

Queen's College, London



**Curriculum Booklet
Class I
2018 – 2019**

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.

Form	Form Tutor	Deputy Form Tutor
IL	Miss Loftus (Class I Year Tutor) <i>cloftus@qcl.org.uk</i>	Mrs Azis <i>eazis@qcl.org.uk</i>
IM	Miss Moore <i>jmoore@qcl.org.uk</i>	Miss Catlin <i>lcatlin@qcl.org.uk</i>
IA	Mrs Argent <i>rargent@qcl.org.uk</i>	Mr French <i>rfrench@qcl.org.uk</i>
Head of the School		Ms Stewart <i>rstewart@qcl.org.uk</i>

HOMEWORK TIMETABLE 2018 – 2019

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
IL	Computer Science (every 2 weeks) Drama Latin Science	Geography Second Language Science	English Mathematics RS Science	French Mathematics Music (every 2 weeks)	Art English History Second Language
IM	Computer Science (every 2 weeks) Latin Science	Art RS Second Language Science	Geography Mathematics Music (every 2 weeks) Science	English (60 minutes) French Mathematics	Drama History Second Language
IA	Latin Music (every 2 weeks) Science	Computer Science (every 2 weeks) History Second Language Science	Art Mathematics Drama Science	French Mathematics RS	English (60 minutes) Geography Second Language

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 or the literature and social history of the ancient world. Homework consists of 1 x 30 minute task each week. This 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
sharrison@qcl.org.uk

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

amorse@qcl.org.uk

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

- *To Kill a Mockingbird* (or an alternative novel or play).
- The short stories of Katherine Mansfield
- 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

Mrs D Marie
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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

Ms C Rogers
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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 SHP's **Rediscovering Britain, 1750 – 1900**. 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 three-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?
- The development of the textile industry and factory system.

Half term

- 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.
- Three-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

Mr D Willows
dwillows@qcl.org.uk

COMPUTER SCIENCE

The Computer Science course in Class I is a mixture between modern Computer Science and creative digital design which includes graphics, animation and web design. It will give the pupils an insight into some of the topics studied at GCSE and a thorough taste of coding using Python as well as Visual Basic. They will work independently on coding challenges and appreciate the need to think in a logical, systematic way to achieve their goals.

The use of creative design tools like Adobe Flash, Affinity Photo and Microsoft Expression to build web sites not only gives the pupils great experience using this software but gives them the opportunity to acquire life-long skills in this area.

Michaelmas Term

- Coding in Python – learning to think logically and using selection, iteration and sequencing to create small games.
- Binary and Hexadecimal – An introduction to these two important GCSE topics which will enable the pupils to convert denary to binary, hexadecimal and vice-versa. Binary is the basis of how computers operate and this topic tests mathematical skills as well as giving pupils an appreciate as to how these two number systems are used in the real world.
- E-Safety – online radicalisation and propaganda

Lent Term

- Business Project – pupils create a business idea and use creative skills to produce the following using some of the latest software tools: Logos using Affinity Photo (Photoshop equivalent), a business 'Dragon's Den' style presentation using Prezi, a professional flyer, a FLASH animated social media advert.
- Coding using vb.net – text and forms – creating Windows applications – pupils get the opportunity to build an adventure game using the vb.net coding language creating a Windows application.

Summer Term

Logic Circuits and Truth Tables - Pupils explore logic gates which are the fundamental components of computer processors. This is an important GCSE topic but also something useful in decision mathematics.

Continuation of Business Project - Creating a business website using HTML, CSS and JavaScript.

Contact details

Mr P Nelkin
pnelkin@qcl.org.uk

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 IGCSE 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 Bottaioli
sbottaioli@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 Library is open from 8.30am to 5.30pm Monday to Thursday and until 4.30 on Friday.

Contact details

Dr S Perry

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.

Homework consists of:

- 1 x 30 minutes of online homework from Cambridge Chinese for Beginners (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

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

Ms S Yan

c/o Mrs D Marie dmarie@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/

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
jdonovan@qcl.org.uk

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

Mr K Hughes
khughes@qcl.org.uk

PHYSICAL EDUCATION

Each week Class I have an afternoon of games at Paddington Recreation Ground, a single lesson of dance and a single lesson of indoor games in the gym. Clubs, available weekly before registration, lunchtime and after school, include: Running Club, Netball, Football, Dance technique workshop, Gymnastics, Swimming, Tap, Cricket, Yoga, Cheerleading and QC Dance Company. All clubs will run throughout the year with the exception of Netball, Football and Swimming which will be substituted for Rounders, Cricket and Tennis in the Summer Term. All pupils are encouraged to participate and trials are held regularly for teams.

