Ballakermeen High School

Year 7 Course Outline
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A Message from Mrs Burnett

Dear Parent/Carer

I believe that effective learning is based on school and home working in partnership. I very much value the encouragement that parents can provide. Good communication supports this and I hope that this booklet, together with your child’s student planner, will help to keep you fully informed about how your child is developing.

The progress of your child is monitored throughout the year. You will receive ‘Snapshots’, outlining progress to date, as well as an annual report. News items and announcements are published online and you can ‘follow’ us on Facebook and Twitter.

This guide is designed to help parents and carers support their children and I hope that you will find it helpful. By reading through the subject descriptions, you will be able to discover what your child is learning, as well as other details which may be of interest.

Included in this booklet is a homework timetable. The amount of homework set can vary if, for example, your child is working on an extended project over a number of weeks, or is involved in group work, which can only be undertaken in school. All teachers are happy to help with homework. If your child is having problems, a note in the student planner is a sensible first step.

Yours sincerely

P A Burnett
Head Teacher
Contacting School

If you need to report your child’s absence from school you may do this by one of the following methods:

1. Telephone on 648709 any time after 8 am.

2. Send a text message on 166193 Please note that to verify the authenticity of the message, the school may contact you by letter or telephone.

3. Email school: attend@bhs.sch.im

If you have been unable to inform school of an absence, please send us a note explaining the reason, so that we can record it as an authorised absence on our records. Please do not be upset if we telephone you to check on an absence – we do need to know where our children are.

If you need to communicate with your child’s tutor or teacher, again there are several ways of doing this:

1. Your child’s planner is an effective means of communicating messages between you and the tutor. Please check the planner to see if there are any messages from the tutor or teachers.

2. Feel free to telephone during normal office hours on 648700 and our reception staff will either put you through to the person you need to speak to, or will take a message asking the recipient to return your call.

3. For general queries you may e-mail the school at info@bhs.sch.im. This address goes direct to our reception staff who will deal with your query.

4. Last, but not least, if you need to speak to somebody face to face then you are very welcome to come into school to see us. It would be useful if you could phone up beforehand to arrange an appointment, so that we can make time for you.
Setting and Homework Arrangements

The school day begins with a tutorial session. Tutor groups are mixed ability and are usually based on friendship groups.

Art, Drama, Music, Religious Education and Personal, Health and Social Education (PHSE) classes are taught in tutorial groups.

PE and Technology are mixed ability. Both lessons are taught in single sex groups.

In other subjects, students are set according to ability. Discussions about your child’s ability level begin in the primary school (Key Stage 2). Our Key Stage 3 staff liaise with Year 6 teachers to seek their advice.

However, we know that there can be a variety of reasons why a student has not performed well in Year 6. Therefore your child will have taken a verbal, non-verbal, and numerical test.

Students sit these tests under the same conditions, so that we have a set of predictions for each student, which can be used with the Key Stage 2 Teacher Assessments. This allows us to set realistic, individual targets for each student, as well as allowing us to identify anyone who may require additional help.

In Year 7, students are split into three equal ability bands, A, B and C. Each band is then split into ability sets, giving nine sets in total. Students in 7A1 are of the same ability as those in 7B1 and students in 7A2, are of the same ability as those in 7B2 etc. There are regular opportunities to change ability sets according to subsequent test performances and general progress. A note will be made in the student planner if your child is likely to be moving set.

Please find overleaf a homework timetable. Homework is set most nights and is part of life at Ballakermeen. As a guideline, in Year 7 we expect students to spend at least 30 minutes on each subject. If your child is spending significantly longer on homework please let the relevant subject teacher know, via the student planner.

Homework is set in subject lessons and should be recorded immediately in the student planner. The entry should be written out in full. For example if your child simply writes ‘finish exercises’ or ‘do reading’ he or she will certainly have a problem remembering which exercises and what reading!
# Year 7 Weekly Homework Timetable

**English, Maths and Science set once a week**  
**History, Geography, French and German set once every two weeks**  
**ICT, D&T and RE set when appropriate**

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07/10/13
Art

Course Outline:
Art stimulates creativity and design. Students learn about line, tone and texture, using a variety of different media. They experiment with paint, learning to mix a range of colours and, through craft work, study the art of other cultures.

Students will learn about drawing, painting and craftwork. They will:
- Use safe working practice when handling tools and equipment
- Learn to mix colour
- Apply colour theory to their work
- Select and control brushes
- Select and reject resources
- Compose a picture
- Be introduced to a range of artists and different painting styles
- Paint using the techniques of the artists studied
- Apply knowledge of technical terms e.g. line, tone, texture to their practical work
- Design a personal response to each theme, covering a variety of media throughout the year

Assessment:
Classwork is individually assessed with a comment or target, either written, or oral and communicated to the student on completion of a piece of work. This will help students learn how to modify and refine their work.

