Dear Parents,

This handbook is designed to help you support your daughter in her first year at SHSG.

Key Dates for Year 7

- **September 20th & 26th** Welcome to Grammar School Parents Evening
- **November 29th** Parent/ Teacher Consultations
- **October 19th** Teacher Assessment 1 published to parents
- **February 1st** Teacher Assessment 2 published to parents
- **May 07th-11th** Year 7 End of Year Examinations
- **June 20th** Teacher Assessment 3 published to parents

SIMS Parent App

In order for you to access the information regarding your daughter’s attendance and attainment, you should have a working username and password.

If you have any difficulties in accessing the app, please contact the school at slgsupport@shsg.org or ring 01702588852 and ask for Mrs. Brierley the ICT Manager.

From the Year 7 Learning Manager

When your daughter arrives in September, she will be given a planner which will help her with the day-to-day organisation of secondary school. This will help her to bring in the correct books and equipment each morning and become familiar with the daily routine. Homework is set on a regular basis and I hope that you will support us in overseeing this at home. There is a space each day in her planner to quickly feed-back any problems with homework. She should show this to myself or the teacher concerned. Most girls settle in to their new school very quickly. There is a wealth of extra-curricular clubs available. Most of these run at lunchtimes making it easier for those who have a long journey home. Some P.E clubs and all P.E fixtures are after school. You are welcome to come along to watch and support our teams. Please sign in first at reception. If you or your daughter have any worries at all, contact me here at School. I will do my utmost to help.

Mrs V Symes

Flexible Friday

The programme for flexible Friday provides students with a rich and diverse learning experience. The programme that the students will follow is on our website. Occasionally there is a charge for a flexible Friday. If you are having difficulty funding these days please inform Mrs Osborn as the school may be able to contribute part of the cost.

Student Voice Representative

Student Voice has a number of roles within school, including Whole School Council and Sixth Form Council. There are also co-construction projects such as the OWL (Our Way of Learning) project. Students can communicate via email and meetings, as well as texting the Student Voice mobile outside of school. We also actively engage in Student Voice projects outside of school. We work closely with Southend Youth Council and have participated in the Young Persons’ Consultation for Southend Library (in liaison with Southend Council) and have festival ambassadors representing the school on research projects with the Royal Opera House. We also have representatives at the Southend MIND Youth Focus Group. Many of our
sixth form take advantage of our affiliation to the National Union of Students and elect to have an NUS Extra card to keep informed of wider student campaigns. Our school council is a democratically elected group of students who represent their peers and enable students to become partners in their own education, making a positive contribution to the school ethos. Year 7 students will be given the opportunity to stand for school council within the first half term.

Form Representative
Each form has a Form Representative and deputy who support the form tutor with various tasks and meet regularly with the Learning Manager of that year group. Students can nominate themselves and are voted in by their form group.

Where can you or your daughter go for help?

- Subject teachers
- Form tutor
- Learning Manager
- Head of Key Stage
- The school website
- The Fronter website (can be accessed through the school website)
- Lunchtime support clubs (see curriculum enrichment booklet on the web site)
- School Nurse drop in sessions can help for stress or anxiety
- Homework Club (in the library after school)

Specialist Equipment in Year 7

Mathematics - sharp pencil, ruler, rubber, calculator CASIO fx 85 GT PLUS, pair of compasses, protractor, highlighter pens – pink, blue, green and orange
Geography and Technology – coloured pencils, felt tip pens are not allowed
Languages – Fine whiteboard pen and mini whiteboard eraser
Art – An apron or old shirt. The green science overall may also be used
ICT – USB pen drive, in ear headphones
Science - sharp pencil, ruler, rubber, calculator, green lab overall (optional)

Subject information

English
Director of Faculty – Mrs H Osborn
In Year 7 students will focus on how writers create vivid and believable characters and settings. They will study a range of literary texts, including a novel, a selection of short prose fiction, a modern play, adapted from a novel, and a selection of poetry about people and places. Students will explore how writers use language to craft a fictional world, and they will put these tools to use in their own descriptive writing, again with a focus on the creation of vivid and believable characters and settings. Student will also be encouraged to read widely through regular library lessons and through our unique KS3 Reading Challenge.
At SHSG the aim is to make the study of Mathematics enjoyable and relevant for all students. When students enter the school in Year 7, they are put into ability groups. However, there is movement between these groups following termly progress tests. Students are introduced to a broad range of topics involving number, algebra, data and geometry. The emphasis is on problem-solving, investigations and practical activities. Students are encouraged to use their own initiative and imagination when tackling a variety of tasks.

