



OXFORD  
HIGH SCHOOL

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GDST  
GIRLS' DAY SCHOOL TRUST

# YEAR 7 CURRICULUM 2020-2021



## **ART, CRAFT AND DESIGN**

In Years 7, 8 and 9 girls will have the opportunity to think and act as artists, crafts people, and designers, working creatively and intelligently. The curriculum at KS3 is constantly evolving and developing to meet the needs of learners in a dynamic and changing world. The units of work that both open the minds of students to the potential of the subject and encourage them to become curious learners. The breadth of study will ensure those pursuing Art and Design to KS4 and beyond have learnt the key concepts, processes and skills central the subject. The curriculum is designed to mirror the creative journey taken in projects on the GCSE and GCE Art, Craft and Design courses. Those not pursuing Art to KS4 will be able to apply the transferable skills learnt in Art across the curriculum, these include: drawing, creative problem solving, critical thinking, personal learning and thinking skills, research, investigative skills and analysis.

In Year 7 the aims of the Art Department are to:

- develop mature skills in the imaginative and creative use of ideas by experimenting and taking risks with materials, techniques and artistic processes appropriate to intentions.
- support girls to produce informed and meaningful outcomes in both 2 and 3 dimensions that realise intentions.
- grow confidence and engagement with the assemblage of appropriate visual primary and secondary resources to support the development of their own work.
- enable girls to compare and comment on different ideas, methods and approaches used by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts, and convey meanings and ideas.
- establish independent work through the effective management and use of student time.

Through drawing, painting, printmaking, photography, digital art and 3D studies, Art, Craft and Design allows students to develop a personal visual language whilst underpinning the study skills required to: research, develop ideas, and analyse their own work and the work of others. Students will gain an understanding of the formal elements in Art and Design through their project work. These elements are line, pattern, tone, shape, texture, colour, form and space.

Drawing is a core activity in the creative process and the importance of this is emphasised in the Year 7 courses. Research, investigation and development of knowledge and ideas in sketchbooks will lead on to the development of sustained pieces. Homework tasks will focus on critical studies and project resourcing.

## CAREERS

As a continuation from their primary school experience of hearing from parents and finding out about their work, Year 7 students will be thinking about the value of work through a PSHCE session in which they will imagine their future lives. Girls are welcome to use the Careers Centre library and make one to one appointments with the Head of Careers or come along to talk in small groups about their ideas about the future. There is a sign-up sheet on the Head of Careers office door. Career Companion, a rich online resource, can be found on the Careers page on the School's website (<https://oxfordhigh.gdst.net/senior-school/school-life/careers/>) and on the Careers pages on Firefly. Through this Year 7 students can explore their career aspirations, accessing impartial information and guidance.

### Careers Entitlement Statement

All students at Oxford High School will

**Take part in a careers programme** in Years 7 to 13 that helps them to

- ◆ Understand their education, future training and employment, and other progression opportunities
- ◆ Develop the skills that they need to plan and manage their own personal development and progression, including decision making
- ◆ Access relevant information and learning from taster activities and experience of work
- ◆ Make, where appropriate, progression plans to help them improve their prospects of success
- ◆ Offer feedback and ideas on how to improve the careers programme.

Have access to, and support with using careers information that is

- ◆ Easy to find and available on Firefly on the Careers page and the School's website
- ◆ Comprehensive and appropriate to their needs
- ◆ Unbiased and up-to-date.

Obtain careers guidance that is

- ◆ Impartial
- ◆ Confidential
- ◆ Focused on individual needs and fit for purpose
- ◆ Supportive of equal opportunities.

During Year 7 at Oxford High School, girls will:

- ◆ Explore skills for decision making and create a map imagining their future
- ◆ Practice [verbal communication](#), [team working](#), [persuasiveness](#) and time management as part of the Balloon Debate
- ◆ Be given the opportunity to get impartial advice focused on their individual needs.

## **COMPUTER SCIENCE**

In Year 7 girls experience a mix of Computer Science alongside more generic IT skills that are required to make best use of the facilities throughout their time in the Senior School. This will range from an introduction to the use of Chromebooks and Google Classroom to developing their problem solving skills through programming projects. We will make use of Scratch for creating a game, extending the knowledge they will likely have gained from their previous school, then move on to consider cryptography and the role it has to play in modern communication.

