



HOBART
HIGH SCHOOL

**Further
Information
2022 - 2023**

Curriculum 2022/2023

Art

Key Stage 3 allows students to learn new techniques and processes as well as to develop a shared visual language based on the formal elements of Art. They develop a range of drawing skills as well as projects based on printmaking, mixed media, collage, sculpture and painting. Reference is also made to the historical and critical aspects of Art and students study the work of particular artists and artefacts to learn about culture, diversity and traditions. Students are encouraged to develop 2D and 3D work as an extra curricular activity during Art Club at lunchtime. Key Stage 4 students are also offered a weekly after school Art Club session. Key Stage 4 GCSE students produce a personal portfolio, on a theme of their choice, that includes sketchbook work and final pieces. They also complete a unit of work for their Externally Set Assignment before presenting their final pieces in an end of year Year 11 Art Exhibition.

Careers Guidance and Education

Careers education is introduced in PSHE lessons during key stage 4 and all Year 10 students are offered the opportunity for a period of work experience during the final part of the summer term. In Year 11 students visit a number of post-16 providers and are given the opportunity to work closely with our dedicated careers adviser. Students also take part in a mock interview process, with invited volunteers from the world of business, and will compile a CV and letter of introduction prior to the interview. Students receive feedback from their interviews which they can then act on in the future. The post 16 providers evening, during the first part of the autumn term, is also an opportunity for Year 11 students and parents/carers to discuss options and get advice on the application process.

Drama (GCSE)

At Key Stage Three, students of Drama explore a variety of stimulus material, developing their understanding of explorative strategies and their skills of evaluation. They will have the opportunity to work collaboratively to devise work, as well as studying script extracts and experiment with a range of performance styles. At GCSE, students will develop their understanding of the theatre, through watching live performances, exploring key practitioners, a close study of an entire play, rehearsing and performing two extracts from a chosen play and devising and evaluating their own performances.

English

At Key Stage Three, students of English enjoy a variety of challenging texts from the 19th, 20th and 21st centuries. Students are given the opportunity to develop their writing skills through a wide range of creative tasks. The KS3 curriculum prepares students for the challenges of the English Language and English Literature GCSE courses. We follow the AQA specifications, delivering a rigorous and enriching programme of study. In Years 10 and 11 (Key Stage Four) students will follow courses produced by the AQA. All students can expect to leave Hobart with two GCSEs; one in English Language and one in English Literature.

Humanities

History - Key Stage Three History enables students to study a range of exciting and interesting topics focused on local, national and international narratives and perspectives. In Year 7 students will follow a course entitled "Power and Monarchy" which looks at the changing nature of how Britain was run from the Battle of Hastings to the English Civil War. During Year 8 they will look at the theme of "Power and Conflict" which will focus on the impact of the British Empire and conflicts of the 1900s. Finally, in Year 9 students will focus on social History looking at "Power and the People" which will get them thinking about times when people have stood up for their rights or the rights of others such as the abolition of the slave trade and the British Civil Rights Movements.

Religious Education - Key Stage 3 RE enables students a chance to study several worldviews and consider the importance of understanding the world around us and the things and people that influence us. Throughout Years 7, 8 and 9 we cover the Abrahamic faiths (Judaism, Christianity and Islam) as well as the dharmic religions (Hinduism, Buddhism and Sikhism). We also look in depth at Philosophy and explore the views of the great philosophers from Socrates through to Freud. Students complete their Key Stage 3 journey by exploring ethical questions such as: Just because we can, should we? Should animals have the same rights as humans? Should we use Genetic Engineering for our own benefit?

Geography - Key stage 3 looks at variety of topics to include both physical and human themes of discovery. These include: The British Isles today, plate tectonics, Africa, development, population and Asia, environmental sustainability, geological timescales, glaciation and rivers. Much of the key stage 3 curriculum is designed to enable a smooth transition to GCSE, giving students experience of the various methods of assessment with specific emphasis on investigative study and enquiry.

