

Lower School

Curriculum Guide

2011-2012 edition

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| Applicable to | Whole School | |
| Statutory | No | |
| Publication | All staff and web site | |
| First published | Sept 2006 | |
| Review | DoS | June 2011 |

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Introduction

Welcome to the Lower School Curriculum Guide for the Royal Hospital School. I hope that you will find this document useful in understanding the experiences of pupils at the school as they move through the first two years of their academic careers.

In this document you will find a description of each aspect of the curriculum by the relevant departments. This should give you a feeling for what we are trying to achieve and the philosophy behind what is done.

At RHS we believe that all pupils should study a modern foreign language to GCSE. To set the foundation for this, all pupils in years 7 and 8 study French. In addition, they have the choice of a second foreign language: Spanish or German. They can also opt to study Latin instead of the second MFL. During the first term of year 7, pupils follow a 'taster course' in German, Spanish and Latin and then opt at the end of term.

The Lower School (years 7+8) is a vital part of the curriculum. At RHS we 'shadow' the National Curriculum, but add in certain components of our own (for example all year 7 pupils are taught to sail). During the first two years, pupils gain a foundation in the core subjects that they will study at GCSE. Most importantly they develop the habits of organization and study that will serve them throughout the rest of their careers at RHS.

However, the most important aspect of any curriculum is enjoyment and I hope that this document gives you a sense of the thriving and challenging environment that RHS provides for its pupils.

Jonathan Allday
Director of Studies.

The Academic organization of the school

Director of Studies (DoS):

Has overall responsibility for the curriculum and the school's ICT system. Specific responsibilities of the DoS include management of the assessment system, entrance and scholarship examinations, curriculum choices in the middle school (e.g. GCSE optional subjects) and the allocation to forms on entry to the school. The DoS is also responsible for the assessment and reporting system and line manages the heads of Lower School, Middle School and Sixth Form.

Director of Teaching and Learning (DTL):

Has overall responsibility for the teaching and learning that goes on in the school. Specific responsibilities of the DTL include managing the heads of academic departments (HoDs), appraisal of the HoDs, Gifted and Talented, and the parent-teacher consultation meetings.

Heads of Departments (HoDs):

Are responsible for the teaching staff within an academic department and the choice and execution of the public examination syllabuses followed by that department. HoDs will generate schemes of work for the department and manage the resources, normally in collaboration with those in the department concerned. In addition they appraise the staff in their departments and monitor pupils progress. In the science department, each science has its own HoD but there is also a nominated Head of Science who oversees the whole faculty. Many departments have "Seconds" to whom the HoDs may delegate specific responsibilities. It is also frequently the case that members of the department may have responsibility for aspects of the curriculum.

Head of Lower School:

Is responsible for taking an overview of the educational experience of pupils in years 7+8. This includes monitoring of assessments, overseeing the work of tutors and working with the DoS on curriculum matters.

HoDs meetings:

Take place approximately once a term and are attended by all HoDs. The meeting is chaired by the DTL. The Headmaster, DoS and other members of the senior management team are often in attendance. Agenda items can be raised by any member of the HoD team.

Year 7

General Principles

The year 7 curriculum is designed to establish a broad and balanced education that will provide an excellent foundation for further study. It is important that pupils are well grounded in fundamental subjects, such as English, Mathematics, Science and a Modern Foreign Language (MFL). Science is taught on 5 periods per fortnight and gives a foundation in Physics, Chemistry and Biology.

Period allocations

| Subject | Periods per fortnight (55 mins per period) |
|--|---|
| English | 7 |
| Maths | 7 |
| French | 4 |
| Option Language (Spanish/German/Latin) | 4 |
| Science | 5 |
| Art | 4 |
| Design & Technology | 4 |
| Drama | 1 |
| Geography | 4 |
| History | 4 |
| ICT | 2 |
| Music | 2 |
| PE | 2 |
| Personal Social Health and Economic Education (PSHE) | 2 |
| RS | 2 |
| Total: | 54 |

On entry to RHS pupils are placed in forms 7G, 7R/H, 7S according to their performance in the entrance examinations. Most subjects are taught in form groups, but when possible English, Mathematics, Science and Languages are taught in sets.

English

Aims of the course:

- To develop an understanding of key aspects of the genres of narrative, poetry, drama and non-fiction
- To develop writing skills across a wide range of tasks
- To polish mechanical skills in written English
- To develop pupils' confidence and fluency in spoken English across a range of tasks.

Outline description of the course:

Pupils explore key aspects of the genres of narrative, poetry, drama and non-fiction, both orally and through written work. In response to a wide range of texts, they practise a variety of writing skills, including autobiography, the presentation of information and critical analysis. Practice in mechanical skills, including spelling and punctuation, is an integral part of these activities.

Syllabus followed:

The course book is New Oxford English 1.

Set texts:

Arthur, High King of Britain

Morpurgo

Great Expectations

Dickens/Heinemann Guided Readers

The Demon Headmaster

Cross

The study of these texts is extended by reference to shorter texts with relevant themes; these texts include short stories and poems.

Additional requirements:

Pupils are encouraged to read as widely as possible. They are also encouraged to attend junior debates.

Mathematics

Aims of the course:

- To develop, maintain and stimulate pupils' curiosity, interest and enjoyment in mathematics.
- To develop pupils' familiarity with appropriate mathematical concepts, principles, methods and vocabulary.
- To develop pupils' understanding of mathematics in it's widest context and see how it relates to themselves outside school.
- To encourage pupils to develop personal qualities such as politeness, perseverance, initiative, empathy, self confidence and independence.
- To enable independent and group work for all pupils.
- To enable all pupils to have equal access to mathematics and to experience success in their work.
- To allow pupils to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.

