

Queen's College, London



**Curriculum Booklet
Class 2
2017 – 2018**

INTRODUCTION

In this booklet you should find information about what your daughter is doing in each of her subjects in Class 2. 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 form tutor.

Below are the email addresses of the tutors in Class 2 and please do not hesitate to contact your daughter's form tutor should you have any concerns about your daughter's work, homework, or indeed any other matter.

2L	Ms Lane and Mr Burgess	elane@qcl.org.uk fburgess@qcl.org.uk
2S	Miss Sims (Class 2 Year Tutor) and Miss Bor	esims@qcl.org.uk rbor@qcl.org.uk
2SP	Mrs Sperling and Miss D'Arcy	hsperling@qcl.org.uk idarcy@qcl.org.uk
Head of the School	Mrs Randall	lrandall@qcl.org.uk

HOMEWORK TIMETABLE 2017 – 2018

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2L	Art Biology English RS	Chemistry Geography Latin	French History Mathematics	English French Second Language	Mathematics Physics
2S	English History Physics	Biology Geography Latin	English French Mathematics	Chemistry Second Language French	Art Mathematics RS
2SP	English Physics	English Geography Latin	Chemistry French Mathematics RS	Biology Second Language French	Art History Mathematics

ART AND DESIGN

In Class 2 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.

Michaelmas Term

- Series of observational drawings and constructions inspired by natural forms.

Half term

- Construction project inspired by natural forms and The Elytra Pavillion at the V and A.

Lent Term

- Sustained experimental printmaking inspired by botanical studies

Summer Term

- Research and development on a specific artist leading to an examination project.

Half term

- Series of experimental drawing assignments

Contact details

Ms R Thomson

rthomson@qcl.org.uk

CLASSICS

At Queen's we use the Cambridge Latin Course and the CLC website with our own 'Extras' support materials developed by the Queen's Classics department to teach Latin grammar using more traditional methods.

- Setting in the year group is flexible.
- Homework consists of 1 x 30 minutes' written work for language exercises and translation or work on the history, plus additional revision of the language and learning of vocabulary.
- Minor tests are set regularly, with an examination on the language and aspects of the history at the end of the year.
- Parents can help especially by testing their daughters on the language, taking them to appropriate sites and museums and encouraging the watching of relevant television programmes.

Michaelmas Term

- CLC Book I, stages 7, 8, 9.
 - Pompeii: life after death, gladiators, baths
- Half term**
- CLC Book I, Stages 9, 10, 11
 - Unit test
 - Education; re-enactment of Pompeian elections

Lent Term

- CLC Book I, stage 12
 - End of unit test
 - The eruption of Vesuvius and archaeology of Pompeii.
 - CLC Book II, Stage 13
 - Roman Britain, slavery
- Half term**
- CLC Book II, Stage 14
 - Roman Britain, Boudicca
 - CLC Inter-schools Latin Reading Competition (optional).
 - Trip to Colchester Castle Museum

Summer Term

- CLC Book II, Stages 15, 16
 - Cogidubnus,
 - *Ludi Scaenici* inter-schools Latin play competition (optional).
- Half term**
- Stage 16
 - Fishbourne
 - Introduction to Greek
 - End of year examination on the Latin language

Contact details

Mrs S Harrison
sharrison@qcl.org.uk

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 2. 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 (Copyright legislation)
- An introduction to app design (App Inventor) – Understanding apps (hybrid, web and native), prototyping (Balsamiq), the App Inventor interface, testing using an Android tablet, how to publish your own apps
- 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.
- Apps for Good – Working in small groups, develop an idea for an app into a fully functioning prototype. Consider all aspects of business, marketing, finance and adequately research the idea before taking it to market. Build a website for the app and submit to an international competition.

