

YEAR 7 CURRICULUM EVENING

September 2025



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

INTRODUCTIONS

Mr C Andrews & Mr S Dudgeon – Assistant Headteachers and SLT Link for Year 7

Mr M Leonard-Rendell – Raising Standards Leader (KS3 & KS4)

Mrs L Barkshire – Progress Leader Year 7



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Vision

To work together to provide an exceptional education, which enables every student to achieve the very best outcomes and become successful, lifelong learners.



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Whole School Priorities

1. An ambitious curriculum delivered through consistently high quality, adaptive teaching which promotes independent learning.
2. Drive high aspirations and student leadership, so all achievements are recognised and celebrated in every aspect of school life.
3. Continue to uphold high expectations for behaviour and attendance.
4. Strengthen the wellbeing and mental health guidance to support the school community.
5. Showcase best practice through a culture of outward collaboration and continue to strengthen community links.



AIMS

- To ensure that students and parents/ carers are aware of the key information for the year.
- To outline the curriculum and support available.
- To provide an overview of options after The Hamble School.
- To outline information on expectations and Study Skills to ensure success.



PROVEN SUCCESS

- 82% of students achieved a grade 4 or above in English
- 79% of students achieved a grade 4 or above in Maths
- 76% of students achieved a grade 4 or above in English and Maths
- 100% of students achieved a grade 5 or above in Biology GCSE
- 100% of students achieved a grade 5 or above in Chemistry GCSE
- 85% of students achieved a grade 4 or above in Art GCSE
- 100% of students achieved a grade 4 or above in Music GCSE
- 100% of students achieved a Level 2 Merit or above in Music BTEC
- 89% of students achieved a grade 4 or above in PE GCSE
- 94% of students achieved a Level 2 Pass or above in Health and Fitness NCFE
- 91% of students achieved a grade 4 or above in Photography GCSE
- 79% of students achieved a grade 4 or above in French GCSE
- 96% of students achieved a grade 5 or above in Statistics GCSE



THE DESTINATION



Miss Cambridge, Headteacher at The Hamble School said:

"We are incredibly proud of our students' achievements this year. These results are testament to their hard work and commitment, supported by dedicated staff and Parents/Carers. We congratulate all students and wish them every success in the next stage of their journey. These are some of the best results in our school's history; this is a moment of real pride for our whole community."

Mrs Craggs, Chair of Governors added:

"These outstanding results show how far the school has come. They demonstrate the impact of transformational change and prove The Hamble School is truly the 'High Performing Local School of Choice'."



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CURRICULUM STRUCTURE

Per fortnight...

English 7

Maths 7

Science 7

PSHCRE 1

PE 3

Geography 3

History 4

RE 1

MFL 4

Art 3

Music 2

Drama 2

Dance 1

IT 2

Technology 3



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Guiding our students to
success...

THE HAMBLE FACTOR



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KEY TO SUCCESS – THE HAMBLE FACTOR

- Working together
- Using Class Charts
- Students attending after-school clubs and extra curricular activities
- Homework and Revision – GCSEPod, Spellzone and MathsWatch
- Attendance at school and on time
- Support for the next steps after Hamble – having a goal
- Careers through PSHCRE and careers interviews.



Progress Reviews (PR)

