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Hope Learning
Trust, York

Principal: Miss Julie Caddell



BARLBY HIGH SCHOOL



Prospectus 2020-21



A warm welcome to Hope



Barlby High School is one of our schools within the Hope Learning Trust family. As a Trust we have a simple motto which is 'Serving others, growing together, living life to the full.' Living out this motto every day is crucial to the success of the Trust. All of our schools in the Trust are committed to supporting each other and working together for the benefit of our children.

Barlby High School has many strengths and much to share with others and in turn, the school

benefits from shared practice from other schools in the Trust. We are a big family, and we look after each other so that all of our pupils have the opportunity to thrive in a warm and welcoming learning environment. We are relentless in raising academic standards, whilst making sure that we develop the whole young person.

The team at Barlby is passionate about enabling every young person to flourish academically, as creative and

moral young people and as citizens who can make our community a better place to live.

We want every young person and their family to believe that if they choose a Hope Learning Trust school, they have the best and most exciting education available.

Helen Winn
Chief Executive Officer,
Hope Learning Trust, York

Welcome to Barlby High School

I am delighted to welcome you to Barlby High School and to introduce you to our school. We are a friendly, warm and caring community school. As a relatively small school of 560 students, every child is personally known and cared for. As part of Hope Learning Trust, we enjoy the benefits of belonging to a much larger organisation which enables us to develop staff and share resources. Hope is a growing, successful multi-academy trust and we benefit from collaborating with schools who have a reputation for academic excellence. We are now part of the York ISSP partnership, which is an equal partnership of 12 secondary schools – nine state schools and three independent schools. Our students have attended master classes with the aim of providing academic challenge through opportunities which schools cannot provide alone.

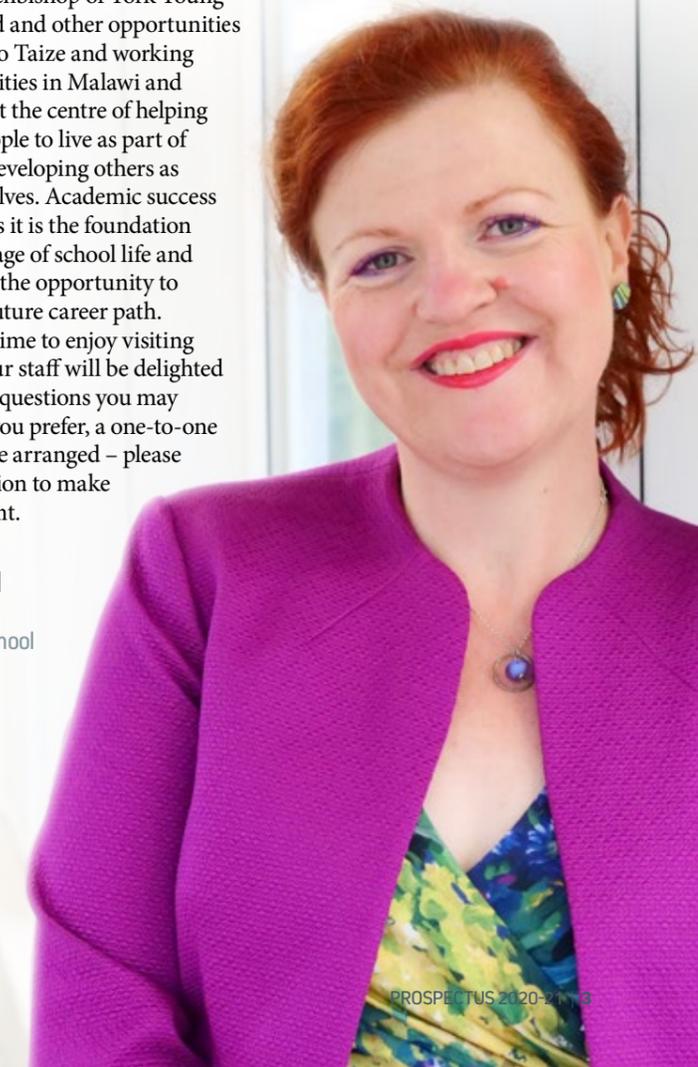
Our vision is that every child should flourish and develop a real love for learning. We want the very best for all our students and have high expectations for them. This is born from the belief that every child is full of potential and has a unique part to play in society. We want every member of our school community to 'Live life to the full.'

Character development is crucially important and my desire is that Barlby High students understand their own self-worth and are confident, compassionate

and kind. Many of our students take part in the Archbishop of York Young Leaders Award and other opportunities such as visits to Taize and working with communities in Malawi and Romania are at the centre of helping our young people to live as part of community, developing others as well as themselves. Academic success is important as it is the foundation for the next stage of school life and gives students the opportunity to choose their future career path.

Please take time to enjoy visiting our school. Our staff will be delighted to answer any questions you may have. Should you prefer, a one-to-one meeting can be arranged – please contact reception to make an appointment.

Julie Caddell
Principal,
Barlby High School



KEY PEOPLE AT BARLBY HIGH SCHOOL



Julie Caddell
Principal



Fiona Lee
Vice Principal:
Staffing,
Teaching and
Learning



Karly Wallace
Vice Principal:
Curriculum and
Achievement



Zoe Hughes
Assistant
Principal:
Pastoral and
Inclusion



Richard Anderson
Assistant
Principal:
SENCO



Heather Wright
Associate
Assistant
Principal



Simon Rinaldi
Year 7 Leader
and Transition
Lead



At Barlby High School, our students are the embodiment of our motto: 'Living life to the full'

Our school



OUR VALUES

As a school, we believe that character development is paramount, and our aim is that Barlby High students understand their own self-worth and are confident, compassionate and kind.

The Archbishop of York Young Leaders Award and other opportunities such as visits to Taize and working with communities in Malawi and Romania are at the centre of helping our young people to live as part of community, developing others as well as themselves.

Academic success is important as it is the foundation for the next stage of school life and gives students the opportunity to choose their future career path.

Our school values are kindness, loyalty, patience, justice, grace, forgiveness and compassion and we aim to look for ways to put these into action in all school activity.

The school has a warm and caring ethos and students are supported by excellent professional relationships developed between staff and students. The welfare of our students is at the very centre of everything that we do.

Students are supported by form tutors and year leaders who ensure that students quickly settle into the life of the school and any concerns raised are quickly dealt with.

We have high expectations of all our students in every area of school life, including uniform and behaviour, which leads to an atmosphere of purposeful learning. Our behaviour policy seeks to reward students and encourage a positive and supportive environment.

