



**CHELTENHAM
COLLEGE**

Third Form Curriculum

2021 - 2022

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Third Form Curriculum 2021 - 2022

WHAT'S IT ALL ABOUT?

Our aims in the Third Form are to:

- give pupils a broad experience of what College has to offer so that informed choices can be made over the GCSE courses to follow during the Fourth and Fifth Forms
- lay good foundations for IGCSE and GCSE
- ensure that all pupils develop the essential skills required by their subjects, whatever their prior educational experiences
- establish a strong independent work ethic
- introduce pupils to the study skills they will need throughout their academic career
- develop pupils' abilities to work independently, not least through involvement in the Foundation Project Qualification.

Third Form is a rewarding year, with lessons in as many subjects as we can deliver, a full activities and games programme, and a strong emphasis on the essential values of the College community. It will be challenging and fun.

THE TIMETABLE

The College timetable is spread over six days. All pupils have Games on Tuesday morning, Thursday and Saturday afternoons.

OVERVIEW OF THE WEEK

Time	Mon	Tue	Wed	Thu	Fri
8.30-8.40	Tutor period	Register with tutor	Register with tutor	Register with tutor	Register with tutor
8.40-9.00		Chapel	Chapel	Chapel	Chapel
9.05-9.45	Period 1	Games	Period 1	Period 1	Period 1
9.50-10.30	Period 2	Games	Period 2	Period 2	Period 2
10.30-11.00	Break	Break	Break	Break	Break
11.00-11.40	Period 3	Period 3	Period 3	Period 3	Period 3
11.45-12.25	Period 4	Period 4	Period 4	Period 4	Period 4
12.30-13.05	Period 5	Period 5	Period 5	Period 5	Period 5

Time	Mon	Tue	Wed	Thu	Fri
13.05	Lunch				
14.00-14.10	House Registration				
14.15-14.50	Period 6	Period 6	Period 6	Games 14.15-17.00	Period 6
14.55-15.30	Period 7	Period 7	Period 7		Period 7
15.35-16.10	Period 8	Period 8	Period 8		Floreat
16.30-17.30	Activities	Activities	Third Form challenge CCF		Optional games / sport
17.30	Tea				
18.00	Study in Houses				

Saturday

8.15	8.30	9.10	9.50	10.25	10.55	11.35	12.10	Afternoon
Hse Reg	P1	P2	P3	Break	P4	P5	Lunch	Games

SUBJECTS

In each week, there are therefore 39 periods. Each pupil in the Third Form will have:

In sets

- 4 periods a week of Maths
- 3 periods a week each of Biology, Chemistry and Physics
- 3 periods a week of a continuation language (French or Spanish, depending on prior study). Overseas pupils may study English as an Additional Language instead, in which case they will have 3 periods a week.
- 3 periods a week of Latin or Classical Civilisation

In forms

- 4 periods a week of English
- 2 periods a week of Geography
- 2 periods a week of History
- 2 periods a week of TPE (Religious Studies)

In separate arrangements

- 3 periods a week of a beginners' language (French, Spanish or German)
- 2 periods a week of Design Technology (Resistant Materials and Textiles)
- 2 periods a week of Art
- 1 period a week of Music
- 1 period a week of 'Floreat', our Wellbeing programme
- a tutor-led tutorial period on Monday mornings
- 2 periods a week of timetabled Games (in addition to Thursday afternoon Games)
- 1 period a week studying the FPQ
- 1 period a week of Computing
- 1 period a week of studying the Skills Programme

Sets and Forms are determined initially by performance in Common Entrance or College Scholarship and entrance exams. However, sets are reviewed on a regular basis, and a small number of pupils will be moved between sets in order to provide them with a pace of learning more appropriate to their attainment in the subject. Our setting policy statement is opposite. Pupils in Set 1 Maths take IGCSE at the end of the Fourth Form.

Sports Science is not taught as a curriculum subject in the Third Form, but pupils, of course, participate in a considerable amount of sporting activity on Tuesday, Thursday and Saturday. Similarly, Drama is not taught in the Third Form, although the English curriculum gives the opportunity for developing an appreciation of the subject. Both Sports Science and Drama are popular subjects at GCSE, and presentations on the subjects are given to pupils prior to selecting their GCSE choices in February.

SETTING POLICY

Generally speaking, some subjects (notably Mathematics, Sciences and Modern Languages) find that teaching is most effective in sets selected by academic attainment. Other subjects prefer to teach in mixed-attainment groups where pupils benefit from sharing the ideas and perspectives of a wide range of peers.

At College, the three Science subjects, Mathematics, French and Spanish set pupils according to attainment wherever possible. The decision to place a pupil in a particular set is made to enable him or her to get the best support relative to his or her attainment in the subject. Sometimes, a class teacher will feel that a pupil would be better served by changing set; this often follows assessments sat by the entire year group. Moving a pupil 'down' a set is never a punishment. It is only done when the teacher and the Head of Department consider that the pupil will be better supported in his or her learning by moving at a different pace; any change of set should leave your son or daughter in a better position to achieve, through working at a speed more appropriate to his or her attainment in the subject.

We ask you to trust our professional judgement in such matters; we do not take these decisions lightly. When a pupil changes set, it is normal procedure for their tutor to notify parents. If you would like further information about a set move, please do not hesitate to ask the tutor.

FORMS

The Forms (named 3M1, 3M2, 3P1, 3P2, 3P3, 3R1 and 3R2) are also the classes in which pupils are taught English, Geography, History and TPE. The advantage of this arrangement is that each pupil spends much of the week learning with a familiar group. Generally speaking, the pace of the M forms is the highest, and pupils are assigned to a group on the basis of their Common Entrance scores in these subjects or on their College scholarship or entrance exams. However, the attainment range in each form is fairly broad, as the Humanities subjects taught in these groups benefit from having a variety of pupils in each class.

LANGUAGES

All pupils will continue the language studied to Common Entrance (either French or Spanish) and will study German, Spanish or French as their second language.

Pupils whose native language is not English may have classes in English as an Additional Language while the remainder of the year group is studying their languages. A few pupils who have individual learning support lessons might study only one language. Please contact Miss Suzanne Marquis (Head of Learning Support) if you would like to discuss this. s.marquis@cheltenhamcollege.org

PREP

Prep is set daily. Boarders have an evening study time in House every weekday. Prep should last about an hour and a half each evening: sometimes preps will take longer to finish, and it is good for pupils to learn to find the times when prep can fit in; for example, there is always some free time on a Thursday and Saturday Games afternoon.

