

LOWER SCHOOL

CURRICULUM BOOKLET

2009 ~ 2010

Curriculum subjects offered

The Lower School consists of the non-public examination years.

The fundamental objective is to ensure that our pupils work to their full potential and develop essential study skills in preparation for the academic rigour and demands of the curriculum in the Upper School. To this end, the progress of all is carefully monitored.

In the First Form, all subjects are taught in form groups, although there may be some limited setting in Spanish and French. There is no streaming by ability. In the Third Form, all subjects are taught in sets and not form groups, however setting by ability only takes place in Mathematics and ICT. Some limited setting takes place in Science and Languages, for which the majority of groups are parallel and of equal ability.

Lower First Form

All pupils study the following subjects:

Arabic, Art, Design Technology (DT), Drama, English, Geography, History, Information & Communication Technology (ICT), Latin, Mathematics, Modern Languages, Music, Physical Education (PE), Personal Social & Health Education (PSHE), Science, Swimming, Theology & Philosophy and Zulu.

Upper First Form

All pupils study the following subjects:

Art, Design Technology (DT), Drama, English, two Foreign Languages (French, Japanese, Latin, Mandarin Chinese, German or Spanish), Geography, History, Information & Communication Technology (ICT), Mathematics, Music, Personal Social & Health Education (PSHE), Physical Education (PE), Science, Swimming and Theology & Philosophy.

Lower Third Form

All pupils study the following subjects:

Art, Design Technology (DT), Drama, English, two Foreign Languages (French, Japanese, Latin, Mandarin Chinese, German or Spanish), Geography, History, Information & Communication Technology (ICT), Mathematics, Music, Personal Social & Health Education (PSHE), Physical Education (PE), Science, Swimming and Theology & Philosophy.

Some boys study the Bilingual French, Bilingual German or Bilingual Spanish programme.

Upper Third Form

All pupils study the following subjects:

Biology, Chemistry, two creative subjects (Art, Design and Technology, Drama or Music), English, two Foreign Languages (French, Japanese, Latin, Mandarin Chinese, German or Spanish), Geography, History, Information & Communication Technology (ICT), Mathematics, Critical Reflection, Physical Education (PE), Physics, Swimming and Theology & Philosophy

- Plus there is an option of a Third Foreign Language from Greek or Italian.

In this booklet the subjects are listed alphabetically.

SUBJECTS

ART

Lower First Form

The primary aim of this year is to excite and inspire our pupils and to help them to develop a delight in the artistic creative process. Boys are introduced to a wide range of processes and procedures. All pupils explore the creative possibilities offered by drawing, painting, sculpture, graphics and printmaking. Information Technology is used in many aspects of the course. A high priority is given to putting work in its context and, over the year, boys look at the artefacts and styles of the ancient world as well as more recent relevant art movements.

Upper First Form

This year will be the first year of formal art teaching for some of our students. At the same time others will have been taught by specialist art teachers at their previous schools, or at Whitgift in the Lower First year. The Upper First year aims to give pupils a thorough grounding in a range of activities, employing pupils' natural creativity and developing their artistic discipline.

At the end of the Upper First, each student should be able to:

1. Understand the purpose of the tasks they have been asked to follow.
2. Use visual and written information (specifically relating to process instructions and information on artists) to aid them in the production of their art pieces.
3. Review and refine their work through the process of creating it.
4. Manipulate their given materials to communicate their personal responses to the tasks set.
5. Put artists they research into context and understand and use appropriate art vocabulary.

ICT skills will be also be covered in Upper First, such as scanning and manipulating images.

Lower Third Form

This year broadens the artistic experience of our pupils, introducing them to a new range of activities as well as developing and stimulating their skills, creativity and knowledge.

At the end of the Lower Third, pupils should be able to:

1. Select and use visual and other information in developing their work.
2. Understand purpose.
3. Manipulate materials and processes to communicate ideas and meanings and make images and artefacts.
4. Match visual and tactile qualities to their intentions.
5. Analyse and comment on methods and approaches used in the work of others and their own.
6. Adapt and refine work in view of purpose and meaning.
7. Understand codes and conventions in art practice.
8. Recognise change/ differences in artists and crafts people from the western World and the wider world.

However, as students can opt to continue or not continue with Art in the Upper Third, the primary aim of this year will also be to give students an understanding of what is involved in the Art and Art Graphics GCSE course run in the Fifth Form, especially the differences between both courses in order that they might make informed decisions.

Upper Third Form

The primary aim of this year is to excite pupils about the creative process in order that they are inspired to continue with Art at GCSE and can be viewed as a foundation course for the Lower Fifth. Pupils will do four units of work, but these will be developed under two specific themes as at GCSE.

The four areas of study should include

- A Painting and drawing project
- A Sculptural / Ceramic based project
- A Graphics / Design based project
- A Printing / Photography (open project based on your knowledge of the group and their development towards the end of the course).

The units all have a distinct feel in order that students gain a real understanding of the different requirements for subject areas such Graphics and Fine Art. Each group must cover at least one Fine Art project and one Graphics, Design based project in order to make appropriate GCSE option choices.

DESIGN TECHNOLOGY

The core experience in design and technology is about providing opportunities for pupils to develop their capability in design and make tasks through the creation of quality products. They do this by combining their design and manufacturing skills with knowledge and understanding. A strong emphasis is placed on quality, as there is great benefit in pupils experiencing success and handling well made products. In addition, we see the preparation of young people for citizenship in a technological society as a central activity within the subject.

The core activity of design and technology is closely related to investigative, disassembly and evaluative activities related to products and their applications; focused practical tasks to develop skills; and the field of knowledge, namely materials and components, control and systems, which include mechanical, electrical, electronic, structures and health & safety.

Lower First Form

Pupils study a range of subject areas such as resistant materials (wood and plastic), computer aided design and manufacture (CAD/CAM) and graphics in a series of short projects aimed at enthusing and exciting each individual. Project titles include *Steady On*, *Framed* and *Positive/Negative*.

Upper First and Lower Third Forms

A similar structure is maintained with projects including casting techniques, plastic moulding, CAD/CAM and graphics, electronics, metal manipulation and joining techniques. Project titles include: *Hug It*, *Hang Out*, *Hot Stuff*, *Propped Up*, *Delightful*, *Squirt It*. The subject provides excellent opportunities for pupils to apply value judgements of an aesthetic, economic, moral, social and technical nature in their designs and existing products.

Upper Third Form

The Upper Third Form course is now an Option with boys selecting Design Technology along with one other Creative Subject. This course can act as an introduction to our new GCSE: Product Design although it can stand comfortably in its own right. The emphasis has changed very slightly in order to cover the new breadth of knowledge required and the range of experiences vary from boys creating their own logo/brand which is then applied to all of their products manufactured during the year to learning about contemporary design movements and their effect on society. The range of experiences encountered is both rigorously challenging and a great deal of fun.