Academic achievement is, of

course, hugely important to us and we always expect Barlby High students to give their best, whilst recognising that our students are all unique. Not only do they have individual needs, circumstances and interests, they have their own ambitions. We provide an education which goes wider than the classroom, giving our young people the chance to carve out their own pathway towards achieving their goals and ultimately being the best they can be.

We strive to develop close relationships with parents and carers and encourage you to take a close interest in the progress of your children through regular communication with school. We regularly use text and email to ensure

parents are fully informed and best able to support the individual needs of students to achieve the best possible learning outcomes for them.

Our school is an exciting place to learn. It creates opportunities to broaden the range of experiences available to our students, helping to build confidence and self-esteem.

There is a wide range of extra-curricular activities on offer such as Charity Group, Music Jam, Forest School/Eco Group, Anime, Choir, Drama/Musical, Theatre Club, Yu-Gi-Oh and Board Games, Film Club, Art Club and various sporting clubs throughout the year. Many students use the Library at lunch time to read or to play board games.

PLEASE NOTE

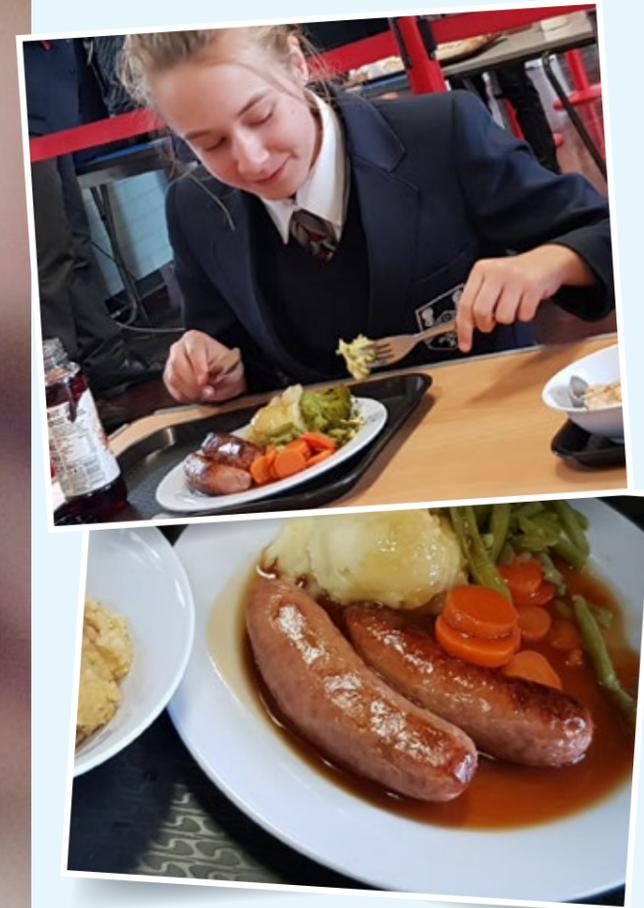
If usual school timetables are disrupted due to COVID-19, we will always ensure our students are safe and, wherever possible, have access to consistent and structured lessons to enable them to get the most from their education experience at Barlby.

THE SCHOOL DAY

Students are required to be on site by 8.45am, ready to start the school day at 8.50am. The pattern of the school day is as follows:

08.50 – 09.15	Registration
09.15 – 10.15	Lesson 1
10.15 – 11.15	Lesson 2
11.15 – 11.35	Break
11.35 – 12.35	Lesson 3
12.35 – 1.20	Lunch
1.20 – 2.20	Lesson 4
2.20 – 3.20	Lesson 5





A place to flourish

WHAT TO EXPECT

Prior to joining Barlby High, your child will hopefully have taken some of the opportunities to visit us. Some of our students will have visited your child's

school on a number of occasions along with key staff to build relationships, answer questions and provide peace of mind.

In July of Year 6, your son or daughter will visit the school at least twice to take part in induction activities and to start to form relationships with new friends and staff. As a parent you will be invited to the school to meet your child's tutor, buy uniform and formally register. On joining school, your child will be placed into a tutor group with a fixed form room, alongside at least one other nominated friend from their primary school. Each child will be issued with a planner in which

they store their daily timetable and homework and staff will use this to communicate directly with parents. In turn this will be your first port of call should you wish to contact school.

Students are able to buy lunch using a cashless, fingerprint system which can be topped up from home or they can bring a packed lunch. After school there are a multitude of sporting activities and other clubs, including homework club.

Each term parents receive a report about their child's progress and Year 7 parents have the opportunity to attend two parents' evenings throughout the year.

HOMWORK

Homework is an essential part of every child's working week. It develops the skills of independent learning, self-sufficiency and determination.

Homework will consolidate skills learned, or prepare students for their next lessons or support revision. It often provides the opportunity for the child to spend extended time on their learning and dig deeper into broader contexts. It will be set daily as per the homework timetable on Show My Homework.



Food and drink

HEALTHY MINDS: HEALTHY BODIES

At Barlby High we are delighted to offer healthy balanced meals for our students, staff and visitors through our catering provider, Hutchison's Catering. Nutritional food is available at breakfast club, break and lunch. The Hutchison's team are keen to hear from students about what they like to eat and they modify their menus in response to the student voice. Locally sourced produce, from a variety of suppliers is also used to ensure quality.

We ensure value for money by keeping costs to a minimum, freshly preparing a variety of dishes including hot

meals, pasta dishes, sandwiches, salads, wraps and desserts. Drinks are available including bottled water, milk, juices and hot chocolate amongst others. Free water supplies are also available around school for students to fill up their own water bottles. All food and drink is paid for using ParentPay, a secure online cashless system.

Any students with allergies or specific dietary requirements can be catered for. Parents are encouraged to share this information with us as soon as possible so that we can ensure students are able to dine with their peers.

Students can also bring in a packed-lunch.





Living life to the full

We aim to engage our students in learning that captures their imagination and work hard to ensure that our curriculum meets their needs and helps them to become independent learners. Providing a host of additional opportunities for our young people is of equal importance so that they really can live life to the full.

Our hope is that students make the most of the wealth of opportunity offered to them and develop as young people who are kind, loyal, patient, just, gracious,

forgiving and compassionate. These are values that have stood the test of time and will be as relevant in years to come.