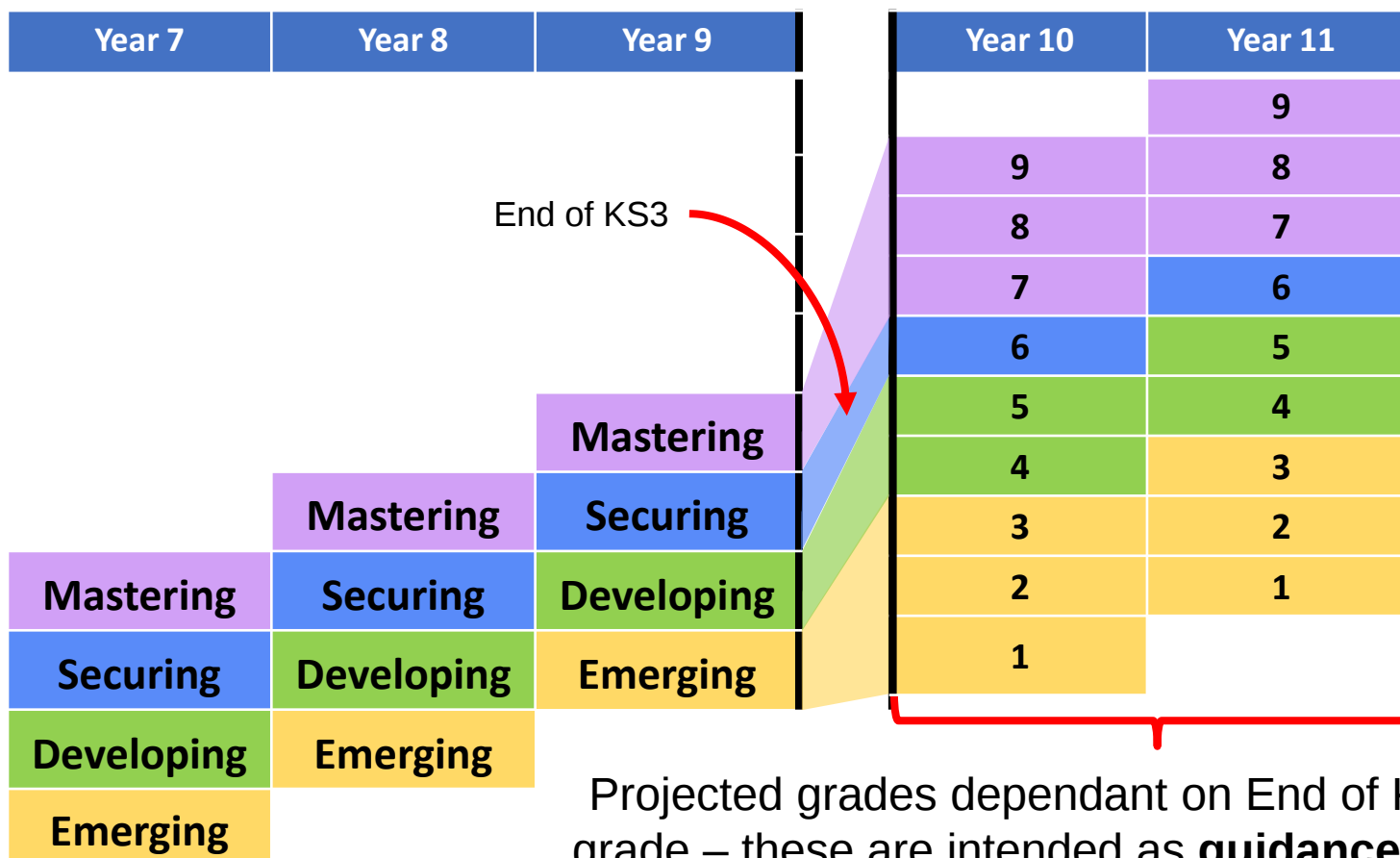
Key Stage 3

- 3 PR 'data drops' per year
- Four levels:
 - Emerging
 - Developing
 - Securing
 - Mastery
- Informed by learning ladders
- Holistic judgement – informed by Review Assessments

Targets

Securing

Mastering



Projected grades dependant on End of KS3 grade – these are intended as **guidance and not guarantees**. This does not indicate a student attaining 'securing' in Year 7 would achieve a 1 if they took the GCSE at that moment.

Improvement Targets & Resources

Improvement Target	Target Linked Resource
Use HTML tags to create a basic page structure	http://tinyurl.com/THSY9011

What does the colour coding on KS3 reports mean?

Current grades are colour coded to make it clear whether students are currently 'on track' to achieve their target.

Current Grade
Developing 3
Securing 1
Emerging 2

Colour coding is based on two things:

1. The target grade
2. Typical progress through a year

What does the colour coding on KS3 reports mean?

Colour coding is based on two things:

1. The target grade
2. Typical progress through a year

Green means students are on track to achieve their target by the end of the year

Amber means students are within one whole grade (three sub-grades) of achieving their target by the end of the year

Red means students are more than one whole grade (three sub-grades) of achieving their target by the end of the year

Example

Geography: Year 7 Learning Ladder



	Year 7 Knowledge	Year 7 Understanding	Year 7 Enquiry & Skills
Mastering	Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyse the impact that global events have at a local, national and global scale.	Explains detailed physical and human processes and spatial patterns, using accurate key terms. Links knowledge of human and physical processes to show understanding of spatial patterns and how these processes can lead to change. Good understanding of links between places, people and environments.	Interprets and extracts information from different types of graphs and charts. Responds to geographical questions in detail using data and appropriate geographical language. Uses a range of sources confidently. Understands a range of techniques and methods used in fieldwork and uses them to collect data.
Securing	Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms.	Explains physical and human processes and spatial patterns clearly, using key terms. Compares characteristics, similarities and differences and describes how physical and human processes can lead to change. Clear understanding of links between places, people and environments.	Selects and completes clear graphs and charts, extracting information from them, with limited support. Uses and understands a range of OS map skills. Uses sources with independence. Understands some techniques and methods used in fieldwork and uses them to collect data.
Developing	Clear knowledge of places at a global, national and local scale. Describes connections between areas. Describes and begins to explain physical and human features.	Describes and begins to explain physical and human processes and spatial patterns using examples and key terms. Describes similarities and differences and reasons for change. Understands some links between places, people and environments.	Selects and completes clear graphs and charts with some support. Uses and understands coordinates, distance and direction. Uses sources with growing independence. Follows simple instructions to complete a fieldwork investigation.
Emerging	Basic knowledge of places at a global, national and/or local scale. Describes physical and human features in basic terms.	Basic description of physical and human processes and spatial patterns, lacks key terms. Recognises some links between places, people and environments.	Completes graphs and charts with support. Understands and uses some OS map skills, e.g. 4fig GR and direction. Uses sources (maps, atlases and globes) with some support. Provides basic responses to geographical questions.