Homework:
Homework is not set on a regular basis, but students may be asked to research or resource a piece of work from home.

Equipment:
A drawing pencil, coloured pencils, ruler and rubber are essential. Specialist equipment such as paint will be provided.

Useful Resources:
- Various books and articles are available in the school library and art rooms to encourage research. Useful online websites are:
  - www.bbc.co.uk/schools/communities/onionstreet/art
  - www.tate.org.uk/modern

How parents can help:
By providing students with basic drawing equipment.
Design & Technology

Course Outline:
Design and technology encompasses five individual subject areas in which students have the opportunities to design, develop and manufacture products in appropriate materials in our well-resourced facilities. Students rotate on a half termly basis through each of the modules, which in Year 7 are:

- Food Technology: students undertake a variety of making tasks to familiarise themselves with the kitchens and equipment through the topic of ‘healthy eating’
- Graphics: students cover the fundamentals of presentation techniques and how to use lettering, colour and imagery to create successful 2D and 3D design work
- Resistant Materials: using traditional workshop tools and Chinese inspiration, students focus on making skills to produce a wooden puzzle with skill and accuracy
- Product Design: students have the opportunity to work with wood and plastics to skilfully produce a bespoke picture frame using workshop machinery
- Textiles: using fabrics and both modern and traditional techniques, students develop a cartoon themed fabric key ring, learning about materials and machine safety

Assessment:
In each module, students are formally assessed in three of the following areas;
- Exploring ideas and the task
- Generating ideas
- Developing and modelling ideas
- Planning
- Evaluating

At the end of each module, the students are also formally tested on knowledge they have learned during the module and their practical outcomes are graded. It is expected that students take pride in their work and will take practical items home at the end of each module.

Homework:
This is set when necessary and may include research into the topic for the next lesson, bringing in of resources (particularly in Food Technology) or written reinforcement of the lesson content.

Equipment:
Students work in pre-printed design books which are provided and it is expected that they bring the usual items of stationery to lessons, which should also include coloured pencils.

Useful Resources:
The ‘Key Stage 3 Study Guide’ from www.cgpbooks.co.uk ISBN 1 84146 720 0
- www.technologystudent.com
- www.techitoutuk.com
- www.designandtech.com

How parents can help:
Please take an interest in your child’s work, providing support and resources if necessary. Encourage your child to take home items they made in class, and suggest participating in clubs and competitions available within our department. Please encourage your child to keep booklets for revision purposes, as the end of year class tests will draw on some of the topics covered.
Drama

Course Outline:
Students will work both individually and in groups. They will be given opportunities to develop their self-confidence, communication, group-work and problem solving skills. The emphasis is on improvisation with an introduction to basic script work. They will:

- Learn drama rules and guidelines, including how to improvise
- Work in mixed groups of varying sizes, developing the ability to negotiate and make decisions as part of a group
- Understand how technical aspects, such as sound and costume, influence the audience
- Experience theatre that has a message
- Research bullying and its effect upon the individual

Assessment:
Students will be assessed on their ability to create, perform and evaluate. They will be encouraged to offer constructive criticism to their peers, usually after seeing ‘work in progress’ or a final performance.

Homework:
Homework is not usually set.

Equipment:
Students will be able to remove ties and blazers when doing physical work.

Useful Resources:
The impact of television and DVDs should not be under-estimated! Students should be encouraged to talk about what they like about their favourite shows, how characters are developed to be sympathetic or disliked, as well as how ‘cliff hangers’ are used to keep an audience interested. Even advertisements can be discussed for their impact.

How parents can help:
Encourage your child to join any of the lower school drama and dance clubs, or offer throughout the year. Practical movement skills will help students to feel comfortable when performing. Visits to the theatre or appropriate school shows will also be helpful.
English

Course Outline:
Students refine skills, understanding and knowledge through the study of fiction and non-fiction texts, both contemporary and from literary sources, including Shakespeare. They will also read and respond to a variety of non-fiction texts with differing purposes and audiences. During the course of the year they will:

- Learn about poetry patterns and techniques
- Study a Shakespeare play and link ideas to other texts
- Make links and compare characters in fiction and reality
- Use ‘Active’ reading approaches and drama techniques to understand texts
- Understand the idea of genre and voice within texts
- Speak and perform in front of an audience in a variety of situations including role-play, informative speech, persuasive speech and discussion
- Recognise how print, sounds and still or moving images combine to create meaning.
- Actively plan, draft, edit, revise, proofread and present an information text with a clear audience and purpose
- Revise the skills needed to sequence a talk, link ideas and learn about the effectiveness of visual aids or gestures
- Understand how writers’ language choices can enhance meaning
- Be able to trace the ways authors structure texts to prepare the reader for the outcome, and comment on the effectiveness of the ending
- Be able to give a considered response to a text focusing on interpretation of action, character and event
- Write in different forms; to inform/explain/describe, imagine/explore/entertain and argue/persuade/advise

Assessment:
Students are assessed against the National Curriculum levels using NC assessment foci. Each scheme of work assesses three times, Speaking and Listening, Reading and Writing. Students will have two exams in Year 7, one to assess their reading level and one to assess their writing level. We report in both curriculum levels and the equivalent grade. Assessment is primarily teacher-led, but students will also peer and self-assess.