Outline description of the course:

| | |
|----------|--|
| Autumn 1 | Unit 1: Sequences Unit 2: Place Value, ordering and rounding Unit 3: Planning and collecting data Unit 4: Negative numbers |
| Autumn 2 | Unit 5: Coordinates and Transformations Unit 6: Special numbers Unit 7: Expressions and Formulae Unit 8: Mode, Mean, Median and Range |
| | END OF TERM ASSESSMENT TEST |
| Spring 1 | Unit 9: Functions Unit 10: Solving Equations Unit 11: Displaying Data |
| Spring 2 | Unit 12: Written and Calculator Calculations Unit 13: Lines and Angles Unit 14: Interpreting graphs |
| Summer 1 | Unit 15: Fractions Unit 16: Shape and Construction Unit 17: Percentages, fractions and decimals Unit 18: Probability |
| | END OF YEAR EXAMINATION |
| Summer 2 | Unit 19 Ratio and Proportion Unit 20: Graphs Unit 21: Measures |

French

Aims of the course:

- To provide an introduction to French, whilst consolidating and extending vocabulary for those pupils who have prior knowledge;
- To teach pupils basic listening, reading, writing and speaking skills in French;
- To acquaint pupils with a wide range of key vocabulary;
- To develop a basic knowledge of French grammar and sentence structure;
- To develop a positive attitude towards French-speaking people and culture.

Outline description of the course:

The programme is topic-based, with pupils developing their language skills using relevant and age-appropriate materials. No prior knowledge is required or assumed, but differentiation is made where pupils' prior learning makes this suitable. Pupils are initially taught in forms, but the results of testing in November, along with ongoing assessment of the range of skills, will be used to inform setting ready for January.

Pupils will follow the Encore Tricolore 1 (Nouvelle Edition) or Clic! 1 course. Topics covered include: numbers, alphabet, self, family, friends, animals, house and home, free time and leisure, food and drink.

Grammar points covered will include: gender and agreement of adjectives, singular and plural and the present tense (regular and key irregular verbs). Assessment is on-going through the year with an internal end of year examination also being set.

Comments:

Pupils will also be encouraged to develop ICT skills through computer-based language learning activities.

Option Language

Aims of the course:

- To provide an introduction to German, Spanish and Latin in the Michaelmas Term, which will inform pupils' choice of option language for the Lent term;
- To teach pupils basic study skills necessary for language learning;
- To acquaint pupils with a wide range of key vocabulary;
- To develop a basic knowledge of grammar and sentence structure;

- To develop a positive attitude towards foreign culture and civilisation.

Outline description of the course:

In the Michaelmas Term pupils study German, Spanish and Latin for 4 weeks each. They choose their option language before the end of term. Assessment is on-going through tests and prep set, with an internal end-of-year examination in the summer term.

German:

In German, pupils currently follow the Klasse 1 course. The main topics of the year are: Self, family and friends – giving basic information about their person and asking information of others. This topic includes family members and pets.

School – an introduction to subjects, the school day and daily routine, including times of day.

At home – describing rooms in a house including furniture.

Food – Basic foodstuffs and mealtimes and habits in Germany.

Grammar topics include verb endings in present tense, noun gender and adjective endings.

Throughout the course basic awareness of, and familiarisation with, German culture and way of life is included through the teaching methods.

Spanish:

Pupils currently follow the Español de Primero course or Mira. Topics covered are: numbers, alphabet, self, family friends, animals, free time and leisure, school subjects and opinions on school. Grammar topics include the agreement of adjectives, use of definite and indefinite articles and the present tense of verbs.

Latin:

In Latin pupils follow the Cambridge Latin Course using the first half of Book I. The most simple grammar is introduced and much time is spent on the way the Romans lived their lives, covering the houses and buildings of Pompeii with particular emphasis on the role of slaves.

Science

Aims of the course:

- To provide partial coverage of the KS3 National Curriculum in Science, including the knowledge, understanding and skills required for AT1
- The course is designed to:
 - be open and accessible to pupils of all abilities;

build on pupils' knowledge from Key Stage 2 and revisit key concepts in order to provide a firm foundation for GCSE;
provide a variety of tasks for pupils of differing interests and aptitudes;
involve pupils in their own learning and provide clear attainable goals.

Outline description of the course:

| | |
|-----------------|--|
| Michaelmas term | Particles Cells Energy Space |
| Lent term | Elements & Compounds Forces Reproduction |
| Summer term | Chemical Reactions Classification |

Set texts

The 'Science Works' Scheme (published by Oxford)

Extent of practical work

Approximately 60% of contact time involves practical work

Art

Aims of the course:

Our Lower School Art course is based upon the spirit and content of the National Curriculum and contains a structure of guidelines, suggested avenues of study and areas for focus of attention. It is divided into three broad areas;

- **Colour, Shape and Line.**
- **Texture, Pattern and Tone.**
- **Form, Space, Composition and Thematic Response.**

The course is **not** intended to be a tightly prescriptive structure of exercises. Neither does it include a prescribed group of artists, designers and craftsmen around which to base a programme of work. This could only lead to a restricted and inflexible course with little scope for manoeuvre on the part of the teachers in the studio. This course is intended to encourage individual interpretation on the part of the teachers who teach it, and thereby allow them to make good use of their own media specialisms and interests for the benefit of their pupils. The three broad areas of attention are not intended to be taught in isolation from each other at any point but are intended to serve as guidelines for focus of attention throughout the course. They are intended to give a logical progression of artistic awareness and development structured as follows;

Year 7 Focus of attention on colour, shape and line.

Year 8 Focus of attention on texture, pattern and tone.

