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# Welcome to the Year 7 Mathematics Curriculum Evening



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# Schedule for Year 7 Parents Maths Presentation

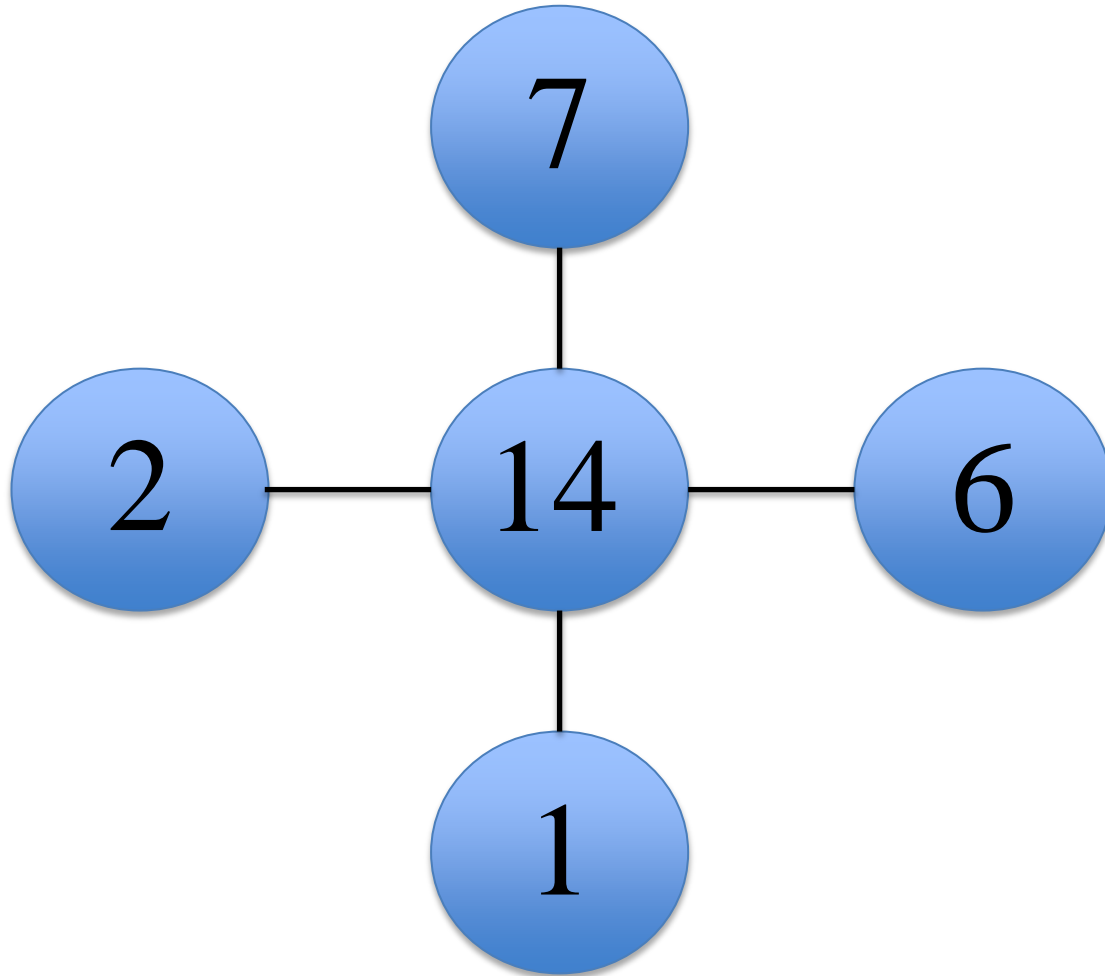
- Welcome C. Prestwich (Head of Maths)
- Refreshments A. Berriman & F. Williams
- Work with your child on a number of mathematical problems
- Students will go to a room and continue to work on the problems, assisted by C. Prestwich, M. Wilson, A. Young, A. Llewellyn, S. Dyer, R. McIntosh, K. Watson
- Assessment A. Lee
- Independent Learning F. Jackson
- Useful Websites M. Stockton
- Question and Answers C. Prestwich
- Students return to discuss completed tasks and justifications
- Summary M. Wilson



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Put a number in each circle so that all 5 add up to 30, and each row and column adds up to 22.



Here is one solution.  
How many more are there, with 14 in the middle?

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Students are to now go with members of staff to the following rooms to check their solutions to the problems.

