



**POCKLINGTON  
SCHOOL**

**First Year  
Curriculum Guidance**

**2024-2025**



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# Introduction

This booklet provides you with details of the curriculum followed by our First Year pupils at Pocklington.

By providing an overview of each topic studied throughout the year, our aim is to enable you to support and monitor your child's studies and revision at home as well as giving suggested examples of wider reading and extension activities for them to try.

Our First Year curriculum is designed to bridge the gap between pupils' learning at primary school and the knowledge and skills required for success as they progress through Pocklington. Pupils should be committed to trying their best at all times. Whatever their starting point, pupils will receive encouragement and challenge from their subject teachers as well as support to set personalised targets for their academic progress.

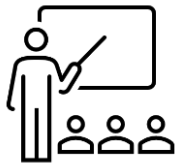
Pupils will take in-class assessments towards the end of the Michaelmas Term. The focus of these assessments is on practising the key skills being learned in each subject area rather than on substantial revision of subject content.

In addition, pupils will take end-of-year examinations in the majority of subjects listed here. These take place in the week before half term in May. Pupils will be given more specific guidance about which topics they will need to revise in preparation for these examinations as well as further advice on revision techniques.

Your child's tutor or Housemaster/mistress will be able to assist with most specific queries about your child's academic studies and progress. Details of specific subject teachers can also be accessed via your child's timetable, available through the parent portal. Contact details for Heads of Department are also provided on the pages which follow. Should you have any queries about the school's curriculum as a whole, please do not hesitate to get in touch with me, or Mrs S. Hughes, Head of Lower School.

I hope that you will find the information contained here useful.

Miss Laura Powell  
Senior Deputy Head (Academic)



# The First Year Curriculum

The First Year curriculum is designed to be broad and varied, as shown in the table below.

**Subjects studied** (the number of allocated lessons per fortnight is shown in brackets)

English (6)	Science (6)	History (3)	Art (3)
MFL (two from French, German, Spanish) (3) (3)	Mathematics (6)	Geography (3)	Music (3)
	Design and Technology (3)	Religious Studies (3)	Drama (3)
Latin (3)	Computing (3)	Physical Education (3)	PSHE (2)
			Games (4)

In the First Year, pupils are divided into four mixed ability forms, labelled W, X, Y, and Z. These contain pupils from a mixture of different houses, and housemasters work hard to ensure that groupings are appropriate. Pupils are taught for all subjects, except modern foreign languages, in these forms. For modern foreign languages, pupils are placed into mixed ability teaching groups according to their language allocation.

For English and mathematics, pupils will be taught in forms initially during the Michaelmas Term. During the second half term, mathematics and English will group pupils into four sets. The composition of sets may differ in each subject. Further information about this process will be circulated to parents nearer the time. Placement into sets or bands is based on ongoing assessment data, internal examination results and on general progress. Parents are contacted prior to proposed changes during the academic year.

## Homework

At the start of term, pupils will receive their lesson and homework timetables from their tutor. Parents can also find complete homework timetables for each year group on our parent portal. As far as possible, each year group (1<sup>st</sup> – 5<sup>th</sup> year) has two homework slots per evening (Monday – Friday). The length of each slot will gradually increase as pupils progress through the school. This structure is intended to make organisation and prioritisation manageable for pupils whilst also giving them the opportunity to complete substantial pieces of work and explore topics outside the classroom.

Year group	Usual number of preps per night	Length of each prep
1 <sup>st</sup> and 2 <sup>nd</sup> year	2 subjects	30 minutes
3 <sup>rd</sup> year	2 subjects	40-45 minutes
4 <sup>th</sup> and 5 <sup>th</sup> year	2 subjects	45-50 minutes
Sixth Form	No fixed timetable	4-5 hours per subject per week (a combination of homework and guided independent study).

# Art



## Overview

Pupils will explore drawing, painting, print-making and working in three dimensions. Using a variety of artists as inspiration, we will create pieces drawing upon the key elements of their work. Pupils will be offered the opportunity to produce a variety of outcomes based upon their strengths. A focus upon observational drawing is key for a strong foundation in art education and is something that is key to all projects that we undertake. This will be essential moving up into Second Year and Middle School, particularly with regards to GCSE art and design.

## Programme of Study

<b>Michaelmas Term (1)</b>	<b>Lent Term (1)</b>	<b>Summer Term (1)</b>
Portrait. Proportions of the face.	Cultural reference – e.g African Masks, Inuit Culture.	Natural forms (shells, birds, flowers, etc) – observed drawing leading to more refined work.
<b>Michaelmas Term (2)</b>	<b>Lent Term (2)</b>	<b>Summer Term (2)</b>
Artist inspired self- portrait Drawing/Painting.	Print inspired by cultural reference – Lino, mono, mixed media.	Three-dimensional piece produced inspired by natural forms.

### Typical methods of assessment

- Verbal formative assessment throughout lessons.
- Comments and targets written in book.
- Annual exam based on observational drawing.

### How parents can support learning at home

- Encourage observational drawing from primary sources.
- Help pupils to find reputable websites, book sources, etc. to gather info about artists and collect images of their work.
- Gallery and Museum visits are highly recommended.
- Cultural visits nationally and internationally can be a great source of inspiration.
- Encourage creativity at home – take photos, build something sculptural, collect interesting objects. Can you incorporate any of these into your art studies?

### Suggested further reading and useful websites

- Information will be given with regards to websites/reading related to the artist/artist movement studied.
- Instagram and Pinterest are a great source of visual inspiration.
- Practice makes perfect. Draw from observation whenever you can to improve your practical ability.
- Learn about the work of artists. Look at their work and find out the meanings behind their work.

[www.tate.com](http://www.tate.com)

<https://www.nationalgallery.org.uk/>

<https://www.britishmuseum.org/>

<https://www.vam.ac.uk/>

<https://www.yorkartgallery.org.uk/>

<https://www.hcandl.co.uk/museums-and-galleries/ferens/ferens-art-gallery>

<https://thebigdraw.org/>

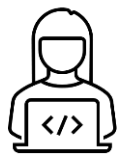
<https://www.graysonsartclub.com/>

<https://www.tes.com/teaching-resources/hub/secondary/art-and-design/>

### Contacts

Mr Dan Cimmermann, Head of Art ([cimmermann@pocklingtonschool.com](mailto:cimmermann@pocklingtonschool.com)), or your child's art teacher.

# Computing



## Overview

All pupils who undertake Computing as part of their Lower School education should feel confident in their skills and abilities in using the specified computer packages. These encompass a wide range of Coding and Software use under the ICT umbrella. Key software proficiencies are delivered to all First Year pupils early in the year which allows them to transfer these skills in other areas of their academic curriculum.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Key Skills:</b> Word Processing, Touch-Typing, Email, Teams, Network management and OneDrive Digital Safety and sensible use AI and its uses	Python 1 – introduction to coding concepts and use of Python as a key language (this will follow into Python 2 in 2 <sup>nd</sup> Year)	Binary Logic gates- link with CS Boolean Operators Types of Input and Output
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Spreadsheets and their uses/Spreadsheet Modelling Practical and theoretical delivery that allows for exploration of Microsoft Excel as the main package	IT Multimedia Project – Images and File Types/What is Multimedia?/Completion and Marking Using Vector Images Introduction to SWAY SWAY project Theory Concepts and Computational thinking	Creative Project – Augmented Reality and how it works. What is AR? – understand the principles of use and how adopted in society Make use of an AR app using mobile or tablet

## Typical methods of assessment

- Michaelmas Term – end of term assessment based on Spreadsheet Modelling
- Lent Term – self-marking tests on Theory Concepts
- Peer Marking of SWAY projects
- End of summer term full assessment

## How parents can support learning at home

Digital Safety –

<https://www.internetmatters.org/schools-esafety/secondary/>

Code Club –

<https://projects.raspberrypi.org/en/codeclub>

## Suggested further reading and useful websites

<https://www.twinkl.co.uk/teaching-wiki/augmented-reality-ar>

<https://learn.codecademy.com>

<https://hourofcode.com/uk>

<https://www.youtube.com/watch?v=OrYYQvPiISk>

## Contacts

Mrs Helen Alexander, Head of ICT and Computing ([alexanderh@pocklingtonschool.com](mailto:alexanderh@pocklingtonschool.com)), or your child's Computing teacher.