All ten of the elements listed next to the three years of Key Stage 3 will almost certainly occur and receive consideration during each year of study. i.e. it is highly likely that line will form an important part of the studies in years 7, 8 not merely in year 7. However, it should receive particular attention along with colour and shape in year 7. Texture, pattern and tone will receive such attention in year 8, and form, space, composition and thematic response are the areas for particular concern in year 9.

The course is structured as a carousel in which groups of pupils rotate between a number of studio areas (e.g. 2D art, ceramics, textiles). Each pupil should have the opportunity to experiment with a variety of different media each year (e.g. paint, charcoal, pastel, pen and ink, collage, textiles, ceramics). Art teachers involved with the course have widely varying interests, strengths and specialisms. Each structure his or her own part of the carousel in a unique way but follow the same overall learning objectives laid out under particular years later in this syllabus

Outline description of the course:

Colour, Shape and Line

It is important that the first year of study in Art should be as comprehensive an introduction to the subject as possible. It should attempt to encompass as many facets of the subject as possible, utilising as wide a range of media as is practical in the time available.

Pupils starting the course may have had widely varying Art experiences at KS1 and KS2, ranging from the ideal to the very limited. The first year of study is designed to allow each pupil to experience a stimulating, informative and highly expressive foundation in Art. The fact that colour, shape and line are the three major elements highlighted for emphasis during this year should not mean that they are studied in isolation from line, texture, pattern, form, space and tone or, indeed, composition and thematic response. These should all play a part, however minor, to ensure a balance and meaningful year of study.

The year aims to encompass the following learning;

- Pupils gain an understanding of what *primary colours* are (in pigment) and why they are important.
- Pupils gain an understanding of what *secondary colours* are (in pigment) and how they are formed by mixing primaries.
- Pupils understand how to mix browns from primaries and secondaries.
- Pupils understand what *complementary colours* are and appreciate that they appear to *fight* or *clash* when juxtaposed.

- Pupils gain an understanding of how primary, secondary and complementary colours relate to each other.
 - Pupils gain an understanding of *warm* and *cool* colours and their applications in Art.
 - Pupils develop a broad working knowledge of how to mix and match colours in a variety of media.
 - Pupils gain an insight into the emotional effects and connotations of colour, shape and line.
 - Pupils begin to appreciate the characteristics and qualities of shape, form and line (e.g. organic or geometric, curved or angular, heavy or light, etc.)
 - Pupils develop a competence in the manipulation and controlled use of a variety of media and tools (e.g. pencil, paint, crayon, pastel, glue, scissors, clay, modelling tools, textile implements etc.)
-

Design & Technology

Aims of the course:

- To build upon the skills, knowledge and experience gained in previous years and to assess their true level of technological capability.
- To ensure that all pupils develop their creative and imaginative approaches to the subject and to enjoy their work and experiences gained within the subject.
- To deliver the subject in such a way so as to encourage each pupil to question and be curious about his/her work, and to relate all products studied to the real world in which we live.
- To give each individual pupil a sense of value and respect for his/her own work and that of others.

Outline description of the course:

This year group is engaged on a carousel system covering the main focus areas of Graphic Products, Food Technology, Resistant Materials & Textiles Technology. Pupils spend approximately 8 weeks on each stage of the carousel, and follow a set design brief for each that requires all stages of the design process to be applied. In graphics pupils are required to develop their graphic skills, using Isometric & Orthographic principals. These techniques are covered in sketch form only and incorporate the use of grid paper as a drawing aid. In addition, the unit will also cover the use of ICT in the production of documents and spread sheets incorporating the design process, health & safety & evaluative summaries. Each pupil designs and makes a 'Free Gift' targeted at prospective pupils who visit the school, and incorporating images and appropriate text that reflect school life in it's packaging. The

product will take the form of a geometry set; ruler, set square and protractor designed and made using CAD/CAM software and laser cutter. In Resistant Materials the pupils are involved in the design and manufacture of a power pistol project. This entails a scaled full size model of a device designed to propel a table tennis ball in a controlled direction over a distance of 10 metres. This unit incorporates a supplied battery power source including motors designed within a vacuum formed casing. In Food Technology the pupils undertake the study of a bread based snack food, based upon the need of a manufacturer wishing to extend its range of snacks. This requires each student to research and apply knowledge of healthy eating foods and vegetable, as well as to fully design and make the packaging for the product. Within Textiles Technology the pupils are engaged in the design and manufacture of a CD case using textiles materials. Again each pupil carries out appropriate research of similar products as well as the important ergonomic considerations. Essential cutting and assembly technique are studied as well as the graphical decorations associated with this type of product.

Entry requirements:

It is assumed that all pupils will have followed a structured course in Design and Technology at Key Stage 2, although it is possible for any pupil of little/no previous knowledge to enjoy success in all areas.

Set texts:

All pupils are supplied with materials taken from the Design & Technology Foundation Course (Collins); AQA Design & Make It (T. Shepard & A. Toft); AQA Schools Revision Guide for Product Design (Lonsdale).

Extent of practical work:

Clearly each focus area necessitates a 'design and make' approach since this is the essence of the subject. Each pupil undertakes a focussed health & safety unit appropriate to each area of the carousel in addition to a 'general' health and safety programme. All manufacturing is underpinned by the need to understand the value of quality basic skills including marking out procedures and preparation for finishes etc. The safe use of all tools and equipment is paramount in developing a pupil's confidence in producing high quality products. The carousel encourages each pupil's awareness of workshops, graphic studios and food manufacturing areas within the department.