Lent Term

- Understanding binary – Mastering binary by studying: data stored in binary strings, binary conversions, addition and overflow, reading the binary clock
- 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 computer program

Summer Term

- Sorting algorithms – Bogo sort, swap sort, bubble sort, selection sort and comparing algorithms
- 3D modelling and design (Sketchup) – Girls will learn how to understand an architects plan and design and build their own dream apartment using intuitive 3D modelling software, Sketchup, and create an animated walk through video to showcase their creation

Contact details

Ms E Lane

elane@qcl.org.uk

DRAMA

We offer pupils a skills-based framework within which to explore issues and emotions in a safe, fun environment. We use three key disciplines to monitor the progress of our student's in drama, how well they Create, Perform and Respond to a wide range of dramatic activities.

- Creating drama encompasses activities that involve generating and shaping ideas to capture and express meanings in an active way.
- Performing drama, the physical process of imparting meaning to an audience through the dramatic form.
- Responding to drama expressing an understanding of what the drama is saying and how it is saying it.

Parents can encourage their children by taking them to the theatre and talking about drama in a range of contexts.

We have a flexible approach to structuring work and choose from a bank of topics designed to foster specific skills each term.

Michaelmas Term

- Deepen understanding of how space, movement and voice communicate meaning and evaluate that use.
- Work constructively and creatively alone and with all other members of the class, building on last year's skills.
Half term
- Use a variety of techniques to create credible characterizations, varying body language, vocal range and vocabulary as appropriate.
- Develop the ability to reflect upon and respond constructively to their own work and that of others.

Lent Term

- Use the drama conventions hot-seating and flashback in their practical work.
- Develop the use of accepting and blocking and status during role-play.
Half term
- Develop the techniques of forum theatre and work with teacher in role.
- Create their own drama in groups of varying sizes matching content to form.

Summer Term

- Understand the differences between spontaneous improvisation and prepared improvisation and use both techniques comfortably.
- Structure, rehearse and perform a short improvised piece.
Half term
- Recognize and use the conventions and form of script when reading and writing scenes.
- Structure a presentation with the needs of a specific audience in mind.

Contact details

Ms A Morse
amorse@qcl.org.uk

ENGLISH

The work in Class 2 continues to be rooted in the study of literature. The outline below may be modified in all sorts of ways and, although the major texts will probably be those indicated, the tasks and exercises will be set according to the particular interests, needs and enthusiasms of the girls; this is therefore only an outline and the topics may not be covered in this order. Our principal aim is to make the girls excited by literature, by ideas and by the possibilities of self-expression. There will be two homework periods of thirty minutes each week, but these may be amalgamated to accommodate a more ambitious piece of writing. In the Lent term, the girls may take part in a workshop, presented by The Orange Tree Theatre Company, based on the Shakespeare play they are studying.

Michaelmas Term

- *Animal Farm* (or another appropriate modern text): polemical and allegorical writing. Theme: ideas of justice.
- Speaking and writing to argue and persuade; theme: propaganda.
- Consolidation of writing techniques, especially punctuation.

Half term

- Techniques of journalism.
- Writing to analyse, review and comment.
- Poetry.

Lent Term

- A play by Shakespeare, perhaps in preparation for the Orange Tree workshop.
- Director's notes.
- Imagery, especially metaphor.

Half term

- A selection of poems; more poetic techniques.
- Ongoing: grammar, comprehension, spelling, punctuation.
- Writing to imagine and entertain.

Summer Term

- A modern novel; creation of character, setting and mood in fiction.
- Figurative language especially in description.

Half Term

- Extended creative writing; work on planning and drafting a piece of descriptive or re-creative writing.
- Text into film.
- Whole year exploration: linking texts.
- End-of-year examination which will include directed writing, a literature component and creative writing.

Contact details

Ms Z Dharsi
zdharsi@qcl.org.uk

FRENCH

In Class 2 the girls have been grouped into sets, according to the standard they achieved in Class 3, thus enabling every girl to work at the pace most suitable to assure her progress.