Homework:
One will be from the homework booklet; the other may involve research, writing, reading or set exercises.

Equipment:
A pen, pencil, rubber, ruler, coloured pencils are essential items. A small dictionary and thesaurus are useful.

Useful Resources:
The Library and Fiction Library have a variety of texts, CDs and DVDs that can be used in school, or at home.
- www.funbrain.com/spell
- www.readwritethink.org
- www.bbc.co.uk/schools.ks3bitesize/english/

How parents can help:
Talk with your child about the topic he or she is studying. Encourage your child to read and ask about what is being read. Look over the targets that are set in your child’s book and help with work on these. Check homework tasks are completed. You may also want to help your child with planning and checking work.
French

Course Outline:
The course aims to enable students to extend their communication skills and develop an understanding of languages, including their own. It also seeks to contribute to students’ personal and social development and promote an awareness of different cultures. Topics covered include:

- Family
- Types of house, rooms in the house and furniture
- Daily routine
- School subjects, opinions and reasons
- Finding the way round town
- Buying snacks and drinks
- Hobbies and opinions on them
- Future holiday plans

Assessment:
Students will use peer and self assessment throughout the year in order to refine the content, accuracy and pronunciation of their work. Writing will be assessed by the class teacher via a written task in every unit. There will usually be a reading or listening task to complete at the end of each module. Tasks to be completed within each unit are outlined in the overview given to each student at the start of a new unit.

Homework:
Homework is normally set weekly and may include both written and learning tasks. The learning of vocabulary and grammar is essential to make progress in the language, and students will usually be given a vocabulary test to help them identify areas they still need to work on. A homework support session will take place after school on Wednesdays in B3. Speak to any member of the Languages Department for further details.

Equipment:
Pen, pencil, coloured pencils and a 30cm ruler. An exercise book is provided.

Useful Resources:
A French dictionary would be helpful, e.g. Collins School Dictionary or Collins Easy Learning French Dictionary.

The MFL Faculty has a subscription to www.linguascope.com and students can access this from home.

How parents can help:
Encourage your child to do something active when learning vocabulary and grammar – highlighting difficult words, sorting words by gender, making cue cards and mind maps will all help your child to learn more effectively.
Geography

Course Outline:
The Geography Department is proud of its reputation for developing the whole child and to this end we use a range of geographical enquiry techniques to develop the students’ skills and knowledge. We also aim to further their understanding of patterns and processes. Written into all units of work is the fundamental issue of raising the students’ awareness and understanding of environmental change and sustainable development. More specifically, students will learn about:

- Physical, human and environmental geography
- Map skills and field sketching
- The political and physical geography of the UK
- The pattern of settlement in the UK
- The hydrological cycle
- River processes and features
- River floods and flood control
- Land use in cities including regeneration
- Sustainability in our cities and the growing demand for housing
- How to manage rural landscapes sustainably
- How to ask geographical questions and consider issues from different points of view

Assessment:
Students complete assessments that are related to each of the 6 units of study. Careful planning and preparation will be required from the students to prepare final drafts of assessments when appropriate. Success criteria are shared with students to enable them to focus their answer. Some work may be graded by way of an end of unit test. Students will use peer and self assessment throughout the year in order to refine their work. There will also be an end of year examination.

Homework:
Homework is normally set once each week

Equipment:
A pen, pencil, eraser, sharpener, ruler, glue stick and coloured crayons are essential items of equipment.

Useful Resources:
The school’s Library, where copies of all text books used throughout year are kept.
- www.nelsonthornes.com/secondary/geography/key_geography/html/kg_ks3links_activ_hm.htm
- www.earth.google.com
- www.gatm.org.uk/
- www.mulitmap.com

How parents can help:
As Geography is a dynamic subject, encouraging students to take an interest in current affairs by way of newspapers and relevant TV and radio programmes would be helpful. Provide the students with a simple atlas at home and perhaps a map of the Isle of Man.
German

Course Outline:
The course aims to enable students to extend their communication skills and develop an understanding of languages, including their own. It also seeks to contribute to students’ personal and social development and promote an awareness of different cultures. Topics covered include:

- Greetings
- Personal information, numbers, name, age, countries
- Classroom language and items, school subjects and opinions
- People & descriptions
- Activities and sports
- Types of house, rooms in the house, prepositions and furniture
- Finding the way round town
- Buying snacks and drinks

Assessment:
Students will use peer and self-assessment throughout the year in order to refine the content, accuracy and pronunciation of their work. There will usually be one or more reading, listening, speaking or writing task to complete at the end of each module.