Geography

Years 7-9 Learning Ladders

Knowledge

Year 7

Year 8

Year 9

				Mastering	Uses an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between local, national and global scale.
				Mastering	Detailed knowledge relating to a number of places, environments and features from a local to global scale. Analyses the impact that global events have at a local, national and global scale.
Mastering	Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyses the impact that global events have at a local, national and global scale.	Securing	Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyses the impact that global events have at a local, national and global scale.	Developing	Detailed knowledge of places at a global, national and local scale, including physical and human features. Explains the links and significance of connections between physical and human locations. Begins to analyses the impact that global events have at a local, national and global scale.
Securing	Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms.	Developing	Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms.	Emerging	Good knowledge and explanation of connections between areas at a global, national and local scale. Explains physical and human features in detail and using named examples and key terms.
Developing	Clear knowledge of places at a global, national and local scale. Describes connections between areas. Describes and begins to explains physical and human features.	Emerging	Clear knowledge of places at a global, national and local scale. Describes connections between areas. Describes and begins to explains physical and human features.		
Emerging	Basic knowledge of places at a global, national and/or local scale. Describes physical and human features in basic terms.				

YEAR 7 ASSESSMENTS

Key Dates – Autumn Term

- w/c 29 September – Year 7 Progress Review 1 (ATL/ transition scores only)
- w/c 1 December – Review Assessment Week PR2
- w/c 5 January 2026 – Year 7 Progress Review 2

Key Dates – Summer Term

- w/c 13 April – Review Assessment Week PR3
- w/c 4 May – Year 7 Progress Review 3



HOW DO WE MARK WORK AND GIVE FEEDBACK?

At The Hamble School all marking will be meaningful, manageable and motivating.

Meaningful – Feedback will vary depending on your year group, the subject and what works best for you as a student.
Manageable – Feedback and marking will be accessible and relevant for you; remember we have high expectations.
Motivating – You should expect positive yet challenging feedback, which will boost your aspirations. As a result, this will accelerate your progress.

KEY CODES

HW: Homework	GF: Go Further	Literacy Codes: Some departments use literacy codes in their marking. Examples can be seen below: Sp: Spelling //: New Paragraph O: Drawn circle to highlight punctuation or capital letter error
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TYPES OF FEEDBACK

There are three main types of feedback used at The Hamble School:

1. **Immediate** – At the point of teaching. This could be verbal feedback or live marking during a task.
2. **Summary** – Following a series of tasks. This could be a whole class feedback sheet and/ or a self marked/ peer marked task using mark schemes/ model answers.
3. **Review (For PR Point)** – This will be a review of your learning. This could be an in-class assessment, practical task or extended piece of writing.

Blue and Black pen – Used by students for normal written tasks.

Red pen – Used by your teacher for feedback.

Green pen – Can be used by students to self/ peer assess or improvements.

Purple pen – Can be used by students for Go Further (challenge, application or extension tasks).



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RE-ORDER CODE
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HOMework AS A TOOL

- Leads to independent study skills needed for KS4
- Preparation for adulthood



Homework – You Said We Did

You Said	We Did
Clear links with lessons	Included within template
Details of how it needs to be submitted	
Explanation of what is expected	
Enough to last 30 minutes (KS3) and 1 hour (KS4)	
Appropriate challenge	



Template

- Topic
 - Title
 - Objective
 - Purpose – How it links to lessons
 - Activities
 - Submission – How
 - How will feedback be given
-
- Time – 30 minutes/ 60 minutes limit. One week to complete homework
 - Messaging – Must contact 4 school days before submission deadline
 - *Templates may differ slightly across departments*



CLASS CHARTS



- Registers/ attendance
- Timetable
- Homework
- Rewards
- Behaviour
- Students communicating with teachers for support.



PASTORAL SUPPORT

- Mrs Barkshire – Progress Leader Year 7
- Mr Webber – Assistant Progress Leader Year 7
- Mr Andrews – Senior Leadership Team Link
- Mr Dudgeon – Senior Leadership Team Link



TUTORS

PROGRESS LEADER	1	2	3	4	5	6	7	8	9
PL	Mr Simpson	Mr Webber Mrs Bowman A2	Miss Bennett D5	Mrs Holden Mrs Stratford A1	Mr Finch B4	Mrs Whelton S2	Miss Williams S5	Mr Jackson L4	Mr Bradshaw D4
Mrs Barkshire									
APL									
Mr Webber									
	LORDS		TWICKENHAM		WEMBLEY		WIMBLEDON		



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ROLE OF THE TUTOR

- Daily contact with tutees
- Literacy and numeracy, PiXL Programme
- Uniform check (including equipment)
- Monitor attendance and behaviour
- Reward points



HIGH EXPECTATIONS

As you would expect, we have high expectations of our students:

Ready:

- Attending school and all lessons regularly and on time
- Wear the correct school uniform and have the right equipment/planner
- Be ready to learn/engage positively with learning

Respectful:

- Behaving with care, courtesy, consideration and respect for others at all times
- Respecting personal and school property
- Being proud of achievements of themselves and others

Safe:

- Following instructions from staff, first time to avoid escalation
- Not leaving lessons without permission
- Not causing harm (physically or emotionally) through their actions



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POSITIVE POINTS

REWARD LEVELS	POINTS	TYPES OF REWARDS
BRONZE	300	Certificate, stationery pack
SILVER	550	Certificate, Fast Pass
GOLD	800	Certificate, cake
RUBY	1000	Certificate, end of term film afternoon
PLATINUM	1500	Certificate and pin badge
DIAMOND	2000	Certificate, invite for the end of year reward event
2000+ Points Celebration Event – voted for by Student Voice.		

