

**Queen's College, London**



**Curriculum Booklet  
Class I  
2017 – 2018**

## INTRODUCTION

In this booklet you should find information about what your daughter is doing in each of her subjects in Class I. Your daughter's homework timetable is below. It is very important that both tutor and parent sign the homework diary once a week and there is a section for comments and parents are urged to use this as an additional means of communicating with the tutor.

Below are the email addresses of the tutors in Class I and please do not hesitate to contact your daughter's tutor should you have any concerns about your daughter's work, homework, or indeed any other matter.

<b>IH</b>	Mrs Harrison and Miss Catlin	sharrison@qcl.org.uk lcatlin@qcl.org.uk
<b>IT</b>	Ms Thonemann ( <b>Class I Year Tutor</b> ) and Mrs Azis	ethonemann@qcl.org.uk eazis@qcl.org.uk
<b>IA</b>	Mrs Argent and Mr French	rargent@qcl.org.uk rfrench@qcl.org.uk
<b>Head of the School</b>	Mrs Randall	lrandall@qcl.org.uk

## HOMEWORK TIMETABLE 2017 – 2018

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>IH</b>	Drama RS Second Language	English (60 minutes) Mathematics Science	Art Classics Second Language	French Computing or Music Science	Geography History Mathematics Science
<b>IT</b>	Drama RS Second Language	Art Mathematics Science	Classics Computing (every other week) Geography Second Language	English (60 minutes) French Music (every other week) Science	History Mathematics Science
<b>IA</b>	Geography History Music (every other week) Second Language	Computing (every other week) Mathematics Science	Classics English (60 minutes) Second Language	Drama French RS Science	Art Mathematics Science

## **ART AND DESIGN**

In Class I the girls continue to broaden their skill base through projects which stimulate and develop both their visual and critical understanding.

The main concepts covered in the areas of study are:

- The visual elements (explored through a variety of media)
- Contextual studies
- Use of tools, processes and materials
- Sound studio practice

Each class will experience drawing, painting, printmaking, textiles and construction. Projects may develop through observation drawing or as a response to a specific theme, artist, designer, period or culture. There is a one-hour homework set fortnightly which may cover observational drawing, design based studies and visual research.

In Class I students are introduced to a more sustained and GCSE way of working with an overall theme to inspire them.

### **Michaelmas Term**

- Fine art – Observational drawing –Painting
- Mixed Media Project

### **Lent Term**

- 'Viewpoints' – sustained experimental printmaking

### **Summer Term**

- Series of drawing and painting assignments
- Half term**
- Research project leading to an examination

### **Contact details**

Ms R Thomson  
rthomson@qcl.org.uk

## CLASSICS

Classes are set according to linguistic ability, with pupils concentrating on either the Latin language, Latin with Greek, or the literature and social history of the ancient world. Homework consists of 1 x 30 minute task each week which may include revision of the language, exercises, translation and a variety of written assignments. Minor tests are set regularly, with an examination at the end of the year.

Parents can help especially by testing their daughters when memorising, taking them to appropriate sites or museums and encouraging them to watch relevant television programmes.

### LATIN

We use the *Cambridge Latin Course* with the CLC website.

#### Michaelmas Term

- CLC Book II 16, 17 Roman Britain, Alexandria
- Unit test

#### *Half term*

- CLC Book II 18; Alexandria

#### Lent Term

- CLC Book II Stages 19, 20; Isis, Medicine and Science

#### *Half term*

- CLC Book II Stages 21; 22
- Unit test

#### Summer Term

- CLC Book III, Stage 21, 22 Bath, magic and curses.

#### *Half term*

- Revision, end of year examination.

### CLASSICAL LITERATURE AND TOPICS

Selections from: the history topics in the Cambridge Latin Course Stages 17 – 20, including life in ancient Alexandria; Queen's booklets: slavery and human rights in the ancient world. Greek drama using 'In Search of the Greeks.'

### ANCIENT GREEK

*Greek: Greek to GCSE, Part I, J Taylor, Ch 1 – 3; Queen's College 'Melissa and Philippos' stories.*

Cases; definite article; 1st & 2nd declension nouns and adjectives: present, future and imperfect tenses of 'luo'; present tense of 'to be'; conjunctions and the negative. Explanation of characters and events of ancient Greece arising from the language work.