Textbook

- *Tricolore Total 2*, published by Nelson Thorne.

Additional Materials

- *Encore Tricolore 2* workbook, CDs and assessment packs.
- Interactive language websites (« Zut ! », « Linguascope », etc.).

Assessment

- Termly unit tests.
- End-of-year examination.
- Regular vocabulary or verb tests.
- Homework: 2 x 30 minutes per week.

Michaelmas Term

- Topics - a French town; food and drink; quantities; shopping; money and prices; countries; grammar - present tense verbs with negatives, prepositions, expressions of quantity.

Half term

- Topics - means of transport; holidays; school life in France; grammar - immediate future; the verb *pouvoir*, present tense of irregular verbs.

Lent Term

- Topics - morning and evening routine; school subjects and opinions; technology; helping at home; grammar – the perfect tense ; the verb *vouloir* + dependent infinitive; reflexive verbs.

Half term

- Topics –food and shopping; ordering in restaurants and cafés; grammar - comparative adjectives; revision of the perfect tense; “this” and “that”.

Summer Term

- Topics – descriptions of trips and journeys undertaken; preparation for the summer examinations; grammar – perfect tense with *être*; object pronouns; commands.

Half term

- Topics –film project – *Kirikou*

Contact details

Miss D Suri

dsuri@qcl.org.uk

GEOGRAPHY

In Class 2, students continue to use the geographical skills of spatial analysis that they have developed in Class 3. The year ahead holds a varied and exciting programme for geographers. Amongst the many places students will learn about are the European Union, the Alps and Australia. The textbook used is Collins Geographical Enquiry Student Book 2. A balance of human and physical geography is covered, and students are encouraged to see the connections between human and physical processes.

30 minutes per week is needed to complete homework. Parents can support their daughter's work in Geography by participating if discussion homeworks are set and by encouraging them to consider new aspects of a topic beyond the curriculum.

The end-of-year examination is one hour long and consists of short-answer questions and some opportunity for extended writing. There will be questions on the entire year's work. There will be end-of-unit tests throughout the year.

Michaelmas Term

- **Why do most Australians live on the edge?** Population distribution and resource availability. The population distribution of Australia; environmental factors leading to uneven population distribution; the outback; immigration to Australia; policies to promote a more even population distribution.
- **Earthquakes** The Christchurch earthquake of 2010; New Zealand's tectonic location; earthquake damage; recovering from an earthquake.

Lent Term

- **Population** Population change; The European Union and population decline; impacts of population decline; responses to population decline.
- **Migration stories** Students investigate a migration in their family history.
- **Frozen landscapes** Glacial and interglacial periods; Glacial erosion; Freeze-thaw weathering; Britain's periglacial environments; Glacial landforms in upland areas; Do corries really prefer north facing slopes?

Summer Term

- **Managing the coast** What is the coast? Continental and oceanic islands; Brownsea Island; Land reclamation and changing coastlines; coastal management; Happisburgh.
- **The Arctic** Competing claims to the Arctic; how is the Arctic being exploited? Can the Arctic be exploited sustainably? How might climate change alter the Arctic?

Contact details

Mrs F Delany

fdelany@qcl.org.uk

HISTORY

Class 2 are introduced to the early modern period through a study of the Renaissance and of Tudor and Stuart Britain. The key textbooks used are: **The Renaissance** by Barling and Boyes and Aaron Wilkes' **Renaissance, Revolution and Reformation: Britain 1485-1750**. In addition, an extensive range of primary and secondary source material is employed including written, pictorial and audio-visual sources. A field trip to Hatfield House takes place in June. There is one double period of history each week and a variety of teaching and learning methods is used to promote interest in and knowledge of the subject. Homework set each week is usually thirty minutes in length, although more extensive assignments will be given extra time. The department follows a commonly agreed core based on the National Curriculum but flexibility is left for individual teachers to follow their own areas of interest and expertise. There will usually be a formal assessment every term. This will consist of written answers, an essay, source exercise, project or test.