TUTORS

Every pupil is allocated a tutor, who is responsible for the year group in the House and who will usually remain the pupil's tutor until the end of Fifth Form. Tutors have vital pastoral and academic roles, teaching Floreat, meeting tutees briefly every morning, and having fortnightly one-to-one meetings to discuss how things are going and to monitor progress. The tutor should be your first port of call for all academic matters.

SUPPORT FOR LEARNING

Miss Suzanne Marquis is Head of Learning Support, and is responsible for the support arrangements for those with recognised learning needs. She oversees the testing of all new entrants and liaises with parents, previous schools, Housemistresses, Housemasters, tutors and teachers about pupils who need extra support. She also co-ordinates access arrangements for College and public examinations. Regular one-to-one learning support lessons are charged separately. Miss Marquis can be best contacted via email (s.marquis@cheltenhamcollege.org) - please be in touch if your son or daughter has existing learning needs about which we need to be aware.

ENGLISH AS AN ADDITIONAL LANGUAGE

Miss Helen Davies is the Head of EAL. Pupils for whom English is not a native language are assessed on arrival. Most have group classes with the EAL department instead of one of the European languages, and may have individual classes by arrangement. There is a charge for some one-to-one classes. Miss Davies is best contacted via email (hc.davies@cheltenhamcollege.org)

FOUNDATION PROJECT QUALIFICATION

All pupils in Third Form study the FPQ. This is an exciting and enriching new addition to the curriculum which involves pupils planning, researching and writing an independent project focused on a topic that is of personal interest to them. Supported by a member of staff who acts as their FPQ mentor, each pupil will develop sophisticated research and research writing skills which will prepare them well for coursework at GCSE and A Level, and the challenge of tackling the Extended Project Qualification in Upper College. Once marked, all pupils' FPQs are submitted for external certification by the AQA examination board.

COMPUTING

In their timetabled Computing lessons, pupils will first of all be introduced to College ICT systems and software. They will then progress through a digital literacy module which includes online research skills and a module that focuses on proficiency in word processing, spreadsheets and presentation software. Later in the year, pupils will study coding. The Computing scheme of work is differentiated in order to develop on the skills and experience pupils bring with them to College.

SKILLS PROGRAMME

Another recent addition to the curriculum, this programme is designed to develop some of the 'soft' skills that employers are increasingly looking for in young people coming out of school and university. There are two 15-week modules in the programme, one focusing on developing leadership skills and the other on presentation and public speaking. Pupils will study these in small groups. Furthermore, the programme includes a day focusing on global problem solving, during which pupils will learn how to work together to plan a comprehensive and methodical solution to a contemporary problem scenario.

THIRD FORM CHALLENGE

Throughout the year, mainly through Wednesday afternoon sessions, Third Form follow a programme entitled Third Form Challenge. This incorporates a range of activities including athletic development, squash, rowing and time spent learning about the school by our Archives department. Pupils will also take part in a swimming gala as well as a cross-country race. Additionally, there are two full days when pupils participate in a day of coding run by experts from local institutions, and a Dragons' Den day in which all the pupils have to present their ideas to local business leaders. Finally, there is preparation for the final week of the Summer Term, when pupils engage in a variety of trips and visits.

FOURTH AND FIFTH FORM

Pupils choose GCSE/IGCSE subjects in February of Third Form and start those courses at the beginning of Fourth Form (full details will be sent at Christmas 2020).

For Fourth and Fifth Form, setting continues in Maths, English, Science and French, while groups in other subjects are largely dependent on the choices made by pupils. Prep increases, and pupils need to start planning ahead and looking for the best times to do it: study time in House is unlikely to be enough. Coursework will require much planning and foresight. Pupils will start reflecting on their career aspirations and university entrance strategy (work experience, reading, trips) during the Fourth and Fifth Form, where the weekly tutorial programme encourages them to think ahead. We expect pupils entering the Sixth Form to have achieved grade 6 (or alphabetical equivalent) in at least five GCSE/IGCSE subjects; this is not a high hurdle, and the overwhelming majority far exceed this minimum, but developing the habit of hard work from the start of Third Form is vital.

BEING IN TOUCH

We would much rather hear from you than have concerns or questions build up in the background. Once the year has started the tutor is the key academic contact. Do stay in close touch with him/her about anything you wish to discuss. If you have concerns about a particular subject once term has started, do contact the Head of Department.

There are two other teachers who will be important figures in the lives of all Third Form pupils. Mrs Sarah Checketts (s.checketts@cheltenhamcollege.org), is Deputy Head of Lower College. One of her key responsibilities is oversight of the academic progress of all Third Formers; she will also be organising the academic induction of all pupils in September. She works closely with Mr Graham Cutts (g.cutts@cheltenhamcollege.org), who, as Head of Lower College, has overall responsibility for the academic progress of pupils in the Third, Fourth and Fifth forms. Although the tutor should be considered the first port of call, Mrs Checketts and Mr Cutts will be pleased to help you if you have any academic concerns.

Mr Tim Brewis
Deputy Head (Academic)
t.brewis@cheltenhamcollege.org

ART

Head of Department - Ms J Millar

Pupils at College are encouraged to take risks within Art, becoming stronger, more confident and expressive individuals as a result. This proven method of developing individuality and creative spirit through exploration and endeavour, in a secure and exciting positive environment, encourages pupils to take the initiative, to take possession of their work and ideas, and to recognise that all outcomes and results, no matter how seemingly insignificant, can lead to great things. We nurture independent learners through this model.

Through supportive structured projects in the three areas of Fine Art, Ceramics and Printmaking, our students develop a thoughtfulness required for a future love of learning and endeavour. Thorough exploration of materials and approaches introduces pupils to the format and structure of the Art GCSE course, which we hope they will choose to follow. In Art we help train our pupils to research, gather resources, look at artists and their work, analyse and develop personal theories about the artists' responses, and subsequently record and refine their personal ideas, both in an artistic sense, but also about their world around them. Our projects prepare individuals with a curiosity and open mindedness that any inquisitive person should possess.

