



## Bronte Sisters

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**Emily, Charlotte and Anne were born in 1816, 1820.**

*based their fiction on real life places, people and events.*

**Their two most-known books were Jane Eyre and Wuthering Heights.**

*They used male names when publishing work as women could not.*

**They were all well-known authors.**



## ANNE FRANK

*At the early age of four, Anne and her family moved to Amsterdam where she attended school and had to learn Dutch.*

*When she was growing up, Anne had a dream to be a journalist.*

*On her 13th birthday, she given a diary as a present. She named 'Kitty'. Anne wrote two versions of her diary.*

*Anne and her family went into hiding in prinsengracht 263. Their house had an annex where they hid from the Nazi.*

*At the age of fifteen years, the Nazi Gestapo captured her and kept her and her family in a sealed off area in an Amsterdams warehouse.*




## Rosa Parks

### CIVIL RIGHTS ACTIVIST

**ROSA PARKS WAS SITTING ON A BUS WHEN THE DRIVER TOLD HER TO MOVE FOR A WHITE PERSON**

**SHE SAID, "NO."**

**ROSA GOT ARRESTED WHICH SPARKED THE MONTGOMERY BUS BOYCOTT. BLACK PEOPLE WALKED INSTEAD OF TAKING THE BUS UNTIL THE SEGREGATION LAWS WERE LIFTED**

Rosa is an inspirational woman. She won medals including the Spingarn Medal, the US medal of freedom and the Ellis Islands medal of honour.

*bring about change, you must be afraid to take the first step. It will fail when we fail to try.* - Rosa Parks







## Jewel Plummer Cobb

### A LOVE FOR SCIENCE AND A LIFE CHANGING LEGACY LEFT BEHIND.

- WHO WAS SHE?**  
Dr. Jewel Plummer Cobb is a well known scientist and educator. She has been recognized and honoured for her contributions to both research and community involvement. Jewel Plummer grew up in a household of achievers where education and access to opportunities were valued and sought after.
- WHAT DIFFERENCE DID SHE MAKE?**  
Jewel Plummer Cobb helped women, especially women of colour to start a career in Science. Her support has completely changed the way women are included in Science.
- WHAT DID SHE ACHIEVE?**  
Jewel Plummer Cobb was a biologist who discovered how skin cells produce melanin and how they become cancerous. She also discovered that melanin acts as an effective treatment for some skin and lung cancers and childhood leukemias.
- HOW DID SHE DO IT?**  
She had to persevere a lot to do what she did because becoming a noted cell biologist was a difficult road for Jewel. She was African American, meaning she faced racism during the course of her education. As well as her scientific work, she was also an active member of the community at large, serving as a board member of California Science Centre and the Quality Education for Minorities Network.
- WHY DID SHE DO IT?**  
Despite personal challenges, steering from racism and sexism, she was committed to using her talents to encourage women and minorities to enter the fields of science, mathematics, and engineering. Cobb's family was steeped in the medical profession.
- BEFORE AND AFTER**  
The first generation of medical professionals, Cobb was born in Chicago, the daughter of a physician and a nurse. Her father was a doctor and her mother was a nurse. She was the first woman to be elected to the board of the American Society for the Advancement of Science. She was also the first woman to be elected to the board of the American Society for the Advancement of Science. She was also the first woman to be elected to the board of the American Society for the Advancement of Science.

Dr. Jewel Plummer Cobb passed away on January 1st, 2017.

# Welcome

## Year 7 Celebration Evening





# House Mascots and Poems

House Challenge



# House Quiz designed by Y7

Please use 'notes' on your phone to record  
your answers



# Q1: How did Jane Austen die?

A) Cholera

B) Typhus

C) Leukocytosis

D) Hodgkin Lymphoma



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Q3: How many Bronte sisters were there?

A) 2

B) 4

C) 3

D) 6



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Q4:Where did the Bronte sisters live?

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## Q6: What was Marie Curie's workspace?