## **DRAMA**

Drama activity in Year 7 aims:

- To establish a supportive, relaxed atmosphere where pupils may grow in confidence and self-worth.
- To explore the storytelling genre, looking at the ways we tell stories and how we can apply these to our own work.
- To foster creative and imaginative development through whole group work, small group work and individual group work.

Students will work on physical expression through improvisations and stimuli. They will be encouraged to engage in a range of activities and small performances throughout their time in Drama.

### Speech and Drama classes

For girls wishing to focus particularly on voice and speech, Oxford High School offers co-curricular speech and drama lessons where, working in small groups, they are prepared for the Trinity College graded examinations. They perform different genres of theatre, and develop poise and self-confidence. Application forms with full details may be obtained from the Admissions Office.

## ENGLISH

The aim in English lessons in Year 7 is to have learn and have fun! We talk; we think; we create. Discussing ideas in a group or a pair, acting out scenes from a play, and creating collages in response to a poem are all familiar activities in English. We encourage girls in Year 7 to try out many different kinds of writing, so that they become used to changing their style according to the task. One week they might be writing a study of a painting, the next a debate speech.

We act and discuss a Shakespeare play – maybe *The Winter's Tale*, *A Midsummer Night's Dream* or *Comedy of Errors* - and tackle novels such as *Alice in Wonderland* and Neil Gaiman's *Coraline*. We may create our own animated films, or write books for younger children and devise a marketing campaign for them.

The yellow drafting book is the place for all your daughter's ideas to take shape. It is not marked because it is a 'work in progress' book. It is essential to have it in every lesson and for homework. She will also have a blue book in which to make class notes and undertake final drafts of work to be marked by her teacher.

Before your daughter joins Year 7 she will receive a copy of our reading booklet "Relax and Read". This has been put together by former members of Year 7 and aims to generate a debate about books that we hope will continue throughout the school and beyond. There are spaces for her to add comments and pictures to the reviews so that she can respond to what she reads over the summer. Every year at the end of the summer term your daughter will receive a similar list of books to give her ideas for reading over the summer and during the following year. We encourage the girls to be ambitious and critical readers but we also think that any reading is better than none. So do respond positively to your daughter's reading, even if all she appears to read is fairly low brow!

We want all Year 7s to start English ready to enjoy it, think hard and try things out!

## FRENCH

Girls will come into Year 7 having done a variable amount of French in their junior schools; some will have had intermittent exposure to the language over a period of up to two or three years and others will have had little or no contact with French. This is the reason why we will start by revising the basics with our custom-made resources (greetings, age, numbers, members of the family, colours, 'er' verbs, etc.) before going on to our "Studio 1" textbook, which will stretch and challenge them as well as make them revise main grammar principles and introduce new topics. Our principal aim in Year 7 is for the girls to enjoy the language and culture of France at a level which will be both suitable for them and a challenge at the same time.

The grammatical explanations will take place within the framework of the topic areas introduced in the course book, e.g. family, pets, personal descriptions, school life, pastimes, food, new technologies, description of where you live and a glance at other cultures. The language will be practised by individual and group activities involving both the spoken and written language.

We hope to give the girls an enjoyable experience of the language upon which they will be able to build effectively in the following years.

**Course book:** “*Studio 1*” and accompanying software are packed with cultural content using video clips and interactive games, which the pupils will enjoy working with and which offer a good insight into the French-speaking world.

## GEOGRAPHY

We aim to teach a range of content and develop a variety of skills which are useful not only in Geography lessons but in the world outside. We study Physical Geography, Human Geography and the way in which we interact with our environment. Skills developed include atlas use, Ordnance Survey map reading, methods of collecting, presenting and interpreting information and decision-making.

Our approach is enquiry based - through a variety of evidence: maps, satellite images, photographs, GIS, videos and a number of textbooks, we try to find the answers to geographical questions relating to the topics we cover.

- “Getting our bearings” What is the OHS catchment like? UK mapping - major physical features and key cities in the UK. What is Geography?
- "Rivers & Flooding" What are the causes of floods? How do they impact people, the economy and the environment? How can flood risk be reduced?
- "Settlement" Why do settlements grow up where they do? Why are different land uses found in different parts of towns?
- "Shopping: past, present and future" How is the distribution of retail outlets changing? What are the effects of out-of-town retailing?
- "What is weather?" How do we measure the weather? What is it like in Britain? How does it affect our lives?

The work is supported by an individual enquiry involving data collection, presentation and analysis based on fieldwork in Summertown's shopping area. We also study river flooding and management on the Thames at Henley with a visit to the River and Rowing Museum.