Last year, over 400 students achieved at least the Diamond award. A number of students achieved over 2500 points.



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READY, RESPECTFUL, SAFE

OUR SCHOOL RULES

At The Hamble School, we have three key school rules:

1
BE
READY

2
BE
RESPECTFUL

3
BE
SAFE

Within these RULES, we expect that all students:

Are READY when they:

- Attend school and all lessons regularly and on time.
- Wear the correct school uniform and bringing the equipment needed for each day.
- Engage positively with learning.

Are RESPECTFUL by:

- Behaving with care, courtesy, consideration and respect for others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

Are SAFE by:

- Following instructions from staff, first time to avoid escalation.
- Not leaving lessons without permission.
- Not causing harm (physically or emotionally) through their actions.

SO WE CAN ACHIEVE EXCELLENCE TOGETHER...

EQUIPMENT

The correct equipment at The Hamble school is:

- Pens x 2 (black or blue)
- Pencil and pencil sharpener
- Ruler
- Eraser
- A green pen
- A purple pen
- Scientific Calculator (we recommend the Casio fx-83GT PLUS)
- Compass
- Protractor
- Highlighter
- School planner
- Water bottle
- School bag rucksack style and large enough to carry books, equipment and PE kit

Tutor check every day and should be giving a sanction if equipment is missing.



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EXTRA CURRICULAR

Club Name	Staff	Day	Time	Location
Breakfast Club	Mrs Richards	Everyday	Before school	Main Hall
PE: Badminton and Table Tennis Club	Mr Needham	Everyday	Lunch-time	Sports Complex Changing Rooms
PE: Lunch Time Football	Mr Taylor and Mr Denford	Everyday	Lunch-time	Astro
Code Club	Mr Baldwin	Monday	Lunch-time	T6
Homework Club	Learning Support Team	Monday, Tuesday, Thursday	Afterschool	T2 / T4
Creative Writing Club	Miss Harris	Tuesday	Afterschool	L5
Geoggers	Mrs-Anne Gaskin	Tuesday	Afterschool	D3
Music: String Group	Mrs Holden	Tuesday	Before school	A1 / A2
PE: Year 8 Football	Mr Needham	Tuesday	Afterschool	PE Office Changing Rooms
STEM Club	Mrs Bateman	Tuesday	Afterschool	S7
PE: Badminton and Table Tennis Club	Mr Taylor and Mr Regular	Tuesday and Friday	Afterschool	PE Office Changing Rooms
Dance Live 2025	Miss Clucas	Tuesday and Wednesday	Afterschool	A3
3D Printing Club	Mr Keel	Wednesday	Afterschool	B3
Geography Lunch n Learn (Y10 and Y11)	Mrs-Anne Gaskin	Wednesday	Lunch-time	D3
Music: Hamble Orchestra	Mrs Holden	Wednesday	Afterschool	A1 / A2
PE: KS4 Basketball	Mr Bradshaw	Wednesday	Afterschool	PE Office Changing Rooms
PE: Year 10 Football	Mr Regular	Wednesday	Afterschool	PE Office Changing Rooms
Christian Union	Miss Perry	Thursday	Lunch-time	Durban
Eco-Ambassadors	Mrs Bateman	Thursday	Afterschool	S7
Global Citizens	Mrs-Anne Gaskin	Thursday	Lunch-time	D3
Music: Choir	Mrs Holden	Thursday	Before school	A1 / A2
PE: KS3 Basketball	Mr Bradshaw	Thursday	Afterschool	PE Office Changing Rooms
PE: Year 9 Football	Mr Denford	Thursday	Afterschool	PE Office Changing Rooms
Pen Pal Club	Mrs Tonner	Thursday	Lunch-time	L7
PE: Girls Only Football (all years)	Mr Holland and Mr Minns-White	Friday	Afterschool	PE Office Changing Rooms

Extra-curricular clubs will start w/c 22 September.



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WHAT WE ASK FROM YOU

- Ensure students have the correct uniform and equipment
- Use the Class Charts App
- Communicate with us.



CONTACTING US

- Please speak with your child's tutor in the first instance regarding general queries.
- Please speak with individual subject teachers regarding a subject queries.
- *Staff can be contacted via email general@thehambleschool.co.uk*



PARENTS' EVENINGS

- Achieving Excellence Evening
- Meet The Tutor Evening – Thursday 2 October 2025
- Parents' Evening – Thursday 22 January 2026
- We will also hold a further *INVITATION ONLY* consultation evenings throughout the year for those who require additional support.



SUBJECT OVERVIEW

YEAR 7 CURRICULUM EVENING 2025/26



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Vision

To provide whole school inclusion, which is led by **high quality inclusive teaching** in the classroom and supported by 'additional to, different from' intervention for **some**, that enables achievement for **all**.



Inclusion Provisions

There are 3 provision rooms:

- Step – Academic and PfA support
- Retrack – Behaviour support
- Engage – Mental Health support

In addition is the MHST, ELSA, Counselling and external agency support



Step in T1

The focus in this room will be to provide academic and PfA support to EHCP and SEND K students.

These are tailored to the needs of the student but could include:
SNAP SpLD and SNAP B screening and interventions, range of academic interventions, AQA UAS



Engage in LS

The focus in this room will be to provide support with mental health through nurture specific interventions.