Computing and ICT

Computing and ICT (Key Stage 3)

Students will develop their skill set and understanding of the main software applications used in everyday life, these include the Microsoft Office suite and video/image editing software. The initial aim is to provide them with core skills that can be used across the school curriculum. As students move through Key Stage 3 they will learn the fundamentals of computing, this will include hardware and software components. There will be some focus on business and enterprise and how students can use technology in a commercial environment. We will use different applications to help them develop their problem solving skills. Our students will also have the opportunity to use two or more programming languages, one of which will be textual, to solve a variety of computational problems.

GCSE Business (9-1) Pearson Edexcel (Key Stage 4)

This course brings together the subjects of Business Studies, Enterprise and Financial management. The course covers two core business themes delivered over two years. Theme 1 looks at all aspects of small business and theme 2 provides the opportunity to understand how businesses grow.

GCSE Computer Science (9-1) Pearson Edexcel (Key Stage 4)

This is a new course from 2020 that brings together computing and programming. It is designed to help students understand the concepts of computer science and includes abstraction, decomposition, logic, algorithms, and data representation. It is made up of two core components that cover computational theory and the practical application of computing.

Modern Languages

Year 7 students receive a taster of French, German and Spanish in their first term at Hobart, before choosing which two languages they would like to study for the remainder of Key Stage 3.

We offer French, German and Spanish at GCSE and we use the AQA Exam Board. The GCSE exam is taken at either Foundation or Higher Level. Language studies at Hobart have traditionally been supported by a Year 9 trip to France, usually Paris and a similar trip for Years 9/10 to Germany, often to Berlin, Munich or the Rhineland, and we are looking to restart these over the next year. We are also looking into organising a similar trip to Spain.

Mathematics

Mathematics, as a core subject, aims to improve students' mastery of mathematical skills and to develop intellect in the areas of concise and logical thinking. Attention is given to individual understanding and development according to ability, we hope the subject will provide enjoyment and success for all.

Music

The music curriculum at Hobart aims to instil a lifelong love of music through the three core strands of performing, composing and listening. The department has a number of Yamaha keyboards, electric, bass and acoustic guitars, two drum kits and a range of percussion. More recently, the department has purchased a class set of ukuleles. The music department offers weekly instrumental lessons on guitar, drums, woodwind, piano and voice. These are delivered by highly skilled and experienced peripatetic teachers. There are a number of extra curricular activities on offer at lunch times, including choir and concert band. A variety of concerts take place throughout the year, notably at Christmas and in the summer term.

Physical Education

The Physical Education Department at Hobart High School wholeheartedly embraces the 'Sport for All' philosophy. All students are encouraged to strive for excellence and achieve their full potential. Lessons at Key Stage 3 (Years 7, 8 and 9) involve football, netball, hockey, basketball, tennis, table tennis, badminton and volleyball, gymnastics, athletics, fitness and swimming. At Key Stage 4 (Years 10 and 11) students participate in several different sports and study athletics and games in detail. Physical Education is available at GCSE in Years 10 and 11 and has proven to be a popular examination choice. It offers an extensive range of extra-curricular activities, which include inter-form competitions, lunchtime and inter school fixtures in cups, tournaments.

Science

Students in Science lessons will take part in practical lessons, class discussions, research lessons and many other varied tasks in a suite of purpose-built and well-resourced laboratories led by a specialist subject teachers. In Years 7 and 8 students follow the Oxford Activate course. The science element of the national curriculum is taught in Biology, Chemistry and Physics topics. In Years 10 and 11 (KS4) students will follow courses produced by AQA. All students can expect to leave Hobart with at least two science GCSEs (Combined Science). Some students will have the option to follow the Triple Science course.

Personal and Social Development (PSD)

Personal, social, health, relationships and sex education is delivered to all students through the PSHE curriculum and follows the National Framework for PSHE and RSE.

Special Educational Needs

The Special Educational Needs Department at Hobart High School is characterised by high expectations of student attainment and progress. The department is committed to the on going development and provision of a range of targeted intervention programmes tailored to the individual needs of identified students. Intervention programmes and in-class support are facilitated and delivered by an enthusiastic, well-trained and committed team of Teaching Assistants.

