

# New Intake Parents' Evening



# Vision and Values

Headteacher: Paul Clayton



GUISELEY  
SCHOOL

# Vision and Ethos

## OUR VISION

Our vision is for our students to discover and develop their talents in the pursuit of individual academic achievement, personal growth and success.

### CARE

We will instil a sense of care, considering the impact of our actions on ourselves and others.

### ASPIRE

We will all have the highest aspirations, stretching ourselves and encouraging others to do the same.

### GROWTH

We develop our confidence, strengthen our core values and continually expand our knowledge and skills.

### SUCCESS

We will value education. We will work hard to achieve our personal and academic goals.



MATHEMATICAL ART CLUB

FURTHER MATHS GCSE

GREEN FINGERS CLUB

SCIENCE CLUB

ECO CLUB

ENTERPRISE CLUB

BOYS' RUGBY

GIRLS' NETBALL

MIXED BASKETBALL

CREATIVE WRITING CLUB

SNAIL CLUB

DEBATING SOCIETY

PHILOSOPHY CLUB

GIRLS' FOOTBALL

BOYS' FOOTBALL

MIXED BADMINTON

CITYZEN

GEOGRAPHY ASSOCIATION WORLD WIDE QUIZ

HISTORY READING CLUB

CURRICULUM BASED

CO-CURRICULAR OFFER

PE AND SPORTS

MIXED TRAMPOLINE

MIXED RUNNING

ISAAC PHYSICS

MFL SPELLING BEE

CODING CLUB

SAMBA

KS3 COLLECTIVE

SOUND AND LIGHTING

DUOLINGO LEAGUE

HOME-WORK CLUB

DUKE OF EDINBURGH

EXTRA CURRICULAR

60+ ACTIVITIES

THE ARTS

SOUL BAND

JAZZ BAND

SENIOR VOCALS

CHESS CLUB

READING GROUP

KNITTING CLUB

STUDENT LEADERSHIP

WHO-DUNNIT? CLUB

SET DESIGN

PROTRAITURE

PHOTOGRAPHY

WIND BAND

DUNGEONS AND DRAGONS

RUBIX CUBE CLUB

WAR-HAMMER

BOOKMARK MAKING GROUP

CHOIR

LIFE DRAWING

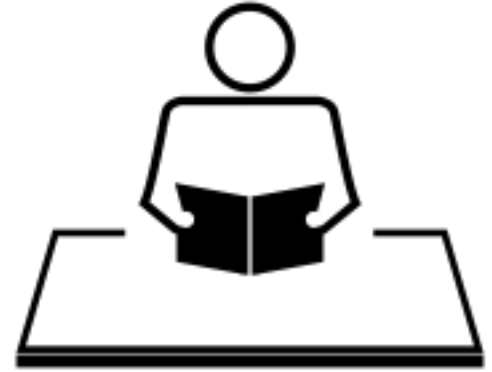
DRAMA PRODUCTION

INTRODUCTION TO ART



GUISELEY SCHOOL

# Partnership and Communication



# Being Guiseley

Deputy Headteacher: Paul Carney



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# BEING GUISELEY

We are proud to attend Guiseley School.

We are proud to be Guiseley.

We are Guiseley because:

We CARE about school,  
ourselves and each other.

We ASPIRE to be the best person  
we can be.

We want to GROW as learners, and  
as people.

We want to SUCCEED and we recognise  
success in ourselves and others.





# Learning Modes

## Focused Listening



- **Sit up.**
- **Focus on the teacher.**
- **Do not talk.**
- **Listen carefully, hands on desks.**
- **Put your hand up if you have a question.**

1

## Polite Partners



- **Talk quietly (confidential whisper) only to the person next to you.**
- **Remain focused on the task.**

2

## Collaborative Groupwork



- **Carry out your role to the best of your ability.**
- **Remain focused on the task.**
- **Complete the task on time.**
- **Talk quietly.**

3

## Silent Independent Work



- **Work in silence.**
- **Remain focused on the task.**
- **Give 100% effort.**

4





# Being a Year 7 Student:

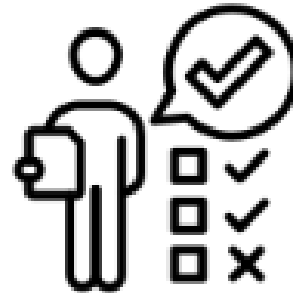
- **New beginning...**



- **Worries...**



- **Independence...**



# Ethos:

- High support...