### Overview of content for year 7

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<tr>
<th>Autumn Term</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Teachers will check that the Mymaths tasks that were set on the Induction Day have been completed.</td>
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<tr>
<td></td>
<td>BIDMAS Activity from the Standards resource</td>
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<tr>
<td><strong>Test</strong></td>
<td>Setting test and baseline test to be taken during the first whole week in the Autumn term.</td>
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<tr>
<td>Unit A 5.1</td>
<td>Sequences</td>
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<td>Linear Graphs</td>
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<tr>
<td>Unit N5.1</td>
<td>Powers and Roots</td>
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<td>Unit N5.2</td>
<td>Ratio and Proportion</td>
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<td>Unit G5.1</td>
<td>Circles and volume of a prism</td>
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<tr>
<td>Unit S5.1</td>
<td>Statistical diagrams and data collection</td>
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<td>Unit S5:2</td>
<td>Probability 1</td>
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<tr>
<td>Unit A5:2</td>
<td>Solving equations and using formulae</td>
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<th>Spring Term</th>
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<tr>
<td>Unit N5:3</td>
<td>Calculations and using a calculator</td>
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<tr>
<td>Unit A5:3</td>
<td>Functions and Graphs</td>
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<td>Unit G5:2</td>
<td>Angles in parallel lines</td>
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<td>Unit A5:4</td>
<td>Using Algebra</td>
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<td>Unit G5:3</td>
<td>Transformations</td>
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<tr>
<th>Summer Term</th>
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<tr>
<td>Unit A5:5</td>
<td>Equations, Formulae and Graphs</td>
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<tr>
<td>Unit G5:4</td>
<td>Constructions and Loci</td>
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**End of year tests**

- Unit S5:3: Data and comparing distributions
- Unit N5:4: Problem solving activities
- Unit S5:4: Probability 2

### Assessment in year 7

- Students will have regular end of Unit tests.
- There will also be termly progress tests.
- The end of year test will be a 1 hour non-calculator paper.
### Equipment needed for maths lessons

- Sharp pencil, pen and spare pen
- A set of highlighters
- Ruler and eraser
- Calculator
- Protractor and a pair of compasses (to bring in when your teacher lets you know that you will need it)

#### Optional

- Glue stick, a mini stapler and scissors

### The Maths faculty is a supportive one and there are weekly sessions for students to attend if they want to improve their subject knowledge or clubs for them join to share their enthusiasm for Mathematics.

#### Currently:

- Tuesday lunchtimes: One to one help available and Problem Solving club.
- Tuesday & Thursday evenings on-line: One to one help from a Maths Angels, or students can attend the teacher led lessons.

### Science

**Director of Faculty – Ms W Schofield**

Key Stage 3 Science is taught to all students at Southend High School for Girls over a condensed two year period. They are taught the following topics:

- Introduction to Science
- Cells
- Human Systems one
- Motion and Forces
- Acids and Alkalis
- Environment and Ecosystems

For progression towards a higher level, students are expected to be able to not only recall facts, but also explain key processes and apply scientific skills. The Key Stage 3 curriculum is supplemented with a series of ‘Curriculum Days’ which enable students to use skills developed throughout the academic year, and to also experience ‘How Science Works’. This is designed to ensure a smooth transition to Key Stage 4.

### Languages

**Director of Faculty - Ms J McKeown**

**French**

During this first year of Key Stage 3 of the National Curriculum, students will develop the basic skills of listening, speaking, reading and writing, which are practised within the topic areas of likes and dislikes, personal description, school, free time activities local area and holidays. There will be a focus within these topic areas on French culture and society. Emphasis will be placed on building confidence through oral communication, although simple writing tasks will also be undertaken in which students will be encouraged to show concern for accuracy. Grammar will be introduced in the form of simple structures, the present tense of some regular and irregular verbs and some elements of the past tense. Four lessons a fortnight will be taught.
German
During this first year of Key Stage 3 of the National Curriculum, students will develop the basic skills of listening, speaking, reading and writing, which are practised within the topic areas of likes and dislikes, personal description, school, free time activities local area and holidays. There will be a focus within these topic areas on German culture and society. Emphasis will be placed on building confidence through oral communication, although simple writing tasks will also be undertaken in which students will be encouraged to demonstrate accuracy. Grammar will be introduced in the form of simple structures, the present tense of some regular and irregular verbs, and the future tense. There are four lessons per fortnight.

Spanish
No prior knowledge of Spanish is expected of students as they enter the school. The language will be introduced through the topics of family, personal descriptions, pets, colours, school life, expressing opinions, the weather, basic hobbies and the home. The key grammar features are genders and agreements, the present tense of regular and important irregular verbs, using connectives and qualifiers to extend sentences, prepositions and numbers. There are four lessons a fortnight.