Inter-schools Greek and Reading Competition (optional).

#### Contact details

Mrs S Harrison  
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## DRAMA

In Class 1, students' growing maturity allows us to use their experiences and perceptions of life as a starting point for some drama work. Existing skills are refined and new ones are acquired as we seek to increase pupils' understanding of the relationship between content and form. Assessment is given a higher profile in this final year of Key Stage 3 and some units require reflective written work that either develops a creative idea or discusses the drama process and final product. We have a flexible approach to structuring lessons and tailor work to the needs of specific groups whilst focusing on particular skills each term. Our aim is to furnish students with the necessary skill base to prepare them for drama at GCSE level as well as harnessing the creativity, self-confidence, concentration, self-discipline and communication of all pupils within an enjoyable context.

### **Michaelmas Term**

- Develop physical theatre skills- spatial awareness- body language- ensemble work.
- Consolidate the ability to use language, movement and space with imagination and conviction.
- Developing skills in characterisation

#### ***Half term***

- Understand and apply the concept of dramatic tension through thematic devised work.
- Develop the ability to structure and evaluate drama using abstract techniques.

### **Lent Term**

- Introduction to key theatre practitioners.
- Develop understanding of realism – units and objectives, obstacles, sub text.
- Create a character using still image, hot-seating and the super-objective.

#### ***Half term***

- Characterisation and structuring work non naturalistically.
- Reflect upon the process of group work and gain insight into the most effective strategies used when devising drama.

### **Summer Term**

- Develop drama using a variety of stimuli including visual, aural and spatial.
- Develop drama that explores the emotional, social and cultural circumstances surrounding a variety of themes.

#### ***Half term***

- Develop an appreciation of the ways in which playwrights achieve their effects and communicate this to an audience.
- Work in discrete groups to plan, rehearse and perform either a scripted or devised piece.

### **Contact details**

Ms A Morse

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## ENGLISH

The work in Class I is still based on challenging literary works. However, the girls are also introduced to media and non-fiction texts in preparation for IGCSE. They should by now be starting to develop a clear essay style as well as an individual “voice”. They will be encouraged to explore their ideas in greater detail and to look beyond character and story to the writer’s technique. During the Summer Term, the girls will work on an extended writing project exploring the connections between different literary texts. This will involve planning and drafting. English homework is set once a week but should take a little longer than their other subjects to allow time for more developed writing. A wide range of poetry will be studied and there will be increasing emphasis on poetic form. They will study a complete play by Shakespeare, ideally in preparation for a theatre visit.

### Michaelmas Term

- *Lord of the Flies* (or an alternative novel or play).
- A variety of non-fiction texts.
- Writing for different purposes and audiences.

#### **Half term**

- Preparation for the English Speaking Board Senior Grade 2 exam, taken in December.
- Introducing summary skills.
- Poetry, including introduction to the sonnet and a variety of different forms, ancient and modern.

### Lent Term

- Further work on non-fiction texts.
- Creative, analytical and discursive writing.
- A play by Shakespeare: character, design, production notes.

### Summer Term

- Introducing pre-twentieth century fiction perhaps exploring Victorian childhood, particularly education.
- Extended writing project linking a text they have studied or to a text of their choice.

#### **Half term**

- Theatre visit to prepared play.
- End of year examination.

### Contact details

Ms Z Dharsi  
zdharsi@qcl.org.uk

# FRENCH

The pupils have generally done two years of French. We develop listening, speaking, reading and writing skills as well as studying syntax and grammar. The girls have three single periods and one 30-minute homework per week.

## Textbook

- *Tricolore Total 3*, published by Heinemann.

## Additional materials

- *Tricolore Total 3* workbook, CDs and assessment packs
- *Contexte* French textbook
- Termly magazine
- Interactive language websites (« *Zut !* », « *Linguascope* », etc..)

## Assessment

- Two of the four language skills (listening, speaking, reading and writing) to be formally tested and recorded each term.
- End-of-year examination.
- Regular vocabulary and verb tests are set at the individual teacher's discretion.