The Special Educational Needs Co-Ordinator is Mrs Marie Hill.

The Governor with Special Responsibility is Mrs Stephanie Day.

Students with Disabilities

Parents/Carers of students with disabilities are encouraged to visit the school in order to view the premises and its suitability; the school currently has slopes, supports on stairways, a lift, and toilets suitable for wheelchair users. Students with disabilities are actively encouraged to participate in all aspects of school life and achieve both academic and social successes at Hobart.

GCSE Design and Technology and Food Preparation and Nutrition

Key Stage 3

At the core of Design and Technology is creativity and imagination. Through different material areas including electronics, textiles, food and nutrition, graphics and product design, students use a range of contexts to understand the end users' needs and wants. This enables students to respond in an innovative and resourceful way in their design and manufacturing responses.

Students study the work of a diverse range of chefs, designers, architects and companies to draw inspiration from the work of others.

Key Stage 4

At Key Stage 4 students have the option of choosing GCSE Food Preparation and Nutrition or GCSE Design and Technology within their options.

GCSE Food Preparation and Nutrition

GCSE Food Preparation and Nutrition builds on the skills learned throughout Key Stage 3. Students will increase their depth of knowledge about the preparation of nutritious and skilled dishes with the science of ingredients and processes informing their decisions.

GCSE Design and Technology (Product Design)

GCSE Design and Technology students will have the opportunity to study textiles, timbers and boards, plastics and metals further developing their skills in designing, problems solving and creating prototype products to meet client needs.

Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance, which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

The standard uniform is as follows:

We are very proud of our uniform with its smart blazer and tie. We aim to maintain high standards at Hobart and will regularly check that students are adhering to our policy. Please make sure you know what is expected and please call before you buy if in any doubt.

Black blazer with school logo for all students (available from Screens). Sleeves should not be rolled up.

Shirt - Long or short sleeved plain white with conventional collar and with buttons to the neck so that the clip on tie can be worn (no tee shirts, no polo/polo necked shirts). **The shirt must be tucked into the waistband of trousers/skirts/shorts so should not be a fitted blouse style.**

Tie - School design to be worn.

Jumper - A black plain V-neck knitted jumper is optional (no logo).

Skirt - Black woven fabric of the correct style and length. No lycra or stretch fabric. Available from Screens - style Henley, Charleston or Pencil skirt. Skirts of the same style are available at our recommended High Street suppliers.

Trousers - Tailored full length school trousers in black woven fabric, traditional straight leg style. No jeans, jean style, cords or flares. No decorative stitching, studs, zips etc. no fashion trousers, e.g. tight/slim fitting, skinny leg, leggings, jeggings, chinos, harem pants. Trousers should be loose enough to maintain a crease along their entire length and should not be rolled or turned up. Available from Screens or our other recommended suppliers.

Shorts - Tailored woven black fabric shorts (which will maintain a crease along the entire length). They may be worn as an alternative to trousers. Short ankle length black school socks and black school shoes to be worn with shorts. Shorts are permitted between the start of June half term, until the end of the October half term. Available from Screens or our other recommended suppliers.

Tights - Plain black or flesh coloured.

Socks - Black (Year 11 – may wear sensible matching socks of a different colour with trousers).

Footwear - Hobart wants all children to be safe at school. We believe that it can be dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in school. Shoes must be black, sensible and suitable to wear in labs and workshops. Black trainers, trainer style shoes or 'Vans' style pumps are not school uniform. Distinguishing features of training shoes are logos, multiple lacing holes, a lack of distinct heel and raised Achilles tendon guard.

