



## **Upper School Curriculum Booklet**

**(Years 6, 7 & 8)**

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## **INTRODUCTION**

This booklet is a guide to the academic work covered by pupils in Upper School.

As an independent school, St Edmund's is not governed by the Statutory Orders of the Education Reform Act. This enables us to provide an academic programme that, in its breadth and balance, far exceeds the requirements of the National Curriculum. Nevertheless, we do, of course, fulfil the main aims of the Act, which requires that the curriculum be "balanced and broadly based, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and to prepare pupils for the opportunities, responsibilities and experiences of adult life."

# ART

## Form 6

### 1. Drawing

Pupils study the use of pencils (tone, line, texture); composition; scale; and pattern.

### 2. Painting and Colour Theory

Pupils are introduced to the Colour Wheel and look at primary colours, secondary colours, tertiary colours and complementary colours.

### 3. Thematic Work and Design/Development

We explore sequential development where a drawing leads into another design, possibly introducing a new discipline such as a simple mono print.

### 4. Sketchbooks

Pupils keep these visual diaries which are used for preparatory work.

### 5. Appraisal

Each project is introduced by the teacher using books, visual presentations, or examples of artists' work. Pupils are encouraged to discuss the work and learn from each other how best to solve the problems that arise in their work.

## Forms 7 & 8

In Forms 7 and 8 pupils enter an Art cycle of Fine Art, Printmaking and Ceramics. Pupils spend a third of the year in each discipline. All of the practical work will be underpinned by contextual studies in the form of:

- looking at the work of other designers/artists
- teacher demonstrations of techniques
- Student appraisal

### FINE ART

Thematic projects are used to deliver a range of Fine Art experiences which underpin students' understanding of the formal elements of Art and Design.

Form 7	Form 8
<ul style="list-style-type: none"><li>• Observation drawing</li><li>• Pattern work</li><li>• Imaginative compositions</li><li>• Painting</li><li>• Sketchbook studies</li><li>• Introduction to the work of artists/designers</li></ul>	<ul style="list-style-type: none"><li>• Observation drawing</li><li>• Use of a range of media</li><li>• Development of ideas in sketchbooks</li><li>• Imaginative compositions</li><li>• Painting</li><li>• Responding to the work of artists/designers</li></ul>

## PRINTMAKING

The purpose of using the printing process is to introduce a different range of skills to produce pupils' final realisations, and to introduce them to a diverse series of Art disciplines. Work is selected from the following techniques:

Form 7	Form 8
<ul style="list-style-type: none"><li>• String printing</li><li>• Simple lino printing</li><li>• Experimental relief printing, relief collage</li><li>• Stencil printing</li><li>• Simple rubbings</li><li>• Use of colour to work into or on top of prints with inks, paints or drawing materials</li></ul>	<ul style="list-style-type: none"><li>• Lino printing</li><li>• Experimental relief prints, relief collage</li><li>• Raised surface prints</li><li>• Mono prints</li><li>• Staining colours into lino print with transparent inks</li></ul>

## CERAMICS

In Ceramics pupils are introduced to a range of skills-based projects, which will broaden their appreciation of what the study of Art entails. Work is selected from the following:

Form 7	Form 8
<ul style="list-style-type: none"><li>• Slab work</li><li>• Simple moulding</li><li>• Simple tile production</li><li>• Slip decoration</li><li>• Glaze decoration</li><li>• The use of acrylic decoration</li></ul>	<ul style="list-style-type: none"><li>• Slab work</li><li>• Tile decoration</li><li>• The use of acrylic decoration</li><li>• Modelling</li><li>• Press moulding</li><li>• Glaze decoration</li><li>• Paper resist</li></ul>

## **Additional Educational Needs**

### **Who needs this extra help?**

A small number of pupils in Forms 6, 7 and 8 will need extra support for some or all of their time in Junior School. These children may be identified through in-school assessments, parental or staff concerns, or from information from the previous school. This curriculum support is provided by an experienced teacher of Additional Educational Needs (AEN).

There are numerous reasons why pupils may need extra support:

- Some pupils may have a specific learning difficulty such as Dyslexia.
- Some pupils may need targeted support to help develop social and organizational skills.
- Other pupils may find academic work difficult and require additional individual help and explanation.
- Some pupils may have “catching up” to do when they arrive.
- There may be other reasons specific to a particular child’s individual circumstances.

### **When and how is this extra help given?**

Curriculum support may be given before school (in cases where a pupil can arrive early) or at any time during the school day. Pupils are extracted from lessons with the agreement of parents and by negotiation with staff and pupils concerned. Most pupils who need extra help do not learn Latin and a few do not learn French, so their individual tuition often takes place at this time. It is not policy to extract pupils from practical lessons such as Technology, Art or PE although it may happen from time to time.

Occasionally, two or more pupils are taught together but the majority of lessons are individual. These lessons take place in the curriculum support room. The school subsidises the cost of these lessons, so parents will be charged at a reduced rate for each half hour lesson. The current rates may be obtained from the Junior School office.