Short, focused tasks in such wide ranging areas as computer aided design (CAD); electronics; mechanisms; sketch modelling and working in a range of resistant materials are undertaken. In-depth analysis techniques are employed using the Internet to understand how contemporary products have evolved, are marketed and manufactured while taking into consideration such issues as costs, materials and the environment. Moreover, future design problems are discussed, analysed and evaluated.

Computer programs used include: Techsoft 2D Design, Solidworks and Corel Draw

DRAMA

Lower First to Lower Third Form

Pupils study a wide variety of practical and theoretical aspects of drama, including History of Theatre. Considerable emphasis is placed upon improvisation and role play which allows the boys to use their imagination, confront a range of serious and humorous issues and build personal and performing confidence in a supportive, relaxed but mature environment. Thus, while the craft of practical theatre is addressed in these lessons there is also considerable attention placed on the PSHE aspects of drama and the help in personal, imaginative and spiritual development this subject can provide. Above all, it is hoped that boys will enjoy these lessons and realise the central role that drama can take in their lives.

Upper Third Form

This is a course which will prepare the pupil for the very specific demands of GCSE Drama but also better equip him to take a full and expert part in the broader dramatic activities at Whitgift. The main focus will be Stagecraft, including improvisation, and an introduction to the technical aspects of theatre: sound, lighting and so on. In addition, attention will be paid to the study of play texts and the relationship of the actor to these texts.

ENGLISH

The overall aim in Lower School English teaching is to create an inquiring enthusiasm for English through the use of exciting, relevant and challenging literature, writing, discussion and drama. At the same time, it is ensured that they have an understanding of, and are competent users of, English language. The content of our course has its foundations in the National Curriculum English core skill areas and is revised annually.

Lower First Form

The course provides a lively introduction to the subject. Each form studies a selection of novels, poetry and drama during this year. In addition to this, pupils are encouraged to read in their own time; one period per week is a timetabled Library lesson of reading. We add to our varied and challenging book list every year, ensuring that boys read new writers as well as classic literature and non-fiction.

Boys are introduced to the varying styles, tones and purposes of writing including media writing, the necessity of drafting and editing written work. They are also taught spelling and punctuation rules. The emphasis is to teach English in a stimulating way that will facilitate a lifelong interest in language.

There are many opportunities for the development of speaking and listening skills. All pupils participate in Public Speaking. Pupils are encouraged to discuss, to investigate and to question through group and pair work, debating or whole class discussions. Lower School Productions each term provide further opportunities for the development of speaking and acting skills.

Upper First Form

Pupils develop and expand their reading with class and timetabled private reading. Each form reads a range of novels, poetry and drama. Pupils are encouraged to record their responses to their reading, and to discuss literature.

Existing writing skills are built upon with revision of spelling and punctuation rules. The development of a sensitive, creative and critical approach to language, to media and to literature through written work is encouraged. Pupils are given access to computing and research facilities and are taught to recognise when the use of these, or a change of register, layout and language is necessary to engage a particular audience. The aim is that through speaking, listening and role play activities in the classroom, pupils will express themselves with clarity, confidence and pleasure. Pupils are encouraged to visit the theatre.

Lower Third Form

The literature in Lower Third Form English is increasingly challenging. As in the First Form all pupils read novels, poetry and one Shakespeare play. There are many opportunities to practise formal and informal debating, public speaking, performance or discussion.

Creative responses to the literature studied are encouraged and more emphasis is placed upon formal composition, evaluation of texts, detail and style in written work using literature and media articles as stimulus. Spelling and grammar rules continue to be revised through interesting and stimulating tasks or games. The aim is to develop existing writing and drafting skills further in a positive and challenging way.

All pupils participate in the Lower Third Shakespeare Evening. Pupils study one play, and perform selected extracts from it in public. Every pupil is involved in the production; they can act or direct, design costumes or design an advertising campaign for their production.

Upper Third Form

The Upper Third Form English curriculum is a preparation in several ways for the GCSE syllabus begun in the Lower Fifth Form. Emphasis is placed on the planning, structuring, editing, and evaluation of written and oral work. Class texts are often more complex than those studied in the First to Lower Third Form, and textual analysis becomes more focused and detailed. A body of core texts in the three genres of fiction, drama, and poetry is studied. Examples of these are:

Of Mice and Men
All Quiet on the Western Front
1984
Richard III
Henry V
Up the Line to Death
Touchstones
Seamus Heaney

GEOGRAPHY

Lower First Form: “My local area and beyond”

Highlights of the course include a field trip to London to investigate evidence for its site and development; plucking up courage to ask the public questionnaires in South Croydon; boys make a presentation to the class of their own solutions to local traffic problems. Finally, boys research and write a project using the internet to discover the Antarctic continent, focussing on the pristine environment and the problems it faces.

Upper First Form: “The wonderful world around me”

Boys will spend the autumn term learning the skill of how to use maps. By the end of the term they should be experts in using maps, finding grid references and relating maps to aerial photographs and satellite images.

In the spring term boys will learn about climate and our famous British weather. Why is it hotter at the Equator than the Poles? Why does it rain so much? How do ocean currents affect the weather? Boys will collect micro-climate weather data around the School site using accurate digital gauges. They will then map the data using a “GIS” software package which draws digital maps of the results.

In the summer term, boys go on the “Weald Walk” field trip which is a 7 mile walk across 200 million years of geological time, our very own Jurassic Park! It forms the basis for learning about the amazing natural history of the landscape in the South East of England where dinosaurs roamed in shallow lagoons and swamps 130 million years ago.

Lower Third: “Human impacts on the planet”

The European Union is a controversial institution which is full of intrigue and cultural interest. Boys discuss the purpose of the EU, the different countries involved and the advantages and disadvantages of membership. They write a project on one member state of their choice and find out how it has benefited from membership. We also debate why some countries, like Turkey, might be less welcome to join.

Boys then undertake a study of World Development and the North South Divide. They look at development indicators, World trade, Aid, Debt and Poverty. Solutions to poverty are researched and recent moves to cancel debt and provide more aid are analysed. Tropical diseases are also investigated as a cause of poverty and boys have to research a disease of their choice and present their findings to the class. After the summer examinations we start on a study of ecosystems, culminating in a trip to Kew Gardens to witness several contrasting biomes in a small area.

Upper Third: “How to save the earth”

Boys study the causes and consequences of tectonic hazards. They will investigate examples of earthquakes and volcanoes and find out how they affected people and how people respond to these events.

Threatened global environments are also studied. Rainforests are threatened by various human impacts, not least global warming. Boys study the threats and possible solutions to these environmental crises on some of the world’s most valuable ecosystems. They also look at resource use, the problems associated with fossil fuels and possible solutions. A trip to Greenwich is planned to consolidate aspects of the course.

HISTORY

Lower First Form

The course introduces boys to Ancient History by studying aspects of the Greek and Roman worlds.

Upper First Form

The course is designed to be an introduction to British History based upon the period from the Battle of Hastings to the Wars of the Roses. Although there is a chronological theme, the course is topic-based so that students develop a broad overview of political, economic, social and cultural aspects of the period as well as an awareness of key themes and events.

