



TOWN CLOSE SCHOOL

NORWICH'S FINEST PREP SCHOOL • FOR GIRLS & BOYS • 3-13 YEARS

**Common Entrance Subjects
Information Evening
Thursday 20th September
2018**

Common Entrance – General Information

Common Entrance is a thorough and wide-ranging course designed to give pupils in Years 7 and 8 a basis of skills, knowledge and concepts which will enable them to thrive in their subsequent education.

It is an excellent preparation for GCSE work, not only because of the content of the syllabus, but also because of the practice they get with preparing for exams.

The Independent Schools Examination Board (ISEB) publish three sets of exams for use by Year 8 pupils. The first set are taken in November during the School's usual exam week. The Mock exams take place after half-term at the beginning of March. The actual Common Entrance exams are always in the first week after half-term in the Summer term. Pupils' results and progress in the first two sets of exams are monitored carefully by the staff in each subject. The first set of exams is reported on shortly after the start of the Spring term in a written report. The Mock exams are reported on in an extra parents' evening in March.

The Common Entrance course and the exams are nothing for most pupils to be concerned about.

David Hall

Director of Studies

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English

The English Department aims to:

- Equip the children with the skills necessary to become effective and powerful communicators by
 - Encouraging careful listening and sharing the skills necessary to become confident speakers
 - Encouraging critical reading
 - Developing written skills so that they can communicate clearly and powerfully on paper
- Encourage children to foster a respect for and intrigue in language and the power of words, be it an extract from Beowulf or a rapping performance poet.
- Instil the confidence to 'have a go', air opinions and justify their reasons.
- Preserve the traditions of the subject whilst making it accessible through a range of literature and literacy based tasks.

Common Entrance Objectives

When reading, the power of analysis, evaluation, articulating responses in detail and offering opinions are all key objectives. With these skills, the children will be able to write in a manner that persuades their reader of their ideas.

When writing we look for imaginative, detailed, thoughtful, original responses with attention to technical accuracy and a sound command of language and expression.

Details of the syllabus and objectives can be found on the following link:

<https://www.iseb.co.uk/getmedia/2ba558ed-af81-4ba9-bd0d-401697a6585a/Syllabus-CE-English.pdf.aspx?ext=.pdf>

The Exam

- consists of 2 papers

PAPER 1: Reading and Writing – 1 hour 15 mins

Section A – candidates answer about 5 questions on a piece of **literary prose** to test understanding as well as powers of analysis and evaluation.

Section B – candidates select one of four essay titles where the use of prose is for **practical purposes**; the fourth essay title is a **literary topic**.

PAPER 2: Reading (a poem) and writing – 1 hour 15 mins

Section A: candidates are asked about five questions on an **unseen poem** to test understanding of poetic technique and personal opinion.

Section B – candidates choose from one of four titles which provoke **imaginative, descriptive or narrative** responses.

Are there differentiated papers?

Yes, there is a Level 1 and a Level 2 paper. Most children will sit the Level 2 paper.

In class we will encourage responses to Level 2 questions but in the lead up to the exam, suitable papers will be given to suit each child's needs as we value the feeling of achievement for the children. Children are supported appropriately and often members of the learning support team will be present in lessons to guide and stretch all pupils.

Level 1 papers pose more structured questions and direct the candidate to specific places in the text. In addition they are given moods, tone and atmosphere to explain rather than identify and explain. A Level 2 paper will ask for general comments on the entire passage so the candidate will need to select appropriately.

Level 1 knowledge of poetic techniques -Candidates may have to identify examples of simile, metaphor and personification. Questions

may identify an example and ask what the technique is, or may explain a technique and ask candidates to find an example. Similarly, they may be asked about onomatopoeia, rhyme and rhythm. They may also have to comment on why a poet might have chosen to use the technique.

Level 1 delivery of opinions, judgments and arguments -Candidates may be encouraged to give their views on themes and ideas dealt with in the passage but, while reflecting a general understanding of the main concerns of the passage, answers will focus on the candidates' own ideas/experiences.

How are the lessons and preps organised?

Sets 1 and 2 have a total of 5 hours a fortnight taught as a group.

Set 3 has a total of 6.5 hours a fortnight taught as a group.