Michaelmas Term – The Renaissance

- Italy in the 15th century and the origins of the Renaissance.
- Changing art and architecture in the Renaissance.
- Science and medicine in the Renaissance.

Half term

- A Michaelmas term test will be set on the Renaissance. It will last 40 minutes and be based on factual recall questions.

The Tudors 1485- 1547

- Henry VII and the establishment of the Tudor dynasty.
- Henry VIII and the significance of his marriages. A project will be set.

Lent Term – The Tudors 1547-1603

- The English Church in 1500 and the religious reforms of Henry VIII.
- Religious change in England: 1547-1603: Edward VI to Elizabeth I.

Half term

- Images of Elizabeth.
- Mary, Queen of Scots.
- The Spanish Armada of 1588.
- Group presentations on life in Tudor times.

Summer Term – The Stuarts 1603- 1660/History of Queen's College

- James I and the Gunpowder Plot of 1605.
- Origins and causes of the Civil War: 1625-42.
- Main events and results of the Civil War 1642-49.

Half term

- Summer examination – a one-hour paper with a range of source and essay style questions on the Tudor and Stuart topics studied.
- Field trip to Hatfield House.
- History of Queen's College.

Contact details

Mr D Willows

dwillows@qcl.org.uk

ITALIAN

Girls will have chosen to start Italian in Class 2 after approximately six to seven taster lessons in Class 3. The Class 2 course gives a solid grounding in the language, and pupils completing the course in Class 1 will be well prepared to start the GCSE course.

Textbook

- *Amici d'Italia*.

Additional materials

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

Assessment

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

Michaelmas Term

- Topics: classroom instructions; greetings; color's; classroom vocabulary; personal information; the alphabet; numbers 0-100; nationalities.

- Grammar: personal pronouns; gender; plural and singular; present tense of regular verbs and 'essere' and 'avere'.

Half term

- Topics: nationalities; school; months; subjects.
- Grammar: adjectives with agreements; demonstrative adjectives.

Lent Term

- Topics: physical description, more school vocabulary.
- Grammar: present tense of some irregular verbs; possessive adjectives.

Half term

- Topics: daily routine; telling the time; frequency adverbs; days of the week.
- Grammar: prepositions of time and place; reflexive verbs; more irregular verbs in the present tense.

Summer Term

- Topics: family; house
- Grammar: present continuous; more prepositions

Half term

- Topics: seasons; transport and holiday accommodation.
- Grammar: more prepositions of time; imperative; compound prepositions

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 2 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

MANDARIN CHINESE

The pupils join Class 2 having had six to eight taster lessons in their second language. They have two single lessons and one 30-minute homework per week.

Textbook

- Cambridge Chinese for Beginners I & workbook
- Cambridge Chinese for Beginners II & workbook

Additional materials

- Online homework from Cambridge Chinese for Beginners (www.cambridgechinese.org).
- Interactive language website: Kung Fu Kingdom www.cambridgechinese.org

Assessment

- Periodical character and vocabulary tests are set and there is an end of year examination on the year's work.

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.

Half term

- **Unit 3** – family members, have/not have.
- **Unit 4** - everyday objects, this & that.

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

Lent Term

- **Unit 5** - shopping, describing things, referring to things.

Half term

- **Unit 6** - positions and locations, review “ge”.

Grammar: Sentence structure “S+zai+location”, the use of “hen”, question words ‘shenme’ and ‘duoshao’, adjectives acting as verbs in a sentence.

Summer Term

- **Unit 7** – self-introduction, jobs/work.

Half term

- **Unit 8** - going out, personal preferences, colours.

Grammar: the use of ‘qu’, ‘lai’, ‘xihuan’, question words ‘na’ and ‘nar’, genders, giving positive and negative answers according to the verbs.

