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# INTRODUCTION

## 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 and Lower First Form all subjects are taught in sets, although there is no setting by ability.

In the Second and Third Form, all subjects are also taught in sets, however setting by ability takes place in Mathematics and Computer Science. Some limited setting takes place in Science for which the majority of groups are parallel and of equal ability.

## Lower First Form (Y6)

All pupils study the following subjects:

Art, Design Technology and Engineering (DTE), Drama, English, Games, Geography, Ancient History, Computer Science, Korean, Languages Awareness, Mathematics, Music, Physical Education (PE), Personal, Social, Health & Economic Education (PSHEE), Science, and Theology & Philosophy.

## First Form (Y7)

All pupils study the following subjects:

Art, Design Technology and Engineering (DTE), Drama, English, three Foreign Languages (French or Spanish, Japanese or Mandarin Chinese, Latin or German), Games, Geography, History, Computer Science, Mathematics, Music, Personal, Social, Health & Economic Education (PSHEE), Physical Education (PE), Science and Theology & Philosophy.

## Second Form (Y8)

All pupils study the following subjects:

Art, Design Technology and Engineering (DTE), Drama, English, two Foreign Languages (French, Japanese, Latin, Mandarin Chinese, German or Spanish), Games, Geography, History, Computer Science, Mathematics, Music, Personal, Social, Health & Economic Education (PSHEE), Physical Education (PE), Science and Theology & Philosophy.

## Third Form (Y9)

All pupils study the following subjects:

Biology, Chemistry, two creative subjects (Art, Design Technology and Engineering (DTE), Drama or Music), English, two or three Foreign Languages (French, Japanese, Latin, Mandarin Chinese, German, Spanish or Greek), Games, Geography, History, Computer Science, Mathematics, Critical Reflection, Physical Education (PE), Physics and Theology & Philosophy.

## 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 Office is open three days a week (Monday/Wednesday/Thursday) and staff are available on those days to assist boys (and their parents). You can also email with any queries to [careers@whitgift.co.uk](mailto:careers@whitgift.co.uk), or telephone the Careers Office direct line on 020 8633 9914 and leave a voicemail if staff are not available to take your call.

## CRITICAL REFLECTION

Critical Reflection is a bespoke curriculum, unique to Whitgift, incorporating Citizenship, Ethics and Critical Thinking; boys begin to study Critical Reflection in the Third Form. It involves discussing, reflecting on and reasoning about our values, with the aim that boys will develop into active citizens in society. The boys are exposed to a range of views when considering political, social, ethical and moral problems. They are encouraged to make judgements with integrity and consistency, to substantiate and justify their ideas with clear reasoning, while having an intelligent understanding of why others hold alternative views. This enables our boys to explore and engage critically with the diverse ideas, beliefs, cultures, identities and values we share as citizens of the UK and the world. As part of Critical Reflection, boys investigate moral frameworks, medical ethics, the functioning of democracy and social issues such as criminal justice. The lessons incorporate debate and presentations, innovative learning tasks and thinking skills to develop higher cognitive and reasoning abilities.

## EAL – ENGLISH AS AN ADDITIONAL LANGUAGE

### Lower School

International students are assessed for their level of English when they join the school. Based on this information, extra support is offered to ensure they reach their full potential in all subjects. Currently, we offer language support classes within the timetable and if necessary one-to-one sessions. In addition, there is the option to attend the 'EAL/Languages Film Club' or the EAL clinic at lunchtime to build up their confidence and range of language.

## LEARNING SUPPORT

Across the school we use prior data, our screening, teacher referrals and observations to inform our decisions as to a students' needs and strategies to support them. This occurs throughout the year, is monitored regularly and shared with staff and parents.

### Lower School

Dependent on need we offer small intervention literacy, numeracy, study skills and social skills groups. The groups take place in the mornings and/or during Period 5 to avoid any withdrawal from lessons. These groups usually start after the first half term to allow students to settle and in order to identify appropriate plans for individual needs, however some support may start immediately. A support homework club is available by invitation on **Mondays and Thursdays** from 3.45-4.45.

The department is always available before and after school as well as at break and lunchtimes to support students with academic as well as social issues

In this booklet the subjects are listed alphabetically.

# ANCIENT HISTORY

## Lower First Form

The Lower First Ancient History course comprises study of both the Ancient Greeks and Ancient Romans. The course serves as an introduction to History, with some initial focus on the skills required in studying ancient sources. We then look in some detail at the various elements of their societies, including art and architecture, warfare, their different political systems, the differing roles of men and women, sport in the ancient world, and religion to name but a few. There is also a focus on storytelling and the myths of the ancient world.

### 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. Students will follow a carefully structured course in which a rigorous attitude is nurtured and developed.

The year is viewed as a foundation course for Lower First Form pupils in preparation for all they will learn in successive years. Basic principles taught in the Lower First Form will be re-taught in the Upper First Form to ensure that boys arriving in the school at this stage also receive a thorough grounding in the subject. At the end of the Lower First Form students should be able to:

- 1 Confidently use materials they are given to work with and utilise the skills they are taught in inventive ways.
- 2 Communicate their thoughts about their own work as well as that of others using appropriate artistic vocabulary.
- 3 Understand the importance of sequential development of skills in order to ultimately create a successful piece of work.
- 4 Put the work of the artists they are shown in context historically and culturally.
- 5 Create personal and meaningful art work.
- 6 Students will cover certain skills using Photoshop, layering, artistic techniques, creating opacity in images, and cutting and pasting.

### First Form

This year could be the first year of formal art teaching for some students entering Whitgift, whilst other will have been taught by specialist art teachers at their previous schools, or at Whitgift in the Lower First year. The First Form year aims to give pupils a thorough grounding in a range of activities, employing pupils' natural creativity and developing their artistic discipline by following a range of skills-based projects. At the end of the First Form, 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 artistic vocabulary.
- 6 Confidently use the ICT skills covered such as scanning and manipulating images.

### Second 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 Second Form students should be able to:

- 1 Select and use visual and other information in developing their work.

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- 2 Understand artistic purpose.
  - 3 Manipulate materials and processes to communicate ideas and meanings.
  - 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.