## Michaelmas Term

- The French-speaking world, personal information, family and friends;  
**Half term**
- Paris & city-related language such as descriptions of monuments and vocabulary to get around on the metro; present tense & introduction of the *passé composé* tense to talk about a visit to Paris in the past.

## Lent Term

- Introduction to healthy eating & popular dishes in Francophone countries; *devoir* and *il (ne) faut (pas)*, imperfect tense; comparing past and present; comparative and superlative; the pronoun 'en'. (*Contexte*)  
**Half term**
- TV and cinema; opinions of leisure activities; descriptions of weekend activities in the past tense; the perfect tense, including negatives and asking questions; giving opinions; the comparative

## Summer Term:

- The world of work; future plans for study and work; preparation for the summer examinations; regular and irregular verb revision;

### Half term

- Film project: *Les Choristes*

## Contact details

Miss D Suri

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# GEOGRAPHY

In Class 1 geography is taught in one double lesson per week. The textbook we use is Collins Geographical Enquiry Student Book 3. Homework is set once a week and should take thirty minutes. This will vary in style and will sometimes involve research and projects.

We use satellite images, GIS such as Google Earth, video clips, websites, newspapers and additional published material to examine the issues we study. Parents are very much encouraged to discuss geography-related news items at home, as this will help their daughters to appreciate the relevance of the course to their own decision-making both now and in the future.

## Year outline

The Class 1 Geography course is varied and engaging, combining human and physical geography to examine issues from a range of angles. At the start of the year we study the Middle East region. We then study the World's oceans and this is followed by study of India's rapid socio-economic development, then a unit on desertification on desert fringes. Finally, we study water consumption and then deforestation.

## Michaelmas Term

- **The Middle East** What are regions? Where is the area known as the Middle East? What sort of landscapes are there in the Middle East? Do the countries of the Middle East belong together as a region? Why is there conflict in the Middle East?
- **Issues in the oceans** What are the oceans called? Why are the oceans important to humans? How are humans damaging the Pacific Ocean through litter? How are humans damaging the Gulf of Mexico through oil extraction? How are humans damaging stocks of Bluefin tuna?

## Lent Term

- **India** Is India a developed country? How can we decide? Why is India a Low Income Country? How can India become more developed? What are the benefits of space technology for India?
- **Drylands** What is the environment in Shangombo, Zambia like and how does this affect people? What are drylands? Why is soil loss a problem? How is desertification in the Aral Sea being managed? How is the Dartmoor mires project helping to combat desertification?

## Summer Term

- **Water use** How much water do humans use? What are the water problems in Peru? How are water problems being managed in Peru? How is China addressing its water shortages?
- **Biodiversity under threat** What is sustainability? Is Borneo exploiting its forest resources sustainably?

At the end of each unit there will be a short test. At the end of the year the examination will cover the material we have studied throughout the year. The Class 1 syllabus aims to provide all students with some insights into current global issues. We study the Cambridge IGCSE in the Junior College and this course prepares students for IGCSE study.

Contact details

Mrs F Delany

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## HISTORY

In Class 1 girls are introduced to the period 1750 - 1918 through a study of Britain: industry, trade and empire and of the main events of the First World War. The main textbook used is: the Headstart in History's **Colonisation and Conflict 1750 – 1990**. In addition, an extensive range of primary and secondary source material will be employed including written, pictorial and audio-visual sources. There is one double period of history each week and a variety of teaching and learning methods are used to promote interest in and knowledge of the subject. A two-day field trip to the First World War battlefields in Belgium and France is organised in the summer term. Homework is set each week and is usually 30 minutes in length, although more extensive assignments will be given extra time. The department follows a commonly agreed core based on the National Curriculum with room left for individual teachers to follow their own areas of interest and expertise. Parents can help by discussing key historical issues with their daughters, taking them to museums and historical sites and encouraging them to watch suitable television programmes. There will usually be a formal assessment every half-term. This will consist of written answers, an essay, source exercise, project or test.

### **Michaelmas Term – Britain 1750-1914 -The Industrial Revolution**

- Changing Britain 1750-1914: An overview.
  - How and why did Britain's economy change after 1750?
- Half term**
- The development of the textile industry and factory system.
  - Changing working conditions.
  - The campaign for female suffrage.