The AEN teacher may also support a child in the classroom for a particular lesson if appropriate. A number of pupils who do not require direct 1:1 support are overseen by the AEN teacher and strategies discussed with subject teachers. This includes children who may have been identified as gifted or talented.

### **What is taught during individual tuition?**

- Help is given with personal organisation and study skills.
- Curriculum support is given in all subjects as necessary. This may include consolidating work that has not been fully understood or assimilated, or catching up work that has been missed.
- Specific learning difficulties are addressed, especially in Literacy and Mathematics.
- Touch typing sessions are offered to some pupils who will benefit from using the Touch Type Read and Spell programme (TTRS). This is of particular benefit to some dyslexic and dyspraxic pupils. TTRS is taught in a group in the ICT room by a qualified touch typist. There is an extra charge for this.

The AEN teachers also run social skills clubs for those who need it and ‘Jump Ahead’ or ‘Fizzy’ sessions as recommended by the occupational therapist.

We hold a register of all pupils who require additional support so that their needs can be circulated to all staff. The AEN teacher liaises carefully with teaching staff, ensuring they are kept up to date with information about each child. Regular meetings are held between the AEN teachers in Junior and Senior schools to ensure continuity and the transfer of information and ideas, especially as children move between the different sections of the school.

## **Visiting specialists**

The AEN department works closely with educational psychologists and other external specialists who assess our pupils. Where it is in the best interests of the child to do so, the school may ask parents to agree to a referral to a specialist to provide further insight into a child's needs in order to meet their needs more effectively. Recommendations from these specialists inform our planning to provide for these children.

## **Welfare**

The 'Every Child Matters' document states that

*'every child, whatever their background or circumstances, should have the support they need to be: healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing'.*

The AEN department is an integral part of the pastoral support team in the school, which meets regularly, and has the welfare of each child as the top priority.

Effective home/school liaison is particularly important when supporting a child with additional needs. We encourage parents to keep in regular contact to ensure good communication and enable them to support all that is happening in school.

# CLASSICS

## Form 6

All pupils continue with Classics in Form 6, learning Latin and some of the myths, legends, history, geography, and culture of the ancient classical world. The linguistic part of the course in Upper School is based principally on the series of 'Latin Practice Exercise' books with vocabulary and grammar support from the 'Nil Desperandum' ICT application. There are three lessons per week and a prep.

## Forms 7 & 8

There are two sets. This is to enable Form 7 new entrants to gain a full grounding in the subject and to take the Senior School Transfer Exam (Level 1) at the end of the following year, while many of the pupils continuing from Form 6 aim towards the same exam at the higher Level 2 after their three years in Upper School. While the school's aim is for every pupil to continue Classics wherever possible, there is provision for a smaller third group that does not take Classics. Inclusion in this group is generally made on the advice of the AEN specialist teachers and leads to further study concentrated on the core academic subjects. There are four lessons of Classics per week and a prep.

**Set ii** is for beginners who have just joined in Form 7 or those who would benefit from a fresh start after Form 6. This group will follow the course book 'Latin Practice Exercises' Book 1. The course is varied and, in addition to all important linguistic study, includes Roman and Greek civilization topics that are partly based on visits to the British Museum (Form 7) and the Museum of London (Form 8), run jointly with the History department.

**Set i** studies the same civilization topics and joins the same Museum visits as Set ii but follows a more advanced linguistic prescription, with continuation to 'Latin Practice Exercises' Book II and beyond (where appropriate).

# ENGLISH

## Form 6

Pupils follow a programme of study that covers a large range of genres and types of writing. Examples are autobiography and biography, journalistic writing, travel writing and historical stories. The children have an exercise book for more formal sorts of work and a creative writing folder. Displays are important. The emphasis is on encouraging and fostering a delight - and confidence - in encountering and using language.

## Form 7

Pupils continue to benefit from a thematic approach which lends itself to cross-curricular work. Themes this year include *Animals* and *Fire*. Both classic literature, eg *The Call of the Wild* and contemporary stories by authors such as Michael Morpurgo are studied. The children begin to put together a folder of coursework which is assessed at the end of their Junior School career.

## Form 8

The coursework folder is completed and pupils study units such as Detective Fiction and Science Fiction. The emphasis this year is on teaching through literature. The pupils sit a written examination at the end of the summer term and they also take an examination that is validated by the English Speaking Board. The latter requires them to present a talk, recite a poem from memory and read from a chosen work of fiction with expression.

## Beyond the Classroom

The English Department organises and runs a number of events outside the classroom, such as an evening of poetry to celebrate National Poetry Day every October, speech and drama entries at the Thanet Festival, an inter-House spelling bee, a creative writing club, and theatre visits.