Students will also be expected to cover Photoshop skills such as layering, cutting and pasting, using opacity tools and artistic techniques, and layering and curves.

As students can opt to continue or not continue with Art in the Third Form, the primary aim of this year will also be to give students an understanding of what is involved in the Art and Graphics GCSE course run in the Fourth and Fifth Form, especially the differences between Art and Art Graphics, so they can make informed decisions.

The projects set out below are broken down into 4 project areas that will be covered in the Third Form.

### **Third Form**

During the Third Form, Art students will complete workshops under two main subject areas - Art & Design and Graphic Communication. Students will understand the differences between the two disciplines which are offered as separate subjects at GCSE. Sketchbooks will be used more formally and students will gain a clear understanding of how to use and work in a sketchbook, allowing them to be best prepared for the work they go on to create at GCSE. Skills in both Art & Design and Graphic Communication will be built upon to best prepare the students for the GCSE course. Students will be taught specific skills in a series of exciting workshops that will vary in length depending on the area being covered. Some of these workshops will include:

- Drawing and Painting Workshops
- Printing Workshops
- Three Dimensional Workshops
- Photography/ Computer skills and Graphic Design Workshops

The core experience in Computer Science is about providing opportunities for pupils to develop their interest in the increasingly technological world in which we live. The department has carefully chosen topics for study to introduce and develop pupil's skills in problem solving and computational thinking. There is a strong emphasis on independent learning within computer science and learning through mistakes. Computer Science is a topic where mistakes can be rectified and understanding why something has gone wrong is as important as understanding how to make it right.

## Lower First Form

This course focusses on introducing pupils to a number of core areas which are fundamental to Computer Science and will provide a solid foundation of skills for the subsequent years. The topics covered are:

- **Programming:** Pupils will learn the fundamentals of programming through a fun and interactive syllabus based around the Scratch programming environment. This allows students to learn the basics of programming in an easy to learn, visual manner. The students will use the skills they have learnt in class to develop basic computer games which they can play.
- **Hardware:** Pupils will learn about the basic components of computer systems, primarily investigating the external components and will be taught about the advantages and disadvantages of each component.
- **The internet and websites:** Pupils will learn about how the internet works, why it is imperative to our daily lives and how to build simple web pages.
- **App Development:** Pupils will learn about what an app is, how to design apps for mobile phones and how to pitch an application to a panel.
- **Logo:** This topic will allow pupils to continue their learning of programming fundamentals through the more traditional means of scripted coding while having the benefit of seeing immediate results from the code that is written.

## First Form

This course focusses on introducing new pupils to a number of key areas which were taught in the Lower First at Whitgift and will build up student's problem solving skills and introduce them to a number of technologies which are commonly found in the real world and allow them to gain experience with physical technologies such as mobile phones and the BBC Microbit. The topics covered:

- **Programming:** pupils will continue on their programming journey by continuing to work with the Scratch programming environment. Students will be given more complex problems to solve and will create more complex games.
- **Hardware and logic:** Pupils will start to look at how the inner components of a computer system work and will begin to look at the variety of logic gates which exist and how they can be used to control different electrical items.
- **Data representation:** This topic will introduce pupils to the importance of binary, why it is so important in computer systems and how to convert between binary and other number systems.

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- BBC Microbit: The BBC Microbit topic is a joint module with the DT department. Students will be introduced to the BBC Microbit, a small microcomputer, with the final outcome being that they can program the device and link it to other hardware such as their mobile phone.
  - Networks and the internet: Pupils will continue to learn about how the internet works with an increased emphasis on the security of our communications and keeping yourself safe online. This topic will culminate in the development of a website which implements CSS for styling purposes.
  - App Development: Students will be introduced to the Applnventor web app and will begin to design and develop mobile phone applications for Android devices.

## Second Form

The course in the Second Form is focussed on further developing those skills covered in Lower First and First Form.

The topics covered are:

- Robolab 1: This topic allows students to investigate first-hand the relationship between programming and electronics. The module will require the students to solve problems involving robotics and learn how to control motors through the use of sensors.
- MSW Logo: This topic will allow pupils to continue their learning of programming fundamentals through the more traditional means of scripted coding while having the benefit of seeing immediate results from the code that is written. It will build upon the knowledge delivered at in the First Form by the introduction of more complex ideas such as repetition and sub routines.
- Web Development: Pupils will investigate good web design and plan a website on a topic of their choosing. They will then build a simple website using professional software to be placed on the school's network for viewing.
- Flowcharts and Algorithms: This topic will reintroduce students to the concepts of algorithms, why they are useful and how to express them through flowcharts.
- Python Programming: Pupils will continue their programming experience through further coding challenges and learning in the Python programming language. They will begin to investigate more complex ideas such as arrays and sub routines.
- Databases: In this topic, pupils will learn about why databases are used, what benefits they bring and how to set up and manipulate a simple, one table database.
- Data Representation: Pupils will build on the knowledge taught in the First Form and start looking into the hexadecimal number system.

## Third Form

The course consists of a number of exercises which are designed to provide an introduction to Computer Science as a discrete subject; teaching skills such as programming, website authoring and providing an introduction to the IGCSE course in Computer Science.



The core of the course covers:

- Binary arithmetic – why binary is used by computers, how to convert binary to denary, how to make sense of hexadecimal and examples of where binary is used in the real world.
- Algorithms – an introduction to what algorithms are, how they can be implemented on a computer, how to plan an algorithm, the use of flowcharts to develop solutions and the use of Flowol software to enable simulations through flowcharts
- Robolab Robotics - this introduces the Lego Mindstorms control system, enabling students to build a robotic buggy to follow a line and demonstrating advanced control of output devices.
- Python Programming – an introduction to programming languages, Python programming, creation of small programs, core constructs in programming and developing programs to overcome real world problem.
- Website Authoring – how to make more advanced pages, the use of forms, and considerations for the use of images.
- Applinventor – how to design a mobile phone application, the technology behind mobile phones, creation of a mobile phone user interface, programming a mobile phone application

The Computing department also has a strong role in the STEM club activities, where pupils learn how to program robotics, remote control train sets and how to program Raspberry Pi computers.