Additional requirements:

Every effort is made to increase the awareness of each pupil of the real world around them. Newspaper articles, magazines, videos are all important aspects of the developing world of technology, and class discussions encourage pupils to keep abreast of these and to develop

their self-confidence in offering their valued opinions. The use of other designer's work as a basis for discussion, including fellow pupil's, is actively encouraged, as is drawing their attention to the variety of design and practical work on display throughout the department. Encouraging them to produce their best work in all aspects of the subject and to see their own work on display is used positively throughout, as is the use of the department's very successful 'Merits' system as reward for quality work and positive attitude.

Geography

Aims of the course:

- To develop a range of skills that will assist pupil learning in the higher years.
- To develop an enthusiasm for a knowledge and understanding of the world through contemporary topics.
- To develop the ability of pupils to learn independently.

Outline description of course:

In Year 7 pupils experience an induction period of 4 weeks in which they are instructed and guided through exercises that are designed to equip them with the skills needed for academic study, and prepare them achieve their full potential academically. Pupils study "Geography in the News", "Earth Story", and "Geography of Sport". The first topic includes an investigation of Global Warming, and the fate of Antarctica, as well as the flexibility to select news items that are current at the time of teaching. Earth Story examines rock types as well as the physical structure and development of the Earth, especially the theory of Plate Tectonics, and of course the linked hazards of earthquakes, volcanoes and tsunamis. Geography of Sport examines the reason for the growth of different types of sport and the location of these, from national sports to minority sports and their location within areas. Ordnance survey map work is incorporated throughout these topics.

Syllabus followed:

The current topics were introduced in September 2008 after being developed by the RHS Geography department. The content broadly follows the National Curriculum, but is far more interesting!

Text books:

A variety of texts are used at different stages of the course. However, given the unique nature of the course there is no set text book. Instead teachers develop and use a wealth of their own resources. As part of the Ordnance Survey National scheme all Year 7 pupils receive a free 1:25000 OS map of the local area.

Fieldwork:

In the summer term, as part of the "Geography of Sport" topic, pupils participate in a day of fieldwork in Colchester, this is a practical investigation of the location and features of the old and new Colchester Football Club stadia, including a tour of the new Community Stadium.

Coursework requirements:

During the "Geography in the News" topic pupils will produce an informative poster about the "Future of Antarctica", this forms a Year group competition.

Comment:

Pupils should have an awareness of issues at different scales (local to world), and an awareness of what is happening in the modern world from the media (programmes such as *Newsround* and *Blue Peter*). There is also an interesting Lower School Geography reading list which pupils are encouraged to investigate.

History

Aims of the course:

- To stimulate curiosity, interest and enjoyment in history; to encourage an understanding of the relevance of history in society;
- to provide a broad and thematic introduction to the period of the Middle Ages within a chronological framework;
- to foster an awareness of how to interpret events from history and to encourage pupils to appreciate the reasons for contrasting interpretations;
- to enable pupils to understand the difference between cause and consequence; to equip pupils with the tools necessary to make their own independent enquiries of the past.

Outline description of the course:

Term One: The Norman Conquest (Did Harold deserve to lose the English throne? Did William's conquest change England?); life in the Middle Ages (What was life like in the Middle Ages with reference to towns and villages, social structure, law and order?) Health and medicine in the Middle Ages (was medieval medicine all 'doom and gloom'?)

Term Two: Beliefs and practices in the Middle Ages. What were people's beliefs in the Middle Ages?); the crusades; challenges to the crown.

Term Three: Power and politics in the Middle Ages (Who was the best and who was the worst king, 1087-1307?).

Set texts:

Invasion, Plague and Murder, Britain 1066-1485

Authors: Wilkes and Ball

Publisher: Folens

Extent of practical work:

No practical work as such, but we do put a lot of emphasis on role play, reconstructions and project work.

ICT

Aims of the course:

Initially year seven pupils are introduced to the School's computer network. Their main study over the year is to use Presentation software and Desktop Publishing software to enhance presentation skills and simulate website design.

They will be introduced to the basics of ICT which includes Input, Process, Output, Storage and Feedback.

Outline description of the course:

Microsoft PowerPoint will be used to improve pupils' presentation skills. They will all present their own designed presentation. Microsoft Publisher will be used to simulate web design, concentrating on layering and hyperlinks. Adobe Photoshop Elements will be used to enhance photo-manipulating skills. The emphasis is on practical development of the basic Microsoft Software.

GCSE CGP Workbooks will form the basis of developing ICT knowledge throughout as well as an online Quiz application relating to the GCSE syllabus

Syllabus followed:

As RHS do not offer a GCSE ICT qualification at the moment the emphasis will be to achieve as high a standard of ICT knowledge/practical experience as possible in the two years provided.

Year 8 pupils will further their skills in the Microsoft Office application by learning the basic principles of Spreadsheets (Microsoft Excel) and Relational Databases (Microsoft Access). In Microsoft Word the emphasis will be to embed and link objects and load data files for mail merging. This will form the basis of further study for the sixth form.

The Key Skills syllabus for ICT will be used to enable pupils to learn the practical use of modelling using a spreadsheet and setting up relational databases to store data in tables.

They will learn how to import and export CSV (comma separated variable) files into the above and perform mail merge skills.

An end of year test (mainly multiple choice questions) will summarise the two years of ICT teaching at RHS.

Music

Aims of the course:

To foster musical literacy through singing, playing instruments, aural training and listening.

Outline description of the course:

LITERACY - time values, simple time signatures, rhythm and pitch.

PERFORMING – singing, folk songs, popular songs, songs from musicals, carols and hymns.

Learning the notes of and playing the electronic keyboard.

COMPOSING simple four bar phrases extending to more sophisticated free composition work.

LISTENING to the music of the baroque period and learning about the instruments of the orchestra through Young Persons' Guide to the Orchestra – Britten, Carnival of the Animals, Saint Saens, Peter & the Wolf – Prokofiev and Swan Lake, Tchaikovsky.