# Design and Technology



## Overview

Through problem-solving and technological activities, pupils will build up their skills and gain the confidence to take an open-minded and investigative approach to designing creative solutions, as well as the resilience to explore how products can be further developed to improve them. Pupils will tackle a variety of Design and Make tasks as well as focused capability tasks.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p>Chindogu – Japanese based creative design challenge. This will promote an experimental approach to problem solving.</p> <p>Keyhook – Use of CAD/CAM using a mixture of laser-cutting, polymer-forming hand skills and laminating to create a simple product.</p>	<p>Self-contained – Use of graphic design software and dye-sublimation printing to create a mug wrap based on their personal life. This will include knowledge of smart materials.</p>	<p>Boardgame – Product design challenge to create a new board game. This will promote independent creativity in coming up with a new product and in meeting the needs of their end users.</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p>Keyhook</p> <p>Apprentice Toothbrush Challenge – Team-working and experimentation building on skills developed in Chindogu. They will have to design a new toothbrush and app for the youth market.</p>	<p>Self-contained (continued)</p>	<p>Boardgame</p> <p>Bridge - A simple engineering challenge based on group work. This will involve a study of basic structural principles and will require an experimental approach whilst furthering the pupils' independent problem-solving skills.</p>

### Typical methods of assessment

There will be ongoing checking of research tasks, sketch and development work leading to a final grade for the finished task.

### How parents can support learning at home

- Ask your child to explain the project they are working on in DT and to talk you through the problem/s they will have to solve. It could be, for example, that they need to find an image or images, which they will use, and it would be helpful for them to get a critical second opinion.
- Discussing problems that you find with the products they use or, when buying a new product explaining your reasons for your choice, will help pupils to think about the design process and meeting the needs of their end user. It is about getting them to question the world around them.
- If your family are involved in any form of manufacturing, then getting them involved would be excellent experience as visiting a workshop or factory will help to open them up to the wider world.

### Suggested further reading and useful websites

<https://www.dezeen.com/>

BBC Click <https://www.bbc.co.uk/programmes/n13xtmd5>

<https://www.designboom.com/>

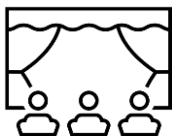
<https://www.womenintech.co.uk/>  
<https://www.yankodesign.com/tag/britain/>  
<https://inhabitat.com/>  
<https://design-milk.com/>  
<https://youngengineers.org/>  
<https://www.tomorrowengineers.org.uk/>

## Contacts

Mr James Stathers, Head of Design and Technology ([stathersj@pocklingtonschool.com](mailto:stathersj@pocklingtonschool.com)), or your child's DT teacher.



# Drama



## Overview

How many of us use drama skills in our everyday life? Talking to our friends, the presentation we might do, interviews for jobs or university; even when we don't realise it, performance is at the heart of much of our lives. The drama curriculum in the senior school is designed to build a foundation of knowledge and skills ready to prepare pupils for the wider school life and beyond, from public speaking to non-verbal communication. We start the year with development of these fundamental skills such as vocal skills, stage positioning and mime. Pupils are given a taster of how to apply these skills in practice using a variety of different styles such as melodrama and Shakespearean text. By the end of the year, pupils will be confident enough in these fundamental skills to devise their own performance based on a stimulus. Alongside these practical lessons (two a fortnight) pupils will also be given the opportunity to develop their analysis and evaluative skills in a Technical Theatre Unit (TTU) in which they will have one 55-minute dedicated lesson on a fortnight; this year they will be studying Costume Design. In the Summer Term, pupils will apply their knowledge of both performance and technical theatre in order to analyse and evaluate a piece of live theatre.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p><b>Fundamental Drama Skills</b> Exploring the use of fundamental drama skills which are at the heart of all performance styles and genres. Pupils will develop their understanding of voice, stage and use of space, mime and movement and freeze-frames and transitions.</p>	<p><b>'Page to Stage'; Exploring 'A Midsummer Night's Dream'</b> Pupils will be introduced to the Shakespearean play 'A Midsummer Night's Dream' where they will get the opportunity to practically explore key moments, learning to get to grips with what can be a quite challenging language.</p>	<p><b>Analysing and evaluating live theatre – 'Peter Pan'</b> Pupils will spend this half term practically recapping key skills and refreshing key terminology ready for their summer examination. They will study the National Theatre's 'Peter Pan' with a focus on two key moments, explored together in class.</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p><b>Introduction to Melodrama/Pantomime</b> Pupils will be introduced to a Christmas family favourite, the pantomime. By exploring melodrama, pupils will be given the opportunity to learn where contemporary theatre stemmed from and how performance has developed since the 19<sup>th</sup> century. They will explore skills such as exaggeration and stock characters in a stylised performance.</p>	<p><b>'Page to Stage' continued.</b> This half term, pupils will put their knowledge of Shakespearean performance into practice as they rehearse and perform an extract of 'A Midsummer Night's Dream'. Pupils will work in small groups to develop their own interpretations based on their knowledge of the play.</p>	<p><b>Monologues – 'The School'</b> Using all their knowledge from the course of the year, pupils will be given a monologue to learn. They will explore a wide range of rehearsal techniques, such as hot-seating, before-time and improvisation to develop their characters for performance.</p>

Typical methods of assessment

How parents can support learning at home

Practical lessons will be assessed through rehearsal (formative) and performance (summative), focusing on a selection of fundamental skills at every stage of their learning. These mark schemes have been developed from the GCSE criteria, ensuring pupils are developing an understanding of expectations from an early stage. The Technical Theatre Unit will be assessed through the use of a portfolio, which pupils will be developing through the year and in a final project where they are asked to design a costume for a character of their choice.

Watching theatre, both live and on live stream (such as Digital Theatre Plus) is a great way to familiarise pupils with the world of staged performance. Discussing the plot is always a great starting point but asking pupils to discuss how the production elements (such as staging or costume) helped to communicate meaning to an audience is a great way to get pupils to think about how acting and technical theatre can work together to create a fantastic (or maybe not so fantastic) performance.

### **Suggested further reading and useful websites**

- [digitaltheatreplus.com](https://www.digitaltheatreplus.com) (school subscription)
- [dramaonline.com](https://www.dramaonline.com) (school subscription)
- [ntlive.com](https://www.ntlive.com)
- Theatre in Practice, Nick O'Brien, Routledge 2018
- Into the Woods: How Stories Work, John Yorke, Penguin 2014

### **Contacts**

Miss Katie Crossley, Head of Drama ([crossleyk@pocklingtonschool.com](mailto:crossleyk@pocklingtonschool.com)) or your child's Drama teacher.

# English



## Overview

Beginning in First Year, our Lower School pupils embark on a learning journey which encompasses a wide range of texts from different periods and cultures, in different styles and in different formats, including pre- and post-1914 novels, Shakespeare plays and poetry. Pupils develop the skills to interpret texts, but they will also learn to write fluently, effectively and at length, so they can express themselves accurately and clearly. Building on skills learned at KS2, our curriculum teaches and tests the knowledge that will support pupils' understanding of future texts in the English IGCSE curriculum.

## Programme of Study

	Curriculum Content
Michaelmas Term (1)	<p><b>Ancient Tales:</b> An exploration of legend and fable.</p> <p>A range of short stories that have been shared by generations in cultures across the world. The Ancient Tales provide a solid foundation in independent reading and writing, as well as incorporating speaking and listening skills to build confidence in expressing ideas amongst peers.</p>
Michaelmas Term (2)	<p><b>Poetry:</b></p> <p>This accessible yet challenging introduction into poetry focuses on how poets use metaphor in their work. Developing on analytical skills acquired in the first two terms, students learn how to craft extended essay-style responses. To further support their understanding of the mechanics of poetry, students will be given the chance to craft their own poetry.</p>
Lent Term (1)	<p><b>The Novel:</b> The reading and exploration of modern prose.</p> <p><b>The Daydreamer – Ian McEwan</b></p>
Lent Term (2)	<p>Through the study of this contemporary text, pupils will explore and evaluate characterisation, plot and themes together with the writer's intentions and messages. We will also make links to a range of literary figures including Ovid, Dickens and Kafka.</p>
Summer Term (1)	<p><b>Creative Writing:</b> A study of the components of creative writing.</p> <p>Pupils will establish the difference between descriptive and narrative writing and learn how to use figurative language, such as metaphor and personification. They will recap knowledge on word classes e.g. adverbs, adjectives, nouns.</p>
Summer Term (2)	<p><b>Drama:</b> Read and study a modern drama text.</p> <p><b>Whispers in the Graveyard - Conlon &amp; Breslin</b></p> <p>As an introduction to drama, pupils will focus on staging, structure, and themes. Script writing and epistolary writing make up the creative element of the unit.</p>

## Typical methods of assessment

Pupils are frequently assessed through electronic quizzes, to test understanding. They will have a minimum of one extended written assessment each half term. These include: writing a narrative or descriptive piece; answering an extract analysis question; answering an essay style

## How parents can support learning at home

- Ask your child to explain the text they are studying to you. This will help to clarify and consolidate their learning in class. What do they think of the characters? How would they describe them?
- Encourage your child to read widely and frequently. Depending on the support they need, you could listen to

question. Pupils will also be asked to produce presentations to assess their speaking and listening skills.

an audio book together in the car, hear your child read or discuss the book they are reading.