Contact details

Miss M Lo

c/o Miss D Suri dsuri@qcl.org.uk

MATHEMATICS

In Class 2 the girls are put into sets according to the results of the examination at the end of the previous year (Class 3). This setting is reviewed again at the end of the year. We use the Essential Maths series of books published by Elmwood Press and all classes study the 8H text book. There will generally be two tests in each half-term based on the material covered since the previous test. 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

- Properties of numbers; fractions; area and perimeter; negative numbers; sequences; using a calculator.

Half-term

- Written calculations; estimating and checking answers; geometrical reasoning; using algebra; applying mathematics in a range of contexts; circles.

Lent Term

- Reflection; describing data; mental calculations; using formulas and expressions; construction and locus.

Half-term

- Bearings and scale drawing; using a spreadsheet on a computer; handling data; fractions, decimals and percentages; interpreting and sketching real life graphs; rotation and combined transformations; brackets and equations.

Summer Term

- Enlargement; sequences and formulas; applying mathematics in a range of contexts; Pythagoras' theorem; drawing and using graphs; using ratios.

Half-term

- Algebra; volume of objects; percentages; probability; drawing three dimensional objects; statistical methods.

Contact details

Mr J Donovan

jdonovan@qcl.org.uk

MUSIC

Class 2 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 Music of Africa – understanding the meaning of ostinato, syncopation and cross-rhythms we explore different musical styles found in traditional African drumming, songs and chants.
- Minimalism – learning about this contemporary style of music, its patterns and form.
Half term
- Ballet Music of Tchaikovsky – *The Nutcracker* is our inspiration this half-term identifying its characteristics and what makes the music so easy to dance to. We try our own ballet music and put on our own Christmas ballet in the classroom.

Lent Term

- The Blues: learning the 12 bar blues pattern and enriching it with improvisation and creating songs.
Half term
- Popular Music – have you ever wondered what makes a pop song sound catchy? This module teaches you the 'four chord formula' so you can compose and perform your own pop song in a band or group.

Summer Term

- Film Music – writing a scene for a film and learning what musical elements combine to create the most effect mood. You will compose a scary suspense scene.
Half term
- The Music of Indonesia OR Salsa – you will explore the characteristic of this style of music so you can master its performance as a whole class.

Contact details

Miss C Forsey
cforsey@qcl.org.uk

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

The PSHE curriculum is compliant with the requirements of the five national outcomes of Every Child Matters and the table below gives an example of a few of the areas covered in these sessions. During Class 2, the girls are encouraged to take a responsible attitude to their duties as individuals and as members of their communities. They learn to identify their developing priorities and values, and how to accept others' ideas without prejudice, and with tolerance and understanding. They discuss changing relationships and their emotion health. They also begin to take responsibility for their own learning, regularly assessing their progress and aspirations, and identifying practical strategies for attaining their goals.

In Class 2, girls learn more about the wider world and the interdependence of communities within it. Through the consideration of political, social and environmental topics, they develop a strong sense of social justice and moral responsibility, and look more deeply at how their own choices affect local, national or global issues. It is expected that by now, they will be fully involved in school and community activities.

We also explore the increasingly adult issues that affect them. The girls engage in thoughtful discussion on health and social issues, such as relationships, smoking, alcohol, drugs and mobile telephone/internet use. This is guided and supported, where appropriate, by relevant visiting professionals.

Michaelmas Term

- What is PSHE in class 2? - Working together; looking after others in the school.
- Enjoying and achieving – Homework and organisation.
- Ways of learning - Appreciating different learning styles.
- Being healthy – Looking after my emotions; looking after my skills; body image.
- Citizenship – Current events; globalisation

Lent Term

- Being healthy and staying safe – I like to be me; relationships; accepting differences
- Being healthy – SRE; drugs alcohol; cigarettes.
- Values and morals– Accepting others; exploring different cultures, skills of debating; current events.
- Staying safe – Emotional safety; social networks; first aid.
- Making a positive contribution - Charities and fundraising.