# FRENCH

## Form 6

In Form 6 setting takes place for the first time. The pupils continue to study *Tricolore Total 1* and learn the following topics:

- Asking and giving the date
- Weather and seasons
- Revision of clothing, colours and agreement of adjectives
- ER verb endings
- Places around the town – *au, à la, à l', aux and ALLER*
- Position words – *sur, sous, entre, dans, devant, derrière*
- Buying food for a picnic

There is a trip to Boulogne at the end of the year, when the children buy their food at the market and visit the sea world centre, Nausicaa.

## Forms 7 & 8

From Form 7, there are three sets for French, according to both ability and the level reached.

**Set 3** is for beginners or those who have done very little French. They will follow the course book, *Tricolore Total 1* and be tested on it all at the end of Form 8.

The topics covered will include the following:

- Personal information – names, ages, where you live, brothers & sisters
- Classroom objects – *un et une, le, la, l', les*
- Animals and colours
- House and home
- The weather and ER verbs
- Dates and important events within the French calendar
- Places around the town – *au, à la, à l', aux and ALLER*
- Food and drink – *du, de la, de l', des*
- Shops and shopping
- Leisure pursuits, including sport and music

**Set 2** will already have covered much of the information above, but will complete it by the end of Form 7. In Form 8, they will move on to *Encore Tricolore 2*, where they will cover more topics, notably

- Schools in France
- Health
- House & home, daily routine & chores
- Free time & holiday activities

**Set 1** will cover the same topics as set 2, but will include the use of past tenses. They should also complete all of *Encore Tricolore 2*.

In September of Form 8, there is a four day trip to France for the whole year group, where we endeavour to practise some of what has been learned in the classroom. In particular, your children will

- Buy their lunch at a market
- Go on a town trail, noticing the names of various shops
- Interview French children of their own age

- Spend a day in Paris, culminating in a trip up the Eiffel Tower
- Do some Geography field work on the coast of Normandy
- Visit the First World War battlefields

# GEOGRAPHY

## Form 6

All units are drawn from the National Curriculum Key Stage 2 syllabus. They are taught using a variety of methods and media from source books, video clips, PowerPoint presentations and use of IT.

### Michaelmas Term

#### **INVESTIGATING RIVERS**

Pupils learn about rivers and the effects they have on the landscape.

##### **Topics**

1. Where does water come from?
2. Where does the water go?
3. Rivers and streams.
4. Rivers and streams on maps.
5. Field investigation of rivers.
6. Analysing the river data.
7. What do you feel about rivers and streams?
8. Rivers around the world.
9. River project work.

### Lent Term

#### **THE MOUNTAIN ENVIRONMENT**

This unit is based on the theme of mountain regions in the UK, Europe and further afield that share a similar physical environment. It provides a foundation for studies of land forms, climate and the environments in Geography at Key Stage 3.

##### **Topics**

1. Different types of environment.
2. What is a mountain environment?
3. What are these places like?
4. Making a presentation.
5. How does the weather compare in each of these places?
6. Weather in different seasons.
7. What effect does the weather have on tourism?
8. What effect does tourism have on an area?
9. Preparing for a camping expedition in the mountains.
10. How to camp in the mountains.

### Summer Term

##### **Topics**

1. LONDON: site and situation; changes of function through the ages; redevelopment eg. Docklands
2. THE RIVER RHINE: gateway to Europe; the Rhine network; Rotterdam port; pollution.
3. ENVIRONMENTAL STUDIES: personal waste; nuclear waste;
4. ENERGY: sources; electricity.
5. FIELDWORK ENQUIRY.

## Forms 7 & 8

The syllabus in these two years is drawn from the National Curriculum Key Stage 3.

### **TECTONIC PROCESSES:**

- a) Global distribution of tectonic activity and its relationship with boundary plates.
- b) The nature, causes and effects of earthquakes or volcanic eruptions.
- c) Human responses to the hazards associated with an earthquake or volcano.

### **GEOMORPHOLOGICAL PROCESSES:**

- a) The processes responsible for the development of selected landforms and the role of rock type and weathering, with reference to coasts and rivers.
- b) The causes and effects of flooding and landslides.

### **WEATHER AND CLIMATE:**

- a) The difference between weather and climate.
- b) The components and links in the water cycle.
- c) How and why temperature and rainfall vary from place to place.

### **SETTLEMENTS:**

- a) Reasons for the site, situation, growth and nature of individual rural and urban settlements.
- b) How and why provision of goods and services in settlements varies.
- c) How and why changes in the function of settlements occur and how these changes affect groups of people in different ways.
- d) Urban land use patterns.

### **ECONOMIC ACTIVITIES:**

- a) Different types and classifications of economic activity.
- b) Reasons for the geographical distribution of two contrasting economic activities from different sectors.

### **ENVIRONMENTAL ISSUES:**

- a) How conflicting demands on an environment arise.
- b) How and why attempts are made to plan and manage environments.
- c) The idea of sustainable development with reference to one example.
- d) The effects of environmental planning and management on people and places.