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A) 27 months

B) 12 months

C) 30 months

D) 25 months



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B) 15th July 1858

C) 21st November 1834

D) 3rd April 1838



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B) Life or death

C) Freedom of life

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# Welcome

## Year 7 Information Evening



# Head of Year Overview

- Transition to Secondary School
- Friendships
- Well-being
- Communication
- Opportunities & enrichment



# Year 7 Curriculum

The Year 7 Curriculum is rich and challenging, your child will study the following:

Art & Design

Computing

English

Geography

History

Maths

Maths

French

Music

PE

Philosophy and Ethics

Science

Technology (rotation)

Plus a rotation of:

Ancient Civilisations

Drama

Latin

Spanish





# How we will support your child in Year 7

- Provide a rich and challenging learning experience
- Provide extra-curricular activities such as clubs, visits and activities to enrich their studies
- Develop study and work skills that will support them in the next two years and beyond
- Signpost towards resources such as free tools and apps to aid learning
- Provide opportunities for student leadership to further broaden their perspective
- Encourage debate and a curiosity for learning
- Manage their workload and support their physical and emotional wellbeing



# How can I support my child in Year 7?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with the school.
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



[illegible][illegible][illegible]

# Year 7 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these will be shared in a letter next week along with details on a new model for reporting progress.

1. Initial EwL	wc 13/11/23
2. EwL with tutor comment	wc 15/07/24



Year 7 Consultation Evening (virtual)

**Wednesday 13th March  
2024**

Year 7 Tutor Evening (in person)

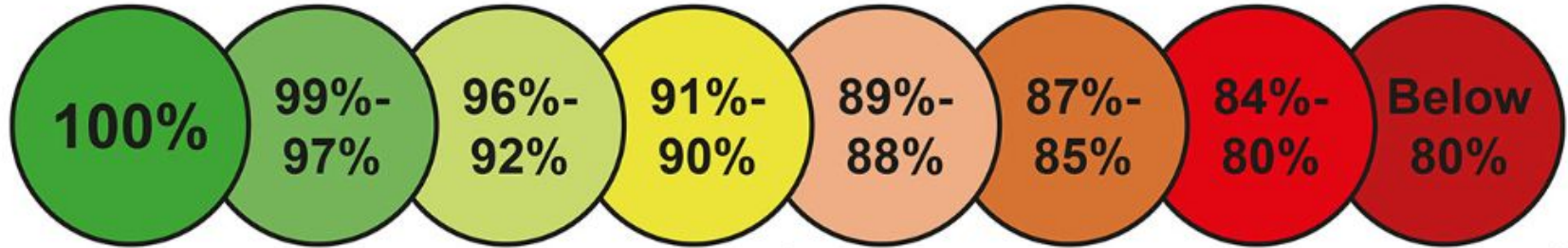
**Thursday 23rd November  
2023**



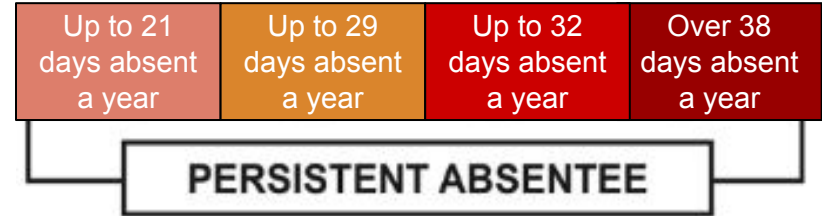
# ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

**Attend today, Achieve tomorrow**



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



**Which CIRCLE is your child in?**



# Attendance

90% attendance over 5 years = half a year of schooling missed.

80% attendance over 5 years = a whole year missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.