In these lessons we may study a text, a poem or an extract and use it as a springboard for writing and close reading. We also use a wide range of media such as Art, film, IT to enhance teaching and learning as we are aware of the visual, technological world we exist in and your children will be leading. However, the very nature of the subject means that we have a duty to preserve the traditional values of reading a book and writing as a skill.

In Year 7 & 8 there are 2 preps a fortnight, which may increase to 4 when exams are imminent.

How do we prepare for the reading part of the exam?

- Carefully scaffolded comprehension lessons that focus on developing skills of reading for meaning, analysis and evaluation.
- Discussion and debate to encourage close reference to the text for justification of opinions and analyses.
- Completing small challenges to time limits as well as conventional comprehension exercises.
- Close study of a wide range of texts/novels from our literary heritage.

- Writing in genre.
- A poem a week (in phases) to introduce a range of poetic forms.
- Reading project in Y7.

Poetry

‘Candidates need to feel confident about expressing their personal opinions of a poem, and justifying them.’

Candidates are expected to show awareness of how language is used and to support opinion by reference to the text. Questions ask for candidates’ responses to literature via an understanding of how writers achieve their effects, reveal their feelings and make readers more aware. This assumes knowledge of metaphor, simile, personification, symbol, irony, alliteration, assonance, consonance, repetition, sibilance, rhyme, allusion, rhythm and metre (and polysyndeton last year!)

How do we prepare them?

- Read a wide range of poems, discussing features such as themes, atmosphere, tone, structure, and use of poetic language or sometimes simply asking for a gut reaction.
- Write poems
- Try to encourage children to recognise something in the poem that means something to them.
- Introduce poetic techniques and terminology which they need to spot and then experiment with in their own writing.

And the writing?

- We write in response to what we read and discuss in a range of genres.
- Look carefully at the art of rhetoric.

- Regular sessions to address technical accuracy and reinforce the difference between text language and Standard English.
- Give opportunity to explore the writing process on computers.
- Hi-light the connection between reading and writing where analysis of good writing feeds into children's own writing.

How can you help?

- Encourage reading – it underpins not only English, but everything they do in school. It really is a route to success. Anything is better than nothing.
- Ask the children what they learnt in English that day. There is always an objective. The unit overviews stuck in their books give a broad description of areas they should be able to refer to.
- Listen to the news, read the paper, Radio 4 ('Thought for the Day' - 7.47am), use the internet to watch poets perform and research the story behind the novel.
- Take them to the theatre and cinema if possible.
- Encourage them to justify their opinions.
- Ask to read their homework and encourage proof-reading.
- Encourage them even if they find it challenging and Maths 'easier'.
- Revision leaflets are given out in preparation for exams so please encourage your child to spend time preparing for them in addition to other fact based subjects.

Remember - All children have potential but some take longer to reach it than others.

If you have any concerns about your child's progress or would like to ask me further questions, please do not hesitate to contact me.

Ghislaine Chitty

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Mathematics

What are the aims of the common entrance syllabus in Mathematics?

It encourages breadth of experience in the development of mathematical skills.

It encourages the development of investigative thinking and the application of mathematical knowledge to unfamiliar problems.

Which areas will be covered in the syllabus?

The syllabus is split into four key areas and can extend to Level 7 of the national curriculum.

The four key areas are:

- 1) **Number** - including fractions, decimals, percentages and integers.
- 2) **Algebra** - expressions, equations and formulae.
- 3) **Shape and space** - including area, volume, co-ordinates and nets.
- 4) **Handling data** (statistics and probability) - such as the idea of chance, averages and graphical representation of data.

The exact details of the syllabus can be found from the ISEB website:

<http://www.iseb.co.uk/syllabus.htm>

Which papers will my child sit?

There are three levels of paper for Common Entrance in Mathematics. These levels allow all children to access a paper suited to their level of attainment. Level 2 is the paper taken by the majority of students whilst Level 3 is given for the most able mathematicians. At all levels there are two papers - Calculator and Non-Calculator each of 60 minutes duration. All candidates, at all levels, will be expected to sit the common mental arithmetic test.

What are the key elements of the syllabus?