### **ORDNANCE SURVEY MAP WORK:**

- a) 4 and 6 figure grid references, contours, direction, orientation and distance.
- b) Area, following routes, relief and landscape and drawing sections.
- c) Using maps in decision making.

### **GLOBAL LOCATION:**

- a) Oceans, continents, major rivers and mountain ranges, key lines of longitude and latitude.
- b) Key countries, capitals and cities.

### **FIELDWORK ENQUIRIES:** (one in Year 7 and one in Year 8)

- a) Collecting and recording data.
- b) Presentation.
- c) Evaluating and decision making.

# HISTORY

A variety of methods and resources are used in the teaching of History in the Junior School, including ICT, audio-visual and annual field trips.

## Form 6

### Michaelmas Term

#### **The Norman Conquest**

- The Battle of Hastings.
- How William gained control of his new kingdom.

### Lent Term

#### **The Monarchy in Conflict in the Middle Ages**

- With the Church (Becket's Murder).
- With the Barons (Magna Carta).
- With the Peasants (Peasants' Revolt).

### Summer Term

#### **Tudor Times**

- The reigns of the Tudor monarchs.
- The life of ordinary people.
- Field trip: an overnight visit to the Portsmouth area to see the remains of a Tudor warship and its contents (The Mary Rose Museum) and the Weald and Downland Museum to see homes and crafts from the period.

## Form 7

### Michaelmas Term

#### **Aspects of 16<sup>th</sup> Century Social History**

- Studied through primary evidence including pictures, diaries, letters etc.
- Pupils learn how to interpret this information.

#### **Spanish Armada**

- Why it was sent to attack England in 1588.
- How it was defeated.

### Lent Term

- As our non-European study we look in some detail at the **Islamic Civilisations** including some work on the crusades.
- Field trip: we visit the Victoria and Albert Museum or the British Museum to look at some Islamic art and design, and a London Mosque to find out more about Islam.

### Summer Term

- We study **Religious Change in 16<sup>th</sup> Century England** (the Reformation) and some of the great events of this time including the Gunpowder Plot of 1605.

## **Form 8**

### **Michaelmas Term**

#### **The English Civil War, 1642-49**

- Causes.
- Main events.
- The life and achievements of Oliver Cromwell.

#### **The Great Plague and the Fire of London**

- Including the rebuilding of London.
- We visit the Museum of London and St Paul's Cathedral.

### **Lent Term**

#### **The French Revolution**

- Causes.
- Main events.

### **Project**

Pupils complete a project on a subject of their choice as part of their final year exam.

### **Summer Term**

#### **The Industrial Revolution**

- Changes in society
- Technological advances 1750-1900.

## **Information and Communication Technology (ICT)**

### **Forms 6 to 8**

The independent use of ICT as a means to an end as well as a tool in its own right is strongly encouraged. Pupils are helped to be confident in their use of technology for research and presentation. More powerful techniques such as the use of tables, embedded objects and other properties are taught in Word, PowerPoint and Excel.

Opportunities are taken to combine work in other subjects with the applied use of ICT, particularly in preparation for the coursework assignments to be encountered in Senior School.

Advanced graphing, formatting and macro/basic programming are approached by more advanced pupils.

# MATHEMATICS

## Form 6

We currently follow the Collins Scheme. The subject is taught daily and the pupils are set according to ability. The topics outlined below are revisited throughout the year, each time revising and building on pupils' knowledge. Preps are set twice each week to support the work covered in the lesson. In the summer term progress is tested via the PIM (Progress in Maths) test as well as an exam.

Some pupils enter the Kent College Year 6 Maths Challenge in the Michaelmas Term.

Topics covered include:

### **Numbers and the Number System**

Place value; ordering numbers; rounding numbers; properties of numbers; number sequences; equivalent fractions; fractions of quantities; percentages; ratio and proportion; fractions, decimals, percentages; negative numbers.

### **Calculations**

Addition, subtraction, multiplication and division problems; using a calculator; multiplying and dividing by 10, 100, & 1000.

### **Solving Problems**

Word problems involving measures, money, time, number and shape; one step and multi-step problems; investigating general statements.

### **Measures, Shape and Space**

Units and their conversions; using units; perimeter and area; triangles and polygons; time; quadrilaterals; symmetry in 2-D shapes; 3-D shapes; angles, position and direction; reflection, rotation and translation.

### **Handling Data**

Probability; mode, median and mean; charts; diagrams, graphs and tables.

## Forms 7 & 8

The Forms 7 & 8 syllabus reflects the recent initiatives in both the National Curriculum and the National Numeracy Strategy Framework for teaching mathematics. Particular emphasis is placed on developing problem-solving skills and on using and applying maths.

Pupils are set by ability, and there are three sets per year group. In the summer term progress is tested via the PIM (Progress in Maths) test as well as an exam.