Summer Term

- Enjoying and achieving – Developing my strengths; revision and study skills; examination procedures.
- Life skills - Economic well-being; making positive choices and career opportunities.
- Staying safe - Travelling in London; personal safety/internet safety.
- Being healthy – Developing resilience; coping with stress; healthy eating.
- Making a positive contribution – Evaluating what I have done so far.

Contact details

Miss E Sims
esims@qcl.org.uk

PHYSICAL EDUCATION

Each week Class 2 have two double periods of games in Regent's Park, a single lesson in Dance and a single indoor lesson in the gym that covers a variety of activities. Clubs include: Running, Netball, Swimming, Gymnastics, Cheerleading, Rounders, Tennis and QC Dance Company. All pupils are encouraged to participate and trials are held regularly for the teams.

Michaelmas Term

- **Netball** - Intermediate principles of the game; spatial awareness, sequencing of play.
 - **Rounders**: Intermediate batting and fielding skills, tactics and match awareness.
 - **Football**: Fundamental skills, attacking and defending.
 - **Dance**: Return to Dance – development of technique, strength, conditioning and flexibility.
 - **Indoor Games**: Basketball – Basic principles of the game.
- Half term**
- **Netball**: Court awareness, ball handling skills and positional play.
 - **Football**: Match awareness, rules and tactics.
 - **Dance**: Preparation for the Dance Show with an emphasis on the choreographic process while developing creativity and teamwork.
 - **Indoor Games**: Modified Games – tactics and awareness of invasion games.

Lent Term

- **Tag rugby**: Girls will experience an introduction to the game of rugby and will focus during the latter half of the term on the skills and tactics needed to gain advantage in game situations.
 - **Cross-Country, Health Related Exercise, Lacrosse**: a rotation of each throughout the whole term.
 - **Dance**: Continued preparation for the Dance Show with an emphasis on technique, performance and polishing completed piece.
 - **Indoor Games**: Gymnastics – Introduction to Balance and partner work.
- Half term**
- **Netball**: Strong focus on the skills, tactics and fitness required for game play to gain advantage and outwit opponents.
 - **Cross-Country, Health Related Exercise, Lacrosse**: a rotation of each throughout the whole term.
 - **Dance**: Development of choreographic and performance skills and principles of actions, space, dynamics and relationship through studying 'Park' by Jasmine Vardimon.
 - **Indoor Games**: Gymnastics – group and routine development.
 - A ski trip takes place during Lent Half term.

Summer Term

- **Rounders**: Throwing and catching techniques; basic bowling action, knowledge of pitch.
 - **Tennis**: Basic groundstroke's, grip, footwork and stance.
 - **Dance**: Through studying 'Swansong' by Christopher Bruce, pupils will become familiar with contact work, props and demonstrating the intension of a piece through performance.
 - **Indoor games**: Indoor Cricket – introduction to the game of kwik cricket.
- Half term**
- **Rounders**: Batting technique & fielding technique, over arm throwing, learning rules.
 - **Tennis**: Introduction to the volley and serve, Basic positioning on court and scoring.
 - **Dance**: Intermediate introduction to contemporary styles and technique.
 - **Sports Day Practices**: Preparation for sports day track and field events.
 - **Indoor games**: Boxercise – Introduction to boxing movements as a form of exercise.

There is a Swimming Gala and Sports Day at the end of the Summer Term. Singles and doubles tennis tournaments run throughout the term.