These are tailored to the needs of the student but could include:
SNAP B testing, Mindfulness, EBSA interventions, Sensory room support, Talking drawing therapy, SNAP B interventions



Retrack in T2

The focus in this room will be to provide support with behaviour through specific interventions to support reintegration to mainstream lessons.

These are tailored to the needs of the student but could include:
Reduced hours curriculum, reconnection / retracking intervention, RAG timetables, respites, SNAP B interventions, SNAP SpLD interventions

Career Guidance at The Hamble School



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National Picture

Post 16 Choices:

- Full-time study in a school or college (also known as sixth form) or with a training provider.
- At least 20 hours per week working or volunteering combined with part-time accredited education or training.
- An Apprenticeship.
- A Traineeship.



Career Provision at The Hamble School

We provide students with the opportunity to:

- Make decisions and plan
- Explore opportunity awareness, self-awareness and job sectors
- Begin to identify some of their strengths and weaknesses
- Learn that hobbies and interests can influence career choices
- Be aware of self-marketing and start to develop employability skills
- Learn the importance of life-long learning



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Key Skills

CREATIVE PROBLEM SOLVING

- Think imaginatively
- Work to deadlines
- Organised approach
- Understand different perspectives
- Innovative



I SHOW THIS BY:

Working out which would be the best materials to use to create my D&T project

GOOD WORK ETHIC

- Organised
- Positive attitude
- Reliable
- Can take instruction
- Follow company values



I SHOW THIS BY:

Maintaining a positive outlook even if my sports team isn't winning

ENTREPRENEURIAL THINKING

- Ability to take risks
- Recognise opportunity
- Determination
- Time management
- Learn from the competition



I SHOW THIS BY:

Taking a risk by trying a new approach when presenting a piece of Art or Photography work

VERBAL COMMUNICATION

- Listen and speak effectively
- Positive body language
- Talk well on the phone
- Customer focussed
- Effective presenter



I SHOW THIS BY:

Debating morality issues in R.E. that demonstrate a clear understanding of my points



EMPLOYABLE ME

I'M DEVELOPING THE SKILLS FOR MY FUTURE

WRITTEN COMMUNICATION

- Correct email etiquette
- Report writing
- Presentation writing
- Use correct language
- Good spelling and grammar



I SHOW THIS BY:

Using the key facts and links from a case study to answer the longer questions in Geography

RESILIENCE

- Learn from mistakes
- Work flexibly
- Adaptable to change
- Willingness to learn
- Respond well to challenges



I SHOW THIS BY:

Persuading to get to the right answer in a maths problem without giving up

LEADERSHIP

- Self-motivated
- Lead by example
- Confident
- Show initiative
- Can influence others



I SHOW THIS BY:

Presenting a compelling and accurate argument that changes opinions or inspires others

TEAMWORK

- Build relationships
- Trustworthy
- Respectful
- Conscientious worker
- Reliable



I SHOW THIS BY:

Working in a group to conduct a science experiment safely and that involves all team members



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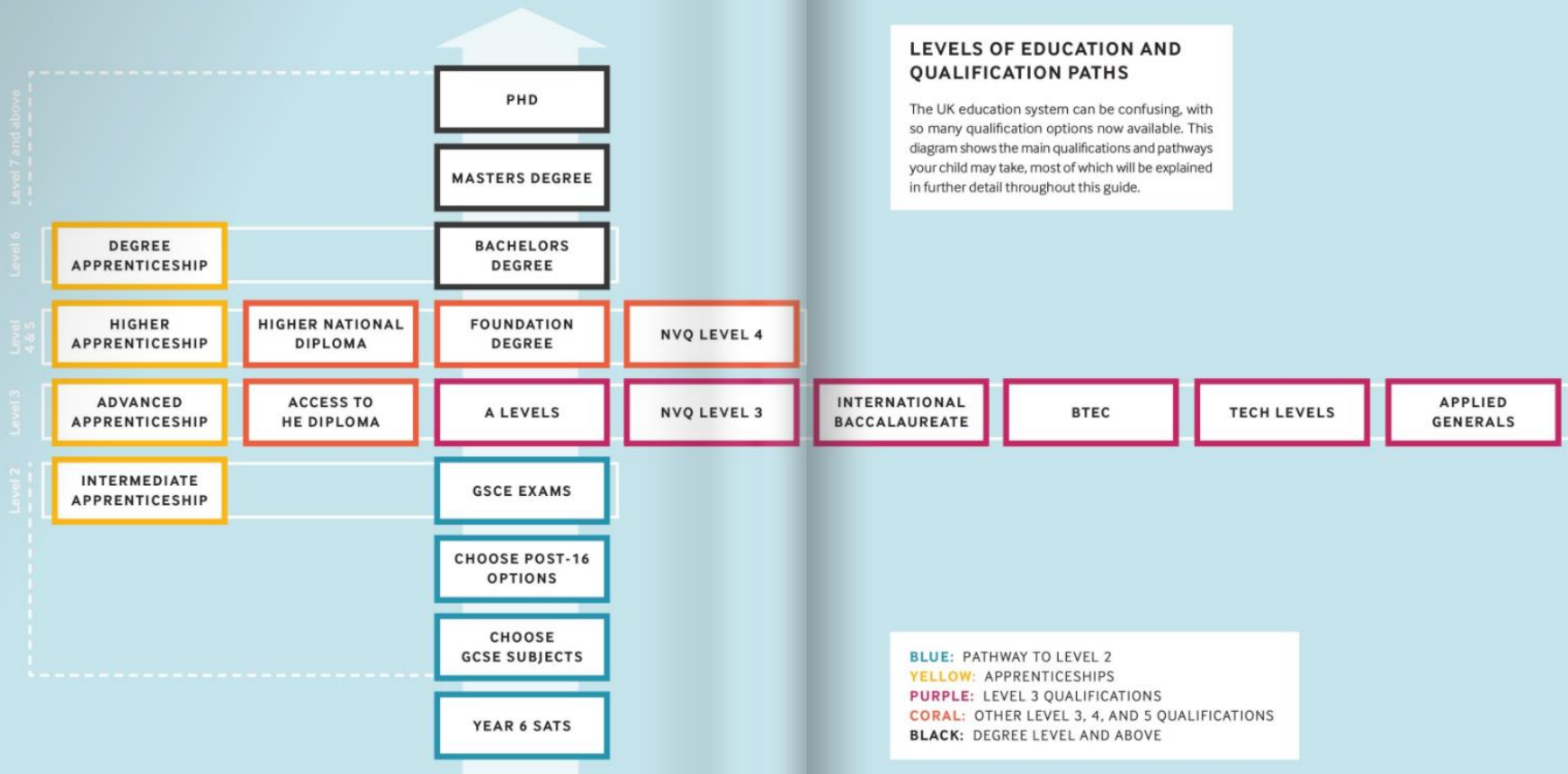
Career Decision Making