- High challenge...



- Recognition...



# Curriculum and Reading

Assistant Headteacher: Rachel Probert



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# What do we learn?



- Crucial knowledge and skills have been mapped carefully.
- We give more curriculum time to Humanities and Modern Foreign Languages than many schools.

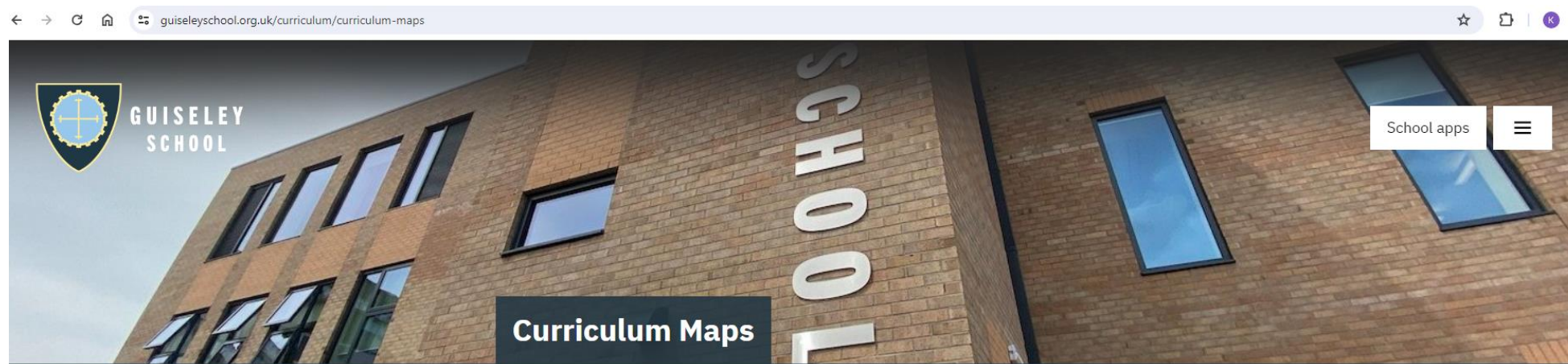
## Curriculum Map

### Subject: Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<b>Curriculum Topics:</b>  <b>Africa: A Continent of Contrasts?</b> Physical Africa	<b>Curriculum Topics:</b>  <b>Africa: A Continent of Contrasts?</b> Human Africa	<b>Curriculum Topics:</b>  <b>Where in the World am I?</b> Atlas Map skills and OS map skills	<b>Curriculum Topics:</b>  <b>Natural Hazards</b> Geological timescales and plate tectonics	<b>Curriculum Topics:</b>  <b>Natural Hazards</b> Tectonic and seismic hazards	<b>Curriculum Topics:</b>  <b>How do we investigate geography 1?</b> Local fieldwork
	An introduction of what Geography is. Where Africa is. <b>Challenging misconceptions</b> of Africa. Physical Geography of Africa including <b>climate and biomes</b> . A study of the Sahara Desert and how flora and fauna is <b>adapted to the environment</b> .	A study of more of the human aspects of Africa including the history of <b>colonisation and the economic impacts</b> . Investigating the Horn of Africa and problems such <b>drought and desertification</b> . Gaining knowledge about piracy in Somalia and the impacts on the area. Understanding life in	Introducing students to map skills including what maps are and mental maps. Then the focus is on the UK where students learn about the <b>human and physical features of the UK</b> . Students then practice using atlas and understand the use of <b>latitude and longitude</b> .	Students learn about the patterns & <b>processes associated with plate tectonic</b> activity, i.e. earthquakes & volcanic eruptions. Students learn about the <b>structure of the earth</b> , continental drift and the <b>geological timescale</b> . They will also learn about the physical processes involved &	Students will study the effects of tectonic activity & contrast the impact of <b>tectonic and seismic events</b> in different parts of the world. Options for <b>hazard management</b> are evaluated.	Students are introduced to <b>geographical enquiry skills</b> and undertake a local <b>fieldwork</b> investigation focused on emotional mapping around the school campus.