All students will rotate within games lessons and will take part in a range of sports including Football, Netball and Hockey in the first two terms. In the Summer term students will rotate between Rounders, Cricket, Tennis and Athletics.

Michaelmas Term

Games lessons

- **Netball:** Introduction of advanced rules and developing team awareness. Playing different positions to develop versatility. Implementing team tactics and improving tactical awareness.
- **Football:** Development of tactical play and advanced rules. Set plays, development of team structure and positions.
- **Hockey:** Key tactical development with advanced skills and set plays. Positional development and advanced rules.

Indoor lessons

- **Dance:** Preparation for the Dance Show focusing on professional works taken from the GCSE specification. An emphasis on the choreographic process while developing creativity and teamwork.
- **Indoor Games:** Basketball – Game play, skill development and tactical play.

Half term

- **Dance:** Preparation for the Dance Show focusing on professional works taken from the GCSE specification. An emphasis on the choreographic process while developing creativity and teamwork.
- **Indoor Games:** Gymnastics – Development of flight and vaulting.

Lent Term

Games lessons

- **Cross country:** Focus on improving cardiovascular fitness and different methods of training.
- **Netball:** Introduction of advanced rules and developing team awareness. Playing different positions to develop versatility. Implementing team tactics and improving tactical awareness.
- **Football:** Development of tactical play and advanced rules. Set plays, development of team structure and positions.
- **Hockey:** Key tactical development with advanced skills and set plays. Positional development and advanced rules.

Indoor lessons

- **Dance:** Development of professional works with links to GCSE Dance looking at performance skills.
- **Indoor Games:** Volleyball – set plays and advanced rules. Shot development and tactical play.

Half term

- **Dance:** Focus on motif development and fundamental dance principles to improve quality and understanding of the choreographic process.
- **Indoor Games:** Badminton – Development of smash and serve techniques, tactical play and advanced rules.

Summer Term

Games lessons

- **Rounders:** Revise bowling, batting and fielding. Introduce advanced skills. Advanced batting and fielding techniques. Match tactics and match strategies.
- **Tennis:** Development of reliability and variety of shots. Service techniques and tactical play. Scoring development.
- **Cricket:** Key batting techniques and structure to a game. Bowling with spin and advanced fielding techniques.
- **Athletics:** Further development and monitoring of Sports Day events. Advanced techniques.

Indoor lessons

- **Dance:** Intermediate introduction to a range of dance styles. Focus on techniques linked to GCSE set phrases.
- **Indoor Games:** Cricket – advanced fielding techniques and spin bowling

Half term

- **Dance:** Continuation of contemporary styles and techniques with a focus on choreographing using individual stimuli.
- **Indoor Games:** Sports Day prep

Other information

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

Contact details

Mrs R Argent
rargent@qcl.org.uk

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 C Loftus

cloftus@qcl.org.uk

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 and against the existence of God.

Students will be using a photocopied booklet with basic and extension reading on all topics studied. 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; there will be a lot of discussion and some formal debates. 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, Humanist and Jewish responses.
- TRIP to Buddhist Centre or Workshop on interfaith relationships run by 3FF.
- Social ethics: Declaration of Human Rights; religious and non-religious attitudes to unqualified rights - torture; modern slavery/people trafficking; capital punishment.
- War and peace: pacifism, holy war, Christian Just War Tradition; example of a modern conflict.
- Work of UN and Christian peace and reconciliation organizations.

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 AQA GCSE courses for Biology, Chemistry and Physics from the beginning of Class 1. The textbooks used are produced by Collins AQA (9-1) for 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:

- The cellular basis of Biology.
- Levels of organisation, cell structure and movement into and out of cells.
- Digestion and Enzymes.
- The circulatory system.
- Health and Lifestyle.

Chemists will study the following topics:

- Atoms and atomic structure.
- The Periodic table.
- Group 1 and 7.
- Reactivity of metals.
- Chemistry of the atmosphere.
- Separating mixtures.

Physicists will study the following topics:

- Types of Energy and Energy resources.
- Energy calculations.
- Electricity.

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
- 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, getting around town, 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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