Physical Education

Aims of the course:

To broadly outline and introduce PE in line with National Curriculum requirements.

Outline description of the course:

Autumn term: swimming, basketball and gym

Spring term: swimming, badminton, indoor athletics

Summer term: swimming, athletics, tennis.

Personal, Social, Health and Economic Education (PSHE)

Aims of the course:

- To prepare each pupil for making informed decisions now and in later life
- To understand and take responsibility for decisions

- To accept ownership of the consequences of decisions

Outline description of the course:

PSHEE is designed to meet the needs of the pupils at The Royal Hospital School. The course is designed to introduce a range of issues for example, sex and relationship education, substance abuse, smoking, alcohol and careers. At each level, the salient topics are revisited as the child becomes more mature and their knowledge of personal, social, and health issues increases in sophistication. In the comfort and intimacy of house tutor groups, the issues raised in PSHEE lessons can be discussed further and when appropriate, linked to school policy. The course is designed around the five 'Every Child Matters' outcomes, including the personal finance element, thus preparing pupils for making informed decisions both now and into adulthood.

Religious Studies

Aims of the course:

- To introduce pupils to key texts within the Old Testament and to encourage a familiarity with the Bible in general.
- To study Gospel stories through the life of the historical Jesus.

Outline description of the course:

Pupils will have some knowledge of well known Old Testament stories such as the Creation, the Exodus and the giving of the Ten Commandments. Some work will be done on linking these stories to modern day life and thought.

The figure of Jesus as a man living at a specific time in history is studied and further issues are explored in relation to the state of the Middle East in the present.

Set Text:

The Bible

Other material:

The Bible in Animation series.

Year 8

General Principles

The year 8 curriculum builds on the work already established in year 7. There is some adjustment to the period allocations to achieve a balance across both years 7 and 8 in curriculum terms.

Period allocations

| Subject | Periods per fortnight (55 mins per period) |
|--|---|
| English | 7 |
| Maths | 7 |
| French | 4 |
| Option Language (Spanish/German/Latin) | 4 |
| Science | 5 |
| Art | 3 |
| Design & Technology | 4 |
| Drama | 1 |
| Geography | 4 |
| History | 4 |
| ICT | 3 |
| Music | 2 |
| PE | 2 |
| Personal Social Health and Economic Education (PSHE) | 1 |
| RS | 3 |
| <hr/> | |
| Total: | 54 |

English

Aims of the course:

- To develop an understanding of key aspects of the genres of narrative, poetry, drama and non-fiction
- To develop writing skills across a wide range of tasks
- To polish mechanical skills in written English
- To develop pupils' confidence and fluency in spoken English across a range of tasks.

Outline description of the course:

Pupils explore key aspects of the genres of narrative, poetry, drama and non-fiction, both orally and through written work. In response to a wide range of texts, they practise a variety of writing skills, including autobiography, the presentation of information, and critical analysis. Practice in mechanical skills, including spelling and punctuation, is an integral part of these activities.

Syllabus followed:

The course book is New Oxford English 2.

Set texts:

| | |
|---|-----------------|
| <i>Stories from Shakespeare</i> | McCaughrean |
| <i>The Terrible Fate of Humpty Dumpty</i> | Calcutt |
| Short Stories | Various |
| <i>Frankenstein</i> | Shelley/Pullman |

The study of these texts is extended by reference to shorter texts with relevant themes; these texts include short stories and extracts.

Additional requirements:

Pupils are encouraged to read as widely as possible. They are also encouraged to attend junior debates.

Mathematics

Aims of the course:

- To develop, maintain and stimulate pupils' curiosity, interest and enjoyment in mathematics.

- To develop pupils' familiarity with appropriate mathematical concepts, principles, methods and vocabulary.
- To develop pupils' understanding of mathematics in its widest context and see how it relates to themselves outside school.
- To enable independent and group work for all pupils.
- To enable all pupils to have equal access to mathematics and to experience success in their work.
- To allow pupils to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.

Outline description of the course:

| | |
|----------|--|
| Autumn 1 | Unit 1: ALGEBRA 1 - Graphs 1 Unit 2: NUMBER 1 - Decimals 1 Unit 3: HANDLING DATA 1 - Collecting and presenting data Unit 4: NUMBER 2 - Powers and roots |
| Autumn 2 | Unit 5: ALGEBRA 2 - Sequences Unit 6: NUMBER 3 - Calculator calculation Unit 7: SHAPE, SPACE and MEASURE 1 - Coordinates and Transformations Unit 8: ALGEBRA 3: Functions |
| | END OF TERM ASSESSMENT TEST |
| Spring 1 | Unit 8 to completion Unit 9: HANDLING DATA 2 - Probability Unit 10: ALGEBRA 4 - Expressions, formulae and equations Unit 11: NUMBER 4 - Fractions |
| Spring 2 | Unit 12: ALGEBRA 5 - Equations Unit 13: SHAPE, SPACE and MEASURE 2 - Lines and angles Unit 14: NUMBER 5 - Percentages, fractions and Decimals |
| Summer 1 | Unit 15: ALGEBRA 6 - Graphs 2 Unit 16: - SHAPE, SPACE and MEASURE 3 - Measures; Perimeter, Area and Volume |
| | END OF YEAR EXAMINATION |
| Summer 2 | Unit 17: HANDLING DATA 3 - Analysing data Unit 18: NUMBER 6 - Ratio and Proportion Unit 19: SHAPE, SPACE and MEASURE 4 - Shape, Construction and Loci |

Core French

Aims of the course:

- To develop pupils' listening, reading, writing and speaking skills in French;
- To develop pupils' knowledge of French grammar and sentence structure;
- To broaden pupils' range of vocabulary and add depth of knowledge in some areas studied briefly in Year 7;
- To develop a positive attitude towards French language and culture among pupils.