Our Third Form programme incorporates a thorough exploration of materials and approaches and introduces pupils to the Art GCSE course. Engaging in one main theme for the year, Third Form pupils experience three areas of Art: Sculpture, Printmaking and Fine Art, gradually taking ownership of their work as the year progresses. We use Digital Media via Photoshop and our suite of iPads to develop ideas and produce sophisticated outcomes, as well as traditional methods of making Art to develop confidence. We cover Assessment Objectives, as laid down within GCSE, familiarising students in readiness for GCSE.

Co-curricular Opportunities and Provision:

We actively encourage our pupils to take the opportunity to extend and strengthen their experience through our extra-curricular activities on offer.

Websites: <http://www.tate.org.uk/art>
www.bbc.co.uk/arts/yourpaintings/ Twitter: @CheltCollegeArt
Instagram: [cheltcollegeart](https://www.instagram.com/cheltcollegeart)

Contact: j.millar@cheltenhamcollege.org

DESIGN TECHNOLOGY

Head of Resistant Materials – Mr D Lait
Head of Textiles – Mrs K Naish

This one-year course introduces the Design Technology; Resistant Materials and Textiles Technology courses available at GCSE. For many, Design subjects are a totally new experience. College workshops are fully equipped with a wide range of equipment for students to learn and develop their skills practically. Introducing them to the skills needed to develop and design projects.

In the Autumn term, pupils will complete 3 projects, based around manufacturing a simple vase for flowers. Pupils will make a mini vase holder in textiles, utilising our sewing machines, eyelet machine, the use of templates, tailors chalk, pressing, measuring and top stitching. They will follow a set of instructions and will be able to add a variety of finishes to their piece in order to gain as much experience in the subject as possible. Pupils will then rotate into Resistant Materials (timbers), where they will make alternative vase design out of wood. They will learn how to create dowel Joints, butt joints, understand the importance of jigs in our machinery, drilling, sanding and finishing. In graphics they will learn how to draw and communicate their designs using Isometric and 2-point perspective drawing.

Through the Spring and Summer term pupils will embark on 3 projects all looking at storage. In Textiles they will design and develop a Laptop case. In Resistant materials they will construct a desk tidy/jewellery box. In the graphics area they will learn to model creating hand cut card models, laser cut designs and 3D printed models, eventually creating a small trinket box, in card or MDF. The aim is to encourage pupils to test and sample their ideas, refining them until they are confident that they can manufacture a fully functioning product. They will then manufacture their design, complete relevant tests on it and evaluate their final outcome. These projects will run in a similar vein to the GCSE coursework, with pupils given more independence within their chosen area, fully preparing them for the projects they could embark upon if they chose to study DT at GCSE.

Pupil feedback

Pupils have thoroughly enjoyed this project and have all made a product that they are proud of. The project gave the opportunity to understand what is available at GCSE in both material areas. Some of the highlights this year were batik dyeing, dye sublimation/transfer printing, CAD/CAM and the full use of the resistant materials workshop.

Interesting Websites and Books

<http://science.discovery.com/tv-shows/how-its-made>
<http://www.stepin.org>
www.bbc.co.uk/schools/gcsebitesize/design/textiles/
www.technologystudent.com
www.vogue.co.uk www.pinterest.com www.style.com

Contact:

d.lait@cheltenhamcollege.org
k.naish@cheltenhamcollege.org

ENGLISH LITERATURE

Head of Department - Mr A P Straiton

English in the Third Form is a time to consolidate prior learning and to prepare directly for GCSE, but it is also a time for experiment and adventure. The year provides great opportunities for both academic progress and personal growth in a comfortable and well-resourced environment. The teaching includes a broad range of multimedia methods and caters for a wide variety of abilities, tastes and interests.

We aim to develop a comprehensive range of language skills, both written and oral. All pupils are immersed in Susan Hill's *The Woman in Black*, an accessible novel rich in instructive writing skills. Each pupil receives a special textbook, written specifically for Cheltenham College students by Dr. Davidson, to help them appreciate how the novel can develop their descriptive habits, knowledge of sentences, familiarity with punctuation, and confidence with grammar. In the spring term, students engage with Shakespeare; teachers share with students their favourite passages from the Bard's work and pupils learn to approach Shakespeare's language and legacy with more confidence. The final term is dedicated to the exploration of poetry, where students read widely contemporary and traditional verse. Some will study poems they performed or heard in the Hannam Clarke recitation prize in the Autumn Term. A creative writing prize celebrates the extraordinarily rich fiction produced by the students.

In their study of literature, pupils learn to structure extended analytical essays, and to write creative, informative and persuasive pieces in response to a variety of stimuli. Through individual presentations and through discussion in groups and pairs, they learn the art of speaking articulately and listening carefully. Students are encouraged to see the exciting links between literature and the other arts, such as painting, music and film. Our intention is to instil a love of language and establish for every pupil a rewarding, life-long relationship with books; each child is encouraged to read widely for pleasure, independently of the teacher. Students participate in the Reading Diploma, an initiative that rewards independent reading.

ICT plays an important role in English lessons, enabling pupils to learn valuable new skills and develop existing ones through a variety of tasks. The latter are carefully planned to take advantage of the excellent applications offered by the computers used by College. For example, over the past year, Third Form pupils have built on core word-processing skills by learning to use their computers in English lessons to create films, poetry recordings, research projects, presentations, web pages, mind maps, visual poems, news articles, blogs, illustrations, posters and much more!

Where possible, trips to the theatre, to places of literary interest and to local literature festivals complement the wide range of opportunities offered to pupils of Cheltenham College by the English Department.

Contact: a.straiton@cheltenhamcollege.org

ENGLISH AS AN ADDITIONAL LANGUAGE

Head of Department - Miss H C Davies

Pupils for whom English is not their native language and who are deemed to need support have English as an Additional Language lessons when their peers are learning French. In the Third Form, pupils have three lessons per week together as a class. EAL lessons aim to equip pupils with the necessary skills and confidence in the use of English language to allow them to integrate successfully in the mainstream curriculum and achieve their full potential. Lower College EAL pupils enjoy the interactive and engaging approach adopted in lessons, aiming to develop their language to a high enough academic standard to cope with the demanding British curriculum, while supporting and consolidating their skills.