We enter teams for the Sutton Valence Mathematical Challenge in November and pupils are given the chance to enter the Mathematical Association competitions.

Topics covered include:

Form 7	Form 8
<ul style="list-style-type: none"> <li>• Statistics - surveys - graphs – charts - mean - mode - median – range.</li> <li>• Symmetry - line – rotational.</li> <li>• Number patterns – sequences.</li> <li>• Use of calculator - approximations - estimations - rounding up and down.</li> <li>• Polygons - angles – tessellations.</li> <li>• Decimals.</li> <li>• Solids – nets.</li> <li>• Probability.</li> <li>• Algebra - formulas - collecting terms - substitution – equations.</li> <li>• Angles – constructions.</li> <li>• Negative numbers - co-ordinates.</li> <li>• Lengths - scale drawings.</li> <li>• Area &amp; perimeter.</li> <li>• Fractions &amp; percentages.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs - travel time.</li> <li>• Powers &amp; roots.</li> <li>• Statistics - group data - frequency polygons - scatter diagrams.</li> <li>Algebra - equations - trial &amp; improvement.</li> <li>Transformations - reflections - translations - rotation – enlargement.</li> <li>Angles - parallel lines - polygons – bearings.</li> <li>• Probability.</li> <li>• Percentages and fractions.</li> <li>• Straight lines – equations.</li> <li>• Ratio and proportion – map scales.</li> <li>• Area and Perimeter.</li> <li>• Volume.</li> <li>• Circles – area – circumference.</li> </ul>

# MUSIC

## Form 6

Michaelmas Term	Lent Term	Summer Term
<p>Singing: a variety of unison songs and rounds, Christmas songs when appropriate.</p> <p>Recorder D,C,B,A,G, F#, E, D.</p> <p>Notation and performance of Good King Wenceslas.</p>	<p>Singing: a variety of unison songs and rounds.</p> <p>Recorder: including some two part pieces.</p> <p>Theory: filling the gaps towards Grade 1.</p> <p>Listening: Handel <i>Music for the Royal Fireworks</i>.</p>	<p>Singing: a variety of unison and part songs. Also songs for Speech Day.</p> <p>Recorder: introduction to the treble.</p> <p>Theory: preparation for Grade 1 (some will sit the exam).</p> <p>Listening: Saint-Saens <i>Carnival of the Animals</i></p>

## Form 7

### Michaelmas Term

- Overview of the Elements of Music, including composition and performance based on these, to incorporate specific keyboard work including fusion of musical styles.
- Introduction to forms of notation including both traditional and graphic score.
- Introduction to Samba Music for Carnivals from Latin America (NMM3 Project 4).
- Listening examples based on the above.

### Lent Term

- Introduction to Gamelan music of SE Asia including group and whole class performance and recording (NMM1 Project 2).
- Gamelan workshop with authentic instruments in school.
- Introduction to working with tonalities (Major/minor) (NMM1 Project 3).
- Mid Year Listening Assessment.
- Use of irregular 5 & 7 time (NMM3 project 1) linked to African polyrhythms, pentatonic scales and Gamelan.

### Summer Term

- Music and Media 1: Music and advertising using skills developed in the year.
- To compose an advertising jingle for a group performance.
- (NMM1 Project 5)
- Working with voices in varying textures and preparation for the singing project for Junior School Prize-giving.
- Ragtime music & influence on early jazz & primary chords.

## Form 8

### Michaelmas Term

- Fanfares and Music for special occasions, including individual composition of a trumpet fanfare (NMM1 Project 4)
- European Nationalistic music from 1890 – 1920.
- Impressionism and the music of late 19<sup>th</sup> Century France, especially Debussy and Ravel including composition of a group impressionist piece. (Linked to the Year 8 visit to Paris in October).

### Lent Term

- Introduction to the Music of the West Coast of Africa; drumming patterns and development of polyrhythmic patterns into a whole class and smaller group composition, performance and recording!
- Introduction to the music associated with the slave trade, work songs, call and response singing and spirituals.
- Brief introduction to Gospel Music (NMM3 Project 6).
- Mid Year Listening Assessment.

### Summer Term

- 12 Bar Blues and the influence of black musicians in 1920s America.
- Group Composition, Performance and recording of Blues Song.
- Music and Media 2: music for cartoons/animation
- Group composition/improvisation work.
- Singing project in preparation for Junior School Prize-giving.

## PSHE

The topics are designed to allow pupils to explore their feelings and form opinions as they find out more about the world in which they live. A lot of the work in PSHE is designed to give the pupils information from which they can make their own choices later in life.

### Form 6

Each class has one period of PSHE a week and through the year will cover the following topics:

Self Esteem  
 Relationships  
 Safety  
 Rules and Regulations  
 Decisions and Choices  
 Bullying  
 Prejudice and Beliefs  
 Good Health

### Forms 7 & 8

PSHE is taught as part of a carousel of subjects with Technology. Pupils have a double lesson of PSHE each week for half of the academic year. The topics covered are shown in the table below.