School Uniform supplier

- Screens embroidery and printing – www.screensschoolwear.co.uk 01502 581010 Rant Score Lowestoft NR32 1TY
- Marks and Spencer, Asda



Make-up

No make-up is allowed for students in Years 7-10. Students will be asked to remove any make-up in the Guidance Office. Discrete make-up is allowed for Year 11 only. **Coloured nail varnish or artificial gel, acrylic or false nails are not permitted.**

Jewellery

On health and safety grounds we do not allow students to wear jewellery except a pair of small ear studs, a plain ring and a wrist watch. Please note that we do not allow any facial or other body part piercings. Jewellery must be removed for PE and the PE department will provide a safe place to leave items. If your child were going to have a piercing, we would insist you arrange it at the start of the summer holidays to avoid disruption to PE lessons and keeping to uniform expectations. Should healing take longer than six weeks, please be aware we will insist on studs being removed whilst in school.

Hair Styles

Students are expected to keep within the appearance standards that we expect at Hobart. Hair should be neat, tidy and not exaggerated. Hair should be of a natural colour, not too short or shaved, without 'tram lines' or patterns and not over spiked. Hairstyles must be appropriate for school and not infringe health and safety regulations. Long hair must be tied back for practical lessons such as Technology or Science.

PE Uniform

We have a broad PE curriculum so students will experience a wide range of activities. Therefore, correct kit is very important. It can be purchased from Screens embroidery and printing - www.screenschoolwear.co.uk, 01502 581010, Rant Score Lowestoft, NR32 1TY.

Navy blue Hobart logo polo or fitted shirt

Navy blue shorts or skirt

Long navy blue socks and white sports socks

Optional Navy blue Hobart logo sports ¼ zip track top or optional Hobart logo blue hoodie for colder weather/outdoor

Black plain no logo leggings, optional.

Lace up **SPORTS** trainers - proper sports shoes not fashion shoes. Students can have Astro trainers for the all-weather pitch but these are not to be worn in the sports hall.

Football boots - You may want to wait until new term to buy these; by then you will be aware of when these are needed as PE topics are taught on a rotation and we do not want a student to grow out of uniform before it is worn. The first football rotation is mid-September. Any student who is going to play football for the school team will need football boots. Shin pads must be worn for football. Please ensure once your child is aware of their rotation that football boots are purchased.

Other essential PE kit - **one piece swimming costume or swimming trunks**, not loose swimming shorts, goggles, swimming hat and towel.

The school uniform should be worn by all students in Year 7 through to Year 11. Students who come in repeatedly without the correct school uniform on may be asked to change. Refusal to comply may result in sanctions in line with the school's behaviour policy.



Hobart High School

Additional Information for Parents/Carers

Most Able Provision

At Hobart all students are challenged through an appropriate curriculum whatever their level of ability. Those who achieve very highly/are the most able within a given subject will be supported by additional or higher level material within their lessons. Most able students across a number of key areas or subjects may have additional activities provided that aim to develop high level thinking and other skills. Many students will have a talent for areas of the curriculum such as sport, music, art or drama.

Homework

Homework at Hobart is used in a variety of ways in order to enhance learning. The work set could be to research a topic being studied in class; preparatory work for the next lesson; application tasks following the lesson or retrieval style practice in order to embed learning into the students long term memory. Broad guidelines for the amount of homework that students should receive is detailed in our policy.

Parental/Carer Involvement

We believe that if school staff, parents/carers and students work together, progress for our young people can be enhanced. Supporting youngsters with homework and talking to them to establish whether they understand work that has been covered will improve their knowledge and competencies.

Homework is set on the Go4Schools online platform, which both you and your child can access. We ask parents/carers to support us in ensuring that homework is completed to the best of your child's ability. The library is open several days a week both at lunchtimes and after school to provide resources and staff support to complete homework. All parents/carers are required to sign a Home School Agreement.

Recognising Achievement

Students gain recognition for their contribution to Hobart in the following areas; Academic Work, Outstanding Effort, Great Progress and Service. These are the basis upon which positive points are awarded and received by the students at the annual end of year Award Ceremony. Students who meet or beat their attendance target of 95% also receive a Certificate. Students may also be awarded 'positive points' by staff. These are given for things such as progress within a lesson, an excellent piece of work, contribution to the lesson etc. Details of 'positive points' are recorded on the student Go4Schools page. Badges and letters home are used to reward students achieving set levels for 'positive points' and a Head's Breakfast is held on a half-termly basis to celebrate and recognise those demonstrating excellent effort.