**Textbook:** *Progress in Geography*, KS3. Hodder Education. Gardner et al.

## HISTORY

### Skills

In History, we seek to encourage girls to take an interest in, and develop their own views about the past, and think critically for themselves. We would like them to be able to express their views clearly both orally and on paper. In Year 7, girls will learn to evaluate historical source material, write clearly structured and well-argued essays, research topics independently and select and deploy relevant information.

### Content

The focus at the beginning of Year 7 is Medieval England. Key topics include the Norman Conquest, the Medieval Church (including Henry II's quarrel with Thomas Becket), the Black Death and the Peasants' Revolt. During the summer term students will build on their understanding of religion during the Middle Ages by looking at how the situation changed under the Tudors with the English Reformation.

This exploration of the Tudors will continue in Year 8 and therefore understanding of this exciting period in England's History will be enhanced by a visit to Hampton Court either in the summer term of Year 7 or during the first term of Year 8.

### Textbook

Colin Shephard, Alan Large and Terry Fiehn. *Rediscovering Medieval Realms 1066-1500*

This is supplemented by a variety of other books; interactive resources are also used, and use of the School Library is encouraged.

## LATIN

All girls study Latin for a minimum of two years.

### Aim

In Year 7 we aim to give girls a basic understanding of the Latin language so that they can read with ease and accuracy. We also aim to provide a cultural context so that they are aware of the contribution made by Rome to our civilisation.

### Textbook

*The Cambridge Latin Course Books 1 & 2* (Fourth Edition). This course tells the story of the family of Caecilius, a businessman from Pompeii, whose real house has been excavated. The story is exciting and is supported by rich full-colour illustrations.

### Language content and teaching method

In Year 7 girls meet the first three declensions (nouns and adjectives) and three verb tenses: present, imperfect and perfect. They also meet pronouns and irregular verbs.

There is a certain amount of table-learning for verbs and nouns, while vocabulary learning plays a major part.

The principal activity is translating from Latin to English with supporting exercises to consolidate understanding of grammar. We encourage reading aloud and highlight the derivations of English and other modern languages.

### **Cultural Dimension**

The Cambridge Course puts a strong emphasis on this in the course book and we encourage discussion of all the topics: for example - the role of women, slavery, the eruption of Vesuvius, Roman education, the invasion of Britain.

## **LIBRARY AND INFORMATION SKILLS**

The Librarian delivers a programme of library and information skills lessons in Year 7. Initially the focus is on how to use the library, with behaviour expectations, resources available and training in the use of the automated library system. The library operates a self-issue system and therefore it is important for the girls to familiarise themselves with this to ensure confidence in searching the catalogue and borrowing and returning books. Subsequent library lessons will nurture the importance of reading for pleasure with sessions introducing a variety of genres, whilst information skills lessons will target non-fiction and an understanding of how to locate and use relevant materials to support learning throughout the curriculum.

## **MANDARIN CHINESE**

This is a non-alphabet language which is totally different from European languages. The girls in Year 7 will have an exciting opportunity to explore the language and the culture of China. The teaching will be arranged to accommodate different backgrounds. Some of the girls have already explored Chinese to a certain degree in their junior schools. Therefore we will start with a revision and recap of the basic topics such as greeting, family, pets and personal descriptions. The textbook will be *Chinese GCSE Book One*, which is also called 'Chinese for Secondary School' in Chinese. The course is accessible to girls without any previous experience but will also stretch and challenge those who have studied the subject before by introducing some new topics, whilst revising vocab and grammar principles. There will be an effective bridging phase for new starters to enable them to get up to speed with the others. Our principal aim in Year 7 is for the girls to have fun in the language and culture of Chinese while being challenged in developing the subject interest and skills at the same time. The course should give the girls an enjoyable experience of the language upon which they will be able to build effectively to further their subject knowledge and interest in the following years.

## MATHEMATICS

Our aim is to ensure that each student in Year 7 develops a strong foundation of mathematical skills which they can apply confidently and communicate clearly in a wide range of contexts. Fluency in these fundamentals will enable the students to solve problems and reason mathematically. Our hope is that they will find the beauty and fun of Mathematics whilst recognising its relevance to the world around them.

Our syllabus is divided into six key areas: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; and statistics, and interleaving topic areas helps consolidate understanding and reinforce the connections between different areas of Mathematics. We expect students to be able to work effectively without a calculator, with a focus throughout Year 7 on mental and written calculations. Students will need a scientific calculator in Year 8, and a specific model will be recommended towards the end of Year 7.