Homework:
Homework is normally set weekly and may include both written and learning tasks. The learning of vocabulary and grammar is essential to make progress in the language, and students will usually be given a vocabulary test to help them identify areas they still need to work on. A homework support session will take place after school on Wednesdays in B3. Speak to any member of the Languages Department for further details.

Equipment:
Pen, pencil, coloured pencils and a 30cm ruler. An exercise book is provided.

Useful Resources:
A German dictionary would be helpful, e.g. Collins School Dictionary or Collins Easy Learning German Dictionary.

The MFL Faculty has a subscription to www.linguascope.com and students can access this from home.

How parents can help:
Encourage your child to do something active when learning vocabulary and grammar – highlighting any difficult words, sorting words by gender, making cue cards and mind maps will all help your child to learn more effectively.
History

Course Outline:
A ‘Big Questions’ approach is used to encourage students to ask questions about the past. Students are given guidance in learning how to examine source material and in how to organise their knowledge and understanding. They will:

- Begin with a ‘History Detective’, source-based decision making exercise
- Learn about and assess the challenges faced by a number of monarchs across the whole medieval period
- Study the changing lives and experiences of medieval people in both villages and the growing towns
- Investigate the significance and development of the Church across all aspects of medieval life
- Visit Castle Rushen as part of their learning, to see how our Manx heritage both reflects changes and events in the history of the UK.
- Learn to form their own opinions, reach and support judgements and use historical sources and artefacts as evidence. They are encouraged to develop their oral skills through class discussion and debate.

Assessment:
In addition to the marking of written work, peer assessment, involvement in role play and class discussions will be used.

Homework:
Homework is set regularly and usually involves research or development of the work done in class.

Equipment:
Pen, pencil, coloured pencils and a 30cm ruler. An exercise book is provided.

Useful Resources:
- www.activehistory.co.uk (Username: alisonclara Password: EllanVannin)
- www.schoolhistory.co.uk
- www.spartacus.schoolnet.co.uk

How parents can help:
Talk to your child about what he or she is doing and ask them questions about what has been learned
Course Outline:
Students work through a number of short units, which allow them to build key skills in ICT that also support other areas of the curriculum. They focus on the systems used at Ballakermeen, tools and techniques in key software, multimedia, e-safety and cyber bullying. Students will then be introduced to some basic principles of programming using a range of suitable software. They will learn about:

- The rules for working with ICT
- Risks, responsibilities and precautions when exchanging information online and how to respect other people’s work
- Saving, printing and organising their work, as well as keeping drafts for assessment portfolios
- Key skills in the systems used at Ballakermeen and software they will encounter on a regular basis during their school life
- Basic principles of programming using software such as Scratch and Flowal

Students start to use systems for collaboration such as BHSMoodle and Google. They will learn how to navigate these systems to find the resources they need, how to submit work for marking, how to view their grades and the feedback they gain from teacher assessed work, and how to work with interactive elements such as student council voting.

Assessment:
Students will use peer and self-assessment throughout the year in order to refine the presentation of their work. Teacher observations, discussions, quizzes and online testing will be used to assess their ICT capability.

Homework:
Homework is set as part of the on-going assessment of ICT skills. Some skills are assessed in the classroom and homework will be issued on a class or individual basis to improve ICT capability.

Equipment:
Pen, pencil, ruler and rubber. A USB memory stick is not compulsory, but will be useful in transferring work between school and home.

Useful Resources:
- BHSMoodle - www.ballakermeen.com
- Teach ICT - www.teach-ict.com
- Google – drive, Gmail etc. www.google.co.uk

How parents can help:
The ICT rooms are available at breaks and after school. If possible, encourage your child to access the systems used in school at home.
Mathematics

Course Outline:
Students will cover work from all the areas of the National Curriculum: Number and Algebra, Shape, Space and Measures and Data Handling. Most lessons will be split into three parts: starter, main activity and a plenary. The year is split into six modules of work:

Autumn 1  Number
Autumn 2  Number
Spring 1  Geometry and Measures
Spring 2  Algebra
Summer 1  Co ordinates & Graphs
Summer 2  Statistics

Throughout the year students will:
- Solve word problems and investigate a range of contexts
- Simplify complex calculations into simpler steps
- Use long multiplication and division, extending to using decimals
- Suggest extensions to problems by asking ‘What if …?; begin to generalise and to understand the significance of a counter example
- Question the purpose of information and the viewpoint of the organisation that produced it

Assessment:
There are 5 assessments throughout the year.
- October 21st – 25th assessing work from Autumn 1
- January 13th – 17th assessing work from Autumn 1 & 2
- February 24th – 28th assessing work from Spring 1
- April 7th – 11th assessing work from Spring 2
- May 27th – 29th assessing the whole Year’s work.