Sound algebraic ability, including the ability to manipulate equations is fundamental. Good, clear, logical presentation from the outset is essential, showing thought processes helps to secure higher marks. The 13 + also places a great deal of importance on the application of mathematical skills.

How can I support my child at home in mathematics?

Help your child to understand the language of mathematics.

English is very important in mathematics, particularly keywords and the ability to decipher problems in words, which can often be quite complex. Explore key words together. Start simple, for example: tri always means three eg tripod, tricycle etc so triangle means three angles. Quadrilateral – quad meaning four as in quadrangle. So a quadrilateral is a shape with four straight sides. Extend the English to discuss shapes in general and see if they fit the ‘quadrilateral’ bill. Spelling isn’t as crucial in mathematics as in English but avoiding angels for angles is useful. Indeed, the importance of being able to use and understand accurate English in approaching mathematical problems cannot be over-emphasised.

Encourage your child to use computers

There are many good sites online that help and encourage children with their mathematics – some are great fun, some aimed at revision and reinforcement, others testing e.g. BBC KS3 Bitesize Maths. Additionally, there are a number of good apps available by searching the terms ‘13+ maths’ on any app store. Two, of which, are 13+ by Education Apps Ltd and 13+ Maths (Brilliant Brains) by Webrich Software Limited.

Past Papers and Revision

From Christmas, in Year 8, your child will be given past papers in class. This will allow children to see the different ways that mathematics problems are presented; the types of context and the amount of time

available to complete the paper. Use the prep book given at the start of this year to help with any homework set and encourage attendance to any additional revision sessions offered, particularly in the 1st half of the Summer Term. It is important not to just rely on papers though – you want your child not just to pass the test but to flourish when they get to their new school.

Extend their thinking

Don't be afraid to extend your child's learning at any given time. The list of possibilities is endless - never call a child's natural curiosity to a halt; try to have open-ended questioning - don't just ask them how many squares on a chessboard – ask why this is so – and what would happen if the size or shape of the board was changed. It's fine to look at things such as trigonometry that aren't examined at 13+ if your child has a genuine thirst and is ready for this important encounter. A child with good algebraic skills will quickly master trigonometry and should be able to use and apply it appropriately.

School Support – If you have any worries, concerns or general questions regarding the course or your child's progress then please do not hesitate to contact me.

Simon Lawry

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Science

The Syllabus

The current Common Entrance Science syllabus is based on the 2014 National Curriculum and covers topics in the three science strands: Biology, Chemistry and Physics. The programme of study also has an additional strand, How Science Works which enables a deeper and broader understanding of Science.

Biology

- > Structure and function of living organisms - cells and organisation, nutrition and digestion, gas exchange systems, reproduction in animals and plants, health
- > Material cycles and energy – photosynthesis, cellular respiration
- > Interactions and interdependencies – ecosystems, populations
- > Genetics and evolution – variation, classification and inheritance

Chemistry

- > The particulate nature of matter
- > Atoms, elements and compounds
- > Pure and impure substances
- > Chemical reactions – combustion, thermal decomposition, oxidation, displacement, metal reactions, acids and alkalis

Physics

- > Energy – energy resources, changes in systems, conservation of energy
- > Motion and forces – describing motion, force and rotation, pressure, density
- > Waves – sound waves, hearing, light waves
- > Electricity and electromagnetism – circuits, magnetism, electromagnets

> Space physics

How Science Works

> Scientific thinking

> Applications and implications of Science

> Cultural understanding

> Collaboration

> Practical and enquiry skills

> Critical understanding of evidence

> Communication

Examination

Science can be examined at two levels. The majority of children will take Level 2 where there are three papers, one each for Biology, Chemistry and Physics. Each paper is 40 minutes long. The first question on each paper is a series of short answers focusing on key scientific knowledge and vocabulary. Subsequent questions examine knowledge and understanding in a practical context. Many questions test investigative skills such as planning an investigation or analysing sets of experimental data, creating graphs and drawing conclusions from information presented. Knowledge of laboratory safety is also assessed. Up to 25% of the marks on each paper will test this 'How Science Works' aspect of the syllabus.