Year 7	Year 8
<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Rights and responsibilities</li> <li>• Strengths and weaknesses in self and others</li> <li>• Smoking</li> <li>• The nature of friendship</li> <li>• Tolerance</li> <li>• Animal rights</li> <li>• Relationships with parents and siblings</li> <li>• Alcohol</li> <li>• Staying safe</li> <li>• Empathy</li> <li>• Puberty issues – physical and emotional changes</li> <li>• Praise and criticism</li> <li>• Peer pressure</li> <li>• Drug awareness</li> <li>• Cause, effect and consequence</li> <li>• Financial issues</li> <li>• Dealing with emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Choices: jobs, relationships, health</li> <li>• Money: basic issues of financial management</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• The nature of friendship</li> <li>• Manners</li> <li>• Puberty issues cont.</li> <li>• Negotiation</li> <li>• Moral Dilemmas</li> <li>• Keeping safe</li> <li>• Seeking Help</li> <li>• A Sense of identity</li> <li>• Stress</li> <li>• Empathy</li> <li>• High risk behaviours</li> <li>• Drug awareness</li> <li>• Financial issues</li> <li>• Dealing with success and failure</li> <li>• Relationships with parents and siblings</li> <li>• Cultural norms</li> <li>• Looking back / looking forward</li> </ul>

In addition the whole year group attends a number of presentations by a visiting educator which cover the main topics of PSHE as they head towards their teenage years. These topics include drug awareness, smoking, bullying and issues connected with puberty and adolescence. Sex Education and the changing nature of relationships are topics covered during a special morning of sessions in the Summer Term.

Other issues are covered in Form 8 RS lessons including: temptation, forgiveness, prejudice, wealth and happiness, faith, the need for rules in society, the price of fame, love etc.

# Religious Studies

## Form 6

### Michaelmas Term: the search for meaning

- What is RS? This introductory section introduces children to the challenge of studying RS.
- How and why do people worship? We investigate what religious people do when they worship. The unit uses Hinduism as a case study.
- What is the Big Story told in the Bible? We aim to gain an overview of the whole Christian story, from Adam to the early church.

### Lent Term: religious beliefs and practices

- What does justice mean to Christians? We look at five case studies: what did justice mean to Maria Gomez, Jesus, Zacchaeus, the Good Samaritan and Desmond Tutu?
- Why was Gotama Buddha so special? We explore the story of Buddha and his enlightenment.

### Summer Term: moral issues

- What is a Buddhist's goal in life?
- What are we doing to the environment? We study secular and religious responses to environmental concerns.
- Is it right to eat animals? We look at Hindu and Jewish teachings on vegetarianism. There is also a case study of the cow protection scheme at Bhaktivedanta Manor.

## Form 7

In two lessons per week, the Form 7 core course focuses on stories from the Old Testament, taken from the text of the Good News Bible. The commentary on each story is drawn from chapters 1-10 of the text book 'Religious Studies for Common Entrance' by Susan Grenfell, and this is supplemented from a variety of other sources. We also explore contemporary issues arising from these texts.

### Michaelmas Term

- Creation myths and Hebrew understanding of the world
- Man's place in the world
- Stewardship of the planet and environmental awareness
- Adam and Eve and the concept of sin
- Consequences and taking responsibility for one's actions
- Cain and Abel and dealing with jealousy

### **Lent Term**

- Call of Abraham and the Covenant
- Near sacrifice of Isaac and the concept of atonement
- Moses and the Ten Commandments, and why society needs rules
- David and Jonathan and the concept of friendship

### **Summer Term**

- David and Bathsheba and the abuse of power
- Solomon's wisdom and qualities of leadership
- Elijah and the prophets of Baal, and standing up for one's beliefs
- The cult of celebrity
- Amos the prophet, and the concept of social justice

## **Form 8**

In two lessons per week, the Form 8 core course focuses on stories from the New Testament, taken from the text of the Good News Bible. The commentary on each story is drawn from chapters 11-20 of the text book 'Religious Studies for Common Entrance' by Susan Grenfell, and this is supplemented from a variety of other sources. We also explore contemporary issues arising from these texts.

### **Michaelmas Term**

- The temptations of Jesus in the wilderness and whether or not temptation should be resisted
- Outcasts: Zacchaeus and Levi, today's outcasts and the pros and cons of social integration
- Being a follower of Jesus, and whether or not personal wealth is compatible with Christian teaching
- Miracles of healing

### **Lent Term**

- Jesus – myth, man or God?
- Parables: The Good Samaritan, The Lost Son and The Sower
- The Sermon on the Plain and the concepts of pacifism and forgiveness
- The sentencing, crucifixion and death of Jesus, and the concept of self-sacrifice

### **Summer Term**

- The Resurrection and attitudes to death
- The early Church (after Common Entrance)
- An introduction to other major world faiths

# SCIENCE

## Form 6

Different topics are covered each half term, following the themes of:

- Physical processes.
- Materials and their properties.
- Life processes and living things.