The core experience in Design, Technology & Engineering is about providing opportunities for pupils to develop their interest in the technological world we live in and provide a 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 creativity, as there is great benefit in pupils experiencing success and failure and there is a real need for problem solvers in the modern world. In addition, we see the development of pupils' technological understanding as a central activity within the subject.

The subject teaches the benefits of the design process to analyse a problem, produce a range of solutions and evaluate the best idea for further investigation. Focused practical tasks are used to develop a range of skills and apply the broad theory knowledge learnt in lessons. This includes materials recognition and properties, components, mechanical and electrical control systems, basic electronics, structures, Computer Aided Design and Manufacture and health & safety. Computer programs used include: Techsoft 2D Design, Corel Draw, Solidworks, Onshape and Cura. The department is incredibly well resourced with 8 3D printers, 2 laser cutters, a plasma cutter and a brand new Virtual Reality rig to design and evaluate CAD models in a digital environment.

### Lower First to Second Form

Short, focused tasks in such wide ranging areas as CAD, electronics, sketch modelling and working in a range of materials are undertaken, and students will have use of a wide range of department equipment, including the laser cutter and 3D printers. In-depth analysis techniques are employed using up to date digital resources to understand how contemporary products have evolved, are marketed and manufactured while taking into consideration such issues as costs, materials and the environment. Critical evaluation is a core skill embodied throughout the course and allows pupils to provide constructive feedback on the work of others and themselves.

### Third Form

The new GCSE commences in the Third Form with an aim of providing students with a taster of the increased theory covered and also of how relevant and stimulating the topics are. We cover 'New and Emerging Technologies' where future design problems are discussed, analysed and evaluated. 'Materials' is our second topic and allows an enhanced understanding of the physical world we live in with some workshop based practice. This theory is then spiced over the year with a number of longer design and prototype projects, that enable students to let their creative juices flow and experience some more of the CAD/CAM equipment such as 3D Printing and the plasma cutter. A group design project teaches collaborative and teamworking skills to iterate a solution over a number of weeks and is designed to replicate a real design team in the workplace. It is a very popular course and is constantly evolving to remain relevant for the students.

## Lower First to Second Form

Pupils study a wide variety of practical aspects of drama. Considerable emphasis is placed upon devising 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 PSHEE 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.

## Third Form

This is a course which will prepare pupils for the very specific demands of GCSE Drama and also better equip them to take a full and expert part in the broader dramatic activities at Whitgift. Boys will develop their knowledge and awareness of stagecraft, devise their own pieces of drama, study a full play text and begin considering the technical aspects of theatre: sound, lighting and so on. Boys will also reflect on and evaluate their own work – and that of others – in more detail.

The overall aim in Lower School English teaching is to create an inquiring enthusiasm for English through the use of exciting, challenging literature, as well as writing, discussion and drama. At the same time, we ensure that they can understand and use the English language competently.

## Lower First Form

The course provides a lively introduction to the subject. Each class 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. Pupils are encouraged to discuss, to investigate and to question through group and pair work, debating or whole class discussions. Lower School productions provide further opportunities for the development of speaking and acting skills.

For those whose enthusiasm and aptitude for the subject has been particularly evident, we run a residential trip to the Hay Festival in the summer as well as a Literary Festival in the autumn, open to all boys.

## First Form

Pupils develop and expand their reading with class and timetabled private reading as well as a Reading Challenge in which each class participates. 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 developed. Pupils are taught to use research facilities to inform their responses to their texts. As with their writing, we aim to build on their existing speaking, listening and role play skills so that they come to express themselves with clarity, confidence and pleasure. Pupils are encouraged to visit the theatre and there is an English Society group who meet regularly to take part in creative writing, wider reading and occasional trips.

For those whose enthusiasm and aptitude for the subject has been particularly evident, we run a residential trip to the Hay Festival in the summer as well as a Literary Festival in the autumn, open to all boys.

## Second Form

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

Creative responses to literature are encouraged; more emphasis is placed upon formal composition, evaluation of texts, detail and style in written work, using literature and media articles as stimuli. Spelling and grammar rules continue to be revised, and more advanced elements are taught. The aim is to develop existing writing and drafting skills in a positive, challenging way.

All pupils participate in the Second Form Shakespeare Evening, through which we ensure that the first formal encounter they have with the Bard's writing is a lively and active one. Pupils study one play, and perform an edited version of it in front of parents and staff. Every pupil is involved in the production; they can act or direct, design costumes or design an advertising campaign for their production.

The English Society for the Second Form exists to gather and guide those boys with a particular aptitude and enthusiasm for English.

## Third Form

The Third Form English curriculum is a preparation in several ways for the IGCSE syllabus begun in the Fourth Form. Emphasis is placed on the planning, structuring, editing, and evaluation of written and oral work. Class texts are more complex than those studied in the First and Second Forms, 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:

- Lord of the Flies
- All Quiet on the Western Front
- 1984
- Richard III
- War Poetry – Owen, Sassoon and Graves

They are examined on their ability to write an analytical essay in response to an extract from a prose text they have studied.

The English Society for the Third Form exists to gather and guide those boys with a particular aptitude and enthusiasm for English.

## Lower First Form

The course begins with a basic introduction to some of the fundamentals of Geography. We aim to inspire the pupils and ensure that boys who have not studied the subject before are swiftly brought up to speed. In the following term we study Antarctica, focussing on its pristine environment and the problems that it faces. By the end of this topic pupils will be able to write persuasively and analytically on the strengths and weaknesses of developing Antarctica. In the final term we study the physical geography of rivers and the impact they have on people when they flood. The climax of this topic is an individual rivers project that pupils complete as part of their homework. In the past we have had inspiring models, cakes, presentations, songs and even a 3D model designed on Minecraft!

## First Form

Pupils will spend the Michaelmas term learning about the fundamentals of geography and developing their map skills. 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. They will also be confident in differentiating between human, physical and environmental geography.