# What do we learn?



## Curriculum

[8 Principles of Great Teaching](#)

[Curriculum Overview](#)

[Curriculum Maps](#)

[Year 9 Options](#)

[Homework](#)

[Reporting and Assessment](#)

[Revision](#)

[Home](#) > [Curriculum](#) > [Curriculum Maps](#)

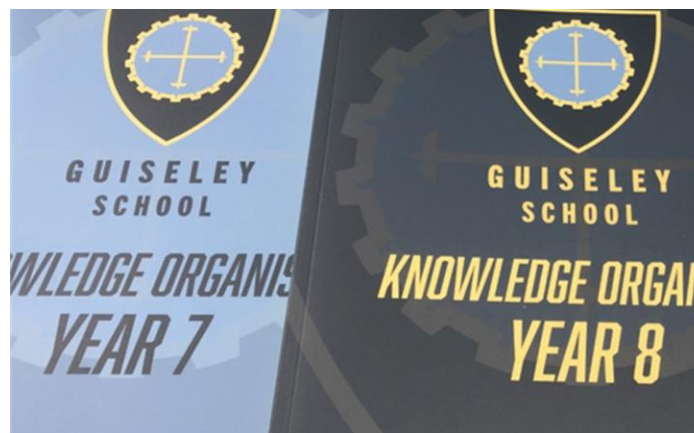
Below you can find curriculum maps which will detail the topics covered in each subject, how they link, and at which point in the school year they will be studied.




<a href="#">Art Curriculum Map</a>	<a href="#">Open PDF (168 kB)</a>
<a href="#">Business Curriculum Map</a>	<a href="#">Open PDF (213 kB)</a>
<a href="#">Design Technology Curriculum Map</a>	<a href="#">Open PDF (246 kB)</a>
<a href="#">Drama Curriculum Map</a>	<a href="#">Open PDF (162 kB)</a>
<a href="#">English Curriculum Map</a>	<a href="#">Open PDF (223 kB)</a>
<a href="#">Enterprise and Marketing Curriculum Map</a>	<a href="#">Open PDF (297 kB)</a>