Question 1:                      A18

Question 2:                      A19

Question 3:                      A20

Question 4:                      A21

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# ASSESSMENT AT HGS



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## Since September:

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- Year 7 have been placed into sets based upon CAT scores - a test of innate mathematical ability

## Coming up...

- Bigger Picture given to all YR7 students [Term 1](#)
- Assessments at Christmas, Easter and Summer.
- Continual teacher assessment
- Effort grades (OGCU) will be available to parents every half term, and progress grades every term.
- A predicted level will be sent home for the current year. This is an estimated grade from an external organisation, based upon KS2 performance



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Teachers assess your children in the following ways:

- Homework
- Formal Assessments
- Classwork
- Responses e.g verbal, written
- Investigations and projects
- Groupwork

As a result of the tests and teacher assessments, set changes may occur at the end of every term. These are not just based upon test scores and only occur after consultation with staff.

Lessons are designed to cater for a range of ability, with challenge and support work available.



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# Home Learning

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Home learning tasks will be given regularly, and books will be collected and marked at least once per fortnight.

This year, all KS3 classes will complete a set of home learning tasks, which can be found on the school website

[Spaces](#)

Each set of questions are based upon a number of topics and are used as a 'recall' task.

Students will be asked to complete 10 questions to be marked by the classroom teacher, but they may attempt more at home if they would like to.



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# Independent Learning



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**in·de·pend·ent** [in-di-pen-duhnt]

adjective:

thinking or acting for oneself: an independent thinker.

What does this mean for our students?



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## **Independent learning skills allow:**

- **Effective exam revision (practice for GCSE and A-level later on)**
- **Working at your own speed and ability level**
- **Increased confidence**
- **Being in control of your own learning**
- **Taking responsibility**
- **Not relying on or blaming others**

**“I couldn’t do my homework because *you* had a meeting Miss”**



# **What we expect of the students outside the classroom:**

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- 1. To use examples or notes from the lesson to model how to answer a question.**
- 2. To use recommended websites to practice.**
- 3. To ask for help if needed (teachers are always available at lunch or breaktime)**
- 4. To attempt homework ahead of the deadline, which allows time for steps 1 to 3 if needed.**

**Please support us to do this!**



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# Parents / Guardians

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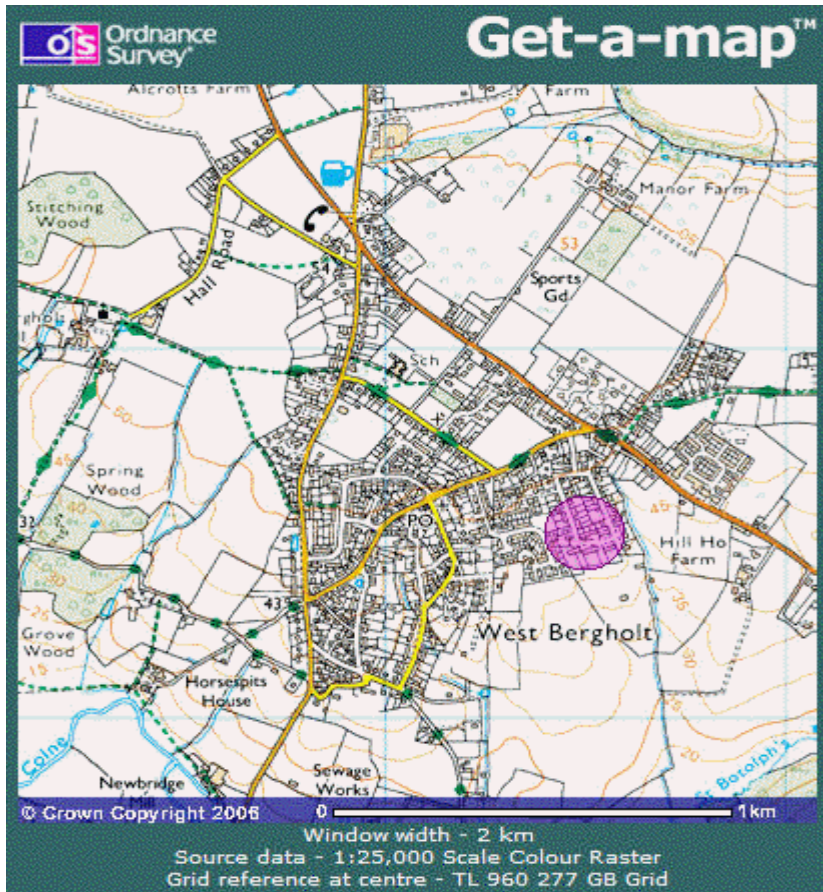
- Help with the basics
- Practice
- Real life
- Books
- Websites
- Games