In the Lent term boys will learn about the British Isles, covering both physical and human elements. The boys will be able to explain how the British Isles were formed as well as learning their key physical features. They will then focus on the human elements and will be introduced to socioeconomic and political differences across the United Kingdom. In the second half of the term the boys will focus on glaciation and how the Ice Age sculpted and defined the UK's physical characteristics.

In the Trinity term, we will focus on the weather and climate with an emphasis on European climates. The boys will explore questions such as 'Why is it hotter at the Equator than at the Poles?'; 'Why does it rain so much?'; and 'How do ocean currents affect the weather?'. Pupils will also undertake a project involving the collection of micro-climate weather data around the School site at five different sites. To develop the boys' data analysis skills they will be introduced to ARC GIS; this program will enable them to plot their data on a map of the school site.

We offer an enrichment trip to the Natural History Museum to enhance the pupils' knowledge and understanding of how the UK has been shaped by tectonic processes over millions of years.

## Second Form

The European Union (EU) is a controversial institution, which is full of both intrigue and cultural interest. Pupils will discuss the history of the EU, the growing membership of the EU and the future of the organisation. We will then zoom in on the UK's decision to leave the EU in 2019 and analyse this decision in depth. We expect pupils to be able to articulate clear arguments for both sides and that they will be able to use counter-arguments to bolster the strength of their views. The final part of this topic requires all these skills to be utilised in the form of an essay analysing the UK's decision to leave the EU.

To broaden the pupils' horizons and knowledge they will then study the challenges and opportunities facing Africa. This will be achieved by studying a series of enquiry questions, such as 'How has Africa's past shaped its future?' and 'Is there a future for the Sahel?'. We will be exploring the complex links between contemporary geopolitics, physical geography and Africa's colonial past



to help enrich and challenge pupils' view of Africa. To supplement and reinforce this message we also consider how Asia has been transformed in the past century. There will be a focus on the rise of China and the multitude of reasons for its recent economic growth. Finally, we will link these two courses together by considering the costs and benefits of recent Chinese investment in Africa.

In the final term we will delve into the complex physical geography of plate tectonics. The enquiry question that we will explore over the term is: 'Can we ever know enough about earthquakes and volcanoes to live safely?'. As we consider what is happening beneath our feet we will be weighing up mitigation and risk management strategies associated with earthquakes and volcanoes.

We offer an enrichment trip to the Natural History Museum to enhance the pupils' knowledge and understanding of how the UK has been shaped by tectonic processes over millions of years.

### Third Form

In the previous three years of Whitgift Geography we will have given pupils the foundational knowledge and essential skills needed to excel at GCSE Geography. In the Third Form we start teaching the Edexcel GCSE course by covering the following topics: Rivers, Global Development, Water Management and Ecosystems. This will give pupils a flavour of the course and will help them to prepare for the increased rigours of GCSE Geography. The course has a fascinating, contemporary focus and addresses several 21st century challenges in detail, however it also provides geographical breadth with a range of topics and skills integrated throughout the course.

Pupils will learn about the interaction of physical process at work in rivers that shape and change the river radically from source to mouth. To help equip students for the exam, a number of skills are integrated into this topic. For example, pupils will be able to draw and interpret a hydrograph, interpret a BGS Geology map and identify key features on OS maps.

Our focus then shifts back to human geography as we study Global Development. This will include various measurements of development, its consequences and how to tackle unequal development on a global and local scale. This content will then be brought into real-life focus as we consider the opportunities and challenges facing India's growth.

In the Lent term we will consider one of the major issues facing world leaders around the world: Water Resource Management. Pupils will begin to appreciate the serious imbalance in water supply and consumption in both the developed and developing world. Pupils will be researching ways that countries have begun to manage their water in a sustainable manner on a variety of spatial scales.

Finally, pupils will examine the distribution and characteristics of global and UK ecosystems. We will be exploring these themes in greater depth by studying tropical rainforest management in Costa Rica and sustainable woodland management in the New Forest.

We offer an enrichment trip to Kew Gardens to enhance the pupils' knowledge and understanding of the vast range of biodiversity found in the UK and beyond.

## First Form

The course is designed to be an introduction to the foundations of British History based upon the period from the Battle of Hastings to the Wars of the Roses, 1066-1485. 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. In the first term, the students study the Battle of Hastings and William the Conqueror's control over England, including an in-depth study of the Domesday Book, castles and other methods of control. In the second term, the boys focus on how the British state developed through an independent project on Wales, Scotland and the 100 Year war with France. They will then consider the problems faced by the Plantagenet kings from the Church, Barons and Peasants.

In the third term, students are introduced to a number of thematic topics from medieval village and town life, including the horrors of the Black Death. After the summer exams, boys will study medieval Europe's engagement with Islam through the Crusades.

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 Theology and Philosophy.

We aim for all boys take part in a day visit to the Tower of London to increase their understanding of the period.

## Second Form

The course is designed to encourage a development of study skills in preparation for the Upper School. The period studied covers 1485 – 1900, which will explain the formation of modern Britain and how Britain made the modern world. The main theme in the first term is the changing power of the crown and how religion and parliament challenged its authority. It covers the reigns of Henry VII, Elizabeth I to the end of the English Civil War.

The focus in the second term changes to Britain's political, social and economic development from 1650 – 1900, covering aspects of Britain's imperial expansion into North America and how the ideas of challenging royal authority contributed to the American Revolution. It will then consider Britain's social and economic development in the Industrial Revolution.

The final term will combine these themes of imperial and industrial development by considering Britain's role in the slave trade and its abolition. It will challenge the boys to assess the significance of racial issues in History.

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.

We aim for all boys to visit Hampton Court palace as part of their study of Tudor Monarchy and Life.



### Third Form

The Third Form course is the final piece of the historical jigsaw in Britain's historic development and develops many of the themes from the First and Second Forms in the context of the twentieth-century.

The focus of the first term is the imperial tensions between Britain and other European powers during the Scramble for Africa. These tensions will then be connected to a detailed investigation into the causes of the First World War. The second half of the term will then be formed of an in-depth study of the experience of Trench warfare.

The second term will then focus on American history. The US emerged from the end of the First World War as a world superpower and we will consider its boom and bust in the 1920s. The themes of race will then be explored by a study on who played the most significant role in improving US Black civil rights in the 1950s and 1960s.