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# Knowledge Organisers



Knowledge Organiser		Year 7	KS3 English	Stone Cold																										
<b>Synopsis</b>																														
<p>The Plot is told through a <b>dual narrative</b> which is divided into the 'chapters' Link narrates and the 'Daily Routine Orders' which Shelter narrates.</p> <p><b>Link's story</b> – Link's mum has a new boyfriend, Vince, who is not nice to Link and does not want him around. After running away to London, Link is homeless. Link meets another homeless boy named 'Ginger' in a cafe. They start hanging round together and become friends as Ginger teaches Link how to live on the street. Everything is fine until Ginger disappears. Link then meets a newly homeless girl, Gail, and they start travelling around London together. One day, Link is approached by Shelter who tricks him into looking for Ginger. Shelter takes Link to his house, intending to kill him.</p> <p><b>Shelter's Story</b> – Shelter is an ex-soldier who was discharged under mental health grounds. His objective is to 'clean up' the streets of London by removing all of the homeless people. In London, he passes Link and Ginger in the street, and they laugh. This moment decides their fate as Shelter decides they will be the next victims to join his 'army'. Shelter then tricks Link into looking for Ginger. Shelter takes Link back to his house and attempts to murder him but is caught by the police and arrested.</p>																														
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		<table border="1"> <thead> <tr> <th>Key terms</th> <th>Definitions</th> </tr> </thead> <tbody> <tr> <td>Juxtaposition</td> <td>A contrast. Placing two things close together to contrast each other.</td> </tr> <tr> <td>Connotations</td> <td>The words or feelings we associate with something.</td> </tr> <tr> <td>Structure</td> <td>How a text is put together.</td> </tr> <tr> <td>Dual narrative</td> <td>Two narratives that run alongside each other.</td> </tr> <tr> <td>Narrative voice</td> <td>Narrative voice is simply the voice of the narrator.</td> </tr> <tr> <td>Semantic field</td> <td>A group of words related in meaning.</td> </tr> <tr> <td>Foreshadowing</td> <td>A warning or indication of a future event.</td> </tr> <tr> <td>Colloquial language</td> <td>the way we all speak when in informal situations.</td> </tr> <tr> <td>Sensory description</td> <td>Descriptive language that appeals to the five senses when they describe a setting.</td> </tr> <tr> <td>Inference</td> <td>The act or process of reaching a conclusion about something from known facts or evidence.</td> </tr> <tr> <td>Tension</td> <td>The sense that something ominous is right around the corner. It is that element in a novel that evokes emotions such as worry, anxiety, fear and stress in readers.</td> </tr> <tr> <td>Irony</td> <td>Happening in a way contrary to what is expected, and typically causing amusement because of this.</td> </tr> </tbody> </table>			Key terms	Definitions	Juxtaposition	A contrast. Placing two things close together to contrast each other.	Connotations	The words or feelings we associate with something.	Structure	How a text is put together.	Dual narrative	Two narratives that run alongside each other.	Narrative voice	Narrative voice is simply the voice of the narrator.	Semantic field	A group of words related in meaning.	Foreshadowing	A warning or indication of a future event.	Colloquial language	the way we all speak when in informal situations.	Sensory description	Descriptive language that appeals to the five senses when they describe a setting.	Inference	The act or process of reaching a conclusion about something from known facts or evidence.	Tension	The sense that something ominous is right around the corner. It is that element in a novel that evokes emotions such as worry, anxiety, fear and stress in readers.	Irony	Happening in a way contrary to what is expected, and typically causing amusement because of this.
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<b>Key themes (the big ideas) in the novella</b>																														
Homelessness and poverty		Stone cold explores that homelessness can happen to anyone, and that once homeless, it can be difficult to change it because of the prejudice the homeless face from others in society. Throughout the novella, Swindell's highlights how vulnerable the homeless really are (they can go missing and no one cares, not even the police).																												
Loneliness and isolation		When Ginger disappears, Link immediately begins to question Ginger's loyalty and suggests that it was a bad idea to get too close to someone – this emphasises the loneliness and isolation of being homeless.																												
Violence and abuse		One of the main factors that caused Link's homelessness was his home life. The novella explores how experiencing violence at home can have a negative impact on the lives of young people.																												
<b>Main Characters</b>																														
Link	Link is the protagonist in Stone Cold. He feels forced to leave his home, after being mistreated by his mother's new boyfriend, Vince. Link is a kind character, but he is sometimes naïve.																													
Shelter	Shelter is the antagonist in Stone Cold. He was in the military, before being discharged. He despises the homeless in society, calling them 'dossers.' Throughout the novella, his mission is to 'clean up' the streets of London by removing all of the homeless people.																													
Ginger	Ginger has been homeless for a while and so is very streetwise. He is kind towards Link and provides companionship. Ginger's disappearance demonstrates to the reader how little people care about the homeless as Link has to investigate the disappearance himself.																													
Gail	Gail is introduced after Ginger goes missing, when Link is alone again. Gail is new to being homeless in London and is described as pretty, intelligent, but vulnerable. Link decides to help Gail by sharing his knowledge of life on the streets, much like Ginger did when he met Link. However, we learn that she is not in fact homeless, but an undercover reporter.																													



# Home Learning

## Year 7 Homework Schedule



Year 7 students are expected to complete 75 minutes of homework per evening. 15 Minutes should be dedicated to reading, 30 minutes should be allocated to the timetabled subject slot (see below). An additional 30 minutes should be allocated to memorisation of core content found on the knowledge organisers.

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	English	Knowledge recall quizzes (see quizzing calendar)	Modern Foreign Languages	Science	Maths



# How do we learn?



- We follow a timetable and **move between lessons.**
- Our teachers are **subject experts** – they really understand how to breakdown their subjects to it easy to learn.
- Our teachers follow **principles of practice** that are **evidence informed.**





# Why is reading so important?

- It improves **academic results**
- It helps students understand and **access difficult texts** inside and outside school
- It **widens vocabulary**
- It helps **mental wellbeing**
- Learn about other people and **cultures and experiences**



# How do we help students to become 'readers' at Guiseley School ?

- A **reading book** is part of the **school equipment**
- Private reading is part of **form time**
- Reading is part of their **homework**
- The **library** is open for all year groups during the week
- We give **book recommendations** to help students choose the right books:
  - Department reading suggestions
  - Staff recommendation
  - Book of the Month



# How do we help students to become 'readers' at Guiseley School ?

We celebrate reading and reading success



# Reading lessons and interventions

- All Year 7 students have a **1 reading lesson** a week in English
  - 15 mins in the library doing private reading
  - The rest of the time with a class reader (separate to the rest of the English curriculum)
- Class readers for Year 7 are all **‘epic journeys and quests’**:
  - The Odyssey by Geraldine McCaughrean
  - Treasure Island by Robert Louis Stevenson
  - Life of Pi by Yann Martel
- **Reading tests** are completed by students to determine any **interventions**



# Reading for Year 6 into 7

- Transitions days will involve spending some time in the **library** and all children will **bring a book home** with them to read with you over the summer
  - Carefully curated selection of books to choose from
  - Working with the SSC to ensure appropriate books for SEND students are available
- Guiseley School **Summer Reading Challenge**
  - Last summer, our school community read for over **200,000 minutes** over the summer holidays.
  - This year we want to read even more!
  - You will get a letter in the summer term explaining how your child can log their reading.