There are three steps to successful career planning:

1. Reflect
2. Explore
3. Plan



Continuing with Education



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Thinking about your future..

- What do you enjoy?
- Consider your influences
- How do you best learn?
- Ask for support



Information on our website

- <https://www.thehambleschool.co.uk/careers/>

On this page you will find support and guidance for making decisions from choosing your option subjects to leaving school and deciding next steps to going to University. Each section includes links to excellent websites and resources that will help you with these important decisions.

Post 14 Options (Choosing your GCSEs)

Probably the first time you get to make decisions about your learning starts during Year 9 when you choose what optional subjects you would like to study alongside your core mandatory subjects. The school will give you the opportunity to explore different subject content, speak to teachers etc and parents/carers can also get involved at evening events.

For an independent source of advice and information about making these choices, Career Pilot provides a comprehensive set of resources which can be viewed [**here**](#).



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**What can you do to increase
your success in Key Stage 3?**



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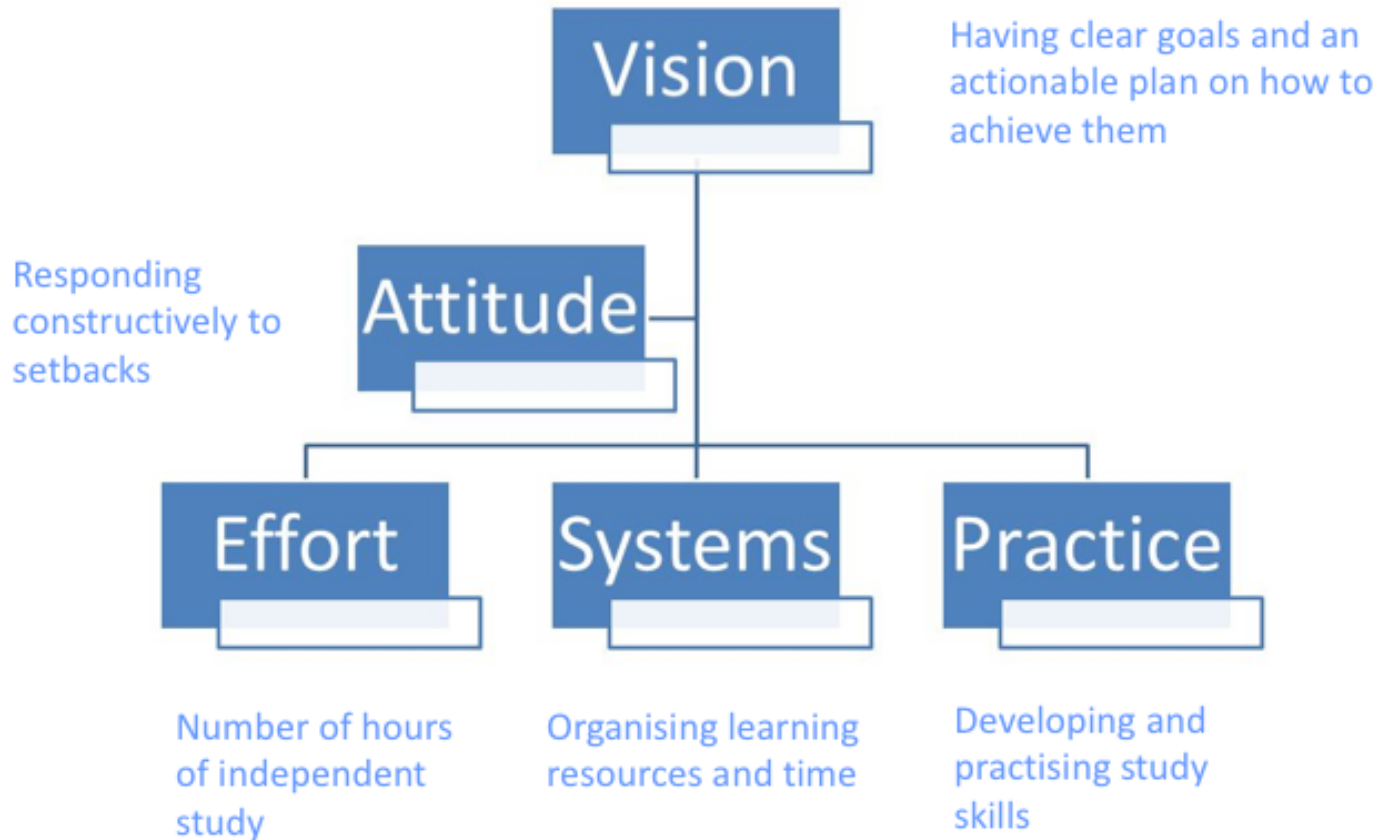
Proactive Practice and Independent Learning