The final term will shift to study the second major global conflict of the twentieth century and which battle of the Second World War was the key turning point in the Allies' favour.

There is also a three day educational visit to the Ypres Salient and the Somme to bring the First World War to life.

## CHINESE (MANDARIN)

### First Form

Boys follow a course which puts equal emphasis on the four skills of Listening, Speaking, Reading and Writing. Pupils will first learn about the nature of the language, including the history of Chinese characters, the *pinyin* system of pronunciation and the Mandarin tonal system. In the early stages of the First Form, substantial 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 worksheets where boys can trace and copy characters until they are able to write them independently.

During the first year the topics of Numbers and Dates, Greetings, Self-introduction, Family, Pets and Hobbies are covered. Boys will be able to read approximately 120 different characters and write 100 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 the geography and customs of different parts of China, as well as doing a project on Chinese views on family and education.

### Second 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 will move onto new areas such as Sports, Countries and Nationalities, Food and Drink, Times and Daily Routine, Clothing and Shopping. Boys will be able to read approximately a further 200 characters of which around 150 will be studied for written work.

Culture continues to play an important role, including the study of important Chinese festivals such as the Spring Festival and Mid-Autumn Festival, Chinese food culture and eating habits, as well as shopping and bargaining in China.

### Third Form

Over the course of the year pupils will learn to speak and write about a wide range of topics, including School Life, My House and Festivals.

Students will continue to develop all four linguistic skills, using more sophisticated vocabulary and employing a variety of structures. There will be an increasing focus on building up their knowledge of Chinese characters, working towards meeting the GCSE requirements. From the Third Form pupils, the ability to read and write characters from memory will become crucial.

Culturally, pupils will complete a film project, which aims to teach them more about China's history and political background.

## FRENCH

### First Form

In the First Form, a key focus is placed upon training the students to be able to effectively pronounce the sounds of the French language. There is an emphasis on pronunciation early in the course, which is reinforced throughout the year. Key basic aspects of French grammar, such as the present tense, adjective agreement and prepositions, will be taught through the exploration of topics relating to self and family, school, hobbies, and the local area. 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. All core vocabulary and grammar is contained within the Study Booklets distributed each term, which will also form the basis for revision for assessments.

### Second Form

Second Form students of French will build upon the basic foundations from the previous year, consolidating the key basics and expanding both breadth of vocabulary and range of linguistic structures. Topics studied include past holidays and excursions, food, healthy living, fashion and shopping. In addition to regular written tasks, students will also continue to work on their oral proficiency through a range of tasks designed to build fluency and confidence. All vocabulary and grammar is contained within the Study Booklets distributed each term, which will also form the basis for revision for assessments.

### Third Form

In the Third form, students will continue to consolidate the key aspects of French grammar through the exploration of topics such as daily life and routine (both locally and in the Francophone world), the media, future plans and education. By the end of the year, the course aims to have prepared students for their studies at IGCSE level, through sequential teaching of the main tenses, as well as other key grammatical features of the language. Accuracy is emphasised at all stages, and is assessed through regular written work. 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. All vocabulary and grammar is contained within the Study Booklets distributed each term, which will also form the basis for revision for assessments.

Students will also be exposed to CLIL methodology and will study aspects of Francophone geography and culture in addition to the core components of the course. In addition to allowing students to form a broader understanding of the language, this will also permit them to build a stronger cultural understanding of the French-speaking world.

Lessons will also utilise CLIL methodology (Content and Language Integrated Learning), and teachers will use French as the primary language of instruction. Alongside the core curriculum, boys will study in greater detail the culture and history of Normandy, preparing the students for possible participation in the Second Form exchange at the end of Michaelmas Term.

Our exchange is with the Institution St Pierre, a school in Caen, Normandy, which takes place towards the end of Michaelmas Term. Students will have the opportunity to stay with a French student their own age, along with their families, which will give them an immersive and authentic linguistic experience while exposing them to a culturally and historically significant region of Normandy.

## GERMAN

### First Form

The German course in the First Form 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 workbook *Logo 1*, used to supplement classroom teaching, is very thorough and stimulating and designed to meet the requirements of the National Curriculum. The emphasis at this stage is on developing all four core language 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 authentic German websites and interactive software.

### **Second 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 usually in the Lent term for eight days and follows a programme of activities. Whitgift boys visit Nuremberg for eight 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.

### **Third Form**

Pupils continue to add to their range of German vocabulary, as they progress on to new topic areas including media, health, food and sport and leisure. With increased emphasis on listening and speaking skills, pupils start to make use of the language laboratory, and gain greater confidence in spoken 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 become 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 eight days in July and stay with local families and the German group visits Croydon for a week earlier in the year. 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.

## **JAPANESE**

### **First Form**

During the first half of the Michaelmas 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, pets and much more. Throughout the year there is a strong emphasis on the spoken language, and there are opportunities to practise with the native Japanese Tutor. Boys are always amazed at how much they learn in such a short time.

## Second Form

During the first term boys concentrate on the topic area of school and they learn the third and final script. 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 Second Form 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.

## Third Form

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.

## KOREAN

### Lower First Form

In the Lower First all pupils study Korean alongside a tailor-made Languages Awareness course. The Korean course includes culture and history as well as the language, and introduces pupils to the study of a non-Latin script. Pupils tend not to have studied Korean before and so this course offers them a chance to start fresh and on the same footing as one another. There is a focus on grammar and language acquisition skills which lays the foundations for their language-learning from the First Form. The Languages Awareness course introduces pupils to simplified linguistics, teaching them about the origins of language, universal grammar, the phonetic alphabet, how languages develop over time and interact with one another. Pupils will also learn key skills which will enable them to learn languages more effectively in the future – parsing, strategies for vocabulary learning etc.

## LATIN

### First Form

There are two main aims. The first is to teach comprehension of the Latin language for reading purposes. The second is to develop from the outset an understanding of the content, style and values of Roman civilisation. The course presents the language not as an end in itself, nor as an instrument of general mental training, but rather as a means of gaining access to literature and the culture from which it springs.