The students will be regularly assessed, both formally and informally, and this information will be used to place them in specific Maths groups at some point during the year. These groups allow us to ensure all students are appropriately supported and challenged, and are able to work at a pace that is right for them.

## MUSIC

Music in Year 7 is an inclusive and wide-ranging course which all pupils follow. The classroom Music curriculum complements but does not duplicate what pupils can learn in individual instrumental, singing or theory lessons. It is designed to be accessible yet challenging both for girls who have never had an individual music lesson, and for those who have already passed high-grade instrumental exams. Musical understanding develops best through practical engagement with Music, so lessons in Year 7 regularly involve singing, playing and composing, as well as listening and discussion. A typical class will include many different experiences of previous musical learning, and activities are carefully differentiated so that there is a suitable level of challenge for all pupils.

*Singing:* singing is a fundamental and universal human activity, which nearly all pupils enjoy, and which features regularly in Year 7 lessons. It is vital in developing awareness of pitch and rhythm, which leads to understanding of melody and harmony. Pupils will learn about different musical styles through singing them, and will also use vocal work to learn about fundamental theoretical concepts (e.g. scales, keys and chords).

*Instrumental work:* all pupils will use keyboards during Year 7. Those who do not already play the piano (at some level) will learn how to find notes and the fundamentals of good hand position. Pupils will also use a selection of classroom percussion instruments, and will have opportunities to use their own instruments as part of class practical work. There will also be class concerts, in which pupils will be able to play or sing music of their own choice.

*Composition:* as they develop their understanding of Music, all pupils will be able to create their own pieces, working either in groups or individually. They will compose and improvise short melodies, sometimes with simple accompaniments. They will learn how to create music which describes a character in a story ('programme music'). They will also learn about setting words to music, and will write their own songs. Composition is primarily about sounds rather than about written symbols; however pupils will (where appropriate) use standard musical notation to write down their compositions, both on paper and using ICT.

*Listening:* pupils will listen to music from different musical traditions including the Western Classical tradition, modern popular genres, and some non-European musical cultures. They are encouraged to reflect critically on the music and develop their personal response and understanding. They will learn about the background of selected styles and will explore how composers' background and context affected their music.

*Co-curricular groups:* we encourage all pupils to take part in these. They include Lower School Choir (for all girls in Years 7 and 8, no auditions), Chamber Choir (auditioned, Years 7-9), LSO (Lower School Orchestra - for girls in Year 7-9 who play an orchestral instrument to approximately grade 3 standard or above), and Wind Band (all wind, brass and percussion players in Year 7-9), and chamber groups. The most advanced pupils may also be invited to join senior groups. These include Senior Orchestra (minimum standard Grade 5 - 6 on most instruments, but it may be higher on some wind and brass instruments), and String Orchestra (minimum standard Grade 6-7). Details of all these will be advertised at the start of the year.

**Associated Board examinations** take place every term; all but the theory exam in the summer (which is always on a Saturday) take place in school. Entry forms are available from the document wallet outside the Music Office at the beginning of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including parents' signature to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here.

## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION**

This weekly session follows a balanced programme including discussions led by Form Tutors and the School Nurse.

The PSHCE programme in Year 7 includes:

Anti-Bullying	Friendships	Safety (out and about, and online)
Body Image	Harmful Substances - Smoking	Self-Awareness and Reflection
Careers	Organisation and Homework Planning	Study Skills
Charity Work	Personal Hygiene	Team Building
Current Affairs	Positive thinking	
Difference and Diversity		

OHS also provides opportunities for parents to meet and discuss pastoral matters.

### ***Parental Support for PSHCE and Careers***

We are always very grateful of offers from parents to come into school to talk on subjects of which they have a specialised knowledge, whether as part of the PSHCE programme or Careers Information. Please contact Miss C Nebesnuick, Assistant Head - Co-curriculum, Miss S Berry, Head of Year 7 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

## **POSITIVE PROGRAMME**

As part of our Pastoral approach we use strategies and tools from the Positive Schools Programme, led by Mrs Jane Berry. The GDST has committed to the programme as it strongly believes in helping students to learn about and be aware of their emotional intelligence. The programme teaches strategies to monitor their emotional health and ways to improve it if necessary, and these are integrated into PSHCE lessons throughout year groups within the school. Parents are also included, with webinars and articles available for them too. Currently, there are a 'Managing Your Mind' set of sessions available to help parents support their daughters during Coronavirus and beyond.