There is a single paper at level 1 which is 60 minutes long. Questions are drawn from all the Science disciplines. Children are asked a mixture of closed questions (multiple choice, matching pairs, missing words) with some open questions requiring longer written answers. Up to 10% of the marks are available for plotting graphs or making simple calculations.

Expectations

Children are expected to come to all Science lessons properly prepared. They should make sure they have their exercise book, iPad, writing equipment, a ruler and a calculator. Homework, which is set once a fortnight, may consist of reading and preparation, practice exam papers or a further in-depth study. Some of this will be internet based on Firefly.

Children are also encouraged to read through lesson notes soon after the lesson; if there is anything they have not understood they can then ask for it to be explained again. All practical activities are subject to risk assessments and any child unable to work sensibly to strict guidelines and thereby compromising safety may not be permitted to carry out experiments.

Revision

Revision guides will be distributed to Year 7 children during the Autumn Term. They should use their guide to help them with any homework and to revise for end of module tests and examinations.

Opportunities will be dedicated to developing skills in presenting and evaluating data, learning exam technique and practising exam questions using model answers as a guide. Much of this is already on Firefly for pupils to look through if they wish.

If you have any concerns or queries please don't hesitate to contact me.

Nick Chapman

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Modern Foreign Languages

In teaching MFL at Town Close, we aim:

- To develop every pupil within the subject to his or her maximum potential.
- To provide an enjoyable and stimulating language-learning experience across the ability range.
- To promote the effective use of the target language in both classroom and real-life situations.
- To develop the skills and attitudes necessary to facilitate further study of French, Spanish and other modern foreign languages.
- To promote an awareness of French and Spanish speaking countries, their peoples and cultures.
- To prepare pupils adequately for Common Entrance and Scholarship examinations in French at 13+.

To achieve these aims, we work towards the following objectives. Pupils should be able to:

- Communicate effectively, confidently and with good pronunciation, using single words, set phrases or more complex sentences, at an appropriate level for their age, experience and ability, on a range of topics, in general conversation and in role-play.
- Understand spoken items, at an appropriate level and from a range of sources and, where required, give evidence of their understanding and respond appropriately.

- Understand written items at an appropriate level, in a variety of formats, and give evidence of their understanding.
- Use the target language to communicate in writing, using single words, set phrases or longer sentences, and demonstrating a command of spelling, vocabulary, grammar and sentence-structure which is appropriate for their age, experience and ability.

The Autumn Term in Year 7 much time is devoted to the annual trip to the Château de la Baudonnière, which takes place at the beginning of term. Before the trip, the children learn a great deal of vocabulary and conversational phrases, which prove very useful later on. During their time in France, they make very rapid progress in terms of speaking and listening. On their return, they concentrate on producing diaries in French, learning to write the sort of past-tense narrative which forms the basis for the main exercise in the Common Entrance writing test.

During the rest of Year 7 and Year 8, the Common Entrance and Scholarship syllabuses are tackled in earnest in French, and learning is based on the four language skills outlined below.

.The ***Common Entrance French*** exam tests the four language skills:

- Speaking
- Listening
- Reading
- Writing

Each skill carries 25% of marks

Speaking test:

This is conducted in school (three weeks before the exam period) with the teacher as examiner, and contains the following exercises.

- Situational role-play (9 marks)

- Conversation (max. 2 minutes) on a topic of the candidate's choice (8 marks)
- Conversation (max. 2 minutes) on a topic chosen by the teacher (8 marks)

The topics are:

Personal description, family, friends, pets

Life and work at School

House, home, daily routine and chores

Free-time and holiday activities

Listening test:

This is done in school (three weeks before the exam period).

- Pupils listen to conversations and spoken items recorded on CD (Instructions in English)
- The answer a range of questions (match-up, tick boxes, true/false, etc.) based on what they have heard.

Reading test:

- This is done in the actual exam.
- Pupils read a variety of material in French. (Instructions in English)
- They answer a range of questions (match-up, tick boxes, true/false, etc.) based on what they have read.

Writing test:

- This is done in the actual exam.
1. Pupils write five short sentences to describe pictures
 2. They then produce a longer, guided piece of writing, e.g. a letter

The ***Common Academic Scholarship*** follows a very similar format, though senior schools conduct speaking tests or interviews in whatever way they feel is appropriate.