International/Humanities
Director of Faculty – Ms C Spilstead

History
In Year 7 students will investigate the history of England in the middle ages. The course includes work on the Norman Conquest, the murder of Thomas Becket, Magna Carta, the Crusades and the development of castles. During the year students will develop their essay writing skills, focusing on the construction of paragraphs and lines of argument, and will be given the opportunity to develop their ability to use evidence critically. They will finish the year with a trip to Mountfitchet Castle and build their own model castle design.

Religious Studies
As an introduction to Religious Studies in year seven, the students explore the evidence for religion in the world around us and also recognise that religion acts as an important influence in some people’s lives. During one lesson per week, they will explore reasons people give for belief in God, before going on to examine the religion of Islam, considering how belief leads to particular values that shape lifestyles and actions. They will also study the key Christian beliefs concerning Jesus and try to understand the central Christian beliefs. An examination is taken during the summer term. One of the main objectives within the teaching of Religious Studies at Key Stage 3 is to help the students to understand other people’s beliefs and thereby to respect practices and traditions which may be foreign to them.

Geography
At the start of Key Stage 3, students investigate differences between rural and urban landscapes and begin to develop a range of observational and problem solving skills. Following this, we into the study of global issues such as food supply and use the context of Africa to delve deeper into climate issues. The exciting world of maps is then investigated, both practically and creatively, before returning to a UK focus, exploring aspects of our nature and biodiversity in this country. Assessment is by means of class work, homework assignments and the summer examination. In our ongoing program of outside activities for Flexible Fridays, in the Spring term we include a trip to the Dengie area to study rural landscapes and practise new fieldwork techniques. For our second Flexible Friday which takes place in the
Summer term, we visit Southend Pier, the high street and seafront to investigate and contextualise the local area.

**Computer Science**

In Year 7 Computer Science, the students acquire and apply knowledge and understanding of: the building blocks of Computer Science, how to develop complex computer programs for a purpose, how computing techniques can help their work in other subjects, developing their ability to judge when and how to use ICT and where it has limitations, and the application and use of ICT in the outside world. This year the students study a range of topics based on E-Safety, Computer Programming techniques, and Computer Hardware. Students are taught to use generic applications software as well as a range of programming languages. In the summer term they will sit an examination testing their ability to write code and understand the uses of computer hardware and systems in a variety of contexts.

**Creative and Performing Arts**

**Director of Faculty – Miss R Ryan**

**Art**

During KS3 students develop their creativity and imagination through sustained themed projects. In Year 7 students are introduced to basic techniques. They experiment with different materials, processes and practices. Students investigate colour, tone, texture, line, pattern and shape. Materials used include pencil, pastel, paint and clay. Students are introduced to specialist words relating to art, craft and design. Students are taught how to record from first hand observation; drawing is particularly important. Students present visual information in a sketchbook and discuss their own practical work, making cultural and historical links with the work of other artists.

**Music**

The aim through this academic year is to introduce the elements of music through performance and composition projects; within each unit, activities are centred on the core skills of listening, composing and performing. There is a strong focus on music from the Baroque and Classical periods, incorporating an awareness of elementary music technology and keyboard skills.

**Physical Education**

The object of Physical Education in Year 7 is to provide a varied programme of activities, the skills and principles involved in each, and to foster a positive attitude to competition, co-operation and sportsmanship. The underlying theme of the programme is the promotion of a healthy and active lifestyle. Each pupil follows a programme of individual and team activities. Included are Athletics, Cross Country, Dance, Fitness Training, Gymnastics, Hockey, Netball, Rounders and Tennis. In all areas of Physical Education the girls are given the opportunity to select and apply the appropriate skills, tactics and compositional ideas in their work. They are encouraged to improve their level of performance and that of others through observation.

**Drama**

Year 7 students have one drama lesson per fortnight, where they learn how to work creatively with one another and gain confidence in doing so. Practical skills, including adopting and sustaining a role, using the space imaginatively, and offering ideas for developing drama, are established. Topics include Physical Theatre, the Origins of Theatre as well as work on the texts; The Curious Incident of the Dog in the Nighttime and Phillip Pullman's Grimm Tales.
**Food Technology**

The year 7 scheme of work is aimed at introducing students to practical work and the development of basic skills and techniques. A range of savoury and sweet products will be made and the students will become more familiar with the room and equipment, increase in their confidence and learn to work individually, in pairs and small groups. Good hygiene and safety practices will be taught throughout. Students will be expected to bring in most of the ingredients weighed out in advance of each lesson and a container to take each product made home.

**Product Design**

All technology subjects are delivered over twelve weeks on a carousel basis. Lessons are once fortnightly, resulting in a six-lesson scheme of work. Assessment takes place throughout the course, with no end of year examination. Students will focus on how to use hand tools and the process of casting. They will create a badge or necklace out of pewter.

**Textiles**

Students will develop hand and machine techniques in order to produce a small, decorative purse.