Please click on the [Positive Padlet](#) for further information.

## **RELIGIOUS STUDIES**

Religious Studies in Year 7 is a lively and varied subject. The aim is to develop an understanding of what it is to be religious, how religion affects the life of a believer and the world in which the girls are growing up in, and to allow the pupils to explore their own views.

The emphasis is on education about religion; we feel that religious instruction is a matter for the family and that it is important that girls from any religious background, or none, feel comfortable within the subject.

During the year we cover five main topics

1. Concepts of God – Philosophy of Religion
2. Justice - Ethics
3. Ancient religions project
4. Religious architecture
5. Spirited Arts

Each term girls will be given a formal assessment. The following skills will be assessed:

- ◆ Accurately, and relevantly, conveying information
- ◆ Explaining meaning
- ◆ Relating religious beliefs and practices to everyday life
- ◆ Reflecting on the reasons given for difference.

## **SCIENCE**

In the first two years Science is taught as one co-ordinated subject so that continuity of teaching can lay down a firm foundation for later work. The subject is covered in half term units which are complete in themselves, but there are lots of links between the different strands.

We place a strong emphasis on asking questions about the natural world and then trying to answer them through practical investigation and empirical observations. Students will develop skills based on imaginative problem solving, creative thinking and developing an understanding of experimental design. They also gain experience in basic laboratory techniques.

End of topic and end of year test questions will assess the progress of a student in these particular areas, and will often include some experimental work.

## Units

Purification	States of matter; how to separate mixtures
Energy	An introduction to energy and energy transfers.
Cells and Life	Exploring cell biology – how does it explain the differences between apples and humans? This unit also covers sexual reproduction in animals and the development of a foetus.
Elements and compounds	Atoms and molecules, elements and compounds, chemical reactions and working out the principles of the Periodic Table
Behaviour	An introduction to behavioural ecology – investigating why animals do what they do.

## Textbooks and resources

The course has been developed within the school but is supported by: the new Exploring Science International 11-14 textbooks, published by Pearson.

## ***SPECIAL EDUCATIONAL NEEDS***

### **Identification, assessment and monitoring**

- 1) In the autumn term all students in Year 7 take the MidYIS assessment (devised by the CEM centre) and the results are noted.
- 2) LASS testing occurs in Year 7 and is administered to all students. LASS (11-15) is a multifunctional assessment system and assesses:
  - Visual Memory
  - Auditory-verbal memory
  - Phonic reading skills
  - Phonological processing ability
  - Single word reading
  - Sentence reading
  - Spelling
  - Reasoning

For further information go to:

<http://www.lucid-research.com/p/127/lass-11-15#>

Arrangements for the periodic review of LASS testing can be made at any time and reviewed accordingly.

## **SEND Provision**

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Mark Huggins, works closely with all staff, parents and outside agencies ensuring the best possible provision for students with special educational needs and/or disabilities (SEND). All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information also includes any concerns expressed by parents or guardians as to the provision of education for students with SEND. This information is then discussed within the Learning Support Department to see what extra provision can be provided.

Whilst the individual learning needs of most students will be met by differentiated teaching in the classroom, there will be times when even more individualised support or attention is needed in order to enable students to make progress and remain engaged in their learning. Mr Mark Huggins and Ms Alison Hughes (Learning Support Teacher) provide learning support and can offer advice concerning the management of mild special educational needs and disabilities within school.

Learning Support: Students may be offered a fixed number of 30-minute lessons, once a week, in their free periods or during lunch. These 1-1 or small group sessions cover a variety of learning strategies – for example, mind mapping, revision skills, exam technique, and the organization of written work. They are highly individualized lessons based on the student's need.

If, after receiving targeted support from class teachers and the Learning Support Department, a student is still not making expected progress, arrangements for a more in-depth assessment may be advisable, and an external report may be needed.

Mr Huggins and Ms Hughes will discuss SEND issues with parents and refer them for an assessment. Mr Huggins and Ms Hughes are able to administer some tests in-house to build up a profile of strengths and weaknesses and identify areas where support may be needed. This assessment can also be used to create a student PEN profile, which is shared with teachers, identifying an analysis of the student's needs and strengths, strategies to support the student and recommendations for access arrangements for internal and external examinations.