LEADING THE WAY

Students take part in the Archbishop of York Young Leaders Award at Barlby; the Young Leaders Award empowers young people to make a difference in their local community, by educating them in leadership, community and the role of charities. The award encourages students to take on personal, school and wider community volunteering challenges, offering an exciting opportunity for young people to engage in new learning experiences and discover the benefits of volunteering; students are taught leadership, character, and key life skills.

ARCHBISHOP OF YORK PILGRIMAGE TO TAIZÉ

Some of our Year 10 and 11 students have visited Taizé, a

monastery in southern France, which welcomes young adults from a wide variety of backgrounds for a week of discussion, reflection and building community. They joined students from a number of other UK schools and young people from all over Europe.

MATHS CHALLENGE

Students in Years 7 and 8 regularly take part in the Junior Mathematical Challenge competition organised by the UK Mathematics Trust.

SPORTS LEADERS

BTEC Sport students get involved in running various sports events and activities, including inflatable football, wheelchair rugby, archery, a climbing wall, martial arts, cricket, hockey, dance, tennis and cycling amongst others. Working alongside professionals, they gain leadership skills, as well as team-work, communication and problem-solving skills.

EUROFEST

The MFL department has taken part in Eurofest for the last twelve years. Eurofest is a simulated international trade fair where students have the opportunity to showcase products they have designed, answer questions and have conversations in French.

Eurofest gives our students a fantastic opportunity to develop their confidence in French in a simulated business context. Barlby High were proud winners in 2018 and runners-up in 2019.

CHARITABLE AND COMMUNITY WORK

Thinking of others is an integral part of our school life. We often hold activities and raise funds for charity and causes in our local community. We send Christmas shoesboxes to Romania and a group have climbed the Yorkshire Three Peaks for epilepsy charity, The Daisy Garland. We have also sent stationery to Nepal, one of the poorest countries in the world.

ROOTS TO SUCCESS PARTNER

Roots to Success is a collaborative project between the University

of York, York St John University, York College and Askham Bryan. The scheme (formerly know as Green Apples) has been in place since 1998 and its aim is to engage with pupils over an extended period of time to raise aspirations about higher education. As a partner school our students visit the universities, take part in workshops and other opportunities within the partnership, raising aspirations for our young people.

ISSP

Barlby High is a member of the York ISSP partnership, which is an equal partnership of 12 secondary schools – nine state schools and three independent schools. Our students have attended master classes with the aim of providing academic challenge through opportunities which schools cannot provide alone.

OVERSEAS TRIPS

Over the last few years, students have enjoyed trips to Berlin, the Battlefields, Italy, France and Poland. We continue to offer opportunities abroad as an important part of education.



MUSIC AND PERFORMANCE

Our performing arts team provide a wealth of opportunities for our students to get involved and put on a show – it could be a concert, a play, a musical or a poetry reading!





We have a wide range of sporting activities on offer at Barlby High School

A sporting chance for all

GREAT FACILITIES

This is a school with excellent sports facilities which means we can offer a wide range of activities and lessons.

We have extensive playing fields, an astro turf, dance studio, gymnasium, sports hall and a weights room.

A WIDE RANGE OF ACTIVITIES

There are so many sports available and we will try very hard to find a sport for all students to be good at. We regularly teach the following sports: athletics, football, badminton, rugby, netball, hockey, gymnastics, fitness, table tennis, orienteering, basketball and trampolining.

We also offer taster courses in the following sports: judo, archery, fencing, triathlon, shooting, pursuit cycling,



volleyball, handball, skiing and snowboarding. We genuinely want all students to find a sport to be good at and clubs are open to all.

LEARNING NEW SKILLS

You will be learning skills through many sports at Barlby High. In addition to learning practical skills you will also learn

BARLBY SPORT ON TWITTER

Follow all of our sports news on Twitter @BarlbySport

the theory behind the sports that help to improve performance. Our aim is to develop your knowledge, skills and most importantly a love of sport that means you will continue to participate for the rest of your lives.

GOING EVEN FURTHER

Students could have the chance to play for school teams, some of which have been very successful or join the Ski Trip and enjoy another fantastic sport in the beautiful mountains of Italy. Some students may wish to become coaches, referees and sports leaders and we will help them work towards these ambitions.



WE GENUINELY WANT STUDENTS TO FIND A SPORT TO BE GOOD AT AND CLUBS ARE OPEN TO ALL. STUDENTS ARE ENCOURAGED TO HAVE A GO – YOU NEVER KNOW WHO WILL BE THE NEXT OLYMPIC CHAMPION!



Our students leave with the confidence and maturity for the next stage in their lives.

An extensive curriculum

OUR APPROACH

We are committed to ensuring that all students fulfil their potential, are well prepared for adult life and the world of work and are able to make a positive contribution to the society in which they live.

We offer a broad and balanced curriculum, which strives to meet the needs of students of all abilities. We believe that learning should be stimulating and enjoyable and staff employ a wide range of teaching strategies to engage and inspire students.

The progress of students is constantly monitored to ensure continued high standards of achievement and expectations in terms of the quality of work produced. Students can access additional support through specialist teaching and a dedicated team of teaching assistants who focus on developing skills such as literacy and numeracy. For more able students, there are extra opportunities within and beyond the curriculum especially due to our links with the York ISSP (Independent of state school partnership).

Special educational needs provision is located right at the



heart of the school within the library. We work with students with a wide range of additional needs including dyslexia, physical difficulties, speech, language and communication difficulties, autistic spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders.

The Learning Support Team works alongside each subject faculty and the Pastoral team. Support is tailored as far as possible to each

individual student's need and is usually a combination of in-class support and access to appropriate intervention groups. Developing close, positive links with parents is vital to our successful working. We also liaise with a range of external agencies to utilise their further expertise and to help us to overcome a student's particular barriers to learning. The Team welcome enquiries and are more than happy to meet with you to answer any questions you may have.

At all stages, the curriculum carefully considers progression routes and ensures close links with both our primary partner schools and post-16 providers to support and enhance transition arrangements.

Our students leave with the confidence and maturity for the next stage in their lives.

WE BELIEVE THAT LEARNING SHOULD BE STIMULATING AND ENJOYABLE AND STAFF EMPLOY A WIDE RANGE OF TEACHING STRATEGIES TO ENGAGE AND INSPIRE STUDENTS.