The material of Unit 1, containing as it does authentic topics and characters, is set firmly in a Roman context and is centred on the family of the banker Caecilius Iucundus, who lived in Pompeii in the first century A.D. The story-line from chapter to chapter gives a very real insight into the social structure and culture of the town in the year before the eruption of Vesuvius (e.g. Education, Daily Life, Slavery, Religion, Political organisation, Gladiators, Baths etc.).

Although the objectives and teaching emphases are quite specific (fluent reading/study of Roman Civilisation), the skills imparted are contrastingly diverse. Linguistic, analytical, dramatic, artistic and inter-personal skills are enhanced through a variety of techniques (translation, role-play, art-work, comparative studies through videos and online resources, etc.) and all these elements interlock in what has proved to be a stimulating and hugely enjoyable course. There is a popular biennial visit to Rome and Sorrento, which complements the above material. Four boys from each set also participate in the regional Latin Reading Competition in March each year. The course is complemented by visits to Fishbourne Roman Palace and Bignor (Roman Villa) in July.

### Second Form

The boys who have opted for Latin, continue to read the Cambridge Latin Course (Units IIA and IIB). After the excitement of Pompeii, the survivors of the Vesuvius eruption visit Roman Britain (IIA) and Egypt (IIB). As with Unit 1, the characters and atmosphere are authentic and the story-line, especially in the Alexandria chapters, is extremely compelling.

In Unit II A, the main themes are the 'Romanisation' of a 'new' province, the reaction - and sometimes opposition - of the local kings to the invaders (e.g. Togidubnus, King of the Regnenses), the corruption of the governors and a general analysis of Roman Britain in the first century A.D. The main themes of Unit IIB are racial tension and conflict in Egypt, Roman Science, Medicine, Eastern cults/Religion and the city of Alexandria.

The skills imparted in the First Form and the emphases of Unit 1 are developed and enhanced by utilising the obvious historical and sociological potential of the above themes. The course is complemented by a visit to the Roman Baths in Bath in July. Many Second Formers also choose to participate in the biennial study-visits to Italy.

### Third Form

Students who opt for Latin continue reading the Cambridge Latin Course (CLC).

There are two main aims: the first is to continue to develop each pupil's comprehension of Latin in general, and language 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 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. English-to-Latin translation is also – very gently – introduced in the summer term.

Many students from this year group also chose to participate in the biennial study-visits to Rome and Naples.

### **GREEK (Third Foreign Language)**

Classical Greek is introduced as an option in the 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 skills of reading and translating Greek are rapidly developed by meeting both adapted and "pure" Greek passages. Again, 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.

Please note that this course is taught off-timetable.

## **SPANISH**

### **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. A personalised Whitgift programme of study is followed, and 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 the language with enthusiasm. This will stand them in good stead for the wide range of exchanges on offer later on in the School.

### **Second Form**

In the Second Form, we continue with an exciting, communicative approach to Spanish. 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 confidence in every pupil so that speaking in the target language becomes an enjoyable experience, as well as a productive one.



Lower Third students are given the opportunity to take part in a week-long 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. An integral part of the course is the knowledge of Spanish-speaking countries which they will develop throughout the year.

### Third Form

In the Third Form we start the IGCSE course. The emphasis is to widen the range of Spanish vocabulary and start developing the skills necessary for coping with the IGCSE. Grammatical accuracy is important and will be focussed upon throughout the year. The main tenses will be covered to lay solid foundations for future success.

Whitgift has an established tradition of bilingual or CLIL (content and language integrated learning) teaching. This exciting approach involves teaching the culture, history and geography of French, German or Spanish speaking countries through the medium of those languages. The aim is to bring the pupils up to a high level of fluency and increase the breadth and depth of their engagement with the countries whose languages they are studying.

The success of this approach is reinforced by the numerous opportunities boys have to spend time in German, French or Spanish cities and regions. All boys studying in the bilingual sets are encouraged to take part in the multitude of trips and exchanges offered by the Languages Department. They also use modern information technologies to work on projects with students abroad adding a real sense of purpose to their language studies.

Bilingual sets are formed at the beginning of the Second Form in consultation with the First Form teachers, who consider performance throughout the First, including but not limited to, pupils' achievement in the End of Year examination.

## SECTION FRANÇAISE

In September 2009 Whitgift introduced a unique programme for French native speakers, which was established with the cooperation of 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.

The aims of the section are twofold: firstly we want to maintain and develop both French and English at mother-tongue level, making sure the boys become truly bilingual; secondly we want to offer boys the chance to study for the Bilingual International Baccalaureate in the Sixth Form, a rare and very desirable qualification.

Boys will follow the Whitgift curriculum in all subjects in English apart from French, where they will follow the type of curriculum promoted by the French Ministry of Education. Boys will be taught by native speakers and study grammar, literature and cultural studies. There will also be the option to study French history and geography through a distance-learning course with a prestigious school in France.

## RUTA HISPANA

In the Second Form a small cohort of students follow the *Ruta Hispana* curriculum, introduced as an unique, tailor-made programme for native or near-native speakers of Spanish, established in cooperation with the Spanish Embassy's Education Office in London. This pioneering programme, called *Ruta Hispana*, is aimed at boys with a Spanish-speaking background who are brought up bilingually and are fluent in both Spanish and English.

The aims are twofold: firstly, we want to maintain and develop both Spanish and English at mother-tongue level, facilitating true bilingualism; secondly, we want to offer boys the chance to study for the Bilingual International Baccalaureate in the Sixth Form, a rare and very desirable qualification, equipping our pupils with the necessary tools to excel in an increasingly globalised and competitive environment.

Boys follow the Whitgift curriculum in all subjects in English apart from Spanish, where they follow the type of curriculum promoted by the Spanish Ministry of Education. Boys are taught by native speakers and study grammar, literature and Hispanic cultural studies.

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 two and three 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 curriculum and calculators are not used regularly until the Second Form. We recommend the Casio FX range and in particular the silver Casio fx-991 ES ClassWiz.

## 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. An introduction to basic algebra is also included. 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. The current text used is *Maths on Target* by Elmwood Press.