It may be that a more in-depth, full assessment is required. If this is the case, we will recommend *one of our external Specialist Assessors, who will conduct a diagnostic educational assessment, with a view to identifying the support a pupil needs to enable them to achieve their potential. These external professionals work independently of Oxford High School and are recommended in good faith based on past assessments. While Oxford High School accepts no responsibility for their opinions, it is our experience that their reports contain recommendations that allow us to better support pupils in the classroom.*

### **English as an Additional Language Support (EAL):**

Small group and one-to-one Learning Support is available to students deemed EAL under the School's EAL Policy. We provide additional language support for EAL students, if it is felt by the school that a student needs additional support to access the curriculum.

### **Gifted and talented**

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, study days and conferences etc.

## ***SPORT***

The aim is to encourage, develop and foster a lifelong passion for physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer all will be inspired, motivated and supported.

In the core curriculum each pupil will participate in: hockey, netball, tennis, football, swimming (personal survival), athletics, cricket, health related fitness (HRF), gymnastics and dance. Inter-house tournaments will also take place.

There is an annual residential visit to Kilve Court Education Centre in Somerset for outdoor activities. Each pupil will have the chance to experience climbing, abseiling, caving, mountain biking, mountain boarding, shelter building, sailing, canoeing, archery, high ropes courses and mountain boarding. The course is in the week immediately after the summer half-term break.

The curriculum is supported by a strong co-curricular programme. The elite performer and the social participant are both offered extensive opportunities. Clubs and practices are held at lunchtime and after school and are usually open to all. These are:

Athletics	Netball
Badminton	Rowing – fee payable (at Hinksey Sculling School)
Biathlon	Sailing – fee payable
Cricket	Fun Fitness
Cross Country	Swimming – competitive
Dance	Swimming – recreational
Football	Tennis
Gymnastics (development)	Tennis Coaching – fee payable
Gymnastics (for display) – by audition	Trampolining
Hockey	

Tennis Coaching is available throughout the year. Application forms are sent out electronically in January and March for the spring and summer sessions respectively. A few places may be available for Year 7 in the autumn term; please contact the Director of Sport directly.

Students are welcome to use the sports hall or tennis courts at lunchtimes (if no clubs are running) but should be fully changed.

### **Competitive Play:**

Local, regional and national competitions are entered. Fixtures against other schools are played during the week, with occasional Saturday tournaments. Details are published at [www.oxfordhighsport.net](http://www.oxfordhighsport.net). Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach.

### **Health and Safety**

- Custom made mouthguards and shin pads are compulsory for hockey. A fitting session has been arranged with a local dentist for September; order forms are available in June.
- Hair should be tied back
- Jewellery and watches; a valuables box is provided for storage during lessons and practices
- Please note: trainers with no black or heeled soles as these mark and erode playing surfaces.
- Football boots are mandatory for play on grass pitches.
- Trainers/ astro boots to be worn on the astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Two changing rooms are for swimmers and two are for all other sports.
- Pupils' lockers are provided in form rooms for each year group to place their games kit into.

### **Off-games: Procedure**

An email or note from home explaining the reason for non-participation should be sent or given to relevant teacher before the start of the lesson. Pupils then attend the lesson wearing PE kit so that they can help coach, officiate, record, umpire or observe the lesson.

## TEXTILES

Year 7 aims to introduce and develop a range of skills and techniques which will enable students to explore the creative opportunities of textile media in an original and meaningful way. The work will have a solid artistic framework with first and second hand visual resources providing the foundation for imagery. Basic techniques will be introduced and students will be encouraged to develop an understanding of process. The application of different qualities of dye onto fabric will be explored.

Using a sewing machine for creative development and the exploration of how materials can be manipulated in an inventive manner will provide opportunity for experimentation. The importance of colour, pattern and texture will be emphasised. Among the process undertaken will be:

- collecting research and sources
- developing a working drawing
- cutting stencils and safe working practice
- screen printing
- dye work – using different types of dye
- tacking as preparation for machine sewing
- use of a sewing machine
- appliqué and mixing different fabric weights

Additional techniques may be introduced through extension work:

- designing for a simplified composition
- using resist techniques
- using embellisher machines
- developing design ideas

Each student has the opportunity to develop her own interpretation of an image in response to a set theme. Colour shape and composition will be considered and processes explored to encourage technical understanding and competence. Each student will be expected to produce a completed creative response by the end of the session. Possible themes include:

- animals
- fish
- insects such as bugs or butterflies.



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