ART

CURRICULUM AIM

Within a supportive framework based around themes, students are encouraged to produce personal ideas within the four sections of their sketchbooks: Artists; Experiments; Observational Work; Plans for final pieces. Art students are given a great deal of freedom and are encouraged to develop their sketchbooks in a unique way. Taught elements and technique workshops are inserted into the courses to strengthen skills and techniques. All young artists copy. Moving students from copying to creating their own work is one of our central foci. Preparing students to move into post-16 creative courses with the ability to think and develop projects creatively is at the heart of all we do.

KEY STAGE 3 CURRICULUM OVERVIEW

Students will work on one or two themes per year, for not less than twenty weeks per theme. Final outcomes: larger Art works are linked to section four of each sketchbook. Workshop technical elements are linked to the theme and a fine art diet of drawing and painting, printmaking and

sculpture is embedded within the scheme of learning. Art history and critical studies form a large part of section one within sketchbooks. Students gather evidence of their own famous artists as well as engaging with class examples.

GCSE ART AND DESIGN, THREE-YEAR COURSE (YEARS 9 – 11)

Currently the Art department follows the AQA GCSE Art and Design. This calls for more than one (large) Art project as coursework, so students will need to produce at least two projects and one large Art project for their examination. It is anticipated that roughly one theme in Art will be explored per academic year. Within each theme there will be many varied elements and workshops offering a fine art diet. The examination project in Art is simply a third large practical project carried out over several weeks in Year 11, with a controlled test for ten hours at the end of the course. All Art projects and themes are practical and there is no formal written exam. Good organisational skills and a determination to succeed and work at pace are developed throughout the course.



COMPUTING + COMPUTER SCIENCE



CURRICULUM AIM

The Computing Department educates students to become enthusiastic, confident and independent computer users who are then able to use their skills in a real context, thus preparing them for computing in the real world.

Computing is delivered by a committed team of professionals in three specialist computer teaching rooms. The subject is always delivered with a 1:1 computer to student ratio.

Formal departmental assessment takes place throughout the year at regular intervals to inform students and staff of progress made and highlight areas for further intervention.

KEY STAGE 3 CURRICULUM OVERVIEW

We use a range of software throughout Key Stage 3 and we ensure that our students are happy, confident users of computers with an increased awareness of e-safety.

We plan lessons in order for students to develop skills in various applications, have a good understanding of how computing can help their work in other subjects, and become increasingly independent users of computer tools and information sources.

KEY STAGE 3 PROGRAMME OF STUDY

- Year 7**
- Using Computers Safely, Effectively and Responsibly
- Spreadsheet Modelling
- Understanding Computers
- Control Systems with Flowol

- Year 8**
- Database Development
- Introduction to Python Programming
- HTML and Website Development
- Computer Crime and Cyber Security

KEY STAGE 4 GCSE COMPUTER SCIENCE

At Key Stage 4, students have the option of choosing the AQA GCSE in Computer Science. This is a challenging course run over three years. Students work with real-world practical programming techniques which gives them a good understanding of what makes technology work, moving them from being an end user of software applications to becoming a developer of computer software. Students will learn to develop their software solutions using the coding language Python and the qualification is split into three components:

- Component 1** – Paper 1 Computational Thinking and Problem Solving – single tier exam
- Component 2** – Paper 2 Written Assessment – single tier exam
- Component 3** – Non-Exam Assessment – is examined by controlled assessment

DESIGN, TECHNOLOGY + ENGINEERING



CURRICULUM AIM

Design and Technology is important because it gives us an understanding of the world around us and of the many things we take for granted. It offers an opportunity to explore the processes and materials involved in making a vast range of objects. It allows young people to develop hands on practical skills and develop a life-long love of building and making. Underpinning all that happens is the design process, a journey through ideas on paper or computers. Students will often find themselves in design situations. Encouraging students to think for themselves using physical materials, in several workshops and disciplines, is central to our studies.

KEY STAGE 3 CURRICULUM OVERVIEW

Students are encouraged to develop skills across all Design and Technology subjects in KS3 that will steer them towards specialising in certain areas at KS4.

In the Design and Technology workshops students undertake practical activities using wood, metal and plastic, helping them to develop practical skills using physical materials. There is an electronics component where ideas are explored using circuit boards. Specialist equipment and well equipped workshops help students to explore their full potential within a highly-structured environment. The design

process that will help individuals become the next generation of artisans is never far away.

FOOD AND NUTRITION

The newly refurbished facilities give students a great opportunity to explore their culinary talents. Major topics to explore in KS3 and KS4 include:

- ♥ Principles of Nutrition
- ♥ Diet and Good Health
- ♥ The Science of Cooking Food
- ♥ Food Spoilage
- ♥ Food Provenance and Food Waste
- ♥ Cultures and Cuisines
- ♥ Technological Developments
- ♥ Factors Affecting Food Choice

KEY STAGE 4 GCSE FOOD

Our students will study for GCSE Food Preparation & Nutrition (EDUQAS) which is a stand-alone GCSE subject and is assessed in three parts:

1. Food Science Investigation (8hrs, 15% of GCSE)
2. Food Preparation Assessment (12hrs, including a 3hr practical assessment, 35% of GCSE)
3. Written Exam Paper (1hr 45m, 50% of GCSE)

BTEC FIRST IN ENGINEERING

Students will produce four units over three years, roughly one per term for the whole course. They will work on practical Engineering objects and will make things that run alongside theory work. Students who pass will gain either a Pass, Merit or Distinction and will know their final result before they leave school.

DRAMA

CURRICULUM AIM

The Drama curriculum at Barlby, whilst equipping students to perform with excellence, is also focused on helping students to build essential key skills such as creative thinking and expression, empathy, communication, independent learning, leadership and working with others. These skills help students to develop into young adults who will be increasingly effective in the modern world.

KEY STAGE 3 CURRICULUM OVERVIEW

The Drama course challenges students to consider other views and opinions about the world in which they live, exploring many social and global issues. This work is taught in a variety of ways using contemporary texts, devised work and creative games and exercises. The lessons strive to stretch and strengthen the physical and vocal capabilities of our students, as well as deepening their knowledge, understanding and appreciation of theatre and performance.

GCSE DRAMA

At Key Stage 4, students undertake the AQA GCSE Drama course. The course aims to provide students with a solid foundation in creative, practical

and performance skills. Students will develop their knowledge and understanding of style, genre and social context and have numerous opportunities to attend live theatre events in the UK. The subject content for GCSE Drama is divided into three components:

1. UNDERSTANDING DRAMA

This component assesses a student's knowledge and understanding of drama and theatre, the study of one set play from a choice of six and analysis and evaluation of the work of live theatre makers. It is assessed through a written exam.