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The VESPA Model



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Vision

Mindset starts with **ambition** because our potential is limited by our ambition. High aspirations drive us to take more **risk**, have more **courage**, show more **resilience** and be more **positive**.

Owen (2015)



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Effort

When was the last time
you worked really hard
on something?

High levels of effort are
a habit.



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Study Skills Curriculum

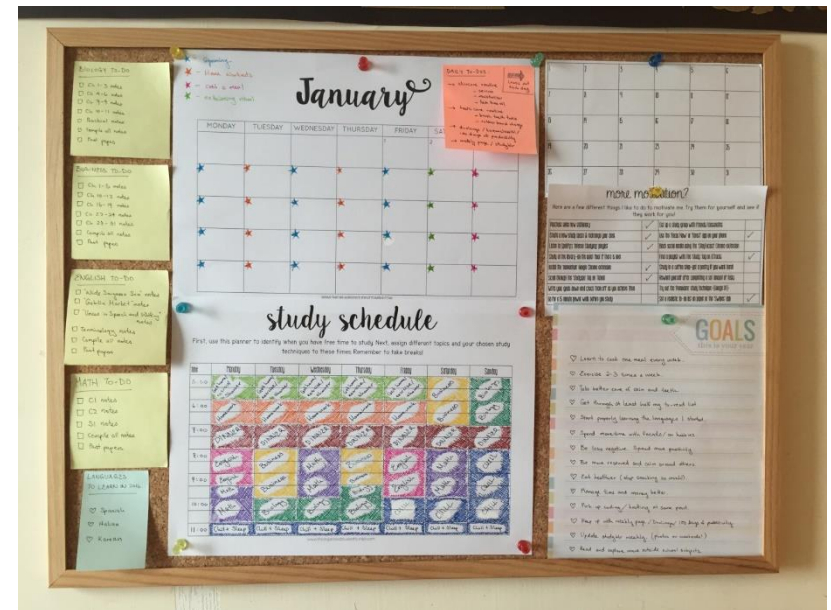
- 5-year Study Skills Curriculum
- Incorporated into the tutor programme and Achieving Excellence Evenings
- New skills are introduced each year
- Study Skills are designed to help students make greater progress in their exams



Systems

Creativity x Organisation = Impact

1. Organise your learning
2. Organise your time



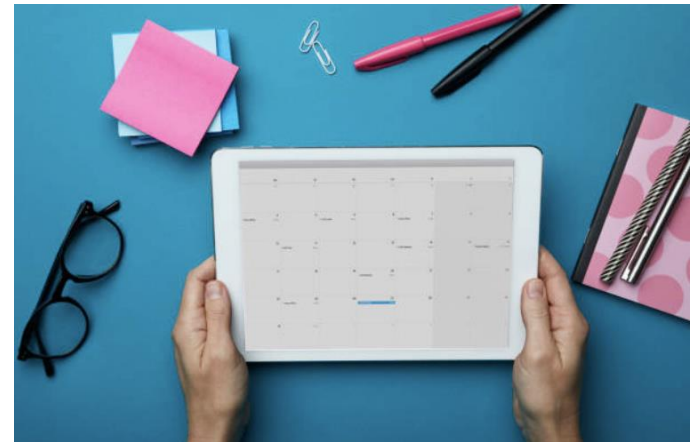
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Organise your time: Spacing

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed.

To commit something to memory, it takes time and repetition.



Did you know....