Assessment enables students and teachers to monitor performance, check students are on target and raise an awareness of areas which need reinforcement.

Homework:
Homework is set once a week, as per the homework rota.

Equipment:
A pen, pencil, 30cm ruler, protractor, a pair of compasses and scientific calculator are essential items of equipment and should be brought to every lesson.

Useful Resources:
- [www.mymaths.co.uk](http://www.mymaths.co.uk) login bhs password graph
- [www.arcademicskillbuilder.com](http://www.arcademicskillbuilder.com) (interactive number work, tables etc.)
- [www.supermathsworld.com](http://www.supermathsworld.com)

How parents can help:
- Taking an interest in your child’s Maths work will complement the work we do. Playing Maths games, reinforcing the times tables and encouraging mental arithmetic activities will also be helpful.
Music

Course Outline:
The emphasis is on practical music making and students will learn the main elements to enable recording of their own compositions through use of conventional staff notation i.e. pitch and rhythm. They will:

- Learn about African music through performance and composition of their own pieces
- Be taught how to play keyboard and other classroom instruments.
- Learn about music from different periods of history
- Learn about folk music and arrangements
- How to use ICT effectively in music

Assessment:
Students are assessed continually throughout the year on performing, composing, listening and appraising work. There are also regular opportunities for students to undertake self and peer-assessment.

Homework:
Homework is not given in Key Stage 3.

Equipment:
Students will be issued with a music exercise book and manuscript paper when required.

Useful Resources:
- www.themusicland.co.uk
- www.dsokids.com – a site featuring instruments of the orchestra
- Spotify – iPad apps including Garageband, Notion, Symphony Pro, Beatbox Maker

How parents can help:
Encourage your child to join one of the many music clubs on offer throughout the week.

Wind Band (Tuesday)
Sax Ensemble (Tuesday)
Vocalise (Tuesday)
Music Club (Thursday)
Keyboard Club (Thursday)
Music ICT Club (Friday)
Showbiz (Friday)
Fiddlesticks (Friday)
Guitar Ensemble (Friday)

Further information will be provided during Music lessons.
Personal, Health, Social Education (PHSE)

Course Outline:
Taught mainly by tutors, with help from visiting speakers, the course is intended to enable each student to develop into a healthy, well-rounded and responsible adult. Students are encouraged to participate fully and discuss, reflect on and form their own opinions and views. The key aims are to:

- Develop confidence and responsibility
- Develop a healthier, safer lifestyle
- Develop good relationships and respect the differences between people
- Acquire knowledge and understanding about becoming informed citizens
- Develop skills of enquiry and communication
- Actively participate and take responsible action

Students will cover the following themes:

- Enjoy and Achieve
  Unit: Our Class
- Being healthy
  Unit: Puberty and Nutrition
- Staying safe
  Substance Use and Misuse
- Relationships
  Unit: Relationship with Self and Others
- Emotional Health
  Unit: Personal Safety
- Positive Contribution
  Unit: School Politics

The above themes support personal development and contribute to the Freedom to Flourish values (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing).

Assessment:
There is no formal assessment. Students will be asked to contribute to lessons via discussion, preparing an assembly, completing a tutor assignment or fund raising for their chosen charity.

Homework:
Homework is not usually set, although students may be asked to research a particular topic.

Useful Resources:
Newspaper articles on issues that your child has a view on, or wants to learn more about, are always useful to stimulate discussion. The School Council will also stimulate discussion and promote issues for consideration.

How parents can help:
Discussing current issues and items from the television or newspapers will help your child to feel informed and able to participate in discussions.
Physical Education (PE)

Course Outline:
Physical Education is intended to develop physical competence, confidence, co-ordination, movement and games skills and to encourage an active lifestyle. The Year 7 programme includes:

- Gymnastics
- Swimming
- Football
- Hockey
- Netball
- Rugby
- Tag Rugby
- Athletics
- Dance
- Cricket
- Rounders
- Trampolining
- Basketball
- Table Tennis
- Fitness
- Handball
- Outdoor and Adventurous Activities (OAA)

Assessment:
Students are assessed continually throughout the course. A grade is given at the end of each unit of work and is based on the four strands of the National Curriculum, including knowledge and understanding of fitness and health, selecting and applying skills and improving performance.

Homework:
Students will not be given formal homework. However, participation in many of the lunchtime and after-school clubs can only be of benefit in helping students to consolidate and further develop skills learned in school. They will also be able to make new friends and compete against other schools.