2. DEVISING DRAMA

This practical component will guide students through the process of creating devised drama, a performance of devised drama and analysis and evaluation of their own work.

3. TEXTS IN PRACTICE

This practical component will assess a student's contribution to the performance of two extracts from one play for an external examiner. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further Drama studies and vocational opportunities.



ENGLISH LANGUAGE + LITERATURE



CURRICULUM AIM

English at Barlby encompasses all the skills students need to succeed in their studies and to be culturally aware, global citizens. During Years 7 and 8 students study a range of literature including titles from literary heritage and contemporary authors. Language and structure is a key focus, with students creating their own fiction and non-fiction texts, developing an appreciation for mature and sophisticated style. Students are encouraged to read widely at every opportunity and enjoy taking part in trips and events to showcase their achievements.

KEY STAGE 3 CURRICULUM

English at KS3 is broad and engaging, with a variety of rich and inspirational texts to discover. Students study Shakespeare, modern plays, seminal literature, poetry, 19th century texts and non-fiction. The focus of study is not only on the analysis of language, structure and form but also challenges students to think critically and draw comparisons between issues in the texts and the wider world. Writing is taught and assessed regularly, with an emphasis on shaping texts to purpose, audience and context.

GCSE ENGLISH LANGUAGE & LITERATURE

At KS4, students study for AQA GCSE English Language and English Literature. The course is 100% examination. The specification is designed to inspire students, while providing appropriate challenge as well as support to access the material where needed. Students develop the skills they need to read, understand and analyse a wide range of different texts and write clearly. The language exam comprises two equally-balanced papers, each assessing reading and writing in an integrated way:

Paper 1: Explorations in creative reading and writing.
Paper 2: Writers' viewpoints and perspectives.

The literature exam also comprises two papers, but focuses on different genres of texts, ranging from modern plays to poems from our literary heritage:

Paper 1: Shakespeare's Romeo and Juliet and Dickens' A Christmas Carol.
Paper 2: J B Priestley's An Inspector Calls, and the study of collected poetry and unseen poetry.

FRENCH

CURRICULUM AIM

Language skills are vital for our country and particularly for our students who are destined to become our future workforce. However, learning a language is not only important for the world of work, it is also a wonderful life-enriching skill which gives you confidence to travel and explore the world.

At Barlby we offer French to Year 7, building on knowledge they have gained in primary school. This continues into Year 8, so that at the end of KS3 they are able to make clear and informed choices about learning languages at KS4. Our students can study GCSE French in Years 9, 10 and 11, using a lively and relevant curriculum appropriate for today's young people.

KEY STAGE 3 CURRICULUM OVERVIEW

Skills are developed, cultural awareness increased

and knowledge gained through various topics. Key objectives include listening and interpreting detail and tone, reading different text types and producing writing that builds vocabulary and structure. We also focus on speaking and developing social and expressive techniques. This is all underpinned by grammar and accuracy, emphasising high frequency words and tenses.

GCSE FRENCH

At KS4, students study for AQA GCSE French. The course is 100% examination and includes four exams. At KS4, the specification covers three main themes: identity and culture; local, national and international areas of interest; future studies and employment. All three include a focus on the four language learning skills, reading, writing, speaking and listening.





GEOGRAPHY

CURRICULUM AIM

Geography is a dynamic subject that will open your eyes to a variety of controversial and current topics. There are numerous opportunities for team work and we are looking to enhance creativity and encourage inquisitive thinking. The subject encompasses a variety of skills such as numeracy, use of graphical skills, developing the ability to analyse data and literacy, all skills highly valued by any employer. Ultimately our aim is to promote a sense of awe and wonder about the world in which we live.

KEY STAGE 3 CURRICULUM OVERVIEW

Geography is all around us and always will be. Some are interested in climbing Everest, becoming the next Polar explorer like Ernest Shackleton, or are inspired by modern day survivalists such as Bear Grylls and Steve Backshall who delight in their world and its unique qualities. At KS3 we aim to provide students with an awareness and appreciation of how the uniqueness of life evolves and of the challenges faced within the modern day world, as well as a basic grounding in content and skills required for future study of GCSE.

In Year 7, topics include: Map skills; Rivers and Flooding, Ice and Urban Issues. In Year 8, topics include: Globalisation and Development, Natural Hazards and Coastlines.

GCSE GEOGRAPHY

Students will follow the AQA syllabus, which is a new course with a modern approach, closely linked to the 21st century. Geography is one of the EBacc option subjects at GCSE. The specification includes three main units:

Unit 1 – Living with the physical environment. This refers to natural hazards, the living world and a variety of physical landscapes in the UK.
Unit 2 – The human environment. This covers urban issues and challenges, the changing economic world and the challenge of resource management.
Unit 3 – Geographical applications: Section A looks at issue evaluation, section B, Fieldwork.

To enhance unit 3, there is a planned Year 10 visit to the Lake District. Students will visit and experience first-hand, key natural features, including glacial features, thundering waterfalls and experience stunning walks. During the trip, students will have the opportunity to develop their fieldwork study techniques and address the skills relevant for unit 3 of the exam. There will also be an opportunity for some outdoor pursuits and challenges to help develop team-work skills.



HEALTH + SOCIAL CARE

CURRICULUM AIM

This course gives students the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life-changing events like marriage or parenthood. Students will learn how people adapt to these changes as well as the types of support available to help them. Students also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. Skills will be developed in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

BTEC LEVEL 1/LEVEL 2 TECH AWARD IN HEALTH AND SOCIAL CARE

This qualification is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about health and social care. This course gives the opportunity to develop skills, knowledge and techniques and to review performance in demonstrating 'care values'. Assessment is carried out throughout the course and marked by the teacher.

Towards the end of the course a larger task is completed using knowledge and skills which have been learned throughout the course. On completion of this qualification, students will have developed a practical understanding of the health and social care sector. Building upon useful skills not generally covered in GCSE courses, students gain a better understanding of whether this is an area that they want to continue to study. This course also helps to develop transferable skills and knowledge, such as self-evaluation and research skills, which will be of benefit when students leave school.



HISTORY



CURRICULUM AIM

Never before has the past seemed so relevant to the present, or its study so vital in understanding the world we live in. This course is designed to develop an understanding of how the actions of key individuals and events, in Britain and around the world, have influenced how we live today. It revolves around people, how they used to live and how their actions affected the world.