Relationship with Home

It is essential that contact between home and school is established early in a student's time at Hobart. Parents/Carers are asked to write, telephone or email if they need clarification or more information on any point. Initially parents should contact the Form Tutor if there are any concerns. The Head of Year can be contacted if the matter is urgent. The school produces a regular newsletter which keeps parents/carers informed of news and developments at school. Full written reports and summary reports are produced across the year. These give clear information on attendance, effort, participation, planning/organisation, deadlines and targets for improvement. Parents of new students are invited to attend an evening with the Form Tutor. The focus of the evening is to discuss how the student has settled in at Hobart and to give an early overview of progress. Parents/Carers will meet subject teaching staff later in the year to discuss specific progress in each curriculum area.

During the students' time at Hobart, further meetings are available to provide parents/carers students with additional information. Guidance is given in choosing subjects for GCSE options, exchange visits and considering places to study post Hobart.

Religious Education

Hobart High School has no affiliation to any religious denomination. We have adopted the Norfolk Agreed Syllabus for Religious Education. One of our aims is to develop in student's knowledge of themselves and others based on tolerance and understanding. All students have assemblies on a regular basis. These are essential to share information, create a community spirit and to share the successes of the school. Acts of worship are of a broadly Christian nature as required by the 1988 Education Act. Parents/carers have the right to withdraw their children from RE lessons and collective worship if they wish, on written application to the Head of School.

Student Support and Transition

The guidance system is designed to create an environment in which students are treated as individuals within a supportive structure. The Head of Year 7 visits your child's school to liaise with staff to ensure smooth transition of information. Prospective students are invited to our Intake Day in the Summer Term to spend the day with us, meeting staff and members of their year group. There is a Parents' Evening in the Autumn Term to meet with the students' Form Tutors and in the Spring/Summer Term to meet subject teaching staff. Hobart holds an Open Evening in the first half of the Autumn Term. We hope parents will attend to review the work already completed by their son/daughter. On joining Hobart, students are placed in mixed ability tutor groups for the majority of subjects. They will meet daily with their Form Tutor who will spend the next five years with the same group of students. This enables them to build a detailed profile of student's progress and tutors are the first point of contact for parents. The Heads of Year have an overview of each student's academic and personal progress.

The Application Year

We wish to ensure a smooth and positive transfer from primary to high school. The Head of Year 7 and Co-ordinator for Special Needs link closely with feeder schools during the year to ensure a smooth and positive transfer to Hobart.

A smooth transition from primary to Hobart High is our most important priority. The usual entry programme into Year 7 is as follows:

September/October

The Head of School visits feeder primaries to meet Year 6 students, deliver a presentation and answer any questions and invitations are given for the Open Evening. The school prospectus is made available to parents/carers. Our Open Evening is held during the first half term when the school is open for you to look round and talk to staff and students about their work.

May/June

Head of Year 7 visits the primary schools to discuss your child's strengths and personality with staff. Our Special Needs Department will be provided with information about students and use this to determine if any of them need additional support.

July

Induction Days

Children spend three days at Hobart High School with their form tutor, sampling various curriculum activities and becoming familiar with the school site.

Intake Evening

Parent's Evening at Hobart with your children. The evening provides an opportunity for you to meet your child's Form Tutor

September

New students arrive for their first day at Hobart.

We are also pleased to receive enquiries from further afield. If your child is joining us from a school that is not one of our feeder primary schools or you would like a further tour or visit please:

- Telephone the school and one of our administrative team will send you any relevant information.
- Arrangements will be made for you and your child to have an interview and a tour of the school with a senior member of staff.
- We encourage all students to spend a day or visit school before they start officially.
- Transport arrangements should be made direct to:

Customer Services Team
Travel and Transport Services,
Norfolk County Council,
County Hall,
Martineau Lane,
Norwich,
NR1 2SG
Telephone: 0344 800 8020