The course is designed to encourage the development of historical skills through a wide variety of exercises. The first term includes a visit to Whitgift by a Medieval re-enactment group. The students study the Battle of Hastings and William the Conqueror's control over England, including an in-depth study of Castles. Other themes studied in the first two terms include the Crusades, crime and punishment, village and town life, the Black Death and the Peasants' Revolt.

In the third term, students are introduced to a number of topics from the later Medieval and early modern periods.

This blend of outline and depth study allows a great variety of activities and exercises. During the year, students produce mock newspaper articles, posters, wall charts, document work and mini-projects. They will experience the use of role-play, video stimulations and computer work. They will find that the historical theme is often carried into other subjects such as Art, English and Religious Studies.

Lower Third Form

The course is designed to encourage a development of study skills in preparation for the Upper School. The period studied covers 1485 – 1900, but it is a thematic course focusing upon the idea of continuity and change over time. The main theme in the first term is the religious and political conflict of the later 16th and 17th Centuries from the reign of Henry VII to the end of the English Civil War, including a detailed study of Elizabethan England.

The focus in the second term changes to Britain's political, social and economic development from 1650 – 1900, covering aspects of the Industrial Revolution and imperial expansion.

This broad syllabus allows for a great variation of subject and incorporates political, social, economic and cultural aspects of a period in British History and World History. The students experience a wide variety of activities and materials and develop skills which are important to all humanities subjects.

Upper Third Form

Britain's role in the two great conflicts of the twentieth century is the focus for the course. The aftermath of the First World War and the origins of the 1939 – 1945 conflict provide the focus for the second term.

ICT – Information and Communication Technology (Computing)

ICT is the fastest changing and most socially relevant academic subject. The content of all courses is reviewed regularly and extensive redesigning of courses takes place each year. Currently the schemes of work for:

- the Lower First are written to complete Key Stage 2 ICT (Entry level 3 ICT Functional Skills)
- the Upper First and Lower Third introduce Key Stage 3 ICT (Functional Skills Level 1), and

- the Upper Third completes Key Stage 3 ICT (Level 2 Functional skills) and start basic training in problem solving for those who will opt for iGCSE ICT in the Lower Fifth.

Lower First Form

Students learn how to start using a network, how to log in and organise a filestore, to use word processing, spreadsheets, graphics and Internet browser programs for research and to solve problems, and recognize interface features.

The course familiarizes students with the School Gateway and the Virtual Learning Environment. They learn the importance of keeping information secure by keeping backup copies, and to respect others when using ICT-based communication. Relational databases are introduced, and the boys learn to use forms for data entry. Logo is used to teach screen control.

Students also undertake longer projects during which they learn to use computers to explore information and to control the presentation of data.

Upper First Form

Each student is given a book which is a combination of textbook and exercise book. It contains technical instructions on how to do tasks and is used by students to record decisions and information. Later chapters use the information gathered in earlier chapters, and these help build to form an e-portfolio at the end of the year, a valuable resource for later life.

Students access homework and other documents from the Whitgift Gateway, and email the homework to their teacher on the VLE. This gives the flexibility to allow classwork and homework to be done either in School or at home.

The topics covered are: Presentation (PowerPoint), Research (Internet Explorer), Basics (Health & Safety and Security), Database (Access), DTP (Publisher), Spreadsheets (Excel) and Web Design (Dreamweaver).

Students learn to use ICT to plan and organise work, and to analyse it to look for patterns and trends. They also learn to evaluate their performance, and to modify what they produce so as to maximise the work's fitness for purpose.

Major projects include making a presentation about the Solar System, making a database about key facts of different countries, creating a newsletter, making a cost calculator and making a web site.

Lower Third Form

The course teaches how the content and style of an information source affect its suitability for particular purposes, and that such sources are a mix of fact, opinion and material designed to advertise, publicise or entertain.

Boys learn how electronic data systems have been used to automate some public services, and how personal data can be misused. They also use software options to manipulate electronic material efficiently, search and explore data in order to draw conclusions, automate simple processes, and assess the consistency of conclusions with other evidence.

Modelling is developed further by using ICT-based models to test predictions by changing variables and rules. Pupils develop and explain conclusions, and review and modify ICT models to improve their accuracy and extend their scope.

Computer Control is developed by making and testing a system to monitor and control events by using sensors efficiently, by developing sequences of instructions and by assessing the effects of sampling and transmission rates.

Pupils recognise how different media and presentation techniques convey similar content in ways that have different impacts and understand that an effective presentation or publication will address audience needs.

The course also teaches some of the technical issues involved in efficient electronic communications, and how to use ICT effectively to adapt material for publication to wider or remote audiences.

Upper Third Form

The Upper Third Form course completes the development of skills taught during the appreciation courses in earlier years, and also prepares boys with the skills that they will need if they continue on to iGCSE ICT.

Boys learn to access and combine increasing amounts of information, and become more focused, efficient and rigorous. They become familiar with a wider range of software, manage small projects, and learn to document tasks.

A number of the tasks are based around the Internet. Work involves email, the Schools' VLE and gateway, and Internet searching. Boys learn to design advanced computer graphics for Internet use.

Multimedia projects are produced using PowerPoint. These use sound, music and movie files. Desktop Publishing skills are developed in preparation for work in the Upper Fifth Form.

Robotics and Computer Control work uses the Lego 'Robolab' system. Boys work in small groups to make their own robots and generate instructions to make them move under computer control.

The more advanced topics of relational databases and spreadsheet modelling work are developed in a series of exercises.

LANGUAGES

Lower First Form

The aim of the course is to expose the boys to four new languages: Italian, German, Japanese and Korean. Boys are taught to recognise words both in spoken and written form, and are helped to memorise and reproduce the language for themselves. Individual words are taught first before boys are able to build whole sentences to talk about themselves, their family and their friends.

Throughout the course boys are also taught to understand how languages work, including the grammar and the structure of the languages. Work also covers the culture of the countries studied and some awareness of the languages of Europe as a whole is encouraged. The use of the language laboratory and videos contributes to the liveliness of the academic basis of the course.

Whether the boys have studied a foreign language at primary school before or not, this course gives boys a good introduction to the skills needed to study a European or Oriental language and puts them in a good position from which to select their language choices for the Upper First.

CHINESE (MANDARIN)

Upper First Form

Boys follow a course, which puts equal emphasis on the four skills of reading, writing, listening and speaking. In the early stages, more time is spent on oral work to enable boys to become familiar with the sounds and intonation of Chinese. Written work begins with a careful look at the different types of strokes and the order in which they are written. All written work is very structured and supported, using work sheets where boys can trace and copy characters until they are able to write them independently.

The course is based loosely around the Textbook *Ni Hao 1* with many extra in-house materials used. Each boy has his own work folder including essentials such as personal mini flashcards to help memorise characters, a calligraphy pen, a mini whiteboard and pen, a reward card etc. There is great emphasis on games and creative activities to allow boys to absorb and memorise the language and characters at their own speed.