### **Lent Term – The British Empire 1750-1914**

- Two 30 minute tests set with source and short response questions.
- Transatlantic slavery: its origins and the triangular trade.
- Slave conditions: the Middle Passage and the plantations.
- The abolition of the slave trade.

**Half term**

- The expansion of the British Empire 1750-1914.
- The British in India.
- The significance of the British Empire.

### **Summer Term – The First World War 1914–1918**

- The causes of the First World War.
- The development of the Western Front.
- The battle of the Somme and the significance of General Haig with source assessment.
- Two-day field trip to Belgium and France with empathy task on trench life and warfare on the Western Front.

**Half term**

- The impact of the First World War on women.
- Propaganda.
- Summer examination – a 60-minute paper with a range of source and structured answer questions on the topics studied during the Lent and Summer terms.

### **Contact details**

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# COMPUTING

Computing is a relatively modern area of study, but its roots go back to ancient times. An understanding of Computer Science is essential if you wish to keep up with the ever changing nature of technology and the many opportunities it offers for future studies and employment. While it is impossible to predict what technological advancements will happen next, there are underlying Computer Science concepts and principles that lead to future developments.

Computational thinking is one of these processes, and it very much underpins the majority of the learning your daughter will undertake throughout her Computing lessons in Class 1. This will provide her with an approach to problem solving which can be applied across all subjects, and many aspects of everyday life, as well as computer related situations.

We will study the development of Computing through time, from ancient calculating devices to modern technology, and appreciate how each breakthrough has contributed to modern Computer Science. In addition, your daughter will investigate the elements that make much of the technology we take for granted today actually work.

## Michaelmas Term

- Introduction to Computing – A reminder of expectations, email and safety (extremism and radicalisation)
- Sound and image representation – Pixels and pixelated images, colour depth, image types, representing sounds: file size and bandwidth, digital sound and sampling
- Thinking like a Computer Scientist – Practical activities to develop computational thinking skills: decomposition, algorithmic design, pattern recognition, data modelling (Excel) and hypothesis testing. The unit of work will culminate with each girl sitting the annual Bebras challenge.
- An introduction to digital circuits – Switches and gates, truth tables, logic notation and Boolean algebra

## Lent Term

- Python: a text adventure game - An introduction to textual programming (Python) - An introduction to Python and the IDLE through a series of tutorials and projects leading to the development of a fully functioning text adventure game
- Computer crime and cyber security – Network security and hacking, the basics of encryption, common methods of encrypting data, Copyright legislation, the ethical use of IT

## Summer Term

- An introduction to Java – all pupils will code her own interactive game and receive an introduction to fundamental computer programming concepts such as debugging, sequencing, sensing, IF Statements, variables, conditions, commenting and algorithms
- An introduction to databases – Understanding what a database is and why they are used, inputting data and validation rules, running queries using Boolean operators and expressions, data redundancy, validation checks and foreign keys

## Contact details

Ms E Lane

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## ITALIAN

The Class 1 course gives a solid grounding in the language, and pupils completing the course will be well prepared for the two year GCSE course.

### Textbook

- *Amici d'Italia*.

### Additional materials

- *Amici d'Italia* workbook, CDs and assessment packs.
- « *Azzurro* » magazine subscription.
- Interactive language websites.

### Assessment

- Regular unit revision tests.
- End-of-year examination.
- Weekly vocabulary and verb tests.

### Michaelmas Term

- Topics: classroom instructions and items; personal information; the alphabet; numbers 0-20; countries and nationalities; school; colours; days of the week; meeting people; Italian geography and culture.
- Grammar: personal pronouns; gender; plural and singular; present tense verbs including the negative; use of the verb '*piacere*'; prepositions; adjectives with agreements.

#### **Half term**

- Topics: numbers 21-100+; the Italian education system; months and birthdays; subjects.
- Grammar: '*avere*'; regular and irregular verbs in present tense; demonstrative adjectives.

### Lent Term

- Topics: personal descriptions (physical and personality); telling the time.
- Grammar: '*fare*'; *-care/-gare* verbs in present tense; possessive adjectives and pronouns.