## 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. There is no setting in this year group. The current text used is *Essential Maths 7H* by Elmwood Press.

## Second 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 and techniques of estimation and approximation 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. We also introduce basic set theory. The boys are placed in either an upper or lower set – both sets cover the same syllabus. It is possible to make a change of set, as appropriate, following internal assessments and in discussion with both a boys' teacher and the Head of Maths. The current text used is *Essential Maths 8H* by Elmwood Press.



Mathematics lies at the core of many areas of Science, Technology and Engineering. In the Second Form Mathematics some fundamental principles are established for the application of Maths to a variety of different contexts. These include a consideration of estimation methods and degrees of accuracy, understanding of compound measures (rate of flow, speed, density) and appropriate units and unit conversions, use of practical formulae and the construction and interpretation of graphs in practical situations. This is part of the STEM initiative.

### Third Form

Many of the principal GCSE topics are introduced for the first time in the Third Form. These include: Trigonometry, rearranging formulae, ideas of similarity and further development of algebraic skills to include treatment of quadratic functions; the text used is the *Edexcel IGCSE Maths Specification A Student Book 1*. The boys are placed in sets according to ability – currently there are 13 sets (7 in one block, 6 in the other block). 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 assessments and in discussion with both a boys' teacher and the Head of Maths.

## Lower First Form

Central to the Lower First curriculum is singing. This develops students' aural skills and enables them to learn the skills required for high quality musical performances. Students will learn an extended vocal piece and perform together as a year group in the Lent Term concert. Elsewhere, students engage in a variety of projects that develop performance, compositional and listening skills, including a study of Programme Music. Through detailed study of the instruments of the orchestra, pupils explore timbre as a starting point for understanding music and 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.

## 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 sound with greater confidence and take a leading role in performance. 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. The teaching of basic notation and the musical elements is incorporated into lessons throughout the year.

## Second Form

The Second Form curriculum begins to develop more harmonic awareness, building on the boys' knowledge and experience of rhythm and melody from the First Form. 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. Song Writing techniques are studied and pupils compose an original song of their own. Using Garageband or Logic software they learn to make an Afro-Cuban arrangement, manipulating a combination of audio loops and their own recorded material. Additional projects may include a study of Holst's *Planets Suite* and an exploration of Ground Bass.

## Third Form

In the Third Form, in which Music becomes an optional creative subject, boys continue to expand and refine the skills they have developed earlier in the course. They examine Film Music in its many forms and compose an original score of their own. Elsewhere, Musical Fusions are explored and boys create compositions using Logic Pro. They also study traditional compositional techniques, writing original melodies and harmonies to create coherent compositions using conventional notation. Form and structure is studied using examples from a variety of genres, including Theme and Variations. Important elements from the GCSE course are introduced in the Third Form, such as the ability to contextualise, evaluate and compare music using a detailed range of vocabulary. Furthermore, by the end of the year it is intended that students will be confident at creating individual compositions, which is a major component of the GCSE.

## PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

All pupils in the Lower First Form and First Form have two lessons of PSHEE per two week cycle, taught in timetabled lessons by teachers who have received appropriate training. In addition to this, one form time each fortnight is dedicated to PSHEE content. In the Second Form, pupils have one timetabled PSHEE lesson and two PSHEE form times each fortnight.

In the Third Form, PSHEE content is delivered through Critical Reflection, which happens once per fortnight, in addition to one PSHEE form time.

The syllabus has been devised to complement other curriculum subjects providing pupils with the opportunity to develop key skills. Pupils are encouraged to reflect on their learning at the end of each module of the course.

Each term has two themes and the whole schools PSHEE, Critical Reflection, Tutor Time and assemblies will be within that theme. They are as follows:

Michaelmas 1 – Relationship with self and others

Michaelmas 2 – Safety including e-safety

Lent 1 – Healthy Lifestyles

Lent 2 – Sex and Relationship Education

Trinity 1 – Citizenship

Trinity 2 – Economic

There is an extensive Physical Education programme in the Lower School which forms part of the 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, C and D teams. It is hoped that all boys can find their particular sporting interest at whatever level.

The programme is designed to develop core skills in body management and hand-eye co-ordination coupled with basic health and fitness including the development of how to improve fitness. 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 First and 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 (bench ball, ball skills, fun games); circuit training; athletics; track and jumping events, swimming.

### Second 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 Functional Movement and continue to develop Speed & SAQ. Opportunities for creativity exist during methods of training where individuals are involved in effective construction of fitness sessions.

### Third Form

Areas covered include health and fitness the exploration of basketball, badminton, 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 and the importance of nutrition.

### Swimming

In this programme the general aim is to ensure each pupil develops the highest possible standards of watermanship skills. Lower First Forms and First Form 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 Lower First Form along with basic diving skills. Non-swimmers continue to have personal help. It is hoped that, by the time they reach the Second 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 continued stroke development are also included.



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

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 the Lower School a firm foundation in rugby, hockey, association football and cricket. Other activities are also arranged such as tennis, badminton, squash and fencing and modern pentathlon.

In the Second 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, 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.

## **A key skill that develops throughout their journey in science: How Science Works**

Pupils are introduced to the role of Science in society. They investigate how scientific evidence is collected, 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.

### **Junior Science: Lower First Form**

The course is divided into five topics:

Lab safety and combustion includes the study of fuels, combustion and combustion products, combined with learning how to work safely in a laboratory. Space and Beyond allows students to explore how the seasons occur, what makes up the solar system and why eclipses occur. Historical studies of how ideas about the solar system have changed and how telescopes were invented are also covered. Water and Solubility is a chemistry-based topic, where the physical and chemical properties of water are investigated as well as uses and treatment of water. Ecology 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. Forensic science is a topic that draws on analytical techniques and observation skills, learnt throughout the year and links them to real life applications.

### **Junior Science: First Form**

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 ideas of what constitutes useful scientific learning. Topics covered include amongst Acids and Alkalis, Light, Cells Energy Resources, Reproduction, Chemical Reactions and Sound.