Equipment:
Appropriate kit must be worn. This may change, according to the activity. Teachers will tell students in advance about which particular items of equipment are needed.

How parents can help:
Encouraging your child to participate in some of the many extra-curricular clubs in school is recommended, as are any activities which promote an active and healthy lifestyle.
Religious Education (RE)

Course Outline:
Religious Education at Ballakermeen is interesting, challenging and respectful. The course is taught in accordance with the Isle of Man Department of Education Syllabus. All students will learn about religion, as well as learning from religion. Whilst the syllabus draws mainly from Christian traditions (70%) we also study some aspects of other World Religions. Themes covered include:

- **What is Religion?**
  How Religion helps us ask questions about life and the universe
- **Religious Leaders**
  Their roles and significance
- **Judaism**
  The Religious tradition of Jesus.
- **Jesus**
  His life, teachings and influence,
- **Holy Books**
  Why they are important and how they are used

Assessment:
Students will complete a series of pieces of work during the year. They will also be assessed on their contribution to class and group discussions.

Homework:
This will be set as and when necessary. It may include research in preparation for the next lesson, written exercises to reinforce the learning in the lesson, or revision for an assessment.

Equipment:
Students will be required to have all the necessary stationery for the lesson. An exercise book will also be issued and is to be used for classwork and homework.

Useful Resources:
- www.bhs.sch.im (Moodle)
- www.bbc.co.uk/religion
- www.wikipedia.org
- www.youtube.com
- www.bbc.co.uk/schools/gcsebitesize
- www.channel4.com/culture/microsites/C/can_you_believe_it/religion/index.html

How parents can help:
Please show an interest in your child’s work. You can do this by discussing relevant and topical issues in the news that may be of interest. You can watch suitable television programmes or visit suitable web sites. You can also collect relevant clippings from newspapers or magazines.
Course Outline:
The Science course is based on Exploring Science. Students cover 12 topics during the Year. Each topic is based around Biological, Chemical or Physical aspects of the Science National Curriculum. The units are:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tissues and transplants</td>
<td>Water and What a waste</td>
<td>Energy and Sustainable living</td>
</tr>
<tr>
<td>Sex and Science</td>
<td>Acids and alkalis</td>
<td>Electrical Circuits</td>
</tr>
<tr>
<td>Ecology matters</td>
<td>Bubbles and bangs</td>
<td>Forces and their effects</td>
</tr>
<tr>
<td></td>
<td>Explaining Earth</td>
<td></td>
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</tbody>
</table>

Assessment:
Methods of assessment used include end of unit tests, skills assessment, practical ‘can do’ tasks, full practical investigations and homeworks. These assessments form the basis for the attainment grade on the report.

Homework:
Homework is set every week

Equipment:
Exercise book, pen, pencil, 30cm ruler, rubber and calculator.

Useful Resources:
- www.bbc.co.uk/schools/ks3bitesize
- http://www.bbc.co.uk/schools/studentlife/

How parents can help:
During their lessons students will be given various resources which parents can use to check knowledge and understanding in preparation for tests. Particularly useful are learning lists and revision quizzes. Parents can also help with research homeworks by directing students to suitable websites if they have internet access at home. If not, internet access is available at school at breaks and lunchtimes in the Library at school. Parents can raise awareness of Science in newspapers and on TV by discussing ideas around issues such as Global Warming, Pollution and Acid Rain.
Information for Students - The Library

Ballakermeen’s Library is open from 8.15 am every day and remains open during break times, lunch times and after school up to 4 pm. You will find a wide range of books, DVDs, magazines, and other resources to assist you with your studies, and a computer suite complete with internet and printing facilities. Photocopying is also available for a small fee. The Fiction Library, situated at the centre of the school opposite the Studio Theatre, is open daily and provides you with a huge variety of great story books for all ages and interests. You can join the Reading Challenge and earn certificates and merits for your leisure reading and write book reviews for our student review files. The Library runs regular competitions too so come on down and get involved!

Clubs & Activities

For all clubs and activities please see the member of staff in charge for extra details. Some clubs may require a small fee, special equipment or parental consent. New clubs and activities are always appearing around school, particularly in the PE department, so be sure to check for bulletins on the BallaVision Plasma Screens and the information boards in the corridors. All clubs and activities are subject to change or cancellation.

Please note that for some lunch time clubs you may require a note from the club organiser in order to take food out of the canteen. You may only take cold food e.g. sandwiches or salads out of the canteen and you are responsible for making sure that all rubbish goes in the bin when you have finished.

Art Club
Monday Year 10 & 11
Tuesday Year 7 & 11
Wednesday Year 8
Thursday Year 9
Friday Ask!