- Try to encourage good spelling, punctuation and grammar in emails and text messages – this is an important habit that will carry through to their studies!

### **Suggested further reading and useful websites**

<https://www.bl.uk/romantics-and-victorians>

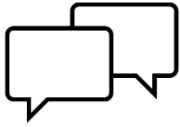
<http://www.bbc.co.uk/programmes/p00547hx>

<https://crickcrackclub.com/>

### **Contacts**

Ms Sally Stone, Head of English ([stoness@pocklingtonschool.com](mailto:stoness@pocklingtonschool.com)), or your child's English teacher.

# French



## Overview

Before entering the First Year, pupils choose their preferred language from French, German and Spanish. Pupils are then allocated their preferred language and a second language from the remaining two to study in the First and Second Year. Pupils then choose their preferred language from these two to take in the Third Year and through to GCSE. Pupils may choose their second language as an option in the Third Year if they wish.

The range of previous experience of a language differs greatly in the First Year but as there is lots of new material to get to grips with early on, everything soon levels out. Language learning in Lower School begins with the basics but quickly builds up in terms of grammar and range of vocabulary in order to progress pupils' language skills in all four areas: listening, reading, writing and speaking.

French is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly and complexity is developed right from the First Year through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the First Year and this contains everything they need to know for each unit.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Alphabet Introducing yourself Describing yourself Numbers 1-31 Months French-speaking regions Nouns and articles Present tense of <i>avoir</i> Adjectives 'In' + countries: <i>au, en</i>	Where you live Leisure activities and personal possessions Describe animals Present tense: regular -er verbs and irregulars ( <i>aller, faire, avoir, être</i> ) Position of colour adjectives Noun plurals and adjectives	Eating out and ordering food in a café Quantities and understanding recipes <i>J'aime, j'adore, je préfère, je déteste</i> + infinitive <i>Je voudrais</i> + noun/infinitive <i>Il faut</i> + noun/infinitive <b>Summer exam – listening, reading, writing, speaking</b>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Describe your personality Family members and friends School subjects and opinions Home/family life Present tense of <i>avoir</i> and <i>être</i> Adjective agreement Possessive adjectives Comparisons ( <i>plus/moins</i> ) Connectives <b>Assessment – listening and speaking</b>	Mealtimes Opinions on food and drinks Partitive articles: <i>du, de la, de l', des</i> <i>Present tense manger and boire</i> Negatives: <i>ne...pas, ne...jamais</i> <i>Pouvoir</i> + infinitive <b>Assessment – reading and writing</b>	Describe a town Say what you can do at different places Giving directions Arranging to go out <i>Il y a un/une/des...il n'y a pas de/d'</i> Position of adjectives Prepositions Imperative <i>Vouloir</i> and <i>pouvoir</i> + infinitive

## Typical methods of assessment

## How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

**End of Michaelmas term:**

Assessments in listening and speaking

**End of Lent term:**

Assessments in reading and writing

**Summer term:**

Summer exam in listening, speaking, reading and writing

key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increases cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

### Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

[KS3 French - BBC Bitesize](http://www.bbc.com/1/learning/ks3/french) – vocabulary and grammar consolidation.

[www.sentencebuilders.com](http://www.sentencebuilders.com) – pupils will be set assignments here to practise their sentence builders and vocabulary learning

[www.quizlet.com](http://www.quizlet.com) – vocabulary practice

### Contacts

Mr Matthew Thomas-Peter, Head of Modern Languages and Subject Lead for French  
([thomaspeterm@pocklingtonschool.com](mailto:thomaspeterm@pocklingtonschool.com)) or your child's French teacher.



# Games

## Michaelmas Term

<b>Boys</b>	Rugby
<b>Girls</b>	Hockey

## Lent Term

<b>Boys</b>	Rugby 10's/7's      Hockey
<b>Girls</b>	Netball

## Summer Term

<b>Boys</b>	Tennis/athletics      Cricket
<b>Girls</b>	Tennis/athletics      Cricket

# Geography



## Overview

Geography is taken by all pupils from First to Third Year and in those three years the department provides them with a broad, engaging and challenging Geography curriculum. After an introduction to the significance of Geography in relation to school environment, First Year pupils then go on to study the wider context of Geography starting with the UK and learning map skills using a variety of techniques, including Geographical Information Systems. Pupils then look at the Wonderful World, such as investigating the landscapes of Svalbard and finally, in the summer term, studying Australia and building on the skills that they have learned throughout the year.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Introduction to Geography</b> – What is geography? Using the school grounds and the stages of a geographical enquiry <b>UK</b> -its geography and the meaning of UK, GB and the British Isles	<b>Wonderful World</b> – continents, geographical superlatives, annotation of pictures, climate graphs.	<b>Australia</b> – geography of Australia, location of major cities and population distribution <b>Revision for upcoming exams</b> <b>Exams</b>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>UK continued &amp; Map Skills</b> – compass, contours, distance using scale, OS symbols and four & six figure grid references, using GIS	<b>Wonderful World continued</b> – Svalbard	<b>Australia continued</b> – Australia tour

### Typical methods of assessment

Michaelmas term: end of term assessment covering the topics learned during the term  
 End of summer term: full assessment covering all the topics learned during the year.  
 There is also ongoing assessment throughout the year in the form of class discussions, retrieval quizzes and preps.

### How parents can support learning at home

Encourage pupils to have an awareness of the geography of the area where they live or where they visit on a weekend or on holiday.  
 Encourage them to be aware of any geographically-related news stories, such as a recent volcanic eruption or wildfires in Australia.  
 Encourage them to read a map using map symbols when on a walk with you.

### Suggested further reading and useful websites

Please note that pupils do not use a textbook at Key Stage 3; however, pupils are always welcome to visit the Geography library in Room 18 to borrow any books related to the topics they are exploring. In addition, pupils are encouraged to use the school library which has a geography section.

Burrows, C., Forsberg, E., Thomson, C. (eds) (2019). *Key Stage Three Geography Complete Revision & Practice*. Newcastle upon Tyne: CGP (relevant sections on Our World, Population Distribution and Geographical Enquiry are useful for revision). This book also includes other topics that will be studied later in Key Stage 3.

Key Stage 3 BBC bitesize <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Pocklington Geography Twitter <https://twitter.com/PocklingtonGeo6>

Google Earth



## Contacts

Mrs Rebecca Brennan, Head of Geography ([brennan@pocklingtonschool.com](mailto:brennan@pocklingtonschool.com)), or your child's Geography teacher.

# German



## Overview

Before entering the First Year, pupils choose their preferred language from French, German and Spanish. Pupils are then allocated their preferred language and a second language from the other two to study in the First and Second Year. Pupils then choose their preferred language from the two they have studied to take in the Third Year and through to GCSE. Pupils may choose their second language as an option in the Third Year if they wish.

The range of previous experience of a language differs greatly in the First Year but as there is lots of new material to get to grips with early on, everything soon levels out. Language learning at Key Stage 3 begins with the basics but quickly builds up in terms of grammar and range of vocabulary in order to progress pupils' language skills in all 4 areas: listening, reading, writing and speaking.