During the first year the topics of greetings, self-introduction (including name, age, residence, nationality), family, pets, hobbies, sports, likes and dislikes are covered. Boys will be able to read approximately 160 different characters and write 80 of these. Naturally, the study of Chinese culture also plays a very important role in lessons, and in their first year boys will learn about family life, Chinese New Year (including lantern making and *hong bao*), the Chinese Zodiac and The Dragon Boat Festival. Videos, stories and individual or group research are all used as a part of cultural learning.

Lower Third Form

Boys continue in the same manner as before, still receiving a lot of support to help them with the learning of new vocabulary and characters. The course continues to use the text book series *Ni Hao*, developing last year's topics with extended language and structures and moving onto new areas such as food and drink, professions, daily routine, the home, clothing and shopping. Boys will be able to read approximately a further 200 characters of which around 100 will be studied for written work. The study of culture continues to play an important role, including a look at Chinese eating habits, daily routine at school, traditional leisure activities, housing, currency, Mid-Autumn Festival and a deeper look at Chinese New Year.

Upper Third Form

The aim of this year is to complete the *Ni Hao 2* course book and make a start on *Ni Hao 3* in preparation for beginning the GCSE course the following year. Over the course of the year pupils will learn to talk about a wide range of topics, including eating out, weather and their school life.

Students will continue to develop all four linguistic skills, communicating using much more sophisticated sentences, using a variety of structures. There will be an increasing focus on building up the number of Chinese characters known, working towards meeting the GCSE requirements. From the Upper Third, the ability to read and write characters thoroughly off by heart will become crucial.

Culturally, the focus this year is on customs when socialising and making plans, traditional Chinese meals, and renowned tourist spots in mainland China and Taiwan.

FRENCH

Upper First and Lower Third Forms

In both the Upper First and Lower Third Forms there is a lot of emphasis on oral proficiency, with skills being developed through CDs, pair work and visits to the ICT rooms and digital language laboratory. The textbooks used in the Upper First and Lower Third Forms are *Expo 1* and *2*, which are designed to meet the requirements of the National Curriculum. Throughout the *Expo*, the emphasis is on real language, presented and practised through relevant and interactive activities. The course provides a lively communicative approach with a clear grammatical progression, and gives a thorough grounding in French, based on a combination of learning through understanding and language acquisition through enjoyment and practice. A new exchange with a school in Caen has been established for Lower Third Boys, who travel to France during the Easter holiday and stay with families, having first received their partners for a week in March.

Upper Third Form

Pupils develop and expand their knowledge of French with increased exposure to new topic areas and vocabulary. Interesting topics such as holidays, the francophone world and sport are among those covered during the year through the textbook *Expo 4*. Frequent visits to the Language Laboratory are possible and the aim is that pupils will gain in confidence through speaking and listening to the language, while developing their written accuracy.

Linguistic precision is important, as the main tenses for GCSE are covered this year and it is expected that pupils will be able to write and speak in the past, imperfect and future tenses. Oral exercises such as pair work are supported by written activities which enable pupils to develop their language re-using new items of vocabulary and newly acquired tenses.

Pupils have the opportunity to take part in an exchange with Collège Jeanne d'Arc in Albertville. The French group usually visits Croydon during May for nine days and Whitgift boys visit Albertville for a similar period in January and stay with local families. This gives boys the opportunity to experience French culture and practise the language in an authentic context, whilst benefiting from the Winter Sports programme available near the town.

GERMAN

Upper First Form

The German course in the Upper First focuses on authentic language put into a cultural context in order to enable the learner to use German in real-life situations. The course has a topic based approach combined with clear grammatical progression. The textbook *LERNPUNKT DEUTSCH 1* is very thorough and stimulating and designed to meet the requirements of the National Curriculum. It is colourful and lively and provides an in-depth introduction to the language and culture of today's German speaking countries via a wide range of differentiated activities that are enjoyable and motivating. Lessons are taught in the target language and the emphasis at this stage is on developing all four skills: listening, speaking, reading and writing.

The course also encourages grammatical awareness and more traditional methods of language study such as regular vocabulary learning as well as the practice of relevant role-play tasks. Boys will have many opportunities to practise their newly acquired language skills using many authentic German websites and interactive software.

Lower Third Form

The course builds on the basic skills already acquired with a great emphasis on developing reading and writing in German. Pupils learn to cope with authentic materials and to express their own interests and opinions in German.

Pupils have the opportunity to take part in an exchange with the Wilhelm-Löhe-Schule in Nuremberg. The German group visits Croydon in April for nine days and follows a programme of activities. Whitgift boys visit Nuremberg for ten days at the end of the summer term and stay with German families. This gives boys the opportunity to experience German culture and practise their German in an authentic context.

Upper Third Form

Pupils continue to add to their range of German vocabulary, as they progress on to new topic areas. Some of the topics offered in their textbook *LERNPUNKT DEUTSCH 2* are holidays, health, and the environment. With increased emphasis on listening and speaking skills, pupils make full use of the language laboratory, and gain greater confidence to speak German. At the same time, reading and writing are developed further, and pupils show much more (grammatical) accuracy in their writing.

Grammatical awareness and accuracy becomes much more important this year, as the tenses which form the core of GCSE work are covered fully. Alongside the present tense, pupils have to show some competency when using past and future tenses. Tenses are part not only of written tasks, but are also encouraged in oral work. Question and answer sessions and other pair work activities help to reinforce the correct use of tenses.

Pupils have the opportunity to take part in an exchange with the Nymphenburger-Gymnasium, Munich. Whitgift boys visit Munich for nine days in January and stay with local families and the German group visits Croydon in June for nine days. This gives boys a valuable insight into German life and culture, and they are able to use their language in the supportive atmosphere of the host family and school.

ITALIAN

BEGINNERS' ITALIAN

Italian is also introduced in the Upper Third as a replacement for the second foreign language or as a third foreign language. In both courses, students follow an accelerated course based on the *Amici* course book that leads to a GCSE at the end of the Upper Fifth Form. This is an enjoyable and interactive course that gives students an insight into Italian culture and society, whilst providing them with the grammar and structures that allow them to use the language independently. From the outset, students are taught as far as possible in the target language and are encouraged to use it themselves. Their speaking and listening skills are also reinforced by lessons with our native speaker assistant and regular listening in the language laboratory. The combination of structured, traditional language learning with the development of communication skills provides pupils with a very solid grounding that fully prepares them for the GCSE years.

JAPANESE

Upper First Form

During the first half term boys concentrate on learning the hiragana syllabary, along with simple spoken phrases to introduce themselves. By Christmas they are able to read and write short paragraphs in Japanese, and give an oral self-introduction. At the same time, boys start to master some of the kanji characters originating from China, which are artistic and exciting to learn.

Over the next two terms, boys work towards writing essays in Japanese, covering topics such as their likes and dislikes, food and drink, family, school, daily routine and much more. Throughout the year there is a strong emphasis on the spoken language, and there are regular opportunities to practise with the native Japanese Tutor. Boys are always amazed at how much they learn in such a short time.