The detail of lessons depends on any group's particular needs, as identified through diagnostic testing. However, the focus of the lessons will be on enhancing all four skills: listening, reading, writing and speaking. Vocabulary building and strengthening of grammatical accuracy are key, and lessons will address this with a communicative and integrated approach. The department aims to support not only EAL pupils' learning of language, but also of what the pupils are covering in other subjects. To this end there is a strong cross-curricular approach and a focus on developing effective study skills, 'learning to learn'.

There may also be an opportunity for pupils to take an additional English language qualification such as the Cambridge Preliminary (level B1 on the Common European Framework) or, if appropriate Cambridge First (level B2 on the CEF).

Individual one-to-one lessons, for which there is an extra charge, are also available if there is need for further support. Those identified with particular needs are encouraged to take extra lessons and parents will be informed. Each pupil is involved in his or her programme along with the Head of EAL or EAL teacher and information provided by diagnostic testing. Work is regularly reviewed and together the teacher and pupil make suggestions and set targets for the term ahead.

Outside of formal lessons, the EAL department also has 'EAL Clinic' times in the week when EAL pupils can drop into the department for supervised study, assistance with prep, help with particular language areas or just for a friendly chat (in English of course!).

We are dedicated to internationalism at Cheltenham College and want to do all that we can to ensure that each pupil achieves their full potential both academically and socially during their time at the college. It is our belief that the English language support offered at Cheltenham College will maximise the chance of this.

Contact: hc.davies@cheltenhamcollege.org

GEOGRAPHY

Head of Department – Mr Fraser Dobney

At Geography's core lies the understanding of the complex relationships between people and the environment, and it is these relationships that provide the foundation of the Third Form course. An active Bingen Geography Society complements and extends the classroom-based content. The society meets at least once a term to discuss contemporary issues, recently published literature, 'breaking news' case studies and they also have the opportunity to take part in regular debating competitions.

The aims of Geography in the Third Form are:

- To link the pupils' studies to the modern world around them and to specific recent events, demonstrating the vital importance of the subject to present and future generations;
- To develop a range of geographical skills through practical work, use of maps, photographs and satellite images, and through the regular use of ICT;
- To demonstrate the importance of field work to geographical investigation;
- To encourage pupils to evaluate their findings, through discussion and debate, by making reasoned and balanced judgments on the geographical issues being studied.

Curriculum details:

The following provides a flavour of what the Third Form may expect to investigate in 2020-2021 and is largely based on providing the best possible platform of skills and enthusiasm for IGCSE Geography. The emphasis is very much on providing Third Form geographers with an experience that is enlightening and inspiring, relevant to their own lives, and that offers a traditional balance of skills as well as knowledge and understanding.

Autumn Term:

Global Threats: What does Geography look like today?
This introductory topic explores the main contemporary geographical issues facing humanity on a global, national and local scale. Pupils will focus on population growth, disease, terrorism, super volcanoes and the changing urban landscape.

To what extent is Bristol a sustainable city?

This second question builds on the 'global threats' element and includes a fieldtrip to Spike Island in Bristol. Pupils will investigate how global issues like sea-level change will affect Bristol, assessing whether or not the regeneration of Bristol is sustainable as well as learning how homes can be made more carbon neutral by looking around a model Eco home. The work undertaken here will allow students to begin exploring the various methods of primary data collection through the use of technology, such as Survey123 for ArcGIS.

They will also learn other key geographic skills to help with future fieldwork that they will undertake at IGCSE and A-level.

Is the world a better place?

This final topic covered in the Autumn term has been inspired by the book 'Factfulness' written by one of my

heroes, the late Hans Rosling. Students have mentioned to me that Geography can be quite a pessimistic topic (!) and the hope is that the use of current global data and the trends that are shown in this book will convince students that the world has never had it this good. For example, did you know that 60% of girls now finish primary school in all low-income countries across the world and that in the last 20 years, the proportion of the world population living in extreme poverty has almost halved.

Spring Term:

Why are some places rich and others poor?

In an increasingly connected world, it is vitally important to have an understanding of the length and depth of our global links. Through fashion, trade and chocolate the pupils explore the conflict between people and profit in order to gain an understanding that local, unsustainable actions can have global consequences. They will consider the current Development Gap and the interdependence between countries on a global and national scale.

Summer Term:

Why are some places cold and others warm?

Global warming and rising sea levels are contemporary issues which need to be addressed on a global scale. This module explores global weather and climate systems, how they change over time, and the contrast between hot and cold environments. Pupils will investigate past climate change, previous Ice Ages and the formation of glacial landforms, culminating in an enquiry comparing and contrasting cold and hot environments and the current and future threats faced from global warming.

Is the grass always greener?

This question considers what migration is and how it is reported in the media. Pupils will investigate the differences between economic migration and asylum, covering contemporary conflicts such as Syria and Afghanistan for context.

Independent Enquiry

This provides a chance for pupils to revisit a certain aspect of particular interest within the course. Pupils have a chance to develop their research skills, extend their wider reading and bring together key concepts and skills acquired over the year

Reading suggestions

Books

- 'Factfulness' by Hans Rosling
- '10 Billion' by Stephen Emmott
- 'Fighting the Banana Wars and other Fair-Trade Battles' by Harriet Lamb
- 'Prisoners of Geography' by Tim Marshall

Magazines

- The Week
- The Economist
- New Internationalist
- National Geographic

Contact: f.dobney@cheltenhamcollege.org

HISTORY

Head of Department - Miss J E Doidge-Harrison

The aims of the Third Form curriculum are principally to inspire the enjoyment of studying History, and to develop a sense of History's relevance and 'point' in the world we inhabit today. We also seek to build the analytical skills that will prepare pupils for the challenges beyond this year, looking ahead to both Edexcel IGCSE, which those opting to take History will continue in the Fourth Form, and AQA's A Level, with a focus on justifying judgements about the past related to the historical significance of events, people or changes.

We are very excited about our new scheme of work, which had its debut in 2020-21. We start by considering: why study History – and why do historians ask questions, and sometimes ones which people don't like, about the past? This leads into examining the choices made over which 'bits' of History are studied and why, with the pupils initially attempting to determine their significant events, people and changes of the early 21st century. This aims to open up a critical exploration of the need for criteria in making any such judgements, alongside a sense of 'big picture' context. (All of which was fascinating enough, until Covid-19 appeared on the scene: by almost any measure of historical significance it would seem to blast pretty much everything else out of the water!)