Investigative skills and enquiry work are an integral and ongoing part of the curriculum. Children are taught the following topics:

Interdependence and adaptation  
Micro-organisms  
More about dissolving  
Reversible and irreversible changes  
Forces in action  
How we see and hear things  
Changing circuits  
Growing up and relationships

## Forms 7 & 8

All pupils in Forms 7 and 8 study Biology, Chemistry and Physics and they are taught by subject specialists. Pupils have six Science lessons per week (35 minutes per lesson) but they will study two Sciences at any one time, on a rota basis, with a double and a single lesson for each science subject per week. The double lesson allows for some in-depth practical activities.

The curriculum is very practically orientated and aims to promote an enjoyment of Science, stretch the most able and lay the foundations for studying the Sciences at GCSE level. The pupils are tested after each unit of work.

## BIOLOGY

The Biology course for Form 7 and Form 8 is changing. The 'How Science Works' strand will form an integral part of the new syllabus; pupils will learn all aspects of practical work from planning, observation, analysis and evaluation. Furthermore, pupils will consider how the Biology they are learning is applied in 'real world' situations. The following topics will be covered over the two years of the new course:

### Form 7 (to start in September 2009)

- The microscope
- Cells – structure and function and specialised cells
- Reproduction in plants – pollination and seed dispersal
- Reproduction in humans
- The menstrual cycle and adolescence
- Adaptation
- Food chains and webs

- Inheritance
- Classification
- Field trip to Wildwood

### **Form 8 (to start in September 2010)**

- Photosynthesis and biomass
- Food groups and a balanced diet
- Digestion and adsorption
- Enzymes
- Respiration and Gas exchange
- Circulation and blood
- Movement (including muscles and the skeleton)
- Health and exercise
- Smoking, alcohol and drugs
- Micro-organisms
- Immunity and vaccination.

## **CHEMISTRY**

The Chemistry course for Junior School is changing. The intention is to tie in more closely with Senior School GCSE requirements, especially in respect of investigative skills and in providing opportunities for pupil-centred, independent learning.

### **Form 7 (to start in September 2009)**

- Introduction to practical chemistry (Health and Safety, The Bunsen Burner, Scientific Equipment and Experimental Protocol).
- Metals and non-metals
- States of Matter
- Separating Mixtures
- Elements and Compounds
- Indicators and pH
- Physical and chemical change
- Environmental issues.

### **Form 8 (to start in Sept 2010)**

- Periodic Table
- The reactions of metals
- The Reactivity Series and metal extraction.
- Acids and Bases
- Particles
- Chemicals from the Earth
- Investigating fuels
- Chemical reactions

## SPORT

Physical Education and Games play an important part in the lives of children at St Edmund's. It develops their self-confidence and gives opportunities to take part in a wide range of activities.

The department feels that sport provides pupils with the opportunity to develop physical, mental, social and moral qualities. Pupils are encouraged to display positive attitudes to fair play. This is shown through their respect for officials, members of staff, parents and opponents.

From Abingdon House to Form 8 the pupils have an extensive exposure to different sports in PE. Abingdon to Form 6 have a traditional curriculum varying from gymnastics, handball, basketball, athletics, tennis, badminton, swimming, orienteering and fitness. Forms 7 to 8 partake in a rotation of 4 different sports in their PE lessons. These are badminton, basketball, squash and an outside option. This option varies from lacrosse, touch rugby, circuit training, cross-country, trampolining, golf and tennis. The PE department feels that giving the pupils exposure to a variety of different sports will encourage children to continue with physical activity throughout their life.

At the beginning of each term Forms 3-8 are fitness tested, this personal fitness profile is then recorded in their prep-diaries and the older pupils are developing a spread sheet in I.T to show how much they improve across the certain areas of fitness. Each pupil is tested on their cardiovascular fitness, strength, balance, flexibility, hand-eye co-ordination and reaction time. It is interesting to see the improvements of each child as they progress through the school.

In Games lessons, the school concentrates more on the traditional sports. In the Michaelmas term the boys play football and the girls play hockey. In the Lent term boys play hockey and girls play netball and in the Summer term boys play cricket and girls rounders. This teaches all the children from Forms 3-8 the rules and strategies of these sports. Teams are chosen from all year groups to play weekly fixtures against other schools. Although we try to include as many children as possible (and we have had a 100% participation rate on many occasions) we do choose the pupils that will make up the best team in order to provide the best competition against other schools. Children that are not selected to play in matches will continue to learn the skills of the team sport and sometimes other sports to encourage their enthusiasm.