German is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly and complexity is developed right from the First Year through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the First Year and this contains everything they need to know for each unit.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Phonics & Alphabet Greetings/Name/Age Numbers 1-31 Months Countries Languages Verbs: <i>sein</i> and <i>haben</i> (1 <sup>st</sup> -3 <sup>rd</sup> person) Genders Definite/Indefinite article	Classroom objects Schoolbag items School subjects Opinions Time Days of the week School timetable Genders Verb as second idea 'Wir' form of <i>haben</i> /verbs Question words	Computer Games Opinions Time phrases <b>Summer exam – listening, reading, writing, speaking</b>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Family members Siblings Pets Colours Descriptions Possessive adjectives <i>Haben</i> + accusative Negatives Plurals <b>Assessment – listening and speaking</b>	Sports Musical instruments Favourite hobby <i>Gern/lieber/am liebsten</i> Present tense (regular/irregular) Time expressions Use of <i>den</i> <b>Assessment – reading and writing</b>	Where you live Weather House/room description Numbers up to 100 <i>In</i> + dative <i>Es gibt</i> + accusative Prepositions

## Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

### End of Michaelmas term:

Assessments in listening and speaking

### End of Lent term:

Assessments in reading and writing

### Summer term:

Summer exam in listening, speaking, reading and writing

## How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

## Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

[KS3 German - BBC Bitesize](#) – vocabulary and grammar consolidation.

[www.quizlet.com](http://www.quizlet.com) – vocabulary practice

## Contacts

Mrs Catherine Davies, Subject Lead for German ([daviesc@pocklingtonschool.com](mailto:daviesc@pocklingtonschool.com)), or your child's German teacher.

# History



## Overview

History is studied by all pupils from First to Third Year. Over those three years the department aims to challenge pupils, giving them a detailed insight into the craft of the historian, challenging misconceptions, and showing them the diversity of history.

In the First Year pupils start to consider what a historian does exploring the concepts of change and continuity; causes and consequences; significance; historical interpretations; and evidential analysis and evaluation. Through a range of enquiries, pupils will be exposed to the rich variety of the past and how this illuminates the future, looking at the period stretching from 5<sup>th</sup> century BCE to the 15<sup>th</sup> century spanning the continents of Europe, Africa and the Americas. They will begin to get to grips with big ideas about power and belief, using a variety of historical 'lenses' to peer into the past. Pupils will also be introduced to the skills involved in historical research through a project exploring their own family pasts and the assumptions we often make about history.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p>What changed in medicine from Ancient Greece to the Medieval Period?</p> <p>How strange was Athenian Democracy?</p>	<p>How do artefacts help us to understand the Anglo-Saxon World?</p> <p>Was William the Conqueror a war criminal?</p>	<p>How did 508 Spanish soldiers defeat the Aztec Empire?</p> <p>Revision for summer assessment</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p>Why did Roman Emperors care so much about their image?</p> <p>How can we know what mattered to Christians in the 'Dark Ages'?</p>	<p>Was William the Conqueror a war Criminal? (continued)</p> <p>What can we learn from Medieval Mali about the rise and fall of kingdoms?</p>	<p>How did 508 Spanish soldiers defeat the Aztec Empire? (continued)</p>

## Typical methods of assessment

At the end of each topic, pupils are assessed by either an extended written response to an enquiry question, a recorded presentation or short answer tests. For some of these, the pupils research skills will also be assessed. In addition, some of these will be completed in timed conditions. There is ongoing assessment in the form of retrieval quizzes; source and interpretation analysis and evaluation; and class discussions.

In Michaelmas Term (2) and Summer Term (1) pupils will also be assessed more formally, with examinations focused on source

## How parents can support learning at home

Make speaking about history (and politics) the norm at home. Ask them about their opinions about what they are learning in class; buy them one of the listed books as a Christmas present and chat with them about it; encourage them to listen to an episode of one of the podcasts above on a topic that fascinates them; take them to a historical site – we are lucky in Yorkshire to be immersed in

skills; analysis and evaluation of historical interpretations; and extended written responses on causation/change and continuity/significance.

Feedback will be a combination of traditional marking, verbal feedback (recorded by the pupil), peer feedback, and whole class feedback, dependant on the assessment. We will also develop the pupils' ability to actively respond and use this feedback through a focus on the process of 'feedforward'.

history, especially relating to the First Year curriculum.

Finally, come along to one of our Historia talks, put on by pupils, the department and university lecturers to see how the department works.

## Suggested further reading and useful websites

Pupils (and parents) are always welcome to visit our extensive department library to borrow any books related to the topics they are exploring. If you can't find it, we will also happily try to get our hands on the book (and read it ourselves afterwards!). As a department we have a genuine passion for reading and want to share this with our pupils, challenging them to engage with historical scholarship inside and outside the classroom. Here is a list of some popular history books for pupils (and parents) who are hungry to learn more:

Mary Beard (2015) *SPQR: A History of Ancient Rome*

Tom Holland (2005) *Persian Fire*

Miranda Kaufmann (2017) *Black Tudors: The Untold Story*

John Hatcher (2008) *The Black Death: The Intimate Story of a Village in Crisis, 1345-1350*

Marc Morris (2021) *The Anglo-Saxons: A History of the Beginnings of England*

In addition, we would recommend the following podcasts. If you trawl through their archives you will find everything from the basics to in-depth historical scholarship on the topics we study and much more:

<https://play.acast.com/s/the-rest-is-history-podcast>

<https://www.historyhit.com/podcasts/>

<https://play.acast.com/s/historyextra>

<https://www.bbc.co.uk/programmes/p01dh5yg> - for something that packs a scholarly punch!

Finally, here is a list of websites that are useful and reliable when it comes to research and revision:

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<https://spartacus-educational.com/>

## Contacts

Mr Callum Braidwood-Smith, Head of History and Politics ([braidwoodc@pocklingtonschool.com](mailto:braidwoodc@pocklingtonschool.com)), or your child's History teacher.

# Latin



## Overview

Pupils in the first year are in the fortunate position of beginning a study of Latin, which they all take for the two years of Lower School, and which they can then continue to GCSE and A level if they wish. We follow Suburani, a lively Latin course based around a young girl growing up in the Subura of Rome at the time of the emperor Nero. Pupils love the mix of both language, picking up on the influence of Latin upon English, French and Spanish, and the culture of the Romans. We study themes of entertainment, religion, women in society, the treatment of slaves and more. Latin is the ultimate cross-curricular subject and pupils enjoy the variety it offers them.

Chapters 1-6 are covered through the year, each one with new civilisation topics and new grammar and syntax. With all pupils picking up this language for the first time, we dedicate time towards the end of the year in helping pupils prepare for the end of year exam, review their progress, and consolidate their learning in advance of Second Year.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Language:</b> Present Tense verbs Word order <b>Culture:</b> Women at work The Subura: life in the slums	<b>Language:</b> Nominative/accusative plural nouns Plural verbs – present tense <b>Culture:</b> Entertainment: chariot racing Public festivals	<b>Language:</b> Infinitives volo/possum <b>Culture:</b> Roman bathing Water supply Sanitation
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>Language:</b> Noun cases-nominative and accusative/declension/gender <b>Culture:</b> The city of Rome Forum	<b>Language:</b> Neuter nouns <b>Culture:</b> Christianity in Rome State religion Temples Sacrifice	<b>Language:</b> Ablative case Prepositions <b>Culture:</b> Slavery Manumission

## Typical methods of assessment

Pupils learn vocab at the end of each chapter and that is assessed through standard written vocab tests. In-lesson assessments in the form of comprehension and translation are held at the end of each term.

In addition, the online web-book accompanying Suburani allows pupils to test themselves on vocab and grammar each week for prep and their progress is then visible to their teacher.

By the end of Year 7, we expect pupils to know the meanings of just over 100 Latin words and to be able to understand a short passage of Latin and to translate that into English.

## How parents can support learning at home

Please take every opportunity to learn Latin alongside your children!

Learn the vocab they learn and get them to test you on the words. Translate a Latin story with them and show them that you enjoy the links between languages. Go to museums at the weekend, go to ancient sites on your holidays and enjoy exploring all things Roman along with them. Read Greek myths with them, learn about emperors, watch Disney's Hercules and...

Well, just share in their interest!

## Suggested further reading and useful websites

[https://hands-up-education.org/suburani\\_full/index.html](https://hands-up-education.org/suburani_full/index.html) (Pupils are given a password to access this and can show it to parents.) The online version of the Latin course we follow.