Deriving from this introductory thinking, we then move to debate generally the choices made around memorialisation and commemoration, uncovering the 'politics' of history, before investigating what it was that made the First World War a 'Great' War (taking sustenance from jelly babies* as we go). In ongoing commemoration, we retain our research project, uncovering the history of College and the contributions of some of the 702 Old Cheltonians who served and died in the First World War. Once the pupils have really come to know 'their' OCs, they will then prepare remembrance plaques, hopefully to take out to the Flanders battlefields in the Summer Term.

The First World War is then linked to an expansion of our studies across time and continents to look at arguing cases of genocide within the American West, Cambodia and Rwanda. After this we will move towards some 'lighter' relief for the Summer Term (ending with film-making inspired by Busby Berkeley and Harold Lloyd), looking ahead to the start of the Edexcel IGCSE and 1920s America, to investigate the significance of cinema as a contributory factor in the 'roaring' of the 'Jazz Age.' By this point we hope that pupils will be able to argue why our subject matters; how it might at times be 'used' to fit an agenda and why we must therefore always think critically; and how it helps us to participate and navigate as intelligent citizens in our ever-evolving world. Alongside this, we aim to build the pupils' capacity for empathy and their sense of the diversity and richness of human experience over time.

*see Mr. Nelder's 'Unexpected Significance of WW1' series of amazing facts on our Twitter @CheltColHistory

Contact: j.doidge-harrison@cheltenhamcollege.org

LATIN, GREEK AND CLASSICAL CIVILISATION

Head of Department - Mr T A Lambert

All types of Classical students are catered for at Cheltenham College. We want pupils to understand the vital and lasting impact that the lands of the ancient Mediterranean have made on the modern world, not just in terms of language, but also as regards our culture, literature, architecture, law, philosophy, medicine and way of life.

Latin

Latin is studied by four of our Third Form sets; typically, 20-30 pupils continue to GCSE. Highly logical, with many thought-provoking links to English and other European languages, Latin provides us with a gateway to the most successful and long-lasting empire in European history. We cater for all abilities and backgrounds, from total beginners to those who have taken Scholarship Latin at their previous school. Everyone is given the opportunity to develop to the level necessary to opt for Latin GCSE. Latin is also offered at A Level; each year, some pupils go on to further study of the language at university.

Classical Greek

All pupils studying Latin are also given the chance to study to Level 1 Certificate standard in Classical Greek; typically, 4-8 pupils continue to GCSE. Those with an aptitude are encouraged to begin to get to grips with the grammar of the language; those to whom Greek is already familiar are given more challenging tasks. A weekly Greek club runs in especially keen year groups. Classical Greek is offered at both GCSE and A Level; most years, some pupils go on to further study of the language at university.

Classical Civilisation

Classical Civilisation is the study of the history and culture of the ancient world in English; typically, 30-45 pupils continue to GCSE. It provides a way of studying areas such as the mythology, art, sport, entertainment and literature of the Greeks and Romans in depth, without the obstacle of having to translate. Alongside the enjoyment of studying a period of history pupils start to develop the core examination skills of recall, explanation and evaluation. Classical Civilisation is offered to all pupils at GCSE and A Level; each year, some pupils go on to further study of the subject at university.

The three subjects are complementary, each offering a different angle on the ancient world. By the end of the Third Form course, we hope to give all pupils a clear sense of the importance of our Classical past, as well as a firm foundation for the study of one or more Classical subjects higher up the school.

Pupils wishing to learn more about Rome might like to read Stephen Fry's *Mythos*, Fik Meijer's *Emperors Don't Die* in their Beds, or Robert Harris's novel, *Imperium*.

Extensive resources for the study of the ancient world can be found at <http://www.cambridgescp.com/>.

Contact: t.lambert@cheltenhamcollege.org

MATHEMATICS

Head of Department - Dr B E Enright

Mathematics is taught in ability sets throughout College. Movement between the sets occurs as is appropriate to the individual's progress. The syllabus followed aims towards the IGCSE in Mathematics. This develops a broad approach to Mathematics, which is relevant and appropriate to the many different uses of the subject in the modern world while maintaining the traditional academic rigour.

Content

In the Third Form, pupils will recap much of the basic material met previously and then go on to study new material. In particular, Algebra and Shape feature strongly.

IGCSE Examination

The top set in the Third Form aims to sit the IGCSE at the end of the Fourth Form. They will then go on to sit Additional Mathematics in the Fifth Form. All other sets will sit the exam at the end of the Fifth Form.

Calculators

Scientific calculators are not only permitted but their use is expected in examinations taken at College. Calculators with graphical capabilities are now readily available and their use is also permitted and helpful, though not yet essential. Consequently, all members of Lower College must have a scientific calculator, which they have to learn to use appropriately. College will supply calculators where necessary, chargeable at a rate which is below that of the main retailers. As a basic scientific calculator we provide, at present, the Casio FX-991 ES.

Books

Any review of work previously encountered would be beneficial. However, if a pupil were looking for extension material then any puzzle book by Martin Gardener would be ideal.

Websites

There are a huge number of very good websites for Mathematics: In particular the following two might be useful:

1. Nrich. An excellent site run by Cambridge University.
<http://www.nrich.maths.org.uk>
2. Bitesize. Revision site run by the BBC.
<http://www.bbc.co.uk/schools/gcsebitesize/maths/>

Contact: b.enright@cheltenhamcollege.org

MODERN LANGUAGES (French, German and Spanish)

Head of Department - Mr K Price

When pupils enter College, they do so with varying backgrounds in both the language studied and the standard reached. Most Third Formers have studied French to Common Entrance, but some have learned Spanish instead. College offers continuation classes in both these major European languages as well as Beginners' German and Spanish. Pupils study two languages – one as a continuation (usually French) and one as a Beginner – Spanish or German. We may be able to offer French as a Beginner language, but this is subject to demand.

The aims of the Third Form Modern Languages curriculum are to enable further progress in the language studied prior to arrival at College (French or Spanish), and to give pupils exposure to a second, new language. In both cases, we seek to develop the whole range of language skills, using a variety of materials and methods, and not least, to provide a solid grammatical foundation for subsequent IGCSE study. The Spanish and French courses include culture and history as well as the language and tie in with the exciting Third Form trips to Salamanca, Spain and Montpellier, France.