This course allows students to develop their understanding of historical concepts, such as cause and consequence, change and continuity, and significance. It also enables students to develop their source skills, become critical thinkers and to investigate why there are different interpretations of the past. It is designed to ignite their curiosity and promote their love of learning about the past.

A vital component of this in recent years has been the opportunity for students to visit 'authentic' historic sites in the UK and Europe. Since 2012 the school has offered a trip to Krakow for students of GCSE History, where they have been able to visit Auschwitz-Birkenau and meet with survivors of the Holocaust. Past GCSE students also visited Berlin as part of their 'Development of Germany' course.

KEY STAGE 3 CURRICULUM OVERVIEW

Horrible Histories author and former teacher Terry Deary, once described schools as "pits of misery and ignorance...awful places" which "don't teach anything worth knowing". Our aim is to disprove this and to nurture students' love of History through enthusiastic teaching, fascinating content and challenging activities. Year 7 starts with a study of the core skills required by all good historians: chronology and using evidence before moving on to our core content:

- How did the 'Stormin' Normans' conquer Britain? A study of the Battle of Hastings and the legacy of the Normans on British life
- What was life like in the 'Measly Middle Ages'? An enquiry into life in medieval Britain, including religious beliefs, the Black Death and Peasants Revolt
- Were the 'terrible Tudors' really that terrible? An investigation into religious changes during the Tudor period, including a local study on York
- Why did the 'Slimy Stuarts' chop off their King's head? A study of the causes and consequences of the English Civil War

Once in Year 8, students start to follow more detailed lines of enquiry and develop their understanding of British and non-British History:

- What was so 'great' about the Great War?

- Slums, slaves and serial killers: What was life like for the working classes in Victorian Britain?
- Free at last? How much progress has been made by black Americans since the days of the Transatlantic Slave Trade?

GCSE HISTORY

Barlby's GCSE History course has proven massively popular and is one of the EBacc options at GCSE. Students will follow the EDUQAS specification. Our non-British depth study is 'The USA: A Nation of Contrasts, 1910-1929', a study of the 'roaring twenties' and all that went with it. This includes lessons on racial and religious intolerance, organised crime and corruption, economic boom and bust and popular entertainment. Our British depth study paper is 'The Elizabethan Age, 1558-1603' and looks at Elizabeth's government, the problem of religion and the Spanish Armada amongst other things. For our thematic study we have chosen 'Crime and Punishment, 500-2000' where students analyse how the nature and cause of crime has changed through the ages as well as methods of detection and punishment. Our final exam is a 'breadth' study on 'The Development of Germany, 1919-1991' which focuses on the rise and fall of Nazism, the post war division of Germany and the rise and fall of communism.

MATHEMATICS

CURRICULUM AIM

The Mathematics Department aims to help all students acquire the knowledge and skills they will need to be successful in the workplace.

Mathematics is taught by a team of well-qualified and experienced professionals in a suite of classrooms. There is an interactive whiteboard in each room with access to a range of software to further the learning experience of our students.

A variety of teaching and learning methods are used to challenge and motivate students. Formal departmental assessment takes place throughout the year at regular intervals to help allocate students to the appropriate set, to inform students and staff of progress made and highlight areas for further intervention. We are becoming increasingly involved with other online providers of mathematical enrichment.

Homework is usually set every week and the department offers help outside of lessons for all students. Our top set students are entered for the United Kingdom Mathematical Challenge at Junior (Years 7 and 8) and Intermediate (Years 9, 10 and 11) level with many rewarded with Bronze, Silver or Gold certificates.

KEY STAGE 3 CURRICULUM OVERVIEW

Our Key Stage 3 Programme of Study will cover:

- Number
- Algebra
- Shape and space
- Geometry
- Proportional reasoning
- Data handling

GCSE MATHEMATICS

Year 9 students begin their GCSE Mathematics course which is then continued into Years 10 and 11.

THE 'NEW' MATHEMATICS GCSE COURSE

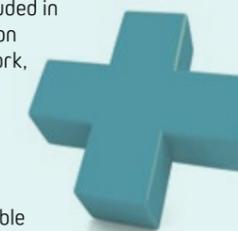
In the summer of 2017, students sat the first examination of a 'new' Mathematics GCSE course.

There are two tiers of entry, Higher or Foundation, with students being graded using a number instead of a letter. Higher Tier students are graded from 9 to 4 (9 being the highest grade) and Foundation students are graded from 5 to 1 (1 being the lowest grade). The syllabus has been expanded to include topics that are 'new' at GCSE level. The topics are not all at the high end of the difficulty scale but they do add to the amount of work to cover in the time allocated. Some traditionally 'higher' tier topics are now also included in the Foundation scheme of work, making the Foundation course more challenging to attain the highest possible grades. There is now a greater emphasis placed on problem solving, often using multi stages of reasoning and the integration of topics.

- Students are assessed by three examination papers which are sat on three different days.
 - Paper 1 (non-calculator) 1 hour 30 minutes
 - Paper 2 (calculator allowed) 1 hour 30 minutes
 - Paper 3 (calculator allowed) 1 hour 30 minutes

Those students who have difficulty accessing the GCSE course follow the AQA Entry Level Certificate in Mathematics.

Mathematics is a key subject for everyone and provides skills that are beneficial on a daily basis as well as in the world of work. We encourage all our students to maximise their potential in this subject so they can leave us as confident and competent mathematicians.



MUSIC



CURRICULUM AIM

The Music curriculum in our school helps students to develop a passion for a great subject and help them develop practical skills that will extend way beyond the classroom into adult life. Activities within this highly-structured course build musical skills and knowledge which leads to students performing confidently to an audience.

KEY STAGE 3 CURRICULUM OVERVIEW

At KS3 students are taught the fundamentals of the subject including how to read Music if not already known. The course is structured around various types of Music such as Film, Pop, Classical, World and Dance Music. Students work on several composition projects and learn how to compose music. They learn new songs and have access to expert tuition for the following: vocals, guitar, drums, woodwind and strings.

GCSE MUSIC

GCSE Music will provide the opportunity to progress to A Level alongside the ABRSM and Rock School practical and theory graded examinations. Students will be given the chance to study a wide range of musical genres, with more opportunities for practical learning. GCSE Music brings theory, listening

and composition to life. It will broaden a student's mind and foster a love for music from around the world.

WHAT DOES THE COURSE INVOLVE?

Listening: Students will answer questions about unfamiliar music and study a series of set works.
Performance: Students will perform a solo piece and an ensemble piece and these will be internally assessed.
Composing: Students will compose two pieces of music, one of their own choice and a second from a brief chosen by the exam board.