<https://carolinelawrence.com/the-roman-mysteries/> Super books for younger readers set in the Roman world

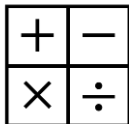
<https://classictales.co.uk/> Greek myths via audio files

<https://www.theoi.com/> All you could want to know about Greek gods and myths, which are behind much of the Roman religious belief we meet in our stories.

## Contacts

Mr Adam Copley, Head of Classics ([copleya@pocklingtonschool.com](mailto:copleya@pocklingtonschool.com)), or your child's Latin teacher.

# Mathematics



## Overview

The First Year Mathematics curriculum builds directly upon the primary school curriculum. The key difference pupils find in this first year is a new rigour to the layout of their work, especially in algebra, as they prepare to tackle harder multi-step questions over the coming years.

## Programme of Study

<b>Michaelmas Term (1)</b>	<b>Lent Term (1)</b>	<b>Summer Term (1)</b>
Number and arithmetic	Formulas and sequences	Estimating units and scales
Expressions and equations	Perimeter, area and volume	Revision
<b>Michaelmas Term (2)</b>	<b>Lent Term (2)</b>	<b>Summer Term (2)</b>
Angle and shapes	Multiples, factors and primes	Fractions and percentages
Powers, ratio and proportion	Graphs and equations	

### Typical methods of assessment

End of topic test for the 10 units listed above.

End of year test on the first 9 topics.

### How parents can support learning at home

- Be positive about Maths – please do not say ‘I was terrible at Maths’!
- Help pupils look back through their book to find their notes.
- Always encourage them to have a go. If they are wrong then we can help unpick what happened; it is normally one small issue that unlocks the problem. If they do not write anything then they are wrong and there is nothing to unpick.
- They should use their topic tests to revise for their end of year test; therefore they should ensure they keep their old books safe.

### Suggested further reading and useful websites

1<sup>st</sup> year Pock Maths “how to videos” produced by Pocklington’s Maths department  
CGP website for a copy of the textbook

### Contacts

Mr Chris Ball, Head of Mathematics ([ballc@pocklingtonschool.com](mailto:ballc@pocklingtonschool.com)), or your child’s Mathematics teacher.



# Music



## Overview

Music is an essential part of a balanced and broad curriculum. The First Year Music curriculum gives pupils a grounding in performance, technical skills, theory, composition, listening and analysis and musical history. For those who wish to expand their musical study, the curriculum is complemented by the provision of individual music tuition and membership of our school ensembles. These three aspects together give pupils an enriching and all-round musical education.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<ul style="list-style-type: none"><li>• Performance skills in preparation for the Autumn Concert</li><li>• The Elements of Music</li></ul>	<ul style="list-style-type: none"><li>• Rhythm, metre, tempo and pulse</li></ul>	<ul style="list-style-type: none"><li>• Introduction to the keyboard</li></ul>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<ul style="list-style-type: none"><li>• Instruments of the Orchestra</li></ul>	<ul style="list-style-type: none"><li>• Pitch and notation</li></ul>	<ul style="list-style-type: none"><li>• The Baroque Period</li></ul>

## Typical methods of assessment

End of topic assessments through performance, composition or listening.

End of year test.

## How parents can support learning at home

- Encourage your child(ren) to take up a musical instrument or singing. This can be done privately or in school.
- Listen to your child(ren) practise: you don't have to be an expert but just offer some words of encouragement and be interested. Let them practise with the door open so that you can hear. Encourage them to practise every day – even if only for 5 minutes on busy days and make it part of the daily routine. As Shinichi Suzuki said 'only practise on the days that you eat'!
- Enable and encourage your child to participate in or attend school concerts.
- Encourage your child to join a school music ensemble or choir: making music with the others is the key to maintaining enthusiasm for playing a musical instrument or singing.
- Sing in the car with your child(ren) whatever song you happen to love at the moment!

## Suggested further reading and useful websites

Michael Griffin – Developing Musical Skill.

<https://www.mmcourses.co.uk/> (for those taking music examinations) and <https://www.mymusictheory.com/>

## Contacts

Mr Samuel Austin, Director of Music ([austins@pocklingtonschool.com](mailto:austins@pocklingtonschool.com)), or your child's Music teacher.

# Physical Education



## Overview

Core PE is studied by all pupils in the First to Third Year at Pocklington. We aspire to fill each pupil with the confidence and skills to undertake a range of sports and activities and encourage lifelong participation in sport. We believe sport is vital to staying physically and mentally fit and healthy as well as being an excellent way to learn skills such as teamwork, leadership, honesty, and integrity.

## Programme of Study

	Half term 1	Half term 2
<b>Michaelmas</b>	Cross country	Swimming
	Games For Understanding	Basketball
<b>Lent</b>	Gymnastics	Swimming
	Circuit Training	Table Tennis/Badminton
<b>Summer</b>	Athletics	Volleyball
	Softball	Football

**Cross Country:** Pupils are challenged to complete the 2-kilometre course; accomplished runners are challenged to complete the course in less than 10 minutes to qualify for the 3- and 4-kilometre course. Pupils need to show good resilience and commitment.

**Games For Understanding:** A great introduction to invasion games, pupils are challenged around core principles surrounding invasion games such as space identification, teamwork and problem solving. Compassion, enquiry, and creativity are all key to mastering TGFU.

**Gymnastics:** Working independently towards the British gymnastics' proficiency awards, pupils are encouraged to demonstrate integrity and reflection to master a range of gymnastics movements.

**Circuit training:** Pupils will aim to develop a range of movement patterns including squatting and lunging. This is an opportunity to learn movements and knowledge about how to safely engage in resistance training. Pupils are encouraged to work collaboratively to give feedback to each other.

**Swimming:** A vital life skill, swimming is covered extensively in core PE. Focusing on basic strokes such as front crawl, breaststroke and back stroke, pupils are challenged to work on racing starts and turns to progress against the school standard times.

**Basketball:** A very popular PE option, pupils must demonstrate collaboration and compassion to work as a team. Key technical and tactical skills are developed over the term with a view to competitive game play in the final week.

**Athletics:** Pupils will learn or develop techniques in a range of athletics events including sprints, middle distance events, shot put, javelin, discuss, long, triple and high jump. Pupils are encouraged to demonstrate enquiry and integrity in challenging themselves to better their own past performances.

**Football:** Pupils are split to develop skills and engage in meaningful smaller sided game play. Key skills are targeted including passing technique and control as well as shooting.

**Volleyball:** The world's most popular indoor team sport, volleyball is often new to pupils. They are encouraged to work cooperatively on developing new skills that can be used in game play towards the end of the term.

### Typical methods of assessment

Pupils will take part in a mixture of formal and informal assessment and are encouraged to challenge themselves. In some sports such as cross country, swimming and athletics times and distances are recorded and assessment takes place across the core and advanced skills required for GCSE attainment. Staff will also observe gameplay and technical practices to offer feedback and assess learning.

### How parents can support learning at home

- Engagement with your child around the sport they are currently playing.
- Reassurance that they are not judged on their sporting ability rather their effort and application to the lesson's content is vital.
- Supporting your child to bring the correct kit to lessons will allow them to take a full part in lessons. Even when injured or ill, kit should be brought into school as teachers will challenge pupils to coach or officiate as appropriate.

### Contacts

Mr Andrew Towner, Head of PE ([towner@pocklingtonschool.com](mailto:towner@pocklingtonschool.com)) or your child's PE teacher.

# PSHE



## Overview

PSHE (Personal, Social, Health, and Economic) lessons are taught to all pupils from the First – Fifth Year, as well as via tutor sessions, assemblies, and off-timetable days.

Its purpose is to provide young people with the knowledge and information they need to make informed choices now and in later life. By its very nature, it tackles complex topics in an age-appropriate manner and within a safe classroom environment, in which open debate and personal reflection are encouraged.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Personal Safety	Diversity and Prejudice	Unhealthy Relationships, tension, challenge and change.
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Physical Health and Puberty	Healthy Relationships	Romantic Relationships

## Typical methods of assessment

PSHE does not have formal exams, and work is not graded. Reports will therefore be based around ATL grades.

Pupils do complete assessments at the end of each topic, and these are designed to promote self-reflection and demonstrate their own understanding of the topics.

## How parents can support learning at home

Very simple: ask what they have been studying and talk about the issues with them!