German is also offered to Third Form pupils at beginners' level and it focuses on authentic language put into a cultural context. The course has a topic-based approach combined with clear grammatical progression. The course also encourages grammatical awareness and more traditional methods of language learning such as regular vocabulary learning as well as more interactive and creative approaches. Pupils have the opportunity to practise their newly acquired language skills during the German Exchange to Berlin.

Foreign Visits and Exchanges

It is hoped that, during a pupil's time in Lower College, he or she will take the opportunity to travel abroad to improve language skills. There are well-established visits to Spain and Germany and pupils will have the opportunity to visit France during their Lower College career. We are also able to advise on individual exchange visits.

Useful websites

If pupils wish to do any work on the language over the summer break they could look at the interactive activities on the websites www.languagesonline.org.uk or www.quizlet.com.

Reading children's books such as Mr Men in the target language, or watching your favourite movie in the foreign language with subtitles is a good way to improve language skills.

In addition, there are many Language for Beginners publications such as The Usborne 'For Beginners' guides.

Contact: k.price@cheltenhamcollege.org

MUSIC

Head of Academic Music - Mr S J Pirttijarvi

The aim of the Third Form course is to give a highly varied and enjoyable introduction to a wide range of musical topics which at the same time provide a valuable introduction to GCSE work. The ethos that permeates lessons is high- quality practical music making and engagement, inclusivity, and accessibility. There is a strong vocational aspect to the delivery: during a music lesson everyone in the room is a musician with something to contribute to the class 'ensemble'.

Music is a practical subject and musical learning is about thinking and flourishing as a musician. The Third Form course focusses on developing pupils' imagination and creativity as individuals, encompassing pupils' wide-ranging prior experiences of music. As many forms of performance as possible are incorporated, such as: individual keyboard work, class singing, percussion playing, and forming a class ensemble making use of pupils' own instruments. This might even include beatboxing, DJing, and live looping!

The Music Department firmly believes in music literacy and this is embraced at the start of the year and developed subsequently in support of music making.

Alongside ensemble music making, there are possibilities for individual and paired work. Pupils are encouraged to perform to each other with mini-recital slots included in lessons throughout the year. Regular composition tasks are another opportunity for an individual or paired approach. These sit alongside performance and listening activities and allow pupils to explore the elements of music to create their own responses to topics; they are usually undertaken using industry-standard sequencing and notation software such as Logic Pro X and Sibelius, although some pupils prefer to notate their pieces using other forms such as chord patterns, lead sheets, or even through making an audio recording of their own playing/singing.

Listening and appraising of live and recorded music underpins all of the above, and the language of the elements of music is used and developed throughout the year. This ensures that pupils can talk accurately about music with an appropriate level of analysis and insight, resulting in a more mature understanding of how music works. Pupils are encouraged to link their thoughts to a consideration of the place and function of music in society. This applies equally to all music, from religious music of the Renaissance to current Pop music, and from English folk songs to Javanese gamelan.

Music contributes much to the cultural life of College and the 3rd Form Music Course is an invitation to all incoming pupils to engage at whatever level they wish.

The Cambridge Music Guide, The Rough Guide to Classical Music, The Rough Guide to Rock, and 1000 Albums you must hear before you die, will provide a wealth of fascinating information for further reading.

Contacts: s.pirttijarvi@cheltenhamcollege.org

SCIENCE

Head of Science - Dr J Copeland-Jordan

At College, Science is taught as the three separate disciplines: Chemistry, Biology and Physics. All Sciences are taught by subject specialists who aim to foster and engender a true love of learning and a passion for their subject. Throughout the Third Form, pupils meet a wide range of exciting and engaging material which challenges their understanding and promote a lust for more. The interdisciplinary nature of Science and how it is used to solve problems is the cornerstone of the subject. In order to unite the three Sciences the Third Form will take part in three applied learning weeks where they will investigate unifying concepts in a contextualised manner, drawing upon how Science rather than the individual disciplines can be used to solve Global challenges and Global problems. The Science Department is a very exciting place to be, and we are very much looking forward to welcoming your sons and daughters to College so their scientific journey can continue.

BIOLOGY

Head of Department - Mr J Thomas

The Third Form course follows the Biology syllabus that leads to Edexcel IGCSE Biology. Subject specialists teach all classes. Teaching is enhanced with Science Society evenings which pupils are encouraged to attend. Reading lists are distributed to challenge and stretch our most capable pupils. In each term of Third Form we have an Applied Learning Week across the Science faculty, where a theme is explored using all three sciences together to analyse problems. The aim of these weeks is to develop pupils as independent learners and to develop their abilities to think synoptically about complex issues.

The subject is very much practically orientated, and pupils enjoy investigations which have been designed to develop their scientific skills. These include: experimental design, selecting and handling apparatus, observation, measurement, recording, processing and evaluating data. This develops pupils' knowledge of biological concepts, their ability to apply their knowledge and to evaluate scientific data.

We aim to develop the pupils as:

- (1) Biologists - thinking scientifically, with a love of the natural world
- (2) Candidates making an excellent start to the IGCSE course
- (3) Students well organised, independent learners who develop increasingly effective study techniques over the year.

Curriculum details:

Autumn term

During this term pupils are introduced to Biology through a butterfly project, which focuses on their data manipulation skills. They study cell structure and levels of organisation, undertaking an extensive amount of microscopy. They also look at the variety of living organisms, respiration and gas exchange in humans. This term, our Applied Learning week explores Life in Antarctica.

Spring term

During this term we use the context of the digestive system to introduce pupils to cell transport, enzymes and biological molecules. Numerous experiments accompany this section of work using an investigative approach. This term, our Applied Learning week investigates Life as a Triathlete.

Summer term.

During the summer term pupils study plant biology, investigating photosynthesis and the transport of molecules within vascular plants. Again a practical approach is favoured, with lots of experiments to enjoy. This term, our Applied Learning week considers Life on Mars.