Outline description of the course:

Pupils will follow the Encore Tricolore 2 (Nouvelle Edition) or Clic! 2 course.

Topics covered include: food and drink, shopping, town and area, school life, self and family, travel and transport.

Grammar points covered will include: agreement of adjectives, possessives, quantities and the perfect and future tenses (regular and irregular verbs). Assessment is on-going through tests and prep set, with an internal end-of-year examination in the summer term.

Additional Comments

Pupils are encouraged to develop ICT skills through computer-based language learning activities.

Option Language

German

Aims of the course:

- To extend and deepen pupils' range of vocabulary and to improve their knowledge and skills in all four areas of writing, reading, listening and speaking.
- To build on the foundation laid in year 7 by revisiting topics in more depth as well as introducing new topics and grammar concepts.
- To broaden pupils' cultural awareness by inspiring an interest in a foreign way of life.

Outline description of the course:

Pupils study a topic-based programme. Assessment is on-going through tests and prep set, with an internal end-of-year examination in the summer term.

In German, pupils currently follow the Klasse 1 course. Topics for the year are:

Self, family and friends – giving basic information about their person and asking information of others. This topic is revisited from year 7 in more depth.

School – an introduction to subjects, the school day and basic daily routine, also includes numbers and times of day.

At home – describing rooms and furniture.

Food – Basic foodstuffs as well as mealtimes and habits in Germany.

Hobbies – an introduction to leisure and pastimes, expressing likes, dislikes, basic opinions.

My town – includes modes of transport and directions, also asking for information, buying tickets and describing the home town.

Grammar topics include present and perfect tense verbs, noun gender and adjective endings..

Throughout the course basic awareness of, and familiarisation with, German culture and way of life is included through the teaching methods.

Additional Comments

Pupils are encouraged to develop ICT skills through computer-based language activities.

Spanish

Aims of the course:

- To teach pupils basic study skills necessary for language learning;
- To acquaint pupils with a wide range of key vocabulary;
- To develop a basic knowledge of grammar and sentence structure;
- To develop a positive attitude towards Spanish-speaking culture and society.

Outline description of the course:

Pupils currently follow the topic-based Español de Primero or Mira course. Assessment is on-going through tests and prep set, with an internal end-of-year examination in the summer term.

Topics covered are: family, friends, free time and leisure, holidays home and town. Grammar topics include the agreement of adjectives, use of definite and indefinite articles and the present, future and past tenses. Assessment is on-going through tests and prep set, with an internal end-of-year examination in the summer term

Additional Comments

Pupils are encouraged to develop ICT skills through computer-based language activities.

Latin

Aims of the course:

To continue building on the interest from year 7, but with the emphasis more on the grammar of the language.

Outline description of the course:

Simple translations and comprehensions, which gradually introduce basic grammar points.

Syllabus followed:

Cambridge Latin Course Book I + II.

Comment:

Latin is now part of the Option block rather than compulsory. New pupils in Year 8 are at no disadvantage in this language as the emphasis moves to the grammar for the first time.

Science

Aims of the course:

- To provide partial coverage of the KS3 National Curriculum in Science, including the knowledge, understanding and skills required for AT1
- The course is designed to:
 - be open and accessible to pupils of all abilities;
 - build on pupils' knowledge from Key Stage 2 and revisit key concepts in order to provide a firm foundation for GCSE;
 - provide a variety of tasks for pupils of differing interests and aptitudes and encourage positive achievement;
 - involve pupils in their own learning and provide clear attainable goals.

Outline description of the course:

| | |
|-----------------|--|
| Michaelmas term | Life Support Periodic Table Sound Keeping Healthy |
| Lent term | Using elements Light People & environment |
| Summer term | Heating & cooling Metal reactions |

Set texts:

The 'Science Works' scheme (published by Oxford)

Extent of practical work:

Approximately 60% of contact time involves practical work

Art

Aims of the course:

Our Lower School Art course is based upon the spirit and content of the National Curriculum and contains a structure of guidelines, suggested avenues of study and areas for focus of attention. It is divided into three broad areas;

- **Colour, Shape and Line.**
- **Texture, Pattern and Tone.**
- **Form, Space, Composition and Thematic Response.**

The course is not intended to be a tightly prescriptive structure of exercises. Neither does it include a prescribed group of artists, designers and craftspeople around which to base a programme of work. This course is intended to encourage individual interpretation on the part of the teachers who teach it, and thereby allow them to make good use of their own media specialisms and interests for the benefit of their pupils. The three broad areas of attention are not intended to be taught in isolation from each other at any point but are intended to serve as guidelines for focus of attention throughout the course. They are intended to give a logical progression of artistic awareness and development structured as follows;

Year 7 Focus of attention on colour, shape and line.

Year 8 Focus of attention on texture, pattern and tone.

All ten of the elements listed next to the three years of Key Stage 3 will almost certainly occur and receive consideration during each year of study. i.e. it is highly likely that line will form an important part of the studies in years 7, 8 not merely in year 7. However, it should receive particular attention along with colour and shape in year 7. Texture, pattern and tone will receive such attention in year 8, and form, space, composition and thematic response are the areas for particular concern in year 9.

The course is structured as a carousel in which groups of pupils rotate between a number of studio areas (e.g. 2D art, ceramics, textiles). Each pupil should have the opportunity to experiment with a variety of different media each year (e.g. paint, charcoal, pastel, pen and ink, collage, textiles, ceramics). Art teachers involved with the course have widely varying interests, strengths and specialisms. Each structure his or her own part of the carousel in a unique way but follow the same overall learning objectives laid out under particular years later in this syllabus

Outline description of the course:

Texture, Pattern, Tone

Texture - the quality of a surface.