The course book, “Ima”, is lively, colourful and includes plenty of up-to-date photographs and articles covering aspects of modern Japan such as pop groups, teenage fads etc. There is also extensive information on the more traditional aspects of Japanese culture, which plays an important role in the course as a whole. Towards the end of the year, boys have the opportunity to learn even more about Japanese culture when a team of native speakers visit the school to run workshops on such areas as traditional dress, seasonal events and customs, and the tea ceremony.

The ICT component of the course includes word-processing in script, and the use of a range of Japanese language and culture websites.

Lower Third Form

During the first term boys continue working through the “Ima 1” course book, and finish it after Christmas. As they progress to the second textbook, boys learn the third and final script in the context of the topic that they are studying. Katakana is used to write words taken from foreign languages, and so boys are able to learn how to write the names of their favourite pop groups, sports and foods. Their knowledge of kanji, the Chinese characters, is also developed over the course of the year, with new characters being learnt as the relevant topics are covered. By the end of this second year of Japanese study, boys will know around 90 kanji.

The topics covered in the Lower Third include free time activities and hobbies, physical descriptions and school routine. Three new tenses are learnt, and boys start to use the language in more complex ways in their written work. Throughout the year there is a strong emphasis on the spoken language, with regular work on role plays and dialogues, and there are opportunities to practise with the native speaking Japanese Tutor.

Japanese culture also plays a key role in the course, as boys explore the customs and traditions associated with the topics they are studying, such as the Japanese school day and martial arts.

Upper Third Form

The aim of this year is to complete the “Ima 2” course book in preparation for beginning the GCSE course the following year. During this year boys learn to talk about a wide range of topics, including fashion, weather, aches and pains, and their daily routine. At this stage they are developing their linguistic skills, communicating using much longer and more sophisticated sentences, using a variety of verb tenses so that they are fully prepared as they approach the start of the GCSE course the following year.

Culturally, the focus this year is on traditional seasonal events, customs and traditions, and they also look in detail at what happens at typical Japanese festivals. The study of kanji characters continues, and by the end of the year boys will know something approaching 150 of the 200 characters that they are required to know for GCSE.

LATIN

Students who opt for Latin in the Upper Third continue reading the Cambridge Latin Course [books III and IV]. The vast majority take the linear OCR GCSE examination at the end of the Upper Fifth Form, although a few students may sit the first (Language) module of the GCSE's four modules a year early (i.e. at the end of the Lower Fifth). There are two main aims at Whitgift. The first of these is to continue to develop each pupil's comprehension of the structure of language in general, and that of Latin in particular.

The course itself and the teaching emphases do not present the language as an end in itself nor as an instrument of general mental training, but they enable each pupil to read and understand Latin both for enjoyment and as a preparation for the prescribed GCSE texts encountered later.

This, of course, enhances command of grammar and sentence structure, not only enriching each pupil's English vocabulary by showing word origins, but also imparting insight into the structure and vocabulary of the Romance languages. The second aim of the Upper Third Form course is to further each boy's comprehension of the content, style and values of Roman civilisation.

The CLC develops both of the above facets (language/culture) by a carefully structured and exciting narrative, telling the story of a small group of Romans who travel extensively around the Empire, from Pompeii via Alexandria and Britain to Rome. Alongside Latin-to-English translation, the study of background material is emphasised and this offers rich potential for artistic, dramatic and technological project work.

The Course is complemented by a visit to Bath in July. Many students from this year group also chose to participate in the biennial study-visits to Rome and Naples.

LATIN (Beginners)

Ab initio Latin is a three-year 'fast-track' course leading to the OCR Latin GCSE examination. The latter syllabus contains four elements: two language papers (translation and comprehension of Latin to English and two set-text papers (one poetry, one prose).

This GCSE course is being introduced in a shortened form to those linguists who either overlooked Latin, or missed the opportunity to study it, at an earlier age, but who now realise how studying the origin of most modern European languages will enhance and complement their education in the future. It may also attract those talented linguists who may seek a different challenge from their original language options and who may desire to be stretched by the rigours and logic of this fascinating language which, of course, has left such a mark on the vocabulary and structure of English.

The three-year course will necessarily concentrate on the linguistic components of the GCSE syllabus, but it is anticipated that there may be time in the Upper Third Form to dip into the society and history of Rome, thereby allowing students to understand the impact of Roman culture and mores on our own society. Indeed, it is hoped that, by the end of the Lower Fifth, these 'fast-track' Latin students will be at exactly the same point on the GCSE syllabus as their peers who have studied the subject since the Upper First.

GREEK (Beginners as Third Foreign Language)

Upper Third Form

Classical Greek is introduced as an option for committed linguists in the Upper Third Form. The vast majority of those taking the GCSE at the end of the three-year course are past German or Latin students.

In Greek, as in Latin, the linguistic, literary and cultural areas of the subject are stressed. The textbook used is Greek to GCSE which uses modern methods and shares the same aims as the Cambridge Latin course. The rich scope that the world of Fifth-Century Athens offers (sculpture, architecture, philosophy, tragedy, history, science, etc.) is explored, giving those who opt for Greek a real insight into the bedrock of Western culture, not to mention a concomitant improvement in linguistic/grammatical skills.

Many Greek students take part in the biennial study-visits to Athens and the Peloponnese.

SPANISH

Upper First Form

The main aim of the Spanish department is to ensure that pupils enjoy learning Spanish and consider the knowledge of Spanish as a useful tool for life.

From the beginning, boys are taught in the target language and are then given ample opportunity to practise their language skills. The course book *Listos* is very stimulating and thorough. Its communicative element encourages the pupils to use Spanish creatively right from the start. The emphasis of this year is not only to lay down a solid grammatical base and increase the boys' range of vocabulary, but also to build up their confidence so that they use Spanish with enthusiasm. An integral part of the course is the knowledge of Spanish speaking countries which they will develop through reading and videos.

Lower Third

In the Lower Third, we continue with the book *Listos 2* which is very exciting and based on a communicative approach. Topics such as going shopping, food, tourism and going out will be discussed and the several verb tenses will be introduced. The Spanish Department place great emphasis on building up the confidence so that speaking in Spanish becomes an enjoyable experience. Students also have a workbook with the course book which is used to consolidate the grammar and vocabulary.

Lower Third students are given the option to take part in a week exchange to Zaragoza. This is a great opportunity for the students to experience Spanish culture first hand and practise their Spanish in an authentic context.

Upper Third

The focus in this year is on Latin America. Pupils are introduced to its geography, its traditions and customs, its music, its history and its sport. At the same time, pupils not only continue to expand their range of vocabulary but also develop their reading and writing skills.

Grammatical accuracy is important and will be developed further throughout the year. The main tenses will be covered this year.

Pupils have the opportunity to participate in a language exchange to Toledo which is completely run in Spanish and gives the boys the chance to practise Spanish culture and the language in an authentic context.

BILINGUAL PROGRAMME

A number of boys are invited to join this programme **at the end of the Upper First Form**. It is a commitment for 4 years and ends with an international examination. It is a fast track programme which takes pupils to a much higher level of linguistic competence than at GCSE through the teaching of Geography and History in the target language. Through use of authentic material and oral work, fluency and confidence in using the foreign language is enhanced. Understanding and awareness of the foreign country, the people and the way of life are also fostered.