Suggested Reading and Documentation:

- Roach, Mary. *Gulp: Adventures on the Alimentary Canal*.
- Morton, Oliver. *Eating the Sun: How Plants Power the Planet*.
- Marsh, Henry. *Do No Harm: Stories of Life, Death and Brain Surgery*.
- Why Don't Penguins' Feet Freeze? – a New Scientist publication
- Any of David Attenborough's DVDs
- <https://www.societyofbiology.org/students>
- <http://www.saps.org.uk>

Contact: thomas.jonathan@cheltenhamcollege.org

CHEMISTRY

Head of Department - Dr J Copeland-Jordan

Aims

As the central science, Chemistry connects the physical world to the biological world; it is the playground where Mathematics, Physics and Biology meet. Chemistry is the battleground where challenges such as a growing energy demand, addressing global food supplies, emergent disease control and potable water availability are fought; it is a tremendously exciting subject to study.

In the Chemistry department we promote scientific skills which instil the importance and utility of Chemistry in society and actively promote enthusiasm for the subject. From the very start of our pupils' time at College we concentrate on the practical aspects of Chemistry; these form the backbone of all we do in our laboratories. The abstract ideas about atoms, molecules, formulae and chemical trends are introduced gradually during the year to build a firm foundation and to allow for pupils' differing speeds of development we aim to stretch each pupil to an aspirational level.

The vast majority of our pupils choose to continue Chemistry at IGCSE Level; the Third Form curriculum serves

to underpin the IGCSE content and provides an excellent springboard for success.

Curriculum details:-

We Follow the Edexcel IGCSE syllabus

Autumn term

- Safety and general laboratory skills
- The Principles of Chemical Investigation
- Periodic Table and Chemical Patterns
- Atoms and Atomic Structure

Spring term

- Particle theory
- Rates of Reaction, Introduction to Equations,
- Symbols and Formulae.

Summer term

- Metals and Chemical Reactivity
- Separation Methods

The following books are recommended for reading:

- The Disappearing Spoon – by Sam Kean
- Wonderful Life with the Elements: The Periodic Table Personified' – by Bunpei Yorifuji'

The following web resources are useful:

- <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-and-edexcel-certificates/international-gcse-chemistry-2011.html>
- <http://www.rsc.org/learn-chemistry>

Contact: j.copeland-jordan@cheltenhamcollege.org

PHYSICS

Head of Department - Mr R Eddie

We have three main aims in the Third Form:

1. Developing skills

Pupils will do a great deal of practical work as a routine part of our course. During their first term we put particular emphasis on teaching them the necessary skills associated with practical Physics. They will also become familiar with using advanced equipment from an early stage. They will be required to use data logging technology, light gates and motion sensors to conduct experiments and process data. They will be required to conduct research, present information and discuss Physics problems in unfamiliar contexts through Applied Learning weeks each term which bring all three Sciences together to focus on a particular issue. Pupils will be encouraged to discuss their ideas orally and will be taught how to set out written answers clearly. Basic mathematical skills are a necessary tool for the competent physicist and some time will be spent ensuring that pupils are able to

manipulate simple formulae in order to solve numerical problems.

2. Beginning the IGCSE syllabus

Pupils will start three of the IGCSE topics as a basis for developing their skills;

Solids, Liquids and Gases Forces and Motion
Astrophysics.

These topics will be revisited in the fourth and fifth form when consolidation can occur and the finer points can be mastered but this provides an important base for the IGCSE course. Every opportunity will be taken to stretch our more able pupils by broadening their knowledge of Physics and by studying the topics to a higher level than is required, for some in preparation for the very demanding national Physics Challenge Competition. There will also be opportunities for all pupils to explore topics of scientific interest that are not specified by the syllabus.

3. Making Physics seem relevant and exciting

Physics is a subject enjoying resurgence nationally. Our aim is to convince pupils of its importance and to teach it in a way that captivates their interest and encourages them to be more inquisitive. We hope to convey our own enthusiasm for our subject and make them keen to learn much more about it.

Scientifically minded students would benefit hugely from reading 'A Short History of Nearly Everything' by Bill Bryson.

Contact: r.eddie@cheltenhamcollege.org

THEOLOGY, PHILOSOPHY AND ETHICS (TPE)

Head of Department - Dr M Harris

TPE stands for Theology, Philosophy and Ethics. It is a journey of inquiry into the world. It is an opportunity to explore the 'big questions,' of right and wrong, religion and science, life and death, religion and society and the nature of philosophy.

In the Autumn Term, Third Form pupils study an 'Introduction to Ethics.' Using thought experiments such as the 'Trolley Problem,' pupils acquire a more technical vocabulary to express and debate their views on what counts as right and wrong, good and bad.

Pupils have a chance to explore the difficult and important topic of 'Medical Ethics' in the first half of the Spring Term. This unit shows how relevant TPE is to society and allows pupils to put their ethical terminology into practice in relation to real-life issues.

In the second half of the Spring Term, pupils will have a chance to study 'Issues in Islam.' This unit of work goes a long way beyond recapping the principal beliefs and practices of Islam. Instead, it gives pupils a chance to move past tabloid headlines about recent events in the news connected with Islam, in order to get a better understanding of the many and varied roles of Islam in the UK today.

Finally, in the Summer Term pupils will have a chance to receive an 'Introduction to Philosophy.' Through thought experiments, some of the key ideas in Western philosophy will be discussed and explored. Pupils will have a chance to learn about Plato's Cave, as well as considering whether computers can think.

In addition to lessons, Third Form pupils have the opportunity to attend the half-termly TPE Society. Sometimes these society meetings take the form of discussions, other times we have guest speakers from universities.

Recommended reading;

Will Buckingham et al., The Philosophy Book. Nigel Warburton, A Little History of Philosophy

<https://www.amazon.co.uk/Philosophy-Book-Will-Buckingham/dp/1405353295> <https://www.iep.utm.edu/>

Contact: m.harris@cheltenhamcollege.org

FLOREAT

Dr Mary Plint, Deputy Head (Learning and Wellbeing)

The priority College gives to wellbeing is reflected in the title of its wellbeing programme, 'Floreat'. The programme aims to help pupils to flourish holistically by developing emotionally, socially, and growing in their understanding of themselves, others and their world.

Through the programme, pupils explore a personal response to the issues that affect their lives. This helps pupils to understand their values and goals, which is vital to success in developing personal potential. Through reflection and discussion, pupils are encouraged to develop resilience, build strong and positive relationships, feel confident to contribute to their community and achieve a sense of purpose.