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# Geography



# Music



# History

**How many soldiers of the British Army were wounded in the Great War?  
8.7 million men served at some time**

Total British Army wounded in action, plus other casualties (e.g. accidental): if a man was wounded twice he appears here twice:	<b>2,272,998</b>
Proportion returned to duty:	<b>64%</b>
Proportion returned to duty but only for lines of communication, garrison or sedentary work:	<b>18%</b>
Proportion discharged as invalids:	<b>8%</b>
Proportion died of wounds received:	<b>7%</b>

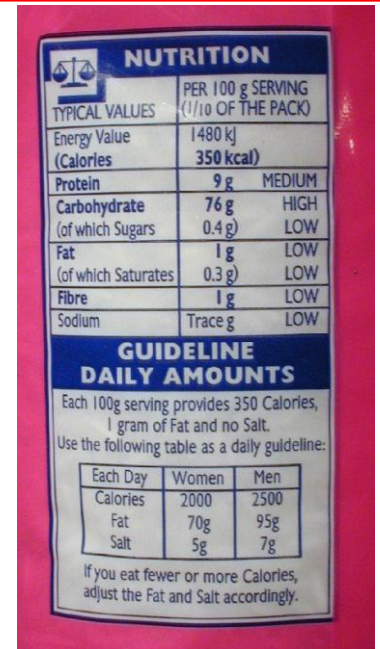
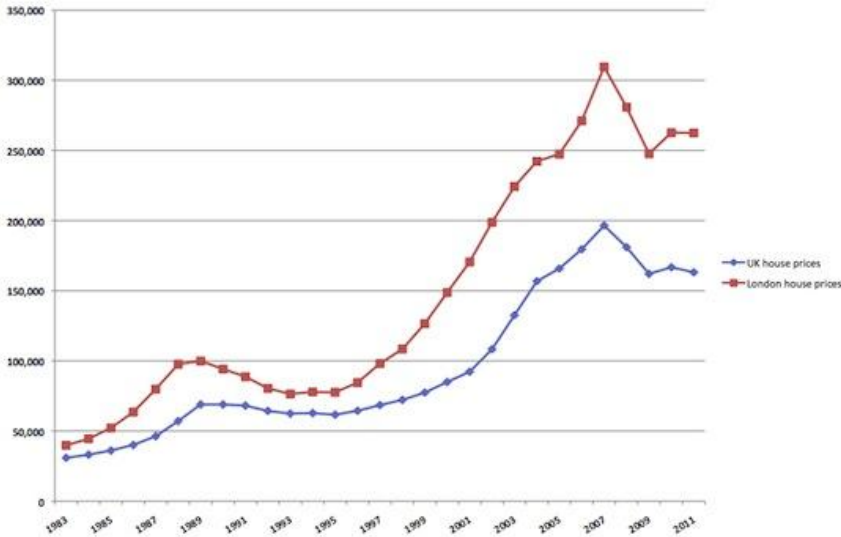
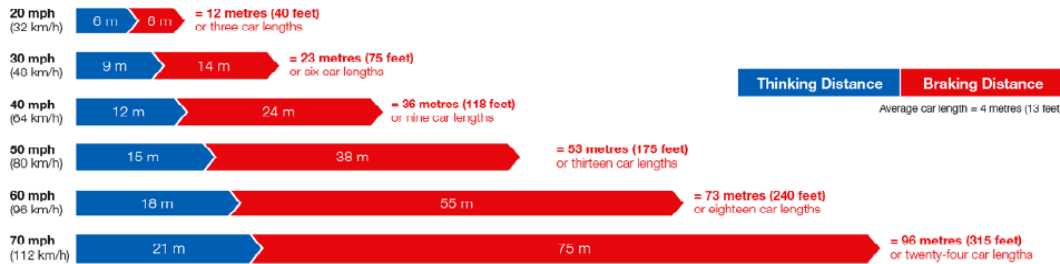


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# Do I understand what this diagram means for me as a driver?

## Typical Stopping Distances



What is the label saying?

What is the news really telling me?



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# Useful Websites



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www.funbrain.com

www.1000problems.org/

[http://www.cgpbooks.co.uk/pages/interactive\\_ks3\\_maths.asp](http://www.cgpbooks.co.uk/pages/interactive_ks3_maths.asp)

www.mathsnet.net

www.tutpup.com

www.emaths.co.uk

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[http://www.bbc.co.uk/schools/websites/11\\_16/site/maths.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml)



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# Q and A

Please complete the feedback sheet



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# Curriculum change 2015

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## Aims of mathematics curriculum

“become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems  
**reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language  
**solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.”



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Thank you for  
taking the time to  
join us this  
evening!