# For more information...

<https://www.guiseleyschool.org.uk/reading>



The screenshot shows the 'READING AT GUISELEY SCHOOL' page. At the top left is the school's crest and name. A navigation menu includes 'About Us', 'News', 'Calendar', 'Students', 'Sixth Form', 'Parents', 'Reading', 'Admissions', 'Curriculum', 'Safeguarding', and 'Wellbeing'. The main heading is 'READING AT GUISELEY SCHOOL' with a quote from Frederick Douglass: "Once you learn to read, you will be forever free". Below this are six content blocks: 'WHY IS READING SO IMPORTANT?' (with sub-heading 'Our Reading Ethos at Guiseley School'), 'READING LISTS', 'BOOK OF THE MONTH', 'HOW CAN PARENTS SUPPORT READING AT HOME', 'GUISELEY SCHOOL LIBRARY CATALOGUE', and 'NEW: AMAZON WISHLIST'. Each block has a brief description. On the left side of the page are three icons: a book with a magnifying glass, a family reading together, and an information icon. On the right side are three icons: an open book, a library building, and a book with a heart.

**GUISELEY SCHOOL**

About Us News Calendar Students Sixth Form Parents Reading Admissions Curriculum Safeguarding Wellbeing

## READING AT GUISELEY SCHOOL

"Once you learn to read, you will be forever free" - Frederick Douglass

### WHY IS READING SO IMPORTANT?

Our Reading Ethos at Guiseley School.

#### READING LISTS

See what books we are recommending for our students. Arranged into key stages and different subject areas, there's something for everyone!

#### BOOK OF THE MONTH

Find out what our Book of the Month is this month and look through our previous reads. Each one is carefully curated by our school Librarian and recommended for students, staff and parents to read.

#### HOW CAN PARENTS SUPPORT READING AT HOME

A selection of resources and recommendations about how to build positive reading habits at home as well as support any reluctant readers.

#### GUISELEY SCHOOL LIBRARY CATALOGUE




Click here to access our library catalogue, see our staff and student recommendations, find out more about our Books of the Month, learn about our library events, watch Ted Talks on reading and literacy and scan our themed reading lists!

#### FURTHER INFORMATION

Reports and research from Ofsted and the EEF providing you with more information about the importance of reading for secondary aged children.

#### NEW: AMAZON WISHLIST

Find out how you can donate books to our library via our Amazon wishlist and give our students the gift of reading!



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# Transition

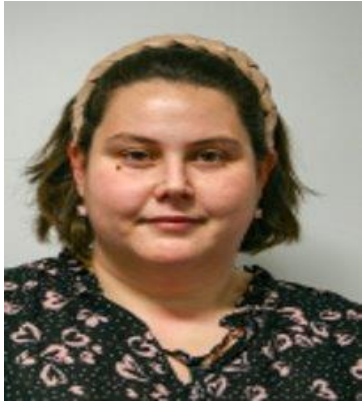
Pastoral Leader for Year 7 and Transition: Lauren Lajszczuk