The aim is for the pupils to become confident and fluent speakers of either French, German or Spanish.

Lower Third Form

This is the first year of the Bilingual Programme and the use of drama enables pupils to start to communicate simply in the target language, and to practise some simple concepts of grammar and vocabulary. From the start, maximum use of the foreign language by staff and pupils is encouraged. They explore and devise a more personal use of the foreign language through creative writing, and acting out the scripts.

Pupils attend extra lessons, taught by native speakers before school. They are also partnered with a pupil from an exchange school in Nuremberg/Albertville/Zaragoza and participate in an annual trip.

Upper Third Form

Having focused on the expansion of vocabulary and drama in the Lower Third Form, which is the first year of the Bilingual Programme, the aim of this year is to teach Geography including social and cultural aspects. The syllabus is different from that of the Geography department.

The topics covered are the topography of French/German/Spanish-speaking countries, their population, climate, industry, trade, natural resources, the situation of foreigners, other religions, the school system, environmental issues etc. Since all the examination documents of the international examination taken in the Upper Fifth are authentic, a broad knowledge of the culture is a real asset.

The pupils are regularly tested on their geographical knowledge and prepare small projects using the Internet for their research. Native speakers teach them and there is an end of year test.

German students are expected to take part in the Munich exchange, organised by the German Department. Bilingual pupils also take part in the annual Bilingual trip of 3-4 days to a German city. French students take part in the Besançon exchange, organised by the French department. French students also participate in the annual Bilingual trip of 3-4 days to a French/Belgian city. Spanish learners take part in the Toldeo exchange and the annual Bilingual trip of 3-4 days to a Spanish city.

Section Française

In September 2009 Whitgift introduced a unique programme for French native speakers in cooperation with the French Embassy. This programme, called Section Française, is aimed at boys with a French speaking background who are brought up bilingually and are fluent in French and English.

Aims:

Our aims are twofold: Firstly we want to maintain and **develop both French and English at mother tongue level** hence making sure the boys become truly bilingual. Secondly we want to offer boys the chance to do a **Bilingual International Baccalaureate in their Sixth Form**. This is a rare and very desirable qualification.

Layout:

The layout is as simple as it is effective. Boys will follow the Whitgift curriculum **in all subjects in English** apart from French, where they will follow the curriculum as outlined by the **French Ministry of Education**.

In addition there will be the option to study **History and Geography** following the French syllabus in a distance learning course from a prestigious school in France.

Lessons

Boys will be taught by native speakers and study the **required mix of language, grammar, literature and cultural studies**. There will be a **spelling test every week** in all years and the boys will have the following numbers of lessons:

Year 7	Three lessons and two lunch time lesson per week.
Year 8	4.5 lessons per week on the timetable.
Year 9	Three lessons and two lunch time lessons per week.
Year 10	6.5 lessons per week on the timetable
Year 11	6.5 lessons per week on the timetable.
Sixth Form (Y12 and Y13),	6.5 lessons per week on the timetable

Cultural experiences and exchanges

This may include taking boys to Paris to see a play performed or engaging in projects with French students in a French school.

Entrance Examination

Applicants will sit the Whitgift entrance examination in January in English and an additional French examination consisting of:

- * Reading comprehension questions
- * Composition
- * Interview in French (around 5 minutes)

Age

The admission ages are different in France and England and therefore we will assess boys on an individual basis.

Bursaries and Scholarships

Substantial scholarships and bursaries, up to almost the full value of the fees, are available.

MATHEMATICS

There are two broad aims in the Lower School. The first is to instil a familiarity with the main ideas of Number and Shape and Space. This includes a feeling for prime and composite numbers, squares, cubes and number patterns, together with decimals, fractions and percentages, and also good spatial awareness in 2 and 3 dimensions. The second aim is to introduce some of the ideas of more Formal Mathematics, in particular using a letter to stand for a number and solving linear equations. Mental Arithmetic plays a large part in the Lower School; calculators are not used until the Lower Third Form. We recommend the CASIO FX range.

Lower First Form

Much work is done to improve pupils' skills when working with numbers, measurements or shapes. The concept of replacing numbers by letters is used, particularly when searching for number patterns. Measurements of time, angle, length, area, volume and mass are introduced and used in practical situations including a statistical survey and scale drawings. Symmetry and congruence of 2D and 3D shapes together with the introduction of coordinate systems form the basis of the geometrical part of the course. How the probability of an event occurring can be measured is also considered.

Upper First Form

We aim to reconcile the many different previous experiences and levels of skills of the pupils in Mathematics. This is achieved through an emphasis on mental arithmetic, basic manipulative skills, simple structured projects and puzzles. By the end of the year pupils should be completing level 6 of the National Curriculum and therefore be confident in the use of any type of number, in algebraic formulae and simple equations, in the geometry of triangles, and in the handling and display of statistical data including ideas of correlation and simple probability.

Lower Third Form

By the end of this year, pupils should be able to carry through substantial tasks and solve quite complex problems by breaking them down into smaller, more manageable tasks. They should be able to justify their generalisations or solutions, showing some insight into the mathematical structure of the situation being investigated whether it be theoretical or practical in nature.

This is achieved through a greater emphasis on learning and applying more advanced techniques, whether they are arithmetic, algebraic or geometric. In Arithmetic, proportional and percentage changes, techniques of estimation and approximation as well as the method of differences as applied to sequences are studied. In Algebra, the solution of simultaneous equations, inequalities, the use of brackets and harder graphs are all applied to the solution of problems. In Geometry, we study the circle and polygons including the special quadrilaterals, as well as using plans and elevations to analyse solids.

Upper Third Form

Many of the principal GCSE topics are introduced for the first time in the Upper Third Form. These include: Trigonometry, rearranging formulae, ideas of similarity and congruence, dimensional analysis and treatment of quadratic functions; the text used is *Longman Mathematics for IGCSE Book 1*. The syllabus is the same for all boys in the Year, but those in the top sets are given additional extension material. It is possible to make a change of set, as appropriate, following internal assessment. Boys on the top set in the Lower Fifth will go onto to take IGCSE a year early.

MUSIC

The foremost of our aims is that we want every boy in the school to find enjoyment and confidence through musical expression. The Lower School curriculum is designed to give every boy opportunities to do this via a thorough grounding in musical performance, composition, listening, singing and theory. The emphasis is always on practical music-making and the development of understanding through participation and a focus on musical skills. The course is project-based and boys explore music of different styles from a broad variety of musical cultures, both contemporary and historical. Each boy will have the opportunity to use a wide variety of instruments including pianos and keyboards, tuned and untuned percussion, acoustic guitars, and genuine Ghanaian djembes.

In addition all boys will engage with Music Technology and where appropriate learn to compose and structure their music using a variety of software to edit and manipulate sound, record performances and produce high quality musical scores. Pupils' live performances are recorded and used to aid appraisal and assessment and in some cases published via the NUMU website. At all times the boys are supported in developing the ability to reflect about the music they hear and create, and to be able to talk about this with clarity and conviction and a natural sense of the visceral aspects of the subject.