## **Separate Sciences: The journey continues in the form of Biology, Physics and Chemistry**

### **Second Form**

Pupils are taught all three sciences via a bespoke curriculum with an emphasis on designing practical experiments, controlling variables, carrying out fair tests, collecting and analysing data via graphs or other forms of data analysis. Conclusions can then be drawn and experiments evaluated – employing the full scientific method. We finish the year with some extensive practical work where skills learned can be fully employed.

### **Third Form**

**All** science courses will now follow the Edexcel IGCSE course. We run a linear course which is examined in the summer of the Fifth Form year. There is no coursework assessment, although practical work is a major feature of the course and practical principles are tested in the examination papers. All sciences begin to pick up IGCSE curriculum topics in Third Form. An outline of IGCSE science in time line format would look like the following:



Second Form: Pupils build up foundational science knowledge in classes taught by subject specialists. The emphasis being on fundamentals – an enjoyment of the sciences based on understanding key principles.

Third Form: All sciences will begin to teach IGCSE topics. Pathway assessment will give an indication of whether the Separate Science or Double Award route is most appropriate for students.

End of year exam in Third Form moderated by teacher recommendations leads to the formation of Lower Fifth science sets.

Fourth Form: All sets study EDEXCEL IGCSE separate sciences – pupils complete internal end of unit tests which are used to track progress. Set changes are rarely made at this stage.

End of year exam in Fourth Form leads to adjustment of sets as necessary. Approximately 25% of pupils will go on to study Double Award with 75% taking up Separate Sciences.

Fifth Form: Pupils in Double Award sets will be taught Double Award material only; targeting a grade of 6 6 in this course. For those doing Separate Sciences the January mock exams will be used as a final measure to confirm the optimal pathway towards good grades. Pupils who are struggling to achieve a level 6 grade in all three sciences will enter a review and discussion process that is likely to result in Double Award entry.

May/June of Fifth Form: 75% of Whitgift pupils will sit 2 exams in each science, achieving 3 IGCSEs. 20% of pupils will sit 1 exam in each science to gain 2 IGCSEs in Science.

## **EDEXCEL IGCSE Biology**

Topics covered in Biology:

- The nature and variety of living organisms
- Structure and function in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

The aims of this course are:

To give students a knowledge and understanding of biological facts, concepts and principles

To develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations;

To develop an appreciation of the importance of accurate experimental work in scientific method and reporting;



To enable students to form hypotheses and design experiments to test them;

To sustain and develop an enjoyment of, and interest in, the study of living organisms;

To enable students to evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

## **EDEXCEL IGCSE Chemistry**

The topics covered are:

- Principles of chemistry
- Rates of reactions
- Gases in the atmosphere
- Crude oil
- Reactivity series
- Chemical tests

The aims of this course are:

To develop students' understanding of the unifying patterns and themes of chemistry;

To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques;

To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting;

To develop students' ability to form hypotheses and design experiments to test them;

To develop a logical approach to problem-solving in a wider context;

To develop an understanding of the widespread importance of chemistry and the way materials are used in the world;

To show how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community;

To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

## **EDEXCEL IGCSE Chemistry**

The topics covered are:

- Rates of reactions

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- Separating techniques
  - Atomic structure
  - Structure and bonding (ionic, covalent and metallic)
  - Trends in Group 1 and 7
  - Gases in the atmosphere
  - Chemical tests

The aims of this course are:

To develop students' understanding of the unifying patterns and themes of chemistry;

To further students' appreciation of the practical nature of chemistry and develop experimental and investigative skills based on correct and safe laboratory techniques;

To develop an appreciation of the importance to scientific methods of accurate experimental work and reporting;

To develop students' ability to form hypotheses and design experiments to test them;

To develop a logical approach to problem-solving in a wider context;

To develop an understanding of the widespread importance of chemistry and the way materials are used in the world;

To prepare students for more advanced courses in chemistry or courses which require them to have a knowledge of chemistry.

## **EDEXCEL IGCSE Physics**

The aims of this course are:

To impart a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts;

To foster an appreciation of the practical nature of physics, and develop experimental and investigative skills based on correct and safe laboratory techniques;

To develop an appreciation of the importance of accurate experimental work and reporting to scientific method; To enable students to form hypotheses and design experiments to test them;

To enable students to evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks (including social, environmental and economic) of scientific and technological developments; To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions.

As a major part of the School's STEM initiative all Second Form pupils will take part in an eight week STEM project run in the Michaelmas or Lent terms on consecutive Thursday lunchtimes. There will be wide-ranging opportunities to explore a science topic in depth under the guidance of a science.

## STUDY SKILLS

As part of the school-wide programme of academic enrichment and support, boys in the First, Second and Third Forms participate in a Study Skills programme. The boys become aware of how we learn and how we might learn things better. The sessions focus on the importance of learning to learn, how good study habits and routines aid learning and different learning techniques and strategies. Developing an awareness of how we learn is a great foundation as we look to equip the boys with the skills to become effective and independent life-long learners as they progress through Whitgift.

# THEOLOGY AND PHILOSOPHY

The Department of Theology and Philosophy at Whitgift is committed to moving students beyond solely the assimilation of knowledge; our focus instead being on critical and reflective thinking. Our syllabus is designed to introduce students to the key existential questions in Philosophy, current ethical issues and central questions of Theology. Pupils are asked to consider and develop their worldview, be it secular, postmodern or theistic. 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. This final unit is supported by a trip to the Jewish museum in North London.

## First Form

The course starts with an introductory unit on the life of Socrates which covers the career of Socrates as depicted in the major works of Plato and introduces boys to logical reasoning. Boys then complete a unit examining the idea that there are broadly speaking three competing worldviews – theistic, secular and post-modern. They will learn key features and assess the relative merits of these different outlooks. In the Lent term they complete a theological investigation into the Life of Jesus as a historical and theological figure. This is then followed in the Trinity Term with a further Theological unit reflecting on Christian Doctrine through the Narnia stories.

## Third Form

The aim is to study three of the world faiths: Islam, Hinduism and Buddhism. 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 in different contexts. This is specifically explored through visits to local places of worship.

## Fourth Form

In the final year before GCSE we seek to develop conceptual awareness and skills through a Philosophy of Religion course. The scheme of work 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.



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