A number of senior schools produce their own Scholarship tests.

Spanish

Since September 2013, all pupils in Years 7 and 8 study Spanish for one lesson per week, with homework once every two weeks. Although Spanish will not be offered as an examination subject, our aim is to provide a firm grounding that will enable pupils to make rapid progress when they move on to their senior schools, and to make informed choices when considering options.

Stephen Hewitt

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Latin

In teaching Latin at Town Close we aim:

- To develop every pupil within the subject to his or her maximum potential.
- To provide a challenging and stimulating linguistic and cultural learning experience.
- To promote an awareness of Classical civilisation and its relevance to the modern world.
- To develop the skills and attitudes necessary to facilitate further study in the subject.
- To develop the logical and analytical thought-processes which are aided by studying a classical language.
- To prepare pupils adequately for Common Entrance and Scholarship examinations at 13+.

To achieve these aims, we work towards the following objectives. Pupils should be able to:

- Understand written passages of Latin at an appropriate level, translating them into good English, or answering comprehension questions based on them.
- Understand the nature of Latin as an inflected language, and have an understanding of grammatical rules, structures and syntax commensurate with their ages and abilities.
- Give evidence of their understanding in writing and discussion.

- Understand the importance of Latin in the history of Europe, and its role as the basis of many modern languages.
- Appreciate the historical and cultural aspects of Roman and Greek civilization, through a study of their history and mythology.

Children who have studied Latin in Year 6 have been following a grammatically based course, and this is continued and developed throughout Years 7 and 8.

A small number of children generally begin Latin in Year 7, and work towards Common Entrance Level 1, which is designed for children with limited experience of the language.

In addition to studying the language, children also study historical and cultural background topics.

The ***Common Entrance Latin*** exam tests three linguistic skills:

- Textual Comprehension (pupils answer literal questions in English based on a short passage of Latin)
- Translation (a short passage of Latin prose)
- Contextual Grammar Questions: (pupils study a short passage and answer questions about the grammatical context of specific words and phrases)

They are also required to answer one background question from a choice of 8 (worth approximately 13% of the marks)

- Total marks for language work: 65
- Background Studies: 1 question from 8 (worth 10 marks)
- Total marks: out of 75, expressed as a percentage or grade

Levels 2 and 3 (and the Common Academic Scholarship) follow the same format as Level 1, and the syllabuses require knowledge of:

- More verb tenses, noun declensions and grammar rules
- More extensive vocabulary
- Longer sentences and more complex passages

A number of senior schools still opt to set their own Scholarship tests, and these are generally more demanding than the Common Academic Scholarship.

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History

Philosophy

Whether one regards oneself as being interested in history or good at history or, God forbid, disinterested in history or perish the thought not good at history, one thing is undeniably true, namely, that we are all part of the historical process. We are inextricably bound up in it; we cannot escape it!

History is in everything; politics, economics, science, music, art, literature, film, religion, law, travel, conflict, diet, leisure, sport etc. It is at the heart and soul of our existence and we should, therefore, embrace it.

Our aim, above and beyond teaching the subjects areas that we cover thoroughly, is to seek to engender a passion and an interest in the subject that will remain long after the children have left Town Close House.

Curriculum

We follow the Medieval Realms 1066 – 1509 syllabus, but it is possible that we may dip into the ‘The Making of the United Kingdom 1485-1750’ and ‘Britain and Empire 1750-1914’ syllabuses for some other topics as there is built in flexibility in the exam papers.

In terms of the Medieval Realms syllabus, as you might well imagine, this is quite a broad and deep curriculum and, it almost goes without saying, impossible to cover the best part of 500 years of history in the required depth. Therefore we pick topics that frequently appear in exams, are well supported in terms of resources and are of intrinsic interest in and of themselves.

The main themes of the syllabus are: War & Rebellion: Parliament & Government: Social History: Religion: General Topics.