Pattern - an arrangement of repeated or corresponding parts.

Tone - degree of brightness or darkness of colour.

Pupils enter their eighth year of study with a broad working knowledge of the nature and importance of colour, shape and line in Art. The areas for emphasis for the year 8 are *texture*, *pattern* and *tone*, but colour, shape and line should not in any way be excluded from study.

All six elements plus form, space, composition and thematic response should be seen as being inextricably linked and interdependent.

Year 8 encompasses the following learning;

- Pupils develop an understanding of the meanings of the words *Texture*, *Pattern* and *Tone*.
 - Pupils gain an insight into the enormous variety of different textures to be found in the natural and man-made environments (e.g. regular and irregular, prominent and barely detectable, rough and smooth, hard and soft, in relief and indented).
 - Pupils gain an understanding of methods used for recreating the illusion of texture on a 2D surface in a variety of media (e.g. pencil, paint, charcoal, pen and ink, printing etc.).
 - Pupils gain an appreciation of the wide range of patterns to be found in the natural and man-made environments.
 - Pupils gain an understanding of how pattern is formed, by making their own patterns in a variety of media (e.g. print, painting, computer art).
 - Pupils gain an understanding, through practical experience in a variety of media, of the importance of tone in recreating the illusion of 3D form in a 2D image.
-

Design & Technology

Aims of the course:

- To build upon the skills, knowledge and experience gained in year 7.
- To ensure that all pupils develop their creative and imaginative approaches to the subject and to enjoy their work and experiences gained within the subject.
- To deliver the subject in such a way so as to encourage each pupil to question and be curious about his or her work and to relate all products studied to the real world in which we live.
- To give each individual pupil a sense of value and respect for their own work and that of others.

Outline description of the course:

This year group is engaged in a carousel system covering the main focus areas of Textiles Technology, Systems & Control/Electronics & Resistant Materials. Pupils spend

approximately 10 weeks on each stage of the carousel, and will follow a set design brief for each that requires all stages of the design process to be applied. In Textiles Technology they are required to design and make a personalised cloth bag in response to a design brief from a small craft company. The final product includes decoration, stitching techniques and an appliqué design. This unit focuses on the development of the graphic techniques used to effectively communicate the research, analysis, ideas and final solution of the product. Within Resistant Materials each pupil will design and make a personalised photograph frame system. This product will focus on the use of a range of materials and encourage pupils to work mainly in plastics, again they will be required to research similar existing products in the production of a full final specification, upon which they will proceed to develop a wide range of personal ideas. They will need to incorporate 2D design software and the use of the CAM laser cutter in the design and production of the product and any decoration used, as well as all ergonomic requirements. Scaled modelling is also incorporated, as is all aspects of workshop health and safety. Within Systems & Control/Electronics the pupils are engaged in the design and manufacture of a Moisture Detector. This is intended to detect when a house plant is in need of watering, and is based upon transistor technology. Pupils are involved in PCB design, vacuum forming and the application of acrylic paint finishes. They also complete a full specification including target groups, price ranges and ergonomics. Research and analysis of existing similar products is also covered, as is the essential manufacturing plan and testing.

Entry requirements:

It is assumed that pupils have followed a structured course in Design and Technology in year 7, although it is possible for any pupil of little/no previous knowledge to enjoy success in all areas.

Set texts:

All pupils are supplied with materials taken from the Design & Technology Foundation Course (Collins); AQA Design & Make It (T. Shepard & A. Toft); AQA Schools Revision Guide for Product Design (Lonsdale).

Extent of practical work:

Clearly each focus area necessitates a 'design and make' approach since this is the essence of the subject. Each pupil will undertake a focussed health & safety unit appropriate to each area of the carousel in addition to a 'general' health and safety programme. All manufacturing is underpinned by the need to understand the value of quality basic skills including marking out procedures and preparation for finishes etc. The safe use of all tools and equipment is paramount in developing a pupil's confidence in producing high quality products. The

carousel encourages each pupil's awareness of workshops, graphic studios and food manufacturing areas within the department.

Additional requirements:

Every effort is made to increase the awareness of each pupil of the real world around them. Newspaper articles, magazines, videos are all important aspects of the developing world of technology, and class discussions encourage pupils to keep abreast of these and to develop their self-confidence in offering their valued opinions. The use of other designers' work as a basis for discussion, including that of fellow pupils, is actively encouraged, as is drawing pupils attention to the variety of design and practical work on display throughout the department. Encouraging pupils to produce their best work in all aspects of the subject and to see their own work on display is used positively throughout, as is the use of the department's very successful 'Merits' system as reward for quality work and positive attitude.

Comment:

The subject is a very popular reflecting the enjoyment and satisfaction that the pupil's achieve throughout their Key Stage 3 courses. Every effort is made to relate all work covered to the real world of product design and manufacture.

Geography

Aims of the course:

- To build on the factual knowledge and understanding developed in Year 7
- To provide pupils with information and understanding of contemporary themes in geography
- To continue to develop a range of geographical skills that will assist pupils with learning in the higher years
- To develop and foster an enthusiasm for a knowledge and understanding of the world

Outline description of the course:

In Year 8 pupils follow a course designed to provide coverage of human and physical geography in a contemporary and informative style. The topics are Natural Wonders of the World, Spaceship Earth, and Geography of Crime. The first introduces physical geography features and processes by using the most significant examples from around the world as the stimulus for the unit. The Spaceship Earth concept examines the fact that the planet is the only one we have, and consequently conservation and sustainability are key ideas; the problems of pollution are also examined. Finally, crime is examined at several scales, including modern piracy, and crime in urban areas.