### Extra Curricular activities

There is a healthy tradition at St Edmund's for after school activities; these have included

Squash

Dance

Cross country

Football

Netball

Cricket

Trampolining

Basketball

Fencing

Health and Fitness

Swimming

Indoor 5 aside Football

The PE department also run many coaching courses in the school holidays. In October we run a multi sport coaching week where all children can attend coaching in all sports. In the Easter holidays there is a cricket coaching course. A multi activity fortnight in the first 2 weeks of the summer holidays is run, where pupils can participate in various activities from dry skiing to go-karting. In the summer holiday the school also organises 3 weeks of 'Summerfest'. Children from 5 to 17 years old can choose from many different activities. This attracts over 300 children every year.

#### Trips and Tours

The PE department run 3 very successful trips. For the last 5 years in the February half term we have run a ski trip to Italy taking over 40 children a time. At Easter we take 40 boys and girls to Holland to play hockey and football fixtures against Dutch clubs. Finally, as a celebration of the end of junior school life Form 8 travel to the South of France or Spain to participate in a variety of water sports. The PE department feel that not only do these trips enhance the profile of St Edmund's School, but they have also proved to be a valuable cultural and educational experience for the children.

# TECHNOLOGY

All Design Technology is taught in purpose-built technology rooms and by Senior School subject specific-teaching staff. The subject areas are Food Technology (Forms 6-8), Resistant Materials (Forms 6-8) and Graphics (Forms 7 & 8).

In Forms 7 & 8 pupils enter a Technology cycle of Food Technology; Resistant Materials, Graphics and IT Tech. Pupils spend a quarter of the year in each discipline. The year group is divided into four classes and these are cycled over a period of 8 weeks. There are two double lessons each week.

## Food Technology

### **Form 6**

In this introductory course pupils become familiar with the surroundings of a food tech lab and learn to work effectively and safely. They are taught the principles and practices of food hygiene. A programme of practical work helps them develop their organisational and manipulative skills.

### **Form7**

Pupils undertake a project on healthy eating. This involves learning about basic nutrition and relating what they have learned to the preparation of healthy food products. The pupils have the opportunity to develop their skills by designing and making their own products. They are also expected to be able to understand food labels and to carry out sensory evaluation.

### **Form 8**

The aim of the work in Form 8 is to develop pupils' skills and to teach them about designing and making food products for consumers. We look at two major food areas of pastry products and sweet baked products and the pupils make their own prototypes. They are also expected to gain an understanding of the mass production process.

## Resistant Materials

### **Form 6**

Pupils are introduced to the workshop environment and taught the necessary health and safety practices. They undertake a practical project, based upon a sports' trophy theme, which will develop their skills and knowledge of working with resistant materials.

### **Form 7**

Pupils take a short course in structures using construction kits to test their findings. Children then proceed to the workshop where they complete two "hands on" projects; a plastic container and a timber door wedge. These two projects allow them to explore the properties of materials and methods used in their construction.

## **Form 8**

A short course in mechanisms using construction kits is introduced to test pupils' findings. They then start their major Junior School project; a battery powered clock. This scheme requires them to research and design a themed clock which they can then make in the workshop using a variety of materials and processes. The course is finished off with a short metal work project.

## **Graphics**

### **Form 7**

We start with an introduction to the basic materials and techniques used in this new subject. The pupils work through a series of exercises from using drawing boards to trying 2D CAD (Computer Aided Design) software.

The first design brief is to style a car: they present their work in the form of an orthographic (3D) drawing. Finally they use 3D CAD software to render and manipulate their designs.

### **Form 8**

During this year the pupils undertake two projects. The 2D project is based on the idea of graphic writing and introduces several more unusual techniques which they can then apply to a product design exercise.

The 3D project uses solid geometry theory to produce nets of card models. More complex models are generated using 3D CAD software. Finally photographs of the pupils with their models are manipulated using Photoshop software.

## **TOUCH TYPE READ AND SPELL**

The TTRS course is a computer programme designed to help children with dyslexia, dyspraxia, or other spelling/writing difficulties. TTRS classes can begin in Form 5, though it is more usual to start in Forms 6 or 7.

TTRS is a multi-sensory course: the children hear the words through headphones, see the words on the computer screen, and use touch by typing out the words themselves. Each child has his/her own password and their own achievement record, and they are able to work at their own pace.

In the early stages of the course, children learn how to use the keyboard correctly and how to sit properly at the computer. This alone provides them with a very worthwhile skill, and the majority of pupils in TTRS become very competent at touch typing before they move up to the Senior School.

The classes are small (no more than 11 pupils) so that they can receive individual attention and encouragement. The pupils usually have two half hour lessons per week, for which there has to be a small charge to cover the cost of the annual license fee. The lessons in the Upper School take place at the same time as Latin, as it is recognised that it is a more beneficial option for those who have spelling difficulties. Over the past few years, experience has shown us that these children gain considerable self-esteem in TTRS, as they are not in competition with anyone else, and they can see for themselves how their competence in touch-typing improves and how they can achieve high scores on their own merit. We have also found that there is a great improvement in the concentration of some pupils after following this course for a few months.