#### **Half term**

- Topics: days and daily routine; family and home; Italian eating habits and meals.
- Grammar: adverbs; '*venire*' in present tense; present continuous; reflexive verbs; pronouns.

### Summer Term

- Topics: jobs; places of work; clothes; Italian fashion.
- Grammar: question words; modal verbs; superlatives.

#### **Half term**

- Topics: seasons; transport; holidays and accommodation.
- Grammar: compound prepositions; the past tense.

### Contact details

Mrs S Cerasale  
scerasale@qcl.org.co.uk

## **LIBRARY**

The Library provides a wide range of reading and reference resources in digital and print formats. Stock and resources are chosen to support the curriculum, reflect the tastes and interests of the pupils, and broaden knowledge and horizons. Pupils are encouraged to suggest books and other resources for the library.

Class 1 pupils have a library period once a week during which they read (independently) books of their choice. We currently make use of the Accelerated Reader programme to guide, encourage and assess reading.

The school celebrates events such as National Poetry Day and World Book Day, and arranges creative writing opportunities and visits from authors and poets. We also join forces with Daunt to run on-site book fairs and a bookshop.

The Library is open from 8.30am to 4.30pm.

### **Contact details**

Dr S Perry

[sperry@qcl.org.uk](mailto:sperry@qcl.org.uk)

## MANDARIN CHINESE

The Class 1 course gives a solid base for the language, concentrating on listening, speaking and writing. We will also be aiming to learn about fifty characters, and recognize another hundred. On top of this we will also look at the Chinese culture which has been so important in the history of the language. Pupils completing the course successfully will be well prepared for Asset Language Chinese (Mandarin) at Breakthrough (entry) Level.

Homework consists of:

- 1 x 30 minutes of online homework from Cambridge Chinese for Beginners ([www.cambridgechinese.org](http://www.cambridgechinese.org)).
- 1 x 30 minutes of core Chinese characters practice homework.
- Periodical character tests are set and there is an end of year examination on the year's work.

Parents can help greatly by testing their daughters on core character practice homework, in order to ensure the memorisation of Chinese characters.

- Textbook: Cambridge Chinese for Beginners 1 and 2 textbooks & workbooks
- Online exercises: Kung Fu Kingdom on [www.cambridgechinese.org](http://www.cambridgechinese.org)

### Michaelmas Term

- **Introduction and Unit 1** - greetings, 4 tones, numbers 1-5, introduction to characters.
- **Unit 2** – Numbers, first, second and third singular subject pronouns, age.
- **Unit 3** – family members, have/not have.
- **Unit 4** - everyday objects, this & that.
- **Unit 5** - shopping, describing things, referring to things.

*Grammar:* Simple sentence structure, use of key verbs, question words “ma” and “shei”, negative sentences, measure word “gè”, possessives, the use of “hěn”.

### Lent Term

- **Unit 6** - positions and locations, review “ge”.
- **Unit 7** – self-introduction, jobs/work.
- **Unit 8** - going out, personal preferences, colours.
- **Unit 9** - school subjects, justifying personal opinions.

*Grammar:* Sentence structure “S+zai+location”, Genders, modal verb “hui (can)”; the use of key connective “yīn wèi (because)” for justifying opinions.

### Summer Term

- **Unit 10** - Days of the week, today, tomorrow, yesterday, time
- **Unit 11** – food and drink, flavours as adjectives
- **Unit 12** – holidays and revision

*Grammar:* time related adverbial phrases, word order with “yiqi”, modal verb “yao” and key verb “xiǎng”.

### Contact details

Miss M Lo

c/o Miss D Suri [dsuri@qcl.org.uk](mailto:dsuri@qcl.org.uk)

# MATHEMATICS

In Class 1 the girls are put into sets according to the results of the examination at the end of the previous year (Class 2). This setting is reviewed again at the end of the year. We start the IGCSE course with Edexcel IGCSE Mathematics A Book 1. All classes are given two homework tasks per week, each of which should take approximately 30 minutes, although some girls may take longer to complete a maths task than others.