Syllabus followed:

The current topics were introduced in September 2008 after being developed by the RHS Geography department. The content broadly follows the National Curriculum but is far more interesting!

Text books:

A variety of texts are used at different stages of the course. However, given the unique nature of the course there is no set text book. Instead teachers use a wealth of their own resources.

Fieldwork:

As part of their studies of sustainability Year 8 pupils visit Colchester Zoo, where they receive a talk by zoo experts about threatened species and habitats, and also extract information from the zoo displays on a variety of biomes.

Coursework requirements:

Year 8 pupils complete a project on a type of pollution, examining the causes, impacts and possible solutions. This is a Year group competition.

Comment:

Pupils should have an awareness of issues at different scales (local to world), and an awareness of what is happening in the modern world from the media (Newsround, Blue Peter, CountryFile). There is also an interesting Lower School Geography reading list which pupils are encouraged to investigate.

History

Aims of the course:

- To give an understanding of major developments in English history, during a period that witnessed major changes in the way that England was governed and what its people believed - external influences in particular are explored showing the relationship between England and the wider world;
- To enable pupils to explain the causes and consequences of events;
- To help pupils become confident in handling source material and to make historical enquiries based on a variety of types of evidence;
- To encourage pupils to analyse events and people through a variety of interpretations and to show pupils why such varying interpretations exist.

Outline description of the course:

Autumn: Religion, Poverty and Crime and Punishment in Tudor England.

Spring: The Gunpowder Plot, English Civil War; Republican England.

Summer: The Witch-craze; Restoration England and the Glorious Revolution.

Set texts:

Renaissance, Revolution and Reformation: Britain 1485-1750.

Authors: Wilkes and Ball

Publisher: Folens

ICT

Aims of the course:

Initially year seven pupils are introduced to the School's computer network. Their main study over the year is to use Presentation software and Desktop Publishing software to enhance presentation skills and simulate website design.

They will be introduced to the basics of ICT which includes Input, Process, Output, Storage and Feedback.

Outline description of the course:

Microsoft Powerpoint will be used to improve pupil's presentation skills. They will all present their own designed presentation. Microsoft Publisher will be used to simulate web design, concentrating on layering and hyperlinks. Adobe Photoshop Elements will be used to enhance photo-manipulating skills. The emphasis is on practical development of the basic Microsoft Software.

GCSE CGP Workbooks will form the basis of developing ICT knowledge throughout as well as an online Quiz application relating to the GCSE syllabus

Syllabus followed:

As RHS do not offer a GCSE ICT qualification at the moment the emphasis will be to achieve as high a standard of ICT knowledge/practical experience as possible in the two years provided.

Year 8 pupils will further their skills in the Microsoft Office application by learning the basic principles of Spreadsheets (Microsoft Excel) and Relational Databases (Microsoft Access). In Microsoft Word the emphasis will be to embed and link objects and load data files for mail merging. This will form the basis of further study for the sixth form.

The Key Skills syllabus for ICT will be used to enable pupils to learn the practical use of modelling using a spreadsheet and setting up relational databases to store data in tables.

They will learn how to import and export CSV (comma separated variable) files into the above and perform mail merge skills.

An end of year test (mainly multiple choice questions) will summarise the two years of ICT teaching at RHS.

Music

Aims of the course:

To encourage music making and the understanding of, through singing together, aural work, playing instruments and listening.

Outline description of the course:

LITERACY – rhythms to semi quavers and pitch to leger lines of the treble clef. To consolidate pitch, rhythm, time signatures, dynamics and speed. Principles of major keys and key signatures to two sharps and flats.

PERFORMING – singing from resource material and continuing with keyboard course.

COMPOSING – adding rhythm to given pitch outline, to extend to own composition. To write a Christmas carol using given words or own words.

LISTENING – emphasis on the classical period – Mozart and Haydn, symphonic and concerto form as well as ternary and rondo. Also descriptive music, eg Hebrides Overture Mendelssohn and Peer Gynt – Grieg

Physical Education

Aims of the course:

To develop skills and abilities learnt in year 7

Outline description of the course:

Autumn term: swimming, basketball and gym

Spring term: swimming, badminton, indoor athletics

Summer term: swimming, tennis, athletics

Personal Social Health and Economic Education (PSHE)

Aims of the course:

- To prepare each pupil for making informed decisions now and in later life

- To understand and take responsibility for decisions
- To accept ownership of the consequences of decisions

Outline description of the course:

PSHEE is designed to meet the needs of the pupils at The Royal Hospital School. The course is designed to introduce a range of issues for example, sex and relationship education, substance abuse, smoking, alcohol and careers. At each level, the salient topics are revisited as the pupil becomes more mature and his/her knowledge of personal, social, and health issues increases in sophistication. In the comfort and intimacy of house tutor groups, the issues raised in PSHEE lessons can be discussed further and when appropriate, linked to school policy. The course is designed around the five 'Every Child Matters' outcomes, including the personal finance element, thus preparing pupils for making informed decisions both now and into adulthood.

Religious Studies

Aims of the course:

To study key beliefs and practices within the three Abrahamic faiths of Islam, Judaism and Christianity.

Outline description of the course:

Pupils will learn about various aspects of these three world faiths by studying things such as beliefs, rites of passage and places of worship. Pupils will learn from each religion what it means to grow up in the faith and the implications for daily life of carrying out the practices mentioned above. Where possible, use of ICT to further understanding of the three faiths will be encouraged.

Set Text:

New Steps in Religion by Michael Keene