## Suggested further reading and useful websites

*Please note these resources are intended for parental use and may not be appropriate for younger pupils.*

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/>

<https://www.sexdiaries.org/>

<https://giveusashout.org/get-help/resources/resources-parents/>

<https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/>

<https://parentingsmart.place2be.org.uk/>

<https://www.bishuk.com/>

## Contacts

Mr Adam Hall, Head of PSHE ([hallaw@pocklingtonschool.com](mailto:hallaw@pocklingtonschool.com)), or your child's PSHE teacher.

# Religious Studies



## Overview

Religious Studies is taken by all pupils from First to Third Year and in those three years the department provides them with a broad, engaging and challenging Religious Studies curriculum. After a brief introduction to the significance of the study of religion, First Year pupils examine Christianity through its beliefs and practices. Over the year pupils gain an insight into the foundations of Christianity, paying particular attention to how more challenging and abstract concepts are conveyed through symbology, seen through their study of *The Lion, the Witch and the Wardrobe*. The aim is to show pupils how Christianity is practised in the modern day, with a focus on its key values (including a link with those of the School: Courage, Truth and Trust).

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p><b>Christianity:</b> Key events The Trinity and its symbols Overview of key celebrations (Christmas, Epiphany, Lent, Easter) Jesus: his attributes and ministry (e.g. miracles and parables)</p>	<p>Christianity and its traditional practices Layout of the church, plus a study of modern day churches; Key practices in Christianity (baptism, holy communion etc)</p>	<p>Project work- focusing on Christians that have fought for values through courage, truth and trust (school value link). Pupils to be given lesser well known Christians to research.</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p>Study of "The Lion, the Witch and the Wardrobe" by C S Lewis - looking at its Christian symbolism and values throughout.</p>	<p>A study of Christian values, and how they are applied in the 21<sup>st</sup> century (e.g. "Faith without works is dead", "Treat others as you wish to be treated") Christians/charities that have shown these values in their work (e.g. Christian Aid, Tearfund, CAFOD).</p>	<p>William Wilberforce: beliefs and faith (with the aid of "Amazing Grace")</p>

## Typical methods of assessment

Pupils are assessed at the end of Michaelmas term, and in the Summer term, as part of their internal assessments. These assessments not only test pupils' knowledge of the course, but also their abilities to evaluate, as well as being able to justify their opinions about issues related to the course. Prep is set once every fortnight in line with school policy, which may take the form of revision for a mini test, a piece of research, or an extended piece of writing.

## How parents can support learning at home

We strongly recommend that parents discuss what pupils are studying in the classroom, and to encourage them to watch what is happening in the news, as quite often there are religious articles. Occasionally we set prep that ask pupils to collect opinions from family members on certain issues, which will mean that you will be directly involved!

## Suggested further reading and useful websites

<https://www.bbc.co.uk/news/topics/cjnwl8q4ny3t> (BBC Religion in the news)

<https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc> (BBC Bitesize- Christianity)

<https://www.biblegateway.com> (Online Bible)

"The Lion, the Witch and the Wardrobe" by C S Lewis

Film: "The Miracle Maker"

## Contacts

Mrs Heather Page, Head of Religious Studies ([pageh@pocklingtonschool.com](mailto:pageh@pocklingtonschool.com)), or your child's RS teacher.

# Science



## Overview

Our Key Stage 3 science curriculum prepares pupils in the practical and scientific language skills needed for the GCSE in the Third Year. The topics will build upon their scientific knowledge from Key Stage 2.

## Programme of Study

Michaelmas Term 1 Particles and their behaviour		Lent Term 1 Waves		Summer Term 1 Forces	
Book	Chapter / Topics covered	Book	Chapter / Topics covered	Book	Chapter / Topics covered
	Lab rules	1	P2.1 Waves	1	P1.1 Introduction to forces
	Hazards	1	P2.2 Sound waves	1	P1.2 Squashing and stretching
	Using a Bunsen Burner	1	P2.3 Loudness and pitch	1	P1.3 Drag forces and friction
1	C1.1 The particle model	1	P2.4 Detecting sound	1	P1.4 Forces at a distance
1	C1.2 States of matter	1	P2.5 Echoes and ultrasound (including speed of sound)	1	P1.5 Balanced and unbalanced
1	C1.3 Density			2	P3.1 Speed
1	C1.4 Melting and freezing	1	P3.1 Light	2	P3.2 Motion graphs
1	C1.5 Boiling (and cooling curve)	1	P3.2 Reflection		
1	C1.6 More changes of state	1	P3.3 Refraction		
1	C1.7 Diffusion	1	P3.4 The eye and the camera		
2	P3.3 Gas pressure	1	P3.5 Colour		
Michaelmas Term 2 Cells		Lent Term 2 Food & Digestion		Summer Term 2 Elements, atoms, & compounds	
Book	Chapter / Topics covered	Book	Chapter / Topics covered	Book	Chapter / Topics covered
1	B1.1 Observing cells	2	B1.1 Nutrients	1	C2.1 Elements
1	B1.2 Plant and animal cells	2	B1.2 Food tests	1	C2.2 Atoms
3	B1.6 Prokaryotes and Eukaryotes	2	B1.3 Unhealthy diet	1	C2.3 Compounds
1	B1.3 Specialised cells	2	B1.4 Digestive system	1	C2.4 Chemical formulae
1	B1.4 Movement of substances	2	B1.5 Bacteria and enzymes in digestion	2	C1.4 Groups and periods
1	B1.5 Uni-cellular organisms			2	C1.5 The elements of Group 1
1	B2.1 Levels of organisation			2	C1.6 The elements of Group 7
1	B2.2 Gas exchange			2	C1.7 The elements of Group 0
1	B2.3 Breathing				
2	B2.4 Aerobic respiration				

All students have access to the online 'Activate Oxford Smart' textbooks on Kerboodle

B = Biology

C = Chemistry

P = Physics

## Typical methods of assessment

End of topic tests

End of First Year

exam

## How parents can support learning at home

Revise with your child. Revision tasks will be set prior to the end of topic test and end of year exam. Pupils will also be encouraged to make flash cards for each topic. These are a brilliant way of revising as the correct answer will be on the back so you can test them even if it's not your speciality.

Encourage your child to use their revision guide and online textbook to help them find the information rather than just an internet search.

## Suggested further reading and useful websites

Online 'Activate Oxford Smart' textbooks on [Kerboodle.com](https://www.kerboodle.com)

Activate Oxford Smart revision guide – every child will be given one to keep. They contain a double page spread on each topic, quick retrieval questions and answers, and exam style questions. The answers are available online.

Key Stage 3 CGP work book – available on the CGP website or from bookshops

Key stage 3 bitesize science <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

Practice exam questions [www.mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/](http://www.mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/)

OYLA – Popular science magazine for pupils and parents (12yrs+) [www.oyla.uk](http://www.oyla.uk)

## Contacts

Mrs Claire Bell, Lower School Science Coordinator ([bellc@pocklingtonschool.com](mailto:bellc@pocklingtonschool.com)) or your child's Science teacher.



# Spanish



## Overview

Before entering the First Year, pupils choose their preferred language from French, German and Spanish. Pupils are then allocated their preferred language and a second language from the other two to study in the First and Second Year. Pupils then choose their preferred language from the two they have studied to take in the Third Year and through to GCSE. Pupils may choose their second language as an option in the Third Year if they wish.

The range of previous experience of a language differs greatly in the First Year but as there is lots of new material to get to grips with early on, everything soon levels out. Language learning at Key Stage 3 begins with the basics but quickly builds up in terms of grammar and range of vocabulary in order to progress pupils' language skills in all 4 areas: listening, reading, writing and speaking.