We tend to try and teach a combination of topics which deal with the lives and existences of not only the ‘great’ and the ‘powerful’ but also the daily lives and experiences of the so-called ‘ordinary’ men, women and children. Thus a sample of topics taught include: The Events of 1066:

William the Conqueror: Medieval Social History (Villages and Farming, Towns and Trade, Housing, Diet, Clothing, Culture, Entertainment and Leisure, Law and Order, Marriage, Childhood, Education) Henry II and Thomas Becket: Monks and Monasteries: The Crusades: Richard the Lionheart: King John and the Magna Carta: Edward I and Wales and Scotland, Women in the Medieval Period: The Hundred Years War - The Longbow, Battle of Crecy, Battle of Agincourt, Joan of Arc: The Black Death: The Peasants Revolt: Richard III.

Exam

A 'one off' hour long exam split into two compulsory sections (Essay Writing and Evidence Based Questions).

Examples of Essay Style Questions (choose one from ten):

Choose a battle that you have studied and explain why one side lost and the other side lost.

***Choose one monarch or chief minister you have studied who could be considered successful and explain why this was.**

***Choose an event which caused major changes to English/British life. Explained who gained and who lost because of this event.**

***Did any woman have real political power before the twentieth century?**

***Do you think visiting a local historical site is useful for the study of history? Explain your answer.**

Evidence Based Question Example.

Women in Medieval History

Source A: An armed woman from a fifteenth century chronicle.



Source B: From a thirteenth century manuscript.

It is unnatural, against God's laws and against the customs of this land that a woman should disport herself like a man. Her position is to serve and obey her husband and master. There is no sight fouler to God in his heaven, than a woman in a guild or trade, in harness (armour) with an army or, God forbid it, sitting in judgement of a man in court, lest she be lady of the manor.

Source C: Written by a modern historian.

It was not unknown for women to ride warhorses and to take part in warfare. Joan of Arc is probably the best known female warrior, but there were others, including Empress Matilda who armoured and mounted on a warhorse led an army against her cousin Stephen of Blois. The fifteenth century writer Christine de

Pizan advised aristocratic ladies that they must 'know the laws of arms

(fighting) and all things pertaining (relating) to warfare, ever prepared to command her men if there is need of it.'

Question

Using ALL the sources and your own knowledge, do you agree that women were powerless in medieval times.

Outside the Classroom

Various trips into Norwich to look at historical medieval sites such as the Cathedral, St Peter Mancroft, St Peter Hungate, The Great Hospital, Lollard's Pit, Blackfriars.

Historical Symposiums have been arranged in which guest speakers (including UEA lecturers, professional historians, museum curators, re-enactors, senior school heads of department and even an MP) have delivered a wide range of talks and lectures.

Visits of Ian Pycroft, a nationally acclaimed historical re-enactor/interpreter, in various character roles from the medieval period.

Parental Help

What can you do to support your child? Below are some simple suggestions.

- ❖ Take an interest in their work when they are doing their homework - discuss what they are doing and encourage them to explain and debate.
- ❖ The children receive thorough revision notes and tips for their exams. Ask to see this information and encourage your child to explain what the exams involve.
- ❖ Newspapers, news programmes (particularly on Radio 4), documenteries, etc are always useful to the study of history.
- ❖ There are a wealth of medieval historical sites in this area such as Norwich Cathedral, Castle Acre Castle and Priory, Oxburgh Hall. Added to this, there are thousands of free sites not least the hundreds of medieval churches (the vast majority are open daily) that dot our landscape, Baconsthorpe Castle or perhaps a walk

around the Elm Hill/Tombland area of Norwich with a coffee in the unique medieval setting of the Briton's Arms. For a guide to some of the regions interesting historical sites go to the EDP website and look for the 'placeinhistory' section by local historian Peter Sargent.

- ❖ I would be delighted to help with any suggestions regarding places to visit and things to see.
- ❖ There are lots of worthwhile historical programmes on television and the radio that you can watch/listen to with your child. Any period or topic is okay as it should increase lateral knowledge and enhance the core skills central to an understanding of the subject.