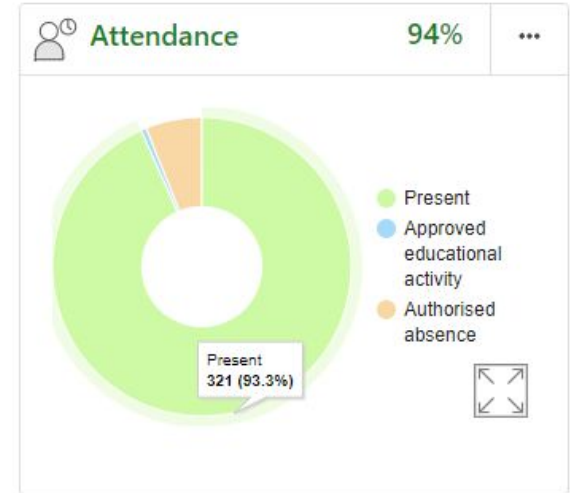


# Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.





# SEND Support

## Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO
- Mrs Virdee = Inclusion admin assistant

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.



# SEND Support

## SEND interventions

There are 6 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



# Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



***‘To improve life chances and outcomes, especially for those who are struggling to fly’***



# Thrive and Fly

Our key focus this term is on supporting those students whose reading ages are significantly below their expected chronological age so that they can better access ***all aspects of their learning and in so doing - Thrive and Fly.***

*‘To unlock in them the thing that is currently keeping them stuck.’*



# Who will we support?

- Once they have settled in over the next couple of week, using your child's SATs and CATs scores alongside the various other information we have been given for them we will identify any students who may benefit from some targeted, bespoke, specialist support.
- I will work with them to help them identify what it is that is 'keeping them stuck' and then using this discussion and information devise a plan to support, inspire, motivate and help them to become 'unstuck' and free to *THRIVE and FLY*.
- All teachers will work with them in their lessons to address gaps that have been identified both in the classroom and via homework/independent study.
- I will be monitoring identified students to ensure that they are engaging in their Thrive and Fly support and celebrating with them, and you as a family, their progress and successes - however small they may be - one step at a time is key.
- Thrive and Fly support may be on its own or in collaboration with our SENCO, Learning Support and Pastoral Team depending on the child's needs.
- I will regularly communicate with students and their families to share progress and keep you informed as to the support your child is receiving if they are identified as needing it.
- Absolutely key to Thrive and Fly is ensuring that every child feels *seen, heard and rewarded* for the effort, perseverance and progress that they are making. Success and personal achievement will be celebrated using our Behaviour for Learning Rewards system.



## What will Thrive and Fly support look like?

Students who are 2 or more years below the expected reading level for their age will receive targeted support in *Thrive and Fly* sessions - this support will vary depending on identified need.



[illegible][illegible]

Students identify the gaps that most bother us in international news coverage and discuss the most interesting findings in a classroom activity. Students are encouraged to examine papers and discuss comparisons and the differences between different regions. In addition to this, we will explore the impact of international news on the world and the role of the media in international news coverage. We will also discuss the impact of international news coverage on the world and the role of the media in international news coverage.



Customers following the green GDS route continue to increase up to 4 times more than those per flight segment on a standard business route on most long-haul and medium-haul routes in order to secure the maximum number of seats on GDS systems and fully participate. In addition, the use of the special flight, which is more than 100 miles, is also a significant advantage for customers. This system also allows customers to book flights for up to 12 months. This system also allows customers to book flights for up to 12 months. This system also allows customers to book flights for up to 12 months. This system also allows customers to book flights for up to 12 months.



- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be via 1:1 or small group sessions.
- The support these students receive in Year 7 is the first part of a journey of support that is available at HGS.

# Who will lead Thrive and Fly sessions?

**Specialist English Intervention tutor: Miss Walker**

Mrs Lennon - Assistant SENCO

Mrs Batchelor - Head of English

Additional timetabled *Thrive and Fly* sessions with  
our specialist English teachers





*“You can't go back and change the beginning,  
but you can start where you are and change  
the ending”. CS Lewis*



# Induction Week Values Awards



# Thank you

## Year 7 Information Evening