HOW AM I ASSESSED?

LISTENING
Exam paper with listening exercises and written questions using excerpts of music. The exam is 1 hour and 30 minutes. (40% of the total mark)

PERFORMANCE
Performance 1: Solo performance.
Performance 2: Ensemble performance. A minimum of four minutes of performance in total is required. (30% of the total mark)

COMPOSING
Composition 1: Composition to a brief.
Composition 2: Free composition. A minimum of three minutes of music in total is required. (30% of the total mark)

PHYSICAL EDUCATION

CURRICULUM AIM

The vision of the Sport Faculty is: In Physical Education lessons we offer a programme of study based on a wide range of activities that encourages mass participation whilst allowing the development of excellence through specialisation. This programme of study is organised in such a way that students develop their decision-making skills and ability to choose a learning pathway for themselves. There is a seamless link from curriculum PE into an extra-curricular programme that meets the needs of all students and provides a route into club sport.

KEY STAGE 3

Students are taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- develop their technique and improve their performance.
- perform dances using advanced dance techniques within a range of dance styles and forms.
- take part in outdoor and adventurous activities which present intellectual

and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

Within KS3, students follow a thematic approach with activity being linked to theoretical input. Students learn skills through many sports at Barlby, the key theoretical elements mirroring those of BTEC Sport such as practical sport, leadership, training for personal fitness and officiating. Our aim is to develop not only knowledge, but a love of sport that leads students into lifelong participation.

Sports routinely taught at Barlby High are:

Athletics, football, badminton, rugby, netball, hockey, swimming, gymnastics, fitness, table tennis, orienteering and trampolining.



RELIGIOUS STUDIES



CURRICULUM AIM

All students study Religious Studies for one hour a week in KS3 and KS4 in line with the North Yorkshire Agreed Syllabus. Religious Studies is taught alongside and compliments student learning in Personal, Social, Citizenship, Health and Economic Education (PSCHEe). In Key Stage 4 Religious Studies follows the AQA Short Course. Religious Studies is part of the successful Humanities Faculty and enjoys opportunities for cross-curricular links including study of the Holocaust with History in Year 9.

The Religious Studies curriculum offers a wide range of opportunities to develop knowledge and understanding of different religious beliefs, teachings and practices. Teachers create a climate for learning based on trust and respect which inspires our learners to explore their own ideas about religion, society, spirituality, philosophy and ethics. The learning

environment allows sensitive subject matter such as divorce, life after death, why people suffer and the consequences of war to be discussed in a thoughtful and mature manner. Students are encouraged to share their opinions, ask questions and respond to the views of others. This stimulating and engaging environment supports students in demonstrating empathy, compassion and a sense of justice.

KEY STAGE 3 & 4 CORE RELIGIOUS STUDIES TOPICS INCLUDE:

- Belief in God
- What is right and good, what is wrong and evil?
- Rites of Passage from different religious perspectives
- Living in Multi-Faith Britain
- Christianity Beliefs and Teachings
- Judaism Beliefs and Teachings (includes a linked unit with History on the Holocaust)
- Relationships and Families
- Religion, Peace and Conflict

SCIENCE

CURRICULUM AIM

Science has a huge impact on the world around us and as a subject, it has something to offer every student. Good science involves questioning, investigating, observing, experimenting or testing out ideas and thinking about them. We aim to foster an enthusiasm of science whilst developing knowledge, understanding and the skills needed in a good science student: one who can apply their knowledge to new contexts and use these skills for life in the 21st century. Our science courses also place a high emphasis on cross curricular skills from literacy and numeracy.

KEY STAGE 3 CURRICULUM OVERVIEW

In Years 7 and 8, Science provides the foundation stone for later Science at KS4 – in fact Science is very much seen as a five-year course. There is a high degree of practical and investigation content and students study a range of topics to further develop their knowledge, understanding and skills from KS2. We follow the AQA Scheme for KS3.

Topics include: Sound and light, energy, chemical reactions, acids and alkalis, plants and photosynthesis, forces, electricity, interdependence,

variation and inheritance, the Earth and Earth structure, particles and elements and organ systems.

KEY STAGE 4

In Years 9, 10 and 11 we take Science learning to the next level, building on progress made in KS3. The new GCSE Suite in the Sciences includes a higher level of demand from mathematical and literacy skills with an emphasis on data handling. Key ideas for GCSE include:

- the use of conceptual models and theories to make sense of natural phenomena.
- that science progresses through a cycle of hypothesis, experimentation, observation, theory development and review.
- developing the ability to evaluate claims through critical analysis of methodology, evidence and conclusions, both quantitatively and qualitatively.

The three disciplines of Biology, Chemistry and Physics are taught under the umbrella of Combined Science (Trilogy) and we presently follow the AQA Specification.

Separate Science/Triple Science is also offered as an option pathway presently to a small cohort of students.





Growing together

We want to give your child every opportunity to get involved with events and activities which provide them with lifelong, employability-enhancing and even life-changing experiences and skills. It is our wish that every student has the chance to 'live life to the full' and to

enable them to do this, we provide numerous opportunities during their five years with us.

One way in which we do this is through our Personal Development Days. We have five Personal Development Days spread across the school year, on which we suspend the normal timetable so that students can take part in a wide variety of activities which enhance their everyday curriculum. Past activities have included:

- ♥ Educational visits to The Thackeray Museum to develop Science and Health & Social Care studies and the National Railway Museum to explore engineering opportunities.
- ♥ Studying a topic in greater depth, for example 'An Inspector Calls' for English Literature studies.

- ♥ Competing in Interform Sports to support a love of sport, develop team work and encourage a healthy lifestyle.
- ♥ Meeting employers, university and college staff and prepare for future careers.
- ♥ Undertaking challenges and competitions including a Stock Market Challenge.
- ♥ Meeting inspirational speakers such as Holocaust survivors and those who have experienced challenges in life.
- ♥ Taking time out to understand and develop self-worth, through the study of compassion and mindfulness.
- ♥ Undertaking charitable activities including sending shoeboxes to Romania through one of Hope's favoured charities, Cry in the Dark and learning from Malawian charity, The Jali Youth Centre, which supports adults and children with HIV.
- ♥ Exploring the school motto 'Living life to the full' through art, poetry and poster displays.