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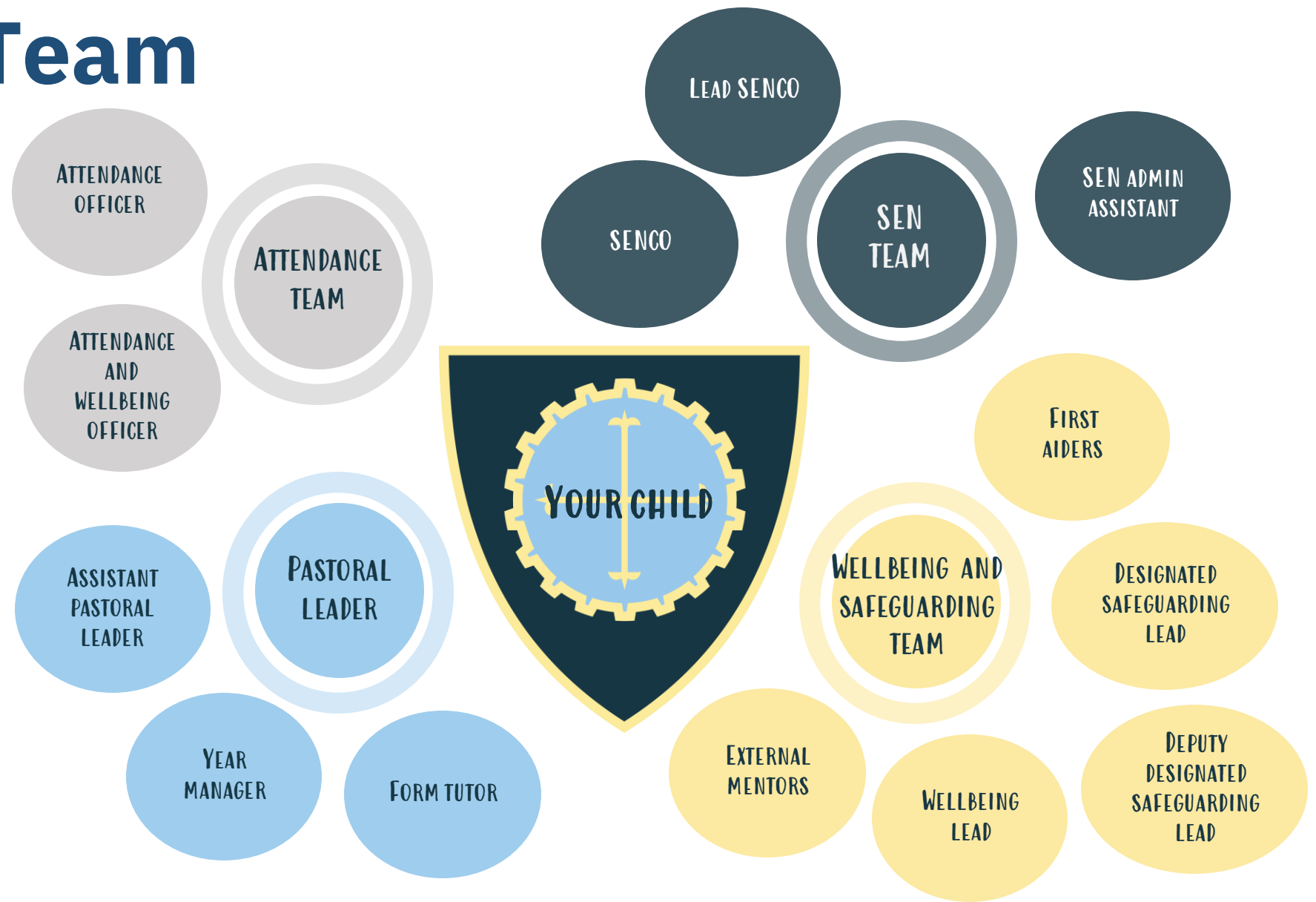
# The Year 7 Team



Mona Foster  
Assistant Pastoral Leader



Jade Rawnsley  
Year Manager





# Transitioning to Guiseley School

- First day with the form tutor
- Settling-in meeting with your child's form tutor in the first half term
- Pastoral Team based in the same building (and Student Support close by)
- Designated safe space for Year 7s at social times
- Extended social times



# Transition Next Steps

- **20 and 21 May:** Pre-Visit Mornings for invited students
- **22 May – 7 June:** Year 7 Team to meet every student's Year 6 teacher
- **Mid-June:** Creation of our 8 mixed ability form groups
- **24 June:** Meet your child's Form Tutor Evening
- **25 June:** All Year 6 students to experience a day at Guiseley School



# Students with Additional Needs

- **By 26 April:** Primary staff will have told us which students are on the SEN register
- **20 May:** Pre-Visit Morning for invited students
- **22 May – 7 June:** One of our SENCOs will be present at every primary school meeting
- **24 June:** A presentation from the SEN Team will precede the Meet The Form Tutor Evening
- **After the Visit Day on Tuesday 25 June,** the Year 7 and SEN Teams will contact the parents/carers of students who we need further information about



# Email Correspondence

- **Next week**, you will receive an email if your child has been invited to either of the Pre-Visit Mornings on Monday 20 and Tuesday 21 May.
- By the **end of May**, you will receive an email directing you to a series of online forms that need completing ahead of your child's transition to Guiseley School.