Years 10, 11, 12 and 13 are welcome any evening after school. All clubs takes place after school. Please see Mr Edwards for more details.

Balla Bookworms
Join Miss Alcock and Miss Cowin in the Fiction Library during break on Wednesday.

Chess Club
Chess club takes place in T3 on Monday, first lunch and Tuesday, second lunch and also after school on Wednesday from 3.20 to 4.30 pm. Don’t worry if you don’t know how to play, as instructions are provided for beginners. Come along and challenge your friends to a strategic battle of wits! You will have the opportunity to play in league games at ‘Home’ or ‘Away’. Please see Mr. Withington for more details.

Curriculum Links: Just for fun!

Craft Club
After school on Mondays until Christmas, with Mrs Moriarty. 3.20 – 4.20 pm
**Drama & Theatre Clubs**

**Wednesday**  
Dance-A-cise  12.20 pm  B4  Miss Langan

Oliver Full Cast Rehearsals  3.20 – 6.00 pm  Studio Theatre
*Students work on our current musical production, to be showcased in November 2013.*

**Friday**  
‘Show Biz Performing Arts Club  3.20 – 4.20 pm  H1  Miss Bridson

Curriculum Links: Drama, Music, Art, Design & Technology and PE

**English Homework Club**  
Drop-in sessions with Mrs Parish in S5 every Wednesday lunchtime.

**Film Club**  
Thursday at 3.30 pm in the Lecture theatre with Mr Watson.

**Gardening Club**  
Something a bit different and easy-going. Ballakermeen is a big school and has lots of garden space, so we thought why not give you the chance to make your mark and help keep our school looking great! We will be placing plants and bulbs, keeping existing gardens tidy and neat plus anything else you can think of to develop our ‘greenspace’ and the club in general, mainly from February – July. Mrs McDaid is terrible in the garden so really needs your help!!! Speak to her for further information.

Curriculum Links: Environmental, Science and Art

**Geography Club**  
Our planet is very important...why? Because we’re on it! The changing world can also be a very interesting thing to learn about – from sea beds, to deserts, to jungles, to mountain tops and much much more! Why do people live in certain places? Why are some places hotter than other places? Why does the weather change? Question after question will be answered through fun and exciting games, movies and discussion. The club takes place Monday lunchtimes. Be sure to speak to Mr Shimmin, or a member of the Geography Department for more details.

Curriculum Links: Geography and Environmental Studies

**School Council**  
The School Council is the official student voice at Ballakermeen and the committee is made up of representatives from all year groups. To get a place on the Council you must be elected by other students who will vote for candidates. You must produce a plan of action stating why you think you would make a good council member. This should consist of goals you would like to achieve for the good of all students. The election process usually takes place around September-October each year. For more information about the School Council, please see Mrs Evans.

Curriculum Links: All Subjects
**Science Club**
Year 7 Science club runs every Monday in C9 from 12.00-12.50pm. Are you mad for Science? Participate in wacky experiments and discover things about Science you have never of thought of. For more details please see Miss Davies.

Curriculum Links: Science

**Textiles Craft Club**
Join Miss Lambert in R2 to practice your textiles skills and produce your own projects, oozing with glitz and glamour. Textiles Craft Club for Year 7 will take place on Thursdays from 3.20pm – 4.20pm. Please see Miss Lambert for further information.

Curriculum Links: Design & Technology → Textiles

**ICT Support**
ICT provide after school support sessions for students who are falling/have fallen behind or would like extra guidance with their work. Support sessions take place after school most days. Please speak to a member of the ICT staff for further details.

Curriculum Links: ICT

**Music Clubs**
The Music Department runs a range of clubs throughout the week which are great for helping you with your music course, learning to play new instruments, competing with other students and schools, but above all having fun! The following is a list of all the Year 7 Music clubs that you can get involved with:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Club</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>12.20</td>
<td>Vocalise</td>
<td>D2</td>
</tr>
<tr>
<td></td>
<td>3.20</td>
<td>Vivace (Wind Band)</td>
<td>M6</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.20</td>
<td>Keyboard Club</td>
<td>D2</td>
</tr>
<tr>
<td></td>
<td>12.20</td>
<td>Music Club</td>
<td>D1</td>
</tr>
<tr>
<td>Thursday</td>
<td>12.20</td>
<td>‘Vocalise’</td>
<td>D1</td>
</tr>
<tr>
<td>Friday</td>
<td>3.20</td>
<td>Fiddlesticks</td>
<td>D2</td>
</tr>
</tbody>
</table>

Please feel free to speak to any member of the Music Department for information about any of these clubs. There may be other musical opportunities for you to get involved in throughout the year, so be sure to express your interest to your music teacher.