Richard Kendrick

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Geography

Aims



To stimulate curiosity

- To introduce people, places and environment
 - Contribute to environmental awareness
 - Develop understanding of the world

Objectives



- To use geographical enquiry skills to develop knowledge and understanding of the world and people
 - Ask questions about the world and human activity
 - Analyse evidence and make decisions
 - Use geography specific skills
 - Use different resources and sources to find and collect information

O.S. and Mapping



- Grid References – 4 & 6 Figure
 - Heights and contours
 - Direction
 - Distance
 - Area
 - Follow routes
 - Identify relief and features
- Use for decision making exercises
- Annotate and draw cross-sections and sketches

Thematic Studies



Rivers and Coasts



Weathering and Erosion

- Work of a river and coasts – erode, transport and deposition
- Features of a river – waterfalls, meanders, ox-bow lakes, floodplain and deltas
 - Longshore drift
- Features of coasts – Caves, arches, stacks, stumps, spits, bays and headlands

Flooding – Causes, effects and responses

Volcanoes and Earthquakes



- Plate Tectonics
- Global distribution

- Reason for earthquakes and volcanoes
- Types of faults and features associated with them
 - Effect on MEDCs and LEDCs
- A study of a recent earthquake and a volcano – causes and effects

Weather and Climate



- Difference between weather and climate
 - Microclimate – factors that cause this
 - Water Cycle
 - Types of rainfall – relief, convectional and frontal
- Variation in temperature and rainfall in GB – influences to account for the variations

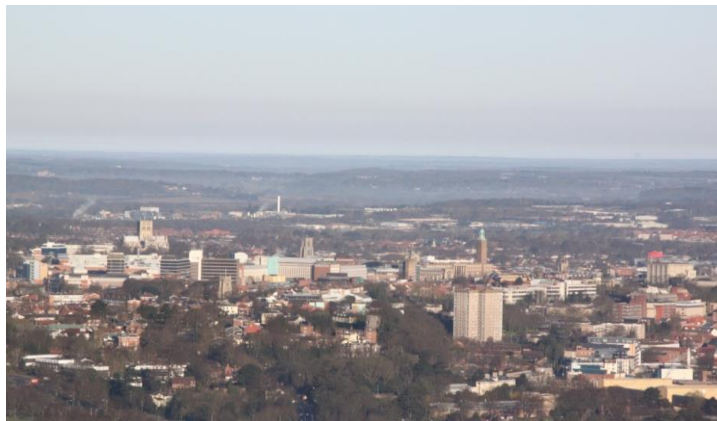
Industry and Transport



Different types – primary, secondary, tertiary and quaternary

- Examples and number in GB
- Location of industries – in GB and worldwide
 - Benefits and problems of the location
- Different transport types – Air, rail road and sea
 - Value and impact on settlement and industry
 - Impact on the environment
- Rain forests – location, conflict, sustainability

Population and Settlement



- Population distribution and density
- Births, deaths and migration
- Where are settlements and why – new and historically
- Site, situation, shape and growth
- Size regards to goods and services

Planned urban development and the environment.

Assessment



- Written Exam- Global Location (10-15 marks)
- Ordnance Survey (10-15 marks)
- Thematic Studies (10-15 marks for each of the five themes)
- Fieldwork Study - River Glaven study (20 marks)

Andrew Smith

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Theology, Philosophy and Religion

What work do the children cover?

- Year 7 – Theology: Human response to God. Six key areas, each with relevant biblical texts and associated theology in action topics. Philosophy: Plato and Hume. Ethics: Life and death, Punishment
- Year 8 – Theology: God's relationship with the world. Five key areas, each with relevant biblical texts and associated theology in action topics. Philosophy: John Stuart Mill and Martin Luther King. Ethics: Prejudice, discrimination and freedom, The Environment
- Theology in action topics
These are subject areas that link in with the biblical narrative e.g. religion and politics with the stories of Elijah. We engage with these issues through discussions and activities in class. In addition, some of these issues are dealt with in P.S.H.E. lessons.

What resources will they have?

- Bible app and an online TPR textbook on their iPads

How can I help my child at home?

- Take an interest in the work they do for TPR.
- Have a look at their books on a regular basis and talk about the work they have done.
- Encourage them to watch or listen to the news and to read the newspaper on a regular basis. Current affairs are often a focus for Senior School interviews.
- Talk to them about issues in the news, either at supper or in the car on the way to school. Be prepared to challenge them and play devil's advocate.

Please contact me, straight away, if you are worried or concerned about your child's progress or the work they are doing in TPR. I am happy to help.

Stuart Coulthart

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