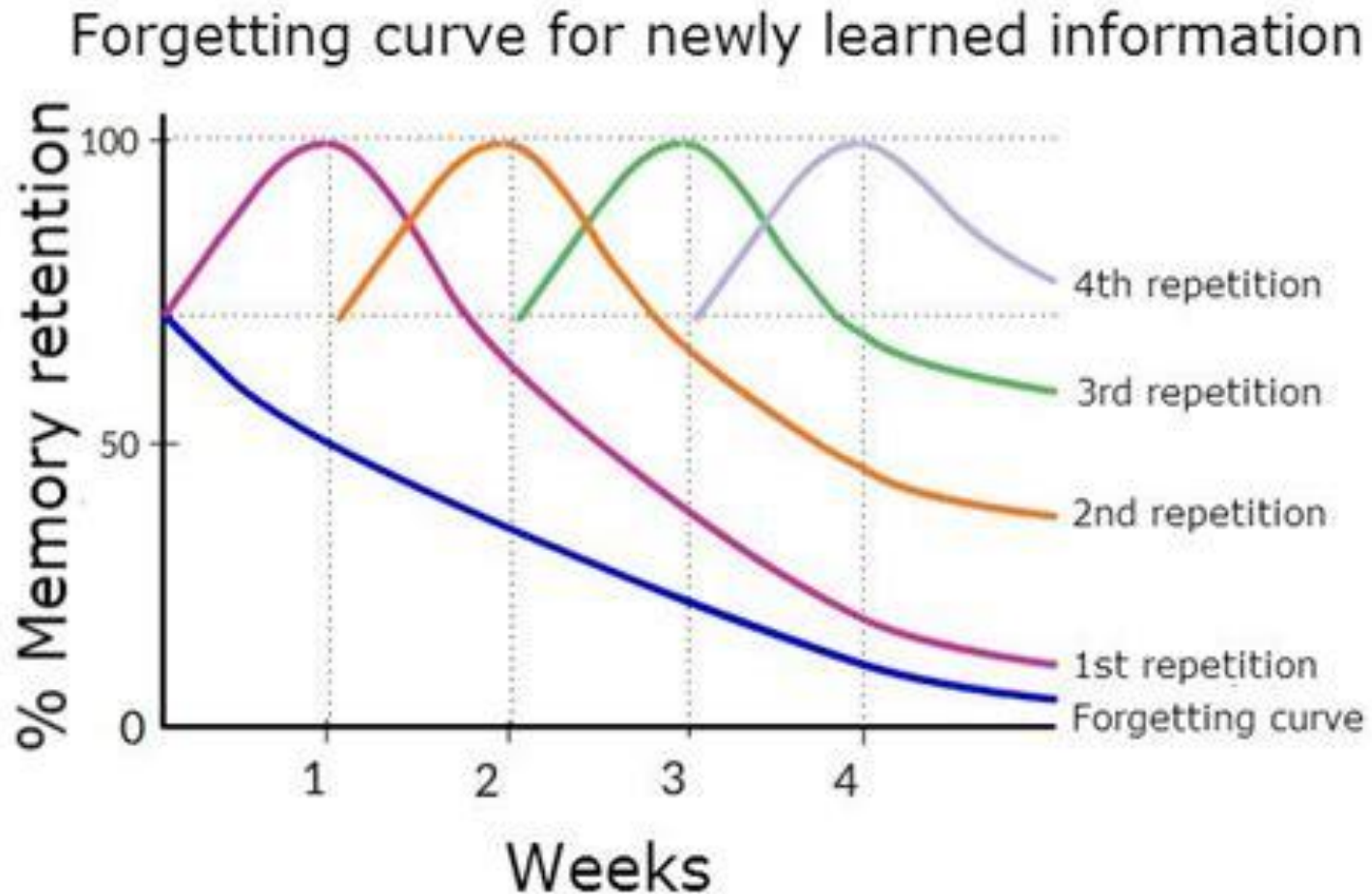
Doing something little and often – **spacing** – beats doing it at once, or cramming.

Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.

WHY?

This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

Repetition - Long-Term Memory



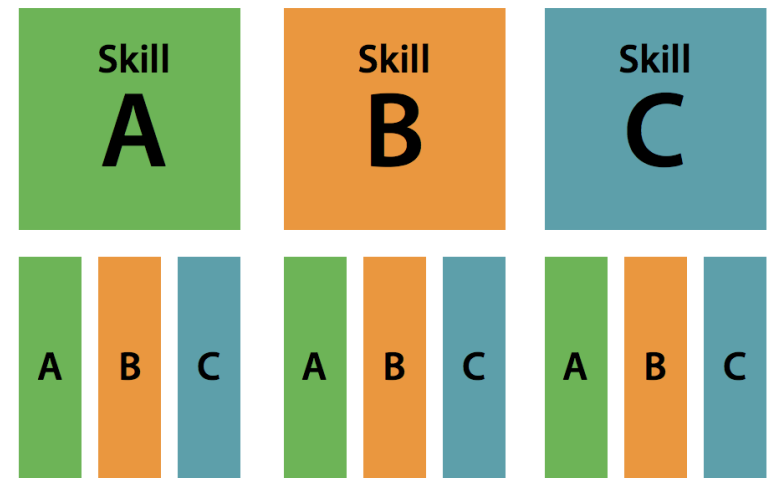
Organise your time: Interleaving

Interleaving is a method to use when revising to help you remember more for the exam and to understand it better as well!



What are the benefits of Interleaving?

- Each time you revise information it strengthens your **memory recall**.
- By revisiting material from each topic **several times, in short bursts**, you can increase the amount you **remember in the exams**.



Attitude



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Attitude

- Be confident in your ability.
- Control your emotions in high stakes situation.
- Respond positively when feedback indicated there is still a lot of work to be done to improve.
- Believe you can improve



Q&A

Year 7 Curriculum Evening 2025-26
Feedback Form



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