Good websites to look at are:

- [nrich.maths.org.uk/](http://nrich.maths.org.uk/)

## Michaelmas Term

Simplifying fractions. Directed numbers and order of operation. Percentages. Standard form with positive indices. Significant figures and decimal places. Simplifying algebraic expressions. Solving equations. Gradients of a straight line. Straight-line graphs. Constructions. Loci.

### *Half term*

Venn diagrams. Standard form with negative indices. The four rules of fractions. Positive integer powers of numbers. Direct proportion. Simplifying fractions. Solving equations. Using formulae. Positive integer indices. Inequalities. Simultaneous equations. Inequalities.

## Lent Term

Tangent ratio. Statistical investigation. Collecting data. Frequency tables. Averages. Displaying data. Compound percentages. Multiples, factors and primes. Highest common factor and lowest common multiple. Simple factorising. Further simplifying of fractions. Equations with fractions. Simultaneous equations.

### *Half term*

Travel graphs. Sine and cosine ratios. Extending frequency tables into calculation tables. Inverse percentages. Rounding. Upper and lower bounds. Estimating. Estimating using standard form.

## Summer Term

Change of subject. Using formulae. Quadratic graphs. Solving quadratic equations by using graphs. Circles. Similar triangles. Pythagoras' theorem. Probability. Proportion. Simple recurring decimals.

### *Half-term*

Multiplying brackets. Factorising quadratic functions. Solving quadratic equations. Sequences. Formula for a sequence. The difference method. Basic transformations. Enlargements. Combined transformations. Distributions. Quartiles. Measures of spread. Cumulative frequency.

## Contact details

Mr J Donovan  
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# MUSIC

Class I music lessons always combine active listening and appraising with composition and performance. We cover six modules over the year, with each module lasting half a term. You will be using music ICT software Sibelius and Logic alongside practical instrumental work. Your module will begin by putting the musical style in historical and social context, then you will create your own piece of music inspired by the music you study. You will be working in groups or pairs for composition and sometimes you will work individually.

There are many musical activities within Queen's, if you play a musical instrument you will be expected to attend orchestra and if you are a singer, you should be in School Choir. If you are ABRSM Grade five standard or above you may be invited to be part of our Chamber Music Programme. This is your opportunity to study music at a more advanced level. Please make sure you are performing regularly in our Informal Concert series and taking advantages of the many opportunities we offer.

## Michaelmas Term

- **The Concerto Grosso, Baroque Music**  
Learning about the history of the concerto and charting the development of Classical music. Composing in the style of a concerto or cadenza.  
*Half term*
- **Perfect Balance (Classical forms and structures)**  
Learning to identify what makes music sound 'Classical'. Composing with balanced phrases and trying your hand at perfect cadences.

## Lent Term

- **Music of the 20th Century**  
Charting the new styles and sounds of the twentieth century, we explore the music of Debussy through to John Cage looking at whole-tone scales, impressionism, expressionism and avant-garde music.  
*Half term*
- **Stage and Screen**  
Studying music from Wicked and Star Wars this is your first taste of GCSE style lessons as we explore the works in depth.

## Summer Term

- **Music for Ceremony**  
This is an independent learning project where you will be working as part of a group. You will explore what makes a piece of music suitable for ceremony and then create your own composition. You will also research the topic in depth with historical and cultural context.  
*Half term*
- **Music and Media**  
You will try your hand at composing for an advertisement. This will test your timbre manipulation and marketing skills as you try to sell us your product through a catchy jingle.

## Contact details

Miss C Forsey  
cforsey@qcl.org.uk

## PHYSICAL EDUCATION

Each week Class I have a double period of outdoor games in Regent's Park, a single lesson of dance and a single lesson of indoor games in the gym. The timetable is expanded in the Summer Term to 2 double periods of outdoor games and a single dance lesson in the gym. Clubs, available weekly before registration and after school, include: Running Club, Netball, Zumba, Gymnastics, Swimming, Basketball and QC Dance Company. Netball, Football, Basketball, Rounders and Tennis matches take place after school throughout the year. All pupils are encouraged to participate and trials are held regularly for teams.

### Michaelmas Term

- **Netball:** Introduction of advanced rules and developing team awareness. Playing different positions to develop versatility.
- **Dance:** Return to Dance – technique, strength, conditioning and flexibility development.
- **Indoor Games:** Basketball – Game play and tactics.