Spanish is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly and complexity is developed right from the First Year through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the First Year and this contains everything they need to know for each unit.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Claro 1 unit 1 - basics</b> Phonics & alphabet Spelling names/words Spanish-speaking countries & capitals Greetings Numbers 1-31 and dates Verb <i>tener</i> Colours and basic opinions <i>Día de los Muertos</i>	<b>Claro 1 unit 2 - family</b> Family – names & ages Possessive adjectives Animals and pets Adjective endings/agreements	<b>Claro 1 unit 3 - hobbies</b> Free time & hobbies Regular present tense Sports Verbs <i>jugar &amp; hacer</i> More complex opinions on sport Extending sentences with <i>porque</i> Weather Using “if” and “when” constructions <b>Summer exam – listening, reading, writing and speaking</b>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Classroom items Question words – match question & answer Use of conjunctions Masculine/feminine/plural nouns Numbers 1 to 100 <b>Assessment – listening and speaking</b> <i>Feliz Navidad!</i>	Describing eyes/hair & other features Describing other people <i>Tener &amp; ser</i> in present tense Personality traits Adverbs of frequency <b>Assessment – reading and writing</b>	Getting to know Spanish-speaking musicians Making a playlist of Spanish-speaking artists/groups Using <i>que</i> to make longer sentences Celebrity social media profiles Comparatives - <i>más/menos</i>

Typical methods of assessment

How parents can support learning at home

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

**End of Michaelmas term:**

Assessments in listening and speaking

**End of Lent term:**

Assessments in reading and writing

**Summer term:**

Summer exam in listening, speaking, reading and writing

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

### Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

[KS3 Spanish - BBC Bitesize](#) – vocabulary and grammar consolidation.

[www.sentencebuilders.com](http://www.sentencebuilders.com) – pupils will be set assignments here to practise their sentence builders and vocabulary learning

[1st year Spanish - Quizlet](#) – vocabulary practice

### Contacts

Mrs Rachel Stanley, Subject Lead for Spanish ([stanleyr@pocklingtonschool.com](mailto:stanleyr@pocklingtonschool.com)), or your child's Spanish teacher.

# Learning Support



The purpose of the Learning Support department is to help pupils overcome hurdles presented by their learning difficulties which could otherwise prevent them making progress in their subject studies.

'The Tower' (as the department is almost universally referred to by teachers and pupils alike) is a welcoming, calm space at the heart of the school where pupils' specialist intervention lessons take place. However, 'learning support' in a wider sense takes place within all academic lessons, through high-quality, personalised teaching from subject specialists.

Regular communication and liaison between our Learning Support teachers and their subject specialist colleagues further helps to ensure that pupils' individual learning needs are well-supported across the curriculum.

Our ultimate aim in the Learning Support department is independence for all our pupils. By regularly reviewing each pupil's progress, we can ensure that our support provision remains tailored to their individual needs as they move through the school.

## Learning Support Provision

For those pupils identified as requiring additional support, the nature of our provision changes throughout the Lower and Middle School.

In the First Year we concentrate on the core skills of reading and maths. Ensuring reading and mathematical skills are fluent and confident allows pupils to get the most out of the wide range of subjects on offer in the First Year curriculum.

In 2024-25, Maths interventions will usually take place through in-class support during timetabled lessons. Reading interventions will usually take place during tutor time.

### Maths intervention

Our maths intervention programme follows the First Year Maths curriculum as well as building on core mathematical skills such as the four operations. Our aim is to unpick any areas of difficulty, break down the process until the misunderstanding can be identified and build fluency in the methods required.

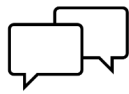
It is important to remember that practice makes things permanent – not perfect. So, by correcting the mistakes before a pupil practises the skill, we ensure that they don't embed an incorrect technique.

### Reading intervention

Our reading intervention programme concentrates on accuracy, fluency and comprehension of reading whole texts. Within each small intervention group (typically 2-3 pupils), pupils choose a book together which they read each week with a learning support tutor who helps them to build confidence while honing these vital skills.

The impact of improving reading skills is wide-ranging as reading accuracy, fluency and comprehension will have an impact on almost every subject in the First Year curriculum.

# English as an Additional Language



## Overview

All international pupils are assessed on arrival including a CEFR for their speaking, listening, reading and writing skills. As part of their lower school education, they will work on all skill areas as well as working on subject specific vocabulary. In addition, all EAL lessons are personalised and either on a 1:1 basis or in small classes. This allows pupils to gain confidence while improving their level of English at their own pace using the Cambridge Global English Course, which also prepares them for their IGCSE in English as additional language.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Cambridge Global English</b> <b>Unit 1 Meeting and Greeting</b> <b>Unit 2 Personal Identity</b> In these units, the focus is on social scenarios & expressions while working on grammatical concepts such as Present and Past tense. In addition, subject support in particular for Science and Maths is provided.	<b>Cambridge Global English</b> <b>Unit 5: Transport</b> <b>Unit 6: Using maps</b> In these units, the focus is on writing and debating skills as well as continuing work on use of tenses and subject support. In addition, work on phrasal verbs, prepositions and comparatives is included.	<b>Cambridge Global English</b> <b>Unit 9: World Records</b> <b>Unit 10: Parts &amp; Percentages</b> In these units, the focus is on all skill areas while working on Past Perfect and Superlatives. Subject support continues while helping pupils to prepare for their end of year assessments.
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>Cambridge Global English</b> <b>Unit 3: Clothing &amp; Accessories</b> <b>Unit 4: Outdoor Pursuits</b> In these units, the focus is on listening and speaking skills. In addition, the pupils will work on use of Perfect Tense as well as subject support when required.	<b>Cambridge Global English</b> <b>Unit 7: Health, Food and Exercise</b> <b>Unit 8: All living things</b> In these units, the focus is on asking questions, relative clauses, continuing to work on the use of tenses in their speaking and writing. Also, subject support is included as needed.	<b>Cambridge Global English</b> <b>Unit 11: We are going on holiday</b> <b>Unit 12: Climate and the environment</b> In these units, the focus is on writing and speaking as well as reflection on their results of their end of year assessments and review of the year.

## Typical methods of assessment

End of unit tests  
 Regular homework including writing and reading  
 End of year assessment including reading and writing

## Suggested further reading and useful websites

- [ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)
- <https://app.memrise.com/signin>
- School & EAL library (books recommended by department)

## Contacts

Miss Martina Flint, EAL Coordinator ([flintm@pocklingtonschool.com](mailto:flintm@pocklingtonschool.com)), or your child's EAL teacher.



# Academic Extension

Our First Year curriculum is designed to ensure that pupils experience a wide range of subject disciplines, helping to instill in them a sense of curiosity about the world around them as well as the confidence to establish aspirational goals for their future development. Through their range of academic lessons, pupils will develop their ability to ‘think like an expert’ in a range of contexts – analytically, creatively, experimentally, technically, empathetically, collaboratively...

Lesson activities are designed to offer stretch and challenge to pupils as they develop their ability to think and apply their understanding with increasing independence. This is achieved through the tasks that they are set, the amount of structure and support that is provided to them, flexibility in the ways that pupils formulate and present their finished work, and through the ways in which teacher feedback is provided and reflected upon. Our specialist teaching staff get to know each pupil well, so that strategies can be tailored to the individual.

Whilst a core part of our academic extension is provided through timetabled lessons, pupils will also find a wide range of lunchtime and afterschool activities which provide opportunities to enrich and extend their intellectual skills and creative talents. By participating in the ‘Pock Challenge’ and completing at least one activity from each category below, pupils can broaden their skillset whilst developing their personal qualities too:

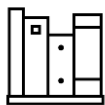
<b>Physical</b> Sport Physical Activity	<b>Outreach</b> Charitable Societies Community and Service
<b>Creativity</b> The Arts, Music and Drama New Skills	<b>Knowledge</b> Academic Societies Languages and Debating

Just a few of the huge range of knowledge-based activities on offer are:

Science Club Lower School Book Club Maths Challenge Club Gaming in Languages Quiz Club Trebuchet (Junior History Society) Eco Committee Perse Coding Challenge	STEM Girls’ Club Mandarin Club Game Jammers Computer-Aided Design Club E-sports Debating Team Pocklington Parliament
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In addition, academic departments run a range of internal events and external trips and competitions designed to complement pupils’ academic studies. These include visits to theatrical and musical productions, our annual Enterprise Day for First Year pupils, the annual history trip to Pickering Castle and Rievaulx Abbey, participation in the UKMT Junior Maths Challenge, as well as the Languages’ department Spelling Bee, and celebrations for the European Day of Languages to name but a few!

# The School Library



## Overview

The school library aims to support literacy and learning by fostering a lifelong love of reading. We provide access to a well-stocked and up-to-date collection of fiction, non-fiction and graphic novels, plus a wealth of electronic research resources that reflects the curriculum.

We see our library collection as ever-evolving – as well as working closely with teaching staff, we are also very keen to reflect the wants and views of our pupils and so encourage them to share their ideas and book requests with us.

## Overview

Throughout First Year, the library runs a programme of study skills sessions, such as time management, note-taking, and an introduction to research, which encourage pupils to develop critical thinking skills and to become independent learners.