Music plays an important part in the lives of every boy in the school and so in addition to the curriculum; each boy has the opportunity to learn a musical instrument for at least a term during their lower school years. Every boy will take part in at least one major concert during the year.

Lower First Form

Central to the Lower First curriculum is singing. This develops a boy's ear and enables him to learn the skills required for high quality musical performances. In half class groups, the boys engage in a variety of projects that develop performance, compositional and listening skills. The emphasis at this stage is on the development of a strong sense of pulse and rhythm. The exploration of timbre as a starting point for understanding music is explored and pupils create a variety of simple compositions. They engage with basic staff notation and with graphic notations and use a variety of percussion and keyboard instruments during the year.

Upper First Form

Singing is a central element to the course and the boys build upon the skills established during the Lower First. They learn to control the sound with greater confidence and take a leading role in performance. In half class groups, the boys expand their understanding of music and the elements that combine to create it, by developing musical skills in a variety of performance intensive projects including jazz improvisation and African drumming. They study a variety of classical, popular and world music and analyse the way in which it is put together. During the year they work on the computers and learn to use Sibelius notation software to input music and create scores of their work and Garageband to arrange musical patterns and record simple keyboard melodies.

Lower Third Form

The Lower Third curriculum begins to develop more harmonic awareness, building on the boys' knowledge and experience of rhythm and melody from the Upper First. This is achieved through a series of projects containing listening, composing and performing tasks. During the year all boys learn to play chords on both the acoustic guitar and the piano and learn how to structure those chords into progressions. Alongside this, they further develop their improvisation skills over chord patterns through a variety of projects including the Blues. The boys examine the ways in which variations in music occur and they develop their ICT and notation skills using Sibelius to create their own set of variations. Using Garageband

they learn to make an Afro-Cuban arrangement that has interesting textures by manipulating a combination of audio loops and their own recorded material.

Upper Third Form

In the Upper Third, in which Music becomes an optional creative subject, boys continue to expand and refine the skills they have developed earlier in the course. They are given more autonomy to select the music they wish to learn during the Songwriting project where they form bands and work to make their own cover version of a song. Later they apply what they have learnt to create their own songs which can be recorded and mixed using Logic Express. The boys also learn about Minimalist techniques in music and explore a variety of musical styles that have been used with the moving image from classical to atonal and electronic. They also create their own pieces to match a film clip and synchronise the music to the timing of the film.

By the end of the year they should be confident at composing music on their own as well as in group situations and be confident and adept at analysing and discussing the music they hear using detailed musical vocabulary.

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE)

All pupils in the Lower First Form and the Lower Third Form have two lessons of PSHE per two week cycle. Pupils in the Upper First have one lesson per two week cycle, and also take part in the Make It Real game. The subject is taught by teachers who have expressed a wish to work in this area.

The syllabus has been devised to complement other curriculum subjects providing pupils with the opportunity to develop key skills. The course is divided into three main areas: self-awareness, citizenship and health. Pupils are encouraged to reflect on their learning at the end of each module of the course.

The course is supplemented by presentations from outside speakers:

U1st	:	Personal Safety Substance Misuse
L3rd	;	Robbery/Burglary
U3rd	:	Alcohol Drugs Self Esteem

CRITICAL REFLECTION

In the Upper Third, students begin to study Critical Reflection. The aim of the subject is to equip students with high level critical analysis skills so that they can make intelligent judgements on value questions. To develop these students respond to stimuli from the fields of ethics and citizenship. In Upper Third, these include medical ethics, environmental ethics and business ethics. In addition to this a number of key learning and thinking skills are integrated. These include debating, presenting and discussion skills as well as explicit critical thinking tools. In the Upper Third Form the boys also complete a unit designed to support their GCSE option choices.

PHYSICAL EDUCATION AND GAMES

Lower First Boys receive two periods of Physical Education and two periods of games per week. In the Upper First and Lower Third Form this changes to three periods of Physical

Education per fortnight whilst retaining two periods of games per week. In the Upper Third Form the provision for games remains the same but PE is reduced to one period per week. The Physical Education syllabus should not be viewed in isolation: there is an extensive house and sports club co-curricular programme where other activities such as cross-country, fives, golf, judo and climbing can also be enjoyed. Regular Saturday school fixtures for A, B and C teams enhance the opportunities still further. It is hoped that all boys can find their particular sporting interests at whatever the level.

PHYSICAL EDUCATION AND GAMES

There is an extensive Physical Education programme in the Lower School which forms part of their weekly curriculum. The Physical Education syllabus should not be viewed in isolation: there is a broad house and sports club co-curricular programme where other activities such as badminton, cross-country, fives, golf, and judo can also be enjoyed. Regular Saturday school fixtures for A, B and C teams, as well as the Sports Development Programme for the First Form, enhance the opportunities still further. It is hoped that all boys can find their particular sporting interests at whatever their level.

Physical Education

The programme is designed to develop core skills in body management and hand-eye co-ordination coupled with basic health and fitness understanding including the development of a fitness profile. Towards the end of each course there is an opportunity for some ability grouping and assessment at teacher and pupil level. Topics are covered in half term blocks.

Lower and Upper First Form

Areas covered include: free dynamic activity (educational gymnastics); free movement using apparatus (including basic floor exercises); elementary ball skills including racquet work; small theme based team games (benchball, ball skills, fun games); circuit training; athletics; track and jumping events, swimming.

Lower Third Form

The syllabus follows that of the First Form, however, it also encourages boys to be more self-critical of their levels of performance particularly in gymnastics and basketball. Opportunities for creativity exist during circuit training where individuals are involved in effective construction of fitness sessions.

Upper Third Form

Areas covered include health and fitness, basketball, badminton, short tennis and athletics (track and field). At the start of the year boys are inducted into the fitness suite and in particular the weights machine area. This enables them to safely use the mechanically controlled machines and increase their awareness of body weight exercises. Boys also cover certain anatomical and physiological aspects of sport: the need for warm ups and cool downs, muscle groups being used, etc.

Swimming

In this programme the general aim is to ensure each pupil develops the highest possible standards of watermanship skills. Lower First Forms are given a thorough background to

hygiene and safety, stroke drills and mini-polo fun games. Confidence in the water is considered a priority; boys with particular difficulties are given specialist help.

Water safety skills are covered in the Upper First Form along with basic diving skills. Non-swimmers continue to have personal help. It is hoped that, by the time they reach the Lower Third Form, all boys can pass the Whitgift Swimming Test where the programme is extended still further with more intense stroke drills and an introduction to medley swimming. Water polo and effective racing diving along with preliminary resuscitation skills provide further challenges.

The swimming curriculum for the Upper Third Form revolves around the development of the four major strokes, and the progression of water skills by introducing, water-polo, diving and life saving.

Outside of the timetable there are opportunities for squad swimmers to train at least eight times a week, for recreational swimmers to participate in at least three extra lessons, and for non/progressive swimmers to develop their confidence.