#### **Half term**

- **Netball:** Implementing team tactics and improving tactical awareness, devising centre passes.
- **Dance:** Preparation for the Dance Show with an emphasis on the choreographic process while developing creativity and teamwork.
- **Indoor Games:** Modified Games – skills and match play of invasion games.

### Lent Term

- **Rugby:** Introduction to tag rugby; basic skills and tactics.
- **Netball:** Introduction of advanced rules and developing team awareness. Playing different positions to develop versatility.
- **Dance:** Continued preparation for the Dance Show with an emphasis on technique, performance and polishing completed piece.
- **Indoor Games:** Lacrosse – Game play and tactics.

#### **Half term**

- **Cross country:** Focus on improving cardiovascular fitness and different methods of training.
- **Dance:** Focus on motif development and fundamental dance principles to improve quality and understanding of the choreographic process.
- **Indoor Games:** Gymnastics – Introduction to flight and vaulting.

### Summer Term

- **Rounders:** Revise bowling, batting and fielding. Introduce advanced skills.
- **Tennis:** Development of reliability and variety of shots.
- **Dance:** Intermediate introduction to contemporary styles and techniques.

#### **Half term**

- **Rounders:** Advanced batting and fielding techniques. Match tactics and match strategies.
- **Tennis:** Games of singles and doubles. Match play.
- **Dance:** Continuation of contemporary styles and techniques with a focus on choreographing using individual stimuli.

### Other information

There is a Swimming Gala and Sports Day at the end of the Summer Term.

### Contact details

Mrs R Argent  
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## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

During Class 1, girls are encouraged to act responsibly as individuals and as members of their communities. They review their personal progress, consider their developing priorities and values, and learn how to identify and achieve ambitious but realistic targets. Girls discuss how to work independently and within a team, accepting the ideas of others with tolerance and understanding, and develop teamwork skills. They are guided as they learn to make informed decisions about their future careers.

The girls learn more about the wider world and the interdependence of communities within it. Through the consideration of political, social and environmental topics and issues, they discuss issues related to social justice and moral responsibility, and begin to understand how their own choices and behaviour affects local, national or global issues. This relates both to Fundamental British Values and to students' Spiritual, Moral, Social and Cultural education.

Girls engage in lively discussion not only about their GCSE choices but issues concerning health and social life, such as relationships, smoking and mobile telephone/internet use, guided and supported where appropriate by relevant visiting professionals.

### **Michaelmas Term**

- Introduction to PSHE in Class 1/ enjoying and achieving – orientation and targets for the year.
- Respect and values – how we demonstrate respect verbally and non-verbally; the values of the College and our curriculum.
- Friendships and staying safe – making a contribution to each other and identifying how friendships can be both positive and negative influences.
- Being healthy – body image.
- Citizenship – British democracy, feminism and international affairs such as Trump's presidency.

### **Lent Term**

- GCSE choices – how to decide.
- Staying safe: policing the streets of London; SRE including contraception, STIs and sexuality; social networks.
- Being Healthy – Alcohol; drugs including medication; over and under-eating; mental health.
- E-safety – in-app payments.

### **Summer Term**

- E-safety – sexting and online gaming.
- Enjoying and achieving – Developing my strengths; future planning; preparing for examinations.
- Making a positive contribution – Human rights; current affairs; British values and citizenship.
- Achieving economic well-being – my financial future; budgets.

### **Contact details**

Ms E Thonemann  
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## RS: Philosophy of Religion and Ethics

In Class 1, students will notice a change of focus in RS lessons. Having been introduced to five world faiths during the first two years at The College, students are now ready for an introduction to the Philosophy of Religion and Ethics. It is a positive shift, designed to help students prepare for study at GCSE level, should they wish to pursue the subject further. Students will learn how to think and how to engage with questions that have no easy answers. They will examine what it means to be a conscious human being, consider different sources of morality and apply ethical theory to topical issues such as human relationships and human rights abuses. They will explore simplified versions of the most influential philosophical arguments for the existence of God. Halfway through the Lent Term we start to teach the Edexcel IGCSE (9-1) in RS.