The library is a welcoming and supportive environment that runs a number of weekly clubs, such as Lower School Book Club and Crochet Club, and various fun activities throughout the year (the annual World Book Day Quiz is always an absolute smash!). This encourages pupils to use the library as part of their school day outside of lessons, where they see their peers enjoying reading and learning independently, as well as enabling library staff to build positive relationships with pupils.

As part of our belief that an enjoyment of reading should be at the heart of the school, we run a foundation-wide Drop Everything and Read session twice a term. Often themed to reflect current world events and moments of importance, the whole school joins together to share 20 minutes of peaceful reading during morning tutor time, which really sets the tone for the day ahead and reinforces the importance of literacy.

Please see below for a list of books we think will be enjoyed by First Year pupils. A more comprehensive and ongoing list can be found on the catalogue home page for the library.

## Recommended reading

Anderson, Sophie  
Baddiel, David  
Balen, Katya  
Blackman, Malorie  
Bosch, Pseudonymous  
Boyce, Frank Cottrell  
Cleverly, Sophie  
Colfer, Eoin  
Cotterill, Jo  
Cowell, Cressida  
Evans, Lissa  
Gaiman, Neil  
Gleitzman, Morris  
Gregg, Stacy  
Higson, Charlie  
Hitchcock, Fleur  
Holmberg, Charlie N.  
Horowitz, Anthony  
Jackson, Sharna

The House with Chicken Legs  
The Person Controller  
October, October  
Pigheart Boy  
The Name of This Book is Secret  
Millions  
Scarlet and Ivy  
Artemis Fowl  
Jelly  
How to Train Your Dragon  
Wed Wabbit  
Coraline or The Graveyard Book  
Once  
Mystic and the Midnight Ride  
Silverfin  
Murder in Midwinter  
The Paper Magician  
Any of his books  
High Rise Mystery

Kerr, Judith  
Killick, Jennifer  
Lawrence, Caroline  
Magorian, Michelle  
McCombie, Karen  
McNicholl, Elle  
Palacio, RJ  
Patrick, SA  
Rauf, Onjali Q.  
Reynolds, Jason  
Riordan, Rick  
Rowling, J. K.  
Rundell, Katherine  
Sachar, Louis  
Scott, Michael  
Shan, Darren  
Siggins, Gerard  
Stevens, Robin  
St John, Lauren  
Townsend, Jessica

When Hitler Stole Pink Rabbit  
Crater Lake  
The Thieves of Ostia  
Goodnight, Mr Tom  
Little Bird Flies  
A Kind of Spark  
Wonder  
A Darkness of Dragons  
The Boy at the Back of the Class  
Ghost  
Percy Jackson and the Lightning Thief  
Harry Potter and the Philosopher's Stone  
The Wolf Wilder  
Holes  
The Alchemyst  
Cirque du Freak  
Rugby Spirit  
Murder Most Unladylike Mysteries  
One Dollar Horse  
The Trials of Morrigan Crow

### **Opening times**

Mon-Fri 08.30-17.45 (all pupils)

Mon-Fri 18.30-20.00 (boarders only)

Sat 08.30-12.00 (boarders only)

The librarians are Mrs Stephanie Saunders and Mrs Natalia Ward

[library@pocklingtonschool.com](mailto:library@pocklingtonschool.com)



# Establishing Good Study Habits

The following guidance is adapted from Elevate Education's Parent Guidebook. A full version of their guidance can be found here: <https://uk.elevateeducation.com/parents>

Additional useful resources can be found here: <https://elevatecoaching.info/study-timetables/>

Elevate provide a range of workshops and online resources to support pupils with study and revision skills. They also run a series of parent webinars through the academic year, details of which will be shared with all parents in due course.

## Creating a suitable study space

Parents share a common desire to encourage their child to work at the dinner table or in a space where they can be seen and helped. The problem is that this may not be conducive to focus if it involves potential distractions. We encourage parents to set up a space that maximises attention. The research shows that it is much more effective to separate study from the rest of life. Try to find a space in which studying is removed from the hustle and bustle of life at home. It might be your child's bedroom, a separate study if you have one, or simply a room as far away from the TV and noisy siblings as possible. This simple change will ritualise the study process and help to keep your child focused and on task.

## How to help your child get motivated

Issuing rewards and punishments is the traditional approach to changing behaviour. If you want someone to continue a behaviour, reward them. If you want someone to change a behaviour, punish them. Unfortunately, when it comes to motivating students to study, this approach is only effective in the short term. It goes without saying that we know punishment, nagging and grounding rarely, if ever, get your child to study. What about bribery on the other hand? Rewards like a new phone or video game sound much more attractive; however, research has shown that external rewards actually diminish a student's motivation over the long-term.

Research has shown that we need to identify the 'intrinsic' or internal motivators of the child. That is to say, motivation is not an input – it is a consequence. We need to help students pursue a genuine long-term goal. There are 3 ways you can create meaningful rewards:

### Short term goals

Almost all studies around goal-setting show short-term goals give students a sense of purpose and a reason to do the work. Discuss with your child what they are aiming for on the next assignment or exam. Even better, put it on the wall or somewhere visible.

### Levelling up

This is how computer game designers keep your kids glued to their devices: the sense of getting better at something and moving on to the next level. Once you have set the short-term goal once, set it again – this time make it higher!

### Long term goals

As your child progresses through secondary school, they will begin to develop longer term goals which may ultimately be career-based. These goals can provide motivation by helping students understand how certain grades/qualifications can 'unlock' the route to their chosen next steps.



## **Time Management**

This is probably all too common: you get home and walk into the living room only to find your child sitting there watching TV. You ask what they are doing, only to be told 'I don't have any work!'

Your immediate thought is 'that can't be right!' and an argument ensues. The odds are that you are correct and they do indeed have work. However, there is also the possibility that they were just on an innocent study break. In moments like these the natural response is to argue, prod, nag or fight.

### **The recommendation:**

Develop a shared understanding of when your child is meant to be working and when they are setting aside time to take a break.

Do this by creating a study timetable cooperatively. Pupils will find advice and a template on our Firefly pages which can be used to create a weekly work schedule. This document can then become central to helping parents understand their child's study plans and volume.

## **Technological distractions**

Let's just start by saying that everything you have thought is correct. Your instincts are right. Digital distractions drain productivity and severely impact the ability to memorise information. But understandably, most parents feel powerless to control the allure of social media, smart phone apps, games and everything in between.

Our recommendation is to empower your child to self-regulate. Rather than creating blanket bans on smartphone use, it can be helpful to create a separation between 'high powered' and 'low powered' work. You could define high powered as the type of study that relates directly to test or exam preparation e.g. memorising information or writing an essay. This is the type of work that should be distraction free so that technological interruptions do not disrupt the learning process. Low powered work may be regular homework tasks or reviewing notes. This work is still important but is less vulnerable to being ruined by the sound of a notification or a buzzing phone.

## **Building resilience**

'Mum I got 95% on my last test!'. This is obviously great news. The obvious response is to tell them 'Well done!' and congratulate them, possibly using the opportunity to reinforce just how smart your child is.

We would encourage you, as a parent, to praise process rather than outcome. The process or approach used by your child is something that they can change and refine with feedback. Once they receive a test score, they cannot go back and change the test result – it's done. The test result is a product of the work they have put in and the process they have adopted.

Therefore, while you can still praise your child for receiving a good result on their exams, relating the praise back to the process they adopted may be more productive and will reinforce the right behaviour – the preparation. Praise the hard work. 'You deserved that result, because you worked so hard', or 'that's great work because I know you changed the way you prepared for the exam. It's so great to see all the effort paying off'.

Similarly, if your child receives a low mark on an exam, the same approach should be adopted. Asking them about the process they adopted, both in preparation and in the classroom will help to remove the emotional sting. A disappointing result may well be a product of poor preparation. By instilling this message, it focuses the student to think about how they can change their approach, rather than blaming any internal or innate characteristics and gives them a positive goal to aim for next time.



# POCKLINGTON SCHOOL

Ages 2 to 18



Pocklington School  
West Green, Pocklington  
York, YO42 2NJ

**Email:** [mainoffice@pocklingtonschool.com](mailto:mainoffice@pocklingtonschool.com)

**Tel:** 01759 321200

[www.pocklingtonschool.com](http://www.pocklingtonschool.com)