Through our Personal Development Days we hope to inspire and enthuse our students to make the most of the opportunities available to them. Academic achievement is, of course, hugely important to us and we always expect our young people to give their best, but we also recognise that our young people are all unique. Not only do they have individual needs, circumstances and interests, they have their own ambitions. The enriched curriculum and host of opportunities we can provide at Barlby and across the Hope Learning Trust give each child the chance to carve out their own pathway towards achieving their goals and ultimately being the best they can be.



A uniform to unite us all

All students at Barlby High School are required to wear school uniform. It is important that the standard of uniform reflects a pride and sense of belonging in the school and presents our students in the best possible light to visitors

and the wider community. School uniform is available from: **Classroom Clothing, 22 Finkle Street, Selby. Tel: 01757 700577** It can also be purchased or ordered at the Transition evening held at the school in July.

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| <p>GIRLS' UNIFORM</p> <ul style="list-style-type: none"> ♥ Navy blazer with school logo ♥ Navy trousers Formal, classic smart trousers (not skin tight, not jeans/denim/cargo/chino/leggings) ♥ Kilt (optional) ♥ School tie either KS3 or KS4 version depending on form group/age ♥ White shirt (with trousers): Loose fitting with stiff pointed collar to be worn with tie; shirt must be long enough to be tucked in and wide enough at the neck to fasten the top button. ♥ White shirt (with kilt): An open-necked white blouse can be worn without the school tie if wearing the kilt. ♥ Slipover with school logo: KS3/grey, KS4/navy. ♥ Tights must be plain and either black or navy. ♥ Socks must be black or navy and are not permitted to be worn over tights. No trainer socks please. | <p>Shoes: Plain black leather (look) flat shoes (trainers/canvas/branded are not permitted). Ankle boots may be worn under school trousers.</p> <p>PE KIT (boys and girls)</p> <ul style="list-style-type: none"> ♥ Polo shirt with Barlby High School logo. ♥ Shorts to match polo shirt (can be purchased from Classroom Clothing, in Selby). ♥ Socks only navy permitted. ♥ Trainers. ♥ Hoodie (optional) With Barlby High School logo, for use outdoors. ♥ Track pants (optional) must be navy and without branding or fashion labels. ♥ Base layers (optional) must be plain navy. ♥ Gum shields are highly recommended for all students for certain sporting activities such as rugby, hockey, etc in line with sporting guidelines. | <p>BOYS' UNIFORM</p> <ul style="list-style-type: none"> ♥ Navy blazer with school logo ♥ Navy or dark grey trousers Formal, classic smart trousers (not skin tight, not jeans/denim/cargo/chino/leggings) ♥ School tie either KS3 or KS4 version depending on form group/age ♥ White shirt: Loose fitting with stiff pointed collar to be worn with tie; shirt must be long enough to be tucked in and wide enough at the neck to fasten the top button. ♥ Slipover with school logo: KS3/grey, KS4/navy. ♥ Socks must be plain black or navy. No trainer socks please. ♥ Shoes: Plain black leather (look) flat shoes (trainers/canvas/branded are not permitted). Ankle boots may be worn under school trousers. |
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We are delighted to welcome all students within our immediate catchment and those from beyond.

Admissions

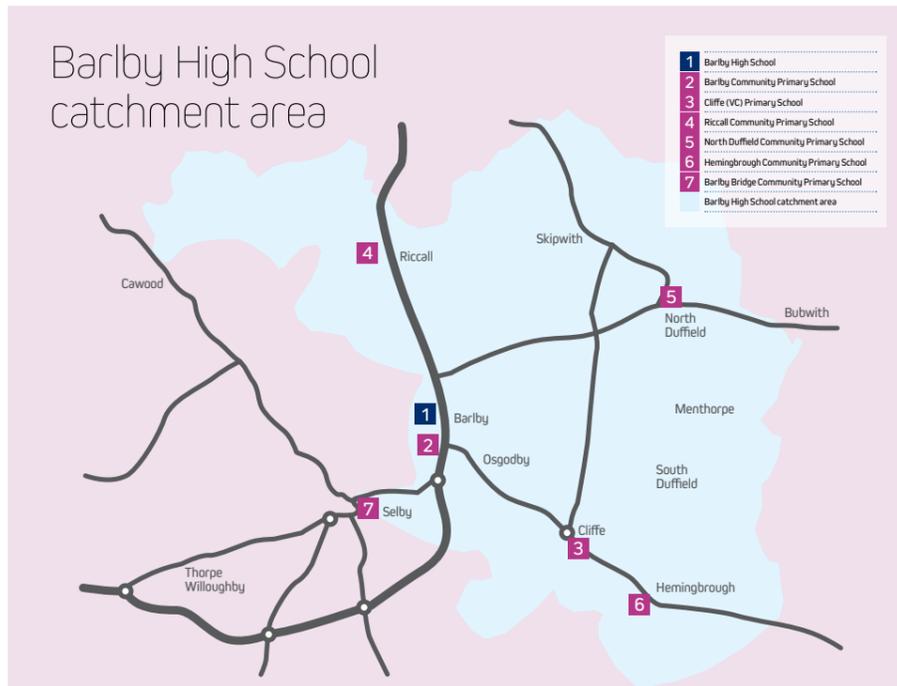
The school has a designated catchment area defined by North Yorkshire County Council.

If you live within North Yorkshire and your child was born between 1 September 2009 and 31 August 2010, your child will be eligible to transfer to secondary school at the start of the academic year 2021-22 and you will need to apply for a secondary school place for September 2021.

You will be able to apply for a secondary school place from 1 September 2020. If you do not live in North Yorkshire you must apply directly to the authority where you live.

We are delighted to welcome all students within our immediate catchment and those from beyond. Students outside this area and when the school is oversubscribed are allocated places according to the county council criteria which can be found at www.northyorks.gov.uk/admissions-policies

Parents need to make an online application or request a paper copy of the secondary common application form and return it to North Yorkshire County Council by 31 October 2020. Information can be found



at www.northyorks.gov.uk/apply-secondary-school-place

Further information is available from the Admissions Team at North Yorkshire County Council where council officers will also be able to offer advice to parents on low incomes on assistance with uniform purchase and entitlement to free school meals.

A WARM WELCOME

In addition to our formal Open Evening, students and their parents are always welcome to make an appointment to visit us during normal working hours by simply making arrangements with the Principal's PA. Miss Caddell or one of her senior team will be delighted to show you around school.

PLEASE NOTE

Our usual Open Evening and school visits have had to be postponed due to COVID-19. Instead, we are hoping to offer virtual tours and personal telephone/video appointments – full details are available via www.barlbyhighschool.org