Students will be using *Religion and Life*, by Victor W. Watton in class and a photocopied booklet with supplementary reading will be issued. There will be a weekly homework period of 30 minutes. All written work reinforces the development of analytical writing skills. Short research projects will be set to encourage independent learning. Assessment criteria are based on knowledge, understanding and the ability to evaluate different points of view.

### Michaelmas Term

- Introduction to the Philosophy of Religion.
- Overview of arguments for and against the existence of God with focus on the Cosmological and Teleological Argument; religious experience.
- Introduction to Ethics: absolute versus relative morality.
- Principles of Christian ethics compared to secular Humanism.
- Personal ethics: abortion; sanctity of life versus quality of life argument.
- Biblical and church teachings compared to Humanist responses.

### Lent Term

- Philosophy: The problem of evil: Christian, Buddhist and Humanist responses.
- Workshop on interfaith relationships run by 3FF.
- Social ethics: (IGCSE Section 3) crime and punishment from a Christian and Humanist perspective; arguments for and against capital punishment.
- Declaration of Human Rights. The work of the UN.
- War and peace: pacifism, holy war, Christian Just War Tradition; greater and lesser Jihad.

### Summer Term

- Religion in the Media.
- Revision
- End of year examination

### Contact

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## SCIENCE

In Class 1, Science is taught as separate subjects (biology, chemistry and physics) by specialist teachers in sets determined by the results of the previous year (Class 2). This setting is reviewed periodically throughout the year. We start to teach the Edexcel IGCSE courses for Biology, Chemistry and Physics from the beginning of Class 1. The textbooks used are produced by Pearson (Edexcel International IGCSE (9-1) Biology, Chemistry and Physics).

Homework is set once a week in each of the three sciences, each task 30 minutes long. A variety of different types of work is set which may include reading, answering questions from the textbook or from worksheets, researching answers on the internet or at the library, planning experimental investigations, writing up experimental investigations, designing posters and project work.

### Year Outline

The following topics are covered during the year.

**Biologists** will study the following topics:

- Characteristics and variety of living organisms.
- Levels of organisation, cell structure and movement into and out of cells.
- Nutrition (Plants)
- Nutrition (Humans).
- Respiration.

**Chemists** will study the following topics:

- States of matter.
- Atoms and atomic structure.
- The Periodic table.
- Group 1 and 7.
- Bonding.
- Oxygen and oxides, hydrogen and water.
- Reactivity series.

**Physicists** will study the following topics:

- Forces
- Motion and speed.
- Hooke's Law.
- Mains electricity.
- Electrical circuits.
- Electrical charge.

Progress tests will occur separately for Biology, Chemistry and Physics throughout the academic year.

### Contact details

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## SPANISH

Girls will have a year of Spanish already and will be finishing the Listos 1 course before starting with Listos 2. The Class 1 course gives a solid grounding in the language, concentrating on the present, immediate future, preterite and imperfect tenses and covering various topics. Pupils completing the course will be well prepared for the two year IGCSE course.

### Resources

- Textbook: *Listos 1 & 2* Workbook: *Listos 1 & 2*
- Interactive language websites: [www.linguascope.com](http://www.linguascope.com)
- Magazine: *¿Qué tal?*
- Interactive language websites

### Homework

 consists of

- 1 x 30 minutes learning of vocabulary & verbs
- 1 x 30 minutes written work: Language exercises and written tasks.

### Assessment

- Vocabulary and verbs are tested regularly and there are termly tests as well as an end-of-year examination in the four skills based on the year's work.

Parents can help greatly by testing their daughters on vocabulary and verbs for the weekly tests.

### Michaelmas Term

- Free time: sports, activities, weather, descriptions; present & immediate future tenses
- Descriptions: comparative and superlative; adverbs to describe activities and routine

### Lent Term

- Food: opinions using *gustar*; shopping and restaurant transactions; traditional Hispanic dishes
- Holidays: touristic destinations; preterite tense to describe holidays in the past; descriptions of festivals, typical activities

### Summer Term

- Clothes: descriptions of clothes and uniform; shopping; imperfect tense (what you used to wear)
- Cinema: opinions of films; comparisons of films; describing a film plot; Hispanic film project

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