Forthcoming events that Music clubs will be involved in include:

- School Show (with Drama) – ‘Oliver!’ 20\(^{th}\) – 23\(^{rd}\) November 2013
- Prize Day 10\(^{th}\) December 2013
- Christmas Carol Service 18\(^{th}\) December 2013
- Spring Concert 27\(^{th}\) March 2014
- The Guild April 2014

Curriculum Links: Music and Drama
Sports Clubs
For all sports clubs below please speak to a member of the PE staff if you require further information.

Girls’ PE Clubs

**Autumn Term** (September – December)
Hockey

**Spring Term** (January – April)
Netball

**Summer Term** (April – July)
Athletics
Rounders

There will also be swimming, trampoling and girls’ football clubs at various points through the year. Please look at the PE notice boards for more information.

Boys’ PE Clubs

**Autumn Term** (September – December)
Rugby
Basketball
Fitness (after half term)
Badminton (after half term)

**Spring Term** (January - April)
Football
Hockey
Fitness (after half term)

**Summer Term** (April – July)
Cricket
Athletics

Please watch plasma screens and check sports notices boards for details. There will also be a range of House sport competitions throughout the year. Information will appear on the PE noticeboards and from PE staff

**There’s Nothing Here I like!**
Don’t see a club you like? Please do let us know if there’s something you would like to see and we’ll see what we can do. We are happy to help support our students in all subject areas or in activities that they will enjoy purely for fun where they can meet new friends and learn new activities!

**Reminder**
Please remember to let your parents/carers know if you want to stay after school for clubs or to use the facilities. This will prevent unnecessary worry and allow you to make arrangements for getting home safely.
Ballakermeen High School Association (BHSA)  
A club for parents and carers!

What is the BHSA?
The Ballakermeen High School Association is comprised of parents, staff and members of the local community. It should be thought of as a body independent of the school and it is in fact a registered charity. The Association serves two primary roles:

1. It provides a forum in which parents can discuss the educational and non-educational provisions of the school with each other and members of staff
2. It supports students and staff of the school through the funding of resources and services not normally included within the education budget.

What does BHSA want to achieve?
Whether we be the parents of current or past students, members of staff at the school or members of the local community around Ballakermeen, we all have a vested interest in the things that happen at the school. Ultimately we want what is best for our children. The school is very experienced in providing educational and non-educational services for our children and welcomes parental support in ensuring that these provisions remain available and continue to improve. Our goal, put simply, is to work with the school to enhance provisions if and where possible and to strengthen the partnership between parents and staff by adding the voice of parents to those of students, teachers and support staff to create and sustain a centre of excellence.

What do I need to do to join the BHSA?
To be a part of the Association all you need to do is come along to our meetings; dates of these can be found overleaf. It is entirely up to you whether you participate in discussions, or simply sit back and listen to what others have to say. There will be opportunities to get involved in other events organised by the BHSA should you wish.

Tell me more about the ‘forum’ provided by the BHSA
BHSA members meet regularly throughout the year. In a relaxed and friendly atmosphere, members are able to raise concerns about something happening in the school, ask questions or provide feedback. The Head Teacher and other members of staff are present and will either clarify the reasons behind a particular action at the school, or seek suggestions as to how an aspect might be improved.

Tell me more about the funding given to the school
The school already offers students an impressive range of resources and services, but additional resources simply cannot be covered by the school’s budget. The school has enjoyed the support of the BHSA through its provision of a number of resources which have included DVDs and magazines for the library, picture frames for the corridors, plasma TV information displays and many other subject specific items of equipment.

Other events?
The BHSA runs events throughout the year each of which serves a different purpose. The one event which remains fixed each year is the Christmas Market which takes place at the start of December and is our main fundraiser. The Christmas Market gives members of the Association, students and staff the chance to work together and it is only through the hard work of all three parties that the fair continues to be a success.
Other events run by the Association serve the purpose of providing an enjoyable social opportunity for members and guests. These events have included ‘cheese & wine’ and ‘strawberry & cream’ evenings. Other events organised by the BHSA have been sessions that aim to provide participants with new skills; these have included ICT support sessions (using computers!) and a ‘coping with teenagers’ workshop led by a behaviour specialist. The Association is always on the lookout for new and exciting events to organise for the benefit of its members or the school. Do you have an idea? We’d love to hear from you!

**When does the BHSA meet?**
The meetings for the 2013-2014 academic year are scheduled to take place on:

- Friday 6th December – Christmas Market
- Tuesday 14th January
- Tuesday 11th March
- Tuesday 13th May
- Tuesday 15th July (includes social event)

All meetings begin at 6.30pm in the school Library. To find the Library simply arrive at the main reception area and follow the direction signs kindly put up by admin staff prior to our arrival.

Use this space to make notes or reminders about anything you’ve read in this booklet.
Year 7 Course Outlines

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