Games

This programme complements the P.E. and swimming activities, offering in the Lower School a firm foundation in rugby, hockey and cricket. Other activities are also arranged such as association football, tennis, badminton, squash and fencing.

In the Upper Third Form a wide range of activities is provided. The core sports are rugby, hockey, association football and cricket and, if required by the school team, the boy will pursue that sport. However, for those not involved in these core sports there are opportunities to try, rowing, swimming, athletics, badminton, basketball, fencing, fives, outdoor pursuits, squash and tennis.

The activities are devised to enable the boys to have an extended programme of study so that by the time they leave the school they are able to pursue a healthy lifestyle through physical activity, having the necessary knowledge and understanding of a wide range of sports.

THEOLOGY AND PHILOSOPHY

The Department of Theology and Philosophy at Whitgift is committed to teaching pupils to explore the key existential questions:

Who am I?

How do I relate to others?

How do I relate to the world?

Pupils are asked to consider and develop their world-view, be it secular, post-modern or theistic. The theistic world-view is taught with reference to the major world religions, with recognition of the importance of Christianity for western faith and civilization. The aim of the department is to give pupils the opportunity to look, question, understand and discover truth for themselves. Academic rigour is maintained at all times through the development of the subject specific skills of critical thinking, analysis and empathy.

The courses contribute to the moral and spiritual development of pupils by allowing them the opportunity to discuss their own experiences of faith and religion. This enables them to grow in self-confidence and develop positive attitudes towards people who might hold beliefs different to their own.

Lower First Form

The aim is to give pupils knowledge and understanding of why people are religious and how religion began. Pupils are made aware of the fact that religion is ancient, possibly starting with early man worshipping the moon, sun and subsequently other forces of nature. This leads to a study of animism, tribal religions, polytheism and finally the emergence of monotheism, within Judaism, the cornerstone of western civilization.

Upper First Form

As part of an introductory unit to some key religious concepts, pupils begin by considering why they are doing Theology and Philosophy. They then complete an investigation into the Life of Jesus followed by an introduction to the Christian religion. They explore and reflect on the many aspects of what it means to be a Christian. These include: its origin and beliefs, its forms of worship and the lifestyle of its followers. In the final part of the year they study “What is really real?” a beginners’ Philosophy course which looks at questions in knowledge and ethics.

Lower Third Form

The aim is to study three of the world faiths: Islam, Hinduism and Buddhism. World religions are dealt with individually, and seriously, as believers approach them this way. History, themes, beliefs and practices are all comprehensively covered to provide the pupils with knowledge and understanding of what it means to be a religious believer. This is specifically explored through visits to places of worship.

Upper Third Form

The aim is to develop conceptual awareness and skills through a Philosophy of Religion course. It focuses attention on the issue of God’s existence. It tries to do so by addressing itself to the question “Can you prove to me that God exists?” It is an exploration of the religious concerns of the pupils, which also has the advantage of being cross-cultural.

The course firstly examines the nature of explanation as found in science and religion. Secondly it considers the various historical attempts that have been made to provide the evidence that would either prove or disprove God’s existence. We look at what is generally agreed to be the ambiguous nature of this evidence and the course tries to make clear how religious and non-religious people make decisions about God’s existence within this ambiguity. Thirdly the course explores issues relating to God and suffering in the world and finally, we consider death and life after death.

SCIENCE

How Science Works

Pupils are introduced to the role of Science in Society. They investigate how scientific evidence is collect, and its relationship with scientific explanations and theories. They study how scientific knowledge and ideas change over time, and how decisions about science and technology are made in different situations, including contemporary situations and those raising ethical issues. They are then able to evaluate the impact of scientific developments on individuals, communities, or the environment

Lower First Form

The course is divided into four topics:

Fuels and combustion, the study of fuels, combustion and combustion products, combined with learning how to work safely in a laboratory. In the *machines* topic, pupils learn about the use of a variety of gear systems. Modelling exercises using technical Lego supports much of the work. Boys also learn some of the basic principles of flight and the topic culminates with a trip to the Science Museum. *Water* is a chemistry-based topic, where the physical and chemical properties of water are investigated as well as uses and treatment of water. The *Ecology* topic includes the study of living organisms in their environment and makes use of a variety of plants, animals and habitats that we have on the school site.

Upper First and Lower Third Forms

Pupils start the course working in laboratories where they will meet a whole range of equipment and develop proper rules of laboratory practice both in the interests of safety and for better learning. The varied activities are important in the development of practical skills and investigational processes in science and the more abstract skills of observation, fair testing, hypothesising and predicting.

The course involves experimental work, discussion and reporting, and is intended to develop skills such as observation, the drawing of conclusions, co-operation and communication (both written and oral). The content of the course is based on the National Curriculum, and the department's own ideas of what constitutes useful learning.

Upper Third Form

Science is taught as three separate sciences.

BIOLOGY

During the Upper Third year, the first module of Core Science (B1) is studied. This comprises the following modules:

1. How do human bodies respond to changes inside them and to their environment?
2. What can we do to keep our bodies healthy?
3. How do we use/abuse medical and recreational drugs
4. What causes infectious diseases and how can we defend ourselves against them?
5. What determines where particular species live and how many of them there are?
6. Why are individuals of the same species different from each other? What new methods do we have for producing plants and animals with the characteristics we prefer?
7. Why have some species of plants and animals died out? How do new species of plants and animals develop?

The course incorporates experiments, demonstrations and investigations.

CHEMISTRY

The Upper Third Form will start the AQA GCSE Chemistry course by undertaking UNIT 1. Importance is attached to the knowledge, skills and understanding of how science works in the world as well as in the laboratory. It is very much grounding in the fundamental concepts that are important in chemistry, and as such should extend students, but at the same time give them confidence which is so important in the Fifth Form. The students are introduced to the

ideas behind building materials, the use of metals in our everyday lives, the earth and atmosphere and fractional distillation of crude oil and its products. Plant oils are investigated and how they can be used in consumer products as well as biodiesel fuels.

The aim of the course is to create an interest and enthusiasm for Chemistry by development of a critical approach to scientific evidence and methods and to acquire scientific skills, knowledge and understanding needed for progression to further learning.

PHYSICS

The whole course is based around experiments, demonstrations and investigations.

The work on light includes a survey of reflection and refraction. It leads on to some understanding of the physics underlying our perception of colour. The mechanics aspect of the course involves knowledge of forces and how they can be used to push, pull, turn or stretch objects. Pupils are taught to apply their knowledge to boats, cars, cranes and hot air balloons. Students study the connection between static and current electricity, they solve simple electrical problems and learn how electrostatics can be used in farming and in the car industry. Some time is spent on finding out about our universe and the Earth's place in it. There is discussion of the limited energy resources available to us and of the social implications of the ways in which we use them.

CAREERS

The objective of the Careers Department is to provide information and advice to support the boys in any decisions they need to make, which might affect their future career options. The Careers Library, adjacent to the Raeburn Library, is available to all students and is open from 9.00 a.m. - 4.30 p.m. daily. Staff are on hand to assist boys (and their parents).