an unacceptable level. This is in line with amendments that have been made to the 2007 penalty notices regulations in the Education (Penalty Notices) (England) (Amendment) Regulations 2013. These amendments came into force on 1 September 2013. Furthermore, if the absence is not authorised then the pupil may be deleted from the roll after 20 school days. In such an event the parent/guardian(s) would have to re-apply for a place at the school.

Punctuality

We want to work closely with you to make clear to all our pupils the message that attending punctually will mean higher levels of attainment. Arriving just 5 minutes late every day equals 3 days of education lost over the whole year. Arriving half an hour late every day is equivalent to 18 days' absence. No employer would tolerate this.

It is vital we work to teach our pupils the value of attending Upton Hall at 8.30am each day.

We do understand that on some occasions children may be ill and unable to attend school.

Please make sure you call the school's absence line 0151 641 8133 on every day of absence and follow this up with a note or letter explaining the reason for absence. You may email attendance@uptonhall.org with any evidence of medical appointments, etc.

Charging Policy

Except in the case of activities which fulfil any requirement of a syllabus for a prescribed public examination or of the National Curriculum, the cost of activities which take place wholly or mainly outside normal school hours must be met in full by parents. From time to time, the cost may be reduced by fund-raising or by subsidy from school funds.
It is the policy of the Governing Body:

- to make the appropriate charge to parents for all board and lodging requirements on residential visits;
- to charge for activities wholly or mainly outside school hours, where appropriate;
- to ensure that, on occasions where charges may be made, no pupil is disadvantaged solely by her inability to pay;
- to leave to the Head's discretion the proportion of costs for an activity which can properly be charged to public or non-public funds;
- to encourage and support:
    a) the work of the Friends of Upton Association which sustains and subsidises a wide range of school activities and resources, and
    b) the maintenance of the voluntary School Fund;
- to ask parents of pupils who do practical subjects such as Technology or Art to provide their own ingredients and/or materials for the finished products which they will take home;
- to charge pupils travel expenses for work experience and to refund excess costs over normal daily travel;
- to charge the entry fee for examination of any pupil who, in the Head's judgement, has not prepared herself adequately by effort or study, or of any pupil who, without adequate reason, does not sit an examination for which she has been entered. A charge will be made for re-sits;
- to submit to the Headmistress and Chairman any issue which may require a decision over implementation of the policy in any particular circumstance.

General Regulations

- Pupils are expected to behave in a responsible and courteous manner, showing respect to their teachers, fellow pupils and all members of the school community. Considerate and appropriate behaviour is expected at all times, including the journey to and from school. Any behaviour which demeans another through bullying will not be tolerated.

- Pupils are expected to obey the health and safety rules of the school and of each departmental area. Pupils may not leave the school premises without permission. All absences must be authorised by the school.

- **Uniform rules are strictly enforced**. Skirts must be of knee length. Shoes must have a heel of no more than 1½" and be appropriate for a day's movement around school. They must be black leather or leather look that can be polished. All items of clothing and personal belongings must be marked with the owner's name. Make-up and nail varnish are not allowed for Years 7 – 11.

- School Bags: All pupils should have a plain black waterproof bag for their school books. Logos, flashes of colour or brand names are not acceptable. It must have handles and be large enough to carry and protect large text books and files. Plastic carrier bags and bags with drawstring ties are not acceptable and will not be allowed.

- Jewellery and other valuable objects should not be brought to school. The only permitted jewellery is a watch. Expensive watches (including smart watches) should not be worn for school. Money should be kept in a blazer pocket and never left in cloakrooms or in school bags. Each pupil has a locker which must be kept locked. Padlocks are purchased in Year 7.

- PE Kit should be brought to school on the days of PE lessons and taken home when appropriate.

- The school accepts no responsibility for pupils' money or effects lost or damaged on school premises.

- Chewing gum and any sort of aerosol are strictly forbidden in school.

Study Hall will be attended during the lunch break by any pupil who has not completed homework.
School detention is held for pupils where behaviour needs to improve.
Our school is a phone-free community. If a student wishes to bring a mobile phone to school, she must purchase and be assigned a personal mobile phone Yondr pouch and they are responsible for bringing it to school daily and keeping it in good working condition. Phones and wearable tech will be secured in the pouch upon arrival and remain there until dismissal.

Upon arrival, students will:

1) Turn their phone off or switch it to airplane mode.

2) Place their phone and wearable tech inside their Yondr pouch and lock it in the presence of school staff.

3) Keep the pouched phone with them throughout the school day, and store it in a school bag or locker.

At dismissal, students will unlock their pouch, retrieve their phone and tech, and re-close the pouch to protect the locking mechanism from damage. Pouches must be brought to and from school each day.

Anti-Bullying Policy (extract)

WHAT DO WE MEAN BY BULLYING?

Bullying can take many forms:

- physically hurting someone
- verbally threatening someone
- making a person feel isolated and alone by encouraging others to exclude or ignore them
- calling someone names or commenting on their race, sexuality, family, clothes, appearance or ability
- interfering with or destroying another's property
- intimidation through the use of social media or mobile phone texting

Bullying is a repeated attack which causes distress not only at the time of each attack, but also by the threat of future attacks.

Definitions of bullying written by pupils at Upton:

- A bully is someone who picks on you and hurts you physically or with what they say or how they behave online
- A bully is someone who threatens or mocks another person and gets pleasure out of making fun of them
- A bully is someone who makes your life very unhappy
- A bully is someone who goes out of their way to upset and depress others for their own enjoyment
- A bully makes you feel afraid

What should we do if we think bullying is happening?

If I feel I am being bullied, I should:

- talk to someone I trust: my Form Teacher or Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- tell my parents/carers about what is happening
- be prepared to write down what has happened and my feelings about it
- try to remain calm and avoid retaliation

If I think someone else is being bullied I should:

- offer support and companionship in a gentle manner
- be prepared to tell my Form Teacher, my Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- refuse to be drawn into any group situation in which one person is feeling isolated or mocked

If I am bullying someone, I should:

- stop the behaviour immediately
- try to put myself in the shoes of the other person and treat them as I would want to be treated myself
- behave in a kind and courteous manner to the person I have bullied
- apologise

A full copy of these policies including the Complaints procedure are available on the school website www.uptonhallschool.co.uk