FLOREAT encapsulates key Cheltonian characteristics:

Failure is feedback for learning

Look after health and wellbeing

Open to opportunities and to others

Resilient: reflect and improve

Effort brings reward

Ambitious in all areas

Trusted and learn for themselves

Sessions are designed to help pupils focus on the broad themes of 'Myself', 'Myself and others' and 'Myself and the world'. Pupils consider what characterises true flourishing. They learn about the value of maintaining physical health, achieved through developing good sleep routines, eating healthily and exercising. Pupils also learn to take care of their digital health. They are encouraged to use adopt a growth mindset to support learning in all spheres - a belief that their potential can be developed through dedication, reflection and responding positively to feedback. Viewing challenges as opportunities to improve fosters a love of learning and develops skills and resilience. Mental health and managing stress features prominently.

In the focus on 'Myself and others', pupils consider how they can flourish in their relationships with others. Key themes are respect for oneself and others and taking responsibility for one's actions. Tolerance, empathy and kindness feature strongly. Assertion and bravery in social situations is explored, in relation to peer group pressure. An understanding is developed of the teenage brain and how being in a group can influence risk-taking behaviour. Relationships and sex education forms a key part of the programme.

In the focus on 'Myself and the world', topics such as recycling, rights and the law are included. In the lead-up to end of year exams, it is also relevant to focus on exam preparation and techniques for managing exam stress.

The principles of equality, inclusion and community permeate the programme.

Delivery of Floreat is predominantly through tutors within the structured and supportive environment of the tutor group. Visiting speakers and College's own Health Centre staff also contribute to the programme.

Contact: m.plint@cheltenhamcollege.org

SUPPORT FOR LEARNING

Head of Learning Support - Miss S Marquis

The College aims to support every pupil's learning and actively seeks to identify and to provide for a pupil's individual learning requirements.

If a specific need has been identified at Prep School, it is essential that parents or guardians inform the Head of Learning Support and provide copies of any reports or assessments. This enables College to support pupils appropriately. Parents are invited to contact the Head of Learning Support regarding learning support matters.

At the start of the Autumn Term, Third Form pupils take a series of standardised tests of literacy skills. The screening tests provide up to date school-based data about reading, writing and spelling and help to identify a pupil's strengths and any areas of difficulty. Teachers also monitor performance in lessons and class tests and refer pupils where further support may be required. Pupils may be considered for special examination arrangements in the Summer Term exams, and beyond, if observed need meets the eligibility criteria of the Joint Council for Qualifications, which are revised annually.

If standardised test results indicate a difficulty with literacy skills, the Head of Learning Support discusses options and strategies for support with College staff, parents and pupils. A pupil may also be referred to the Learning Support department by a teacher or tutor, for monitoring, further assessment or for individual support.

Pupils may seek advice or support of their own accord, usually on a drop-in basis in the first instance. Where it is felt that longer-term support would be beneficial, parents are consulted and regular extra lessons may be arranged.

Progress is reviewed each term so that lessons stop when skills have developed and a pupil is ready to work independently. Lessons take place at times that do not result in pupils missing their subject classes and are given by teachers with relevant qualifications and experience. There is usually a charge for regular one-to-one lessons.

A list of pupils who have specific individual learning needs is published confidentially to staff and the College database provides support information for teachers. These records inform teachers, tutors, Housemasters and Housemistresses of appropriate support strategies. Regular training keeps teachers up to date with current developments in supporting learning needs.

Revision and study skills are developed through whole-school learning skills programmes.

Contact: s.marquis@cheltenhamcollege.org

CHATFEILD-ROBERTS LIBRARY

Librarian – Ms L Jones

Our beautiful library contains a vast amount of information from an array of sources for study, as well as a treasure trove of things to read for enjoyment. It is designed to help pupils with their College work and to inspire a love of knowledge and of reading. The library staff supports pupils in how to find information, develop research skills and become independent learners. We pride ourselves on having a diverse range of books within our library, catering too all needs and tastes within the College. We can encourage and can recommend suitable books for leisure reading, including some of the latest and greatest works of fiction, inspirational true stories, fun puzzle/ and picture books and a selection of graphic novels.

Our non-fiction follows the Dewey Decimal Classification system and is supported by further collections, such as Quick Reference, the 'Very Short Introduction' series, as well as audiobooks and e-books. Colour-coding stickers and shelf signage in subject areas are there to make browsing easier, while leaflets and posters point the way to some suggested reading. All of this, as well as the library catalogue and resources can be found on the Library Page button on College Digizone. We welcome requests and recommendations from pupils, staff and parents, and will add these to our stock whenever possible.

In Third Form, you will be given time to carry out research in the Library as part of your Foundation Project Qualification as well as other class projects. One-to-one assistance is available to help our Third Form become able, independent researchers, adept at locating the most relevant, reliable information for the task. Besides an enviable stock of books on an enormous range of topics, the library also provides access to online articles; periodical subscriptions; websites; audiobooks; and eBooks while giving further information and guidance on how best to find and use the information these provide. In Third Form in particular, reference materials such as encyclopaedias (BritannicaOnline) are promoted, while the 'detective work' of finding relevant and reliable books and digital sources is explored. Instruction is also given on the importance of referencing books correctly and the dangers of plagiarism.

From September we will once again be opening our doors to all year groups, with the library welcoming all pupils before school, breacktime, lunchtime and after school. This is time in which to explore the library freely in a safe and welcoming space within College. It is a time to browse; to chat to your librarian about your own reading interests or to develop some if you have not yet found the right book for you. The library also runs clubs, competitions and creates numerous displays to encourage pupil use and raise awareness of the library's services and resources while casting a wider eye on the world.

We have a Reading Diploma which runs all the way through from Prep to Upper College, with a list of fantastic books to choose from. Once the set amount has been read, rewards are given by our Head of English. The list can be found on the library page on the Digizone.

Ultimately, the Library is here to serve the College community both as a hive of academic and intellectual rigor and as a quiet haven from the bustle of daily life. It is a special space that we are very proud of and privileged to have and we very much look forward to seeing you there!

Contact: l.jones@cheltenhamcollege.org

Or library.staff@cheltenhamcollege.org