Contact details

Mrs R Argent
rargent@qcl.org.uk

RELIGIOUS STUDIES

In Class 2 we study three world faiths, largely through an understanding of how belief impacts upon codes of behaviour. The lessons, which span two periods, are lively and varied, employing a range of resources, inviting discussion and input based on personal experience. One thirty-minute homework will be set per week. Reading material includes photocopied booklet on Hinduism; *Religion, Philosophy and Social Justice through Islam*, by W. A. Ahmedi and *Living Faiths: Buddhism*, by M. Constance. Students can expect an informal written test at the end of the Michaelmas Term, coursework at the end of the Lent term and a formal one-hour examination at the end of the year. Assessment criteria are based on knowledge, understanding and the ability to apply beliefs to practice. Discursive essay writing will also be practised throughout the year.

Michaelmas Term

- **Hinduism:** origin; development and basic beliefs about creation, Purusha and caste. The life and work of Gandhi.
- Beliefs about God(s): Brahman, Trimurti, deities, avatars.
- Beliefs about existence and release: atman, dharma, karma, samsara and moksha.
Half term
- Hindu lifestyle: ahimsa and vegetarianism; puja; yoga.
- Half- day trip to the Shri Swaminarayan Mandir in Neesden.
- **Islam:** the life of Muhammad.

Lent Term

- Main beliefs: sovereignty of and submission to Allah; prophethood and life after death.
- Muslim lifestyle: moral accountability and right guidance through the Five Pillars of Islam.
- The mosque and Muslim art.
Half term
- Islam in society: attitudes to women, Jihad and Islamophobia.
- **Buddhism:** research project on the life and teaching of the Buddha (Siddartha Gotama).
- Half-day trip to the London Buddhist Centre in East London.

Summer Term

- Buddhist lifestyle: the Noble Eight-fold Path; meditation; the home shrine; moral precepts.
Half term
- **Revision**
- **Examination**

Contact details

Mrs D F Gumpert
dgumpert@qcl.org.uk

SCIENCE

In Class 2, Science is taught as separate subjects (biology, chemistry and physics) by specialist teachers

The topics to be covered have been selected on the basis that we believe they will provide a sound foundation for successful progression to GCSE. Websites used are listed on the Queen's intranet. Many girls find the BBC Bitesize website www.bbc.co.uk/schools/ks3bitesize/science/ very useful.

Homework is set three times a week (once for each of Biology, Chemistry and Physics) and each should last 30 minutes. A variety of different types of work is set which may include reading, answering questions from the textbook (by Longman, Biology, Chemistry and Physics 11-14) or from worksheets, researching answers on the internet or at the library, planning experimental investigations, writing up experimental investigations, designing posters and project work.

Parents can help in the following ways: by reading through the text with the pupil, by ensuring that the correct length of time is spent on homework, by checking spellings and by ensuring that pupils have the correct equipment for science lessons, including appropriate writing materials, textbook and calculator.

Year Outline

The following topics are covered during the course of the year:

Biology

- Observation in biology.
- DNA.
- Cell division.
- Reproduction in plants.
- Reproduction in animals.

Chemistry

- Formulae.
- Acids and Alkalis.
- Reactions of metals.
- Making and testing gases.
- Oxygen and the atmosphere.

Physics

- Forces.
- Sound.
- Light.
- Space and the universe.
- Heat transfer.
- Energy.

Contact details

Dr P Davies
pdavies@qcl.org.uk

SPANISH

The pupils join Class 2 having had six to eight taster lessons in their second language. This year, they will make great progress in their Spanish and by the end of the year they will be able to use two tenses and produce complex sentences with subordinate clauses.

Textbook

- *Listos 1*, published by Heinemann.

Additional Materials

- *Listos 1 Cuaderno B* workbook, CDs and assessment packs.
- Interactive language websites (« oye.org.uk », « Linguascope », « languagesonline », etc.).
- Mary Glasgow magazine

Assessment

- End-of-year examination.
- Unit tests
- Regular vocabulary and verb tests.

Michaelmas Term

- Topics - personal details; alphabet; classroom objects; classroom instructions; colours; numbers; months, dates, days; nationalities; family and pets.
- Grammar – tener, ser; AR, ER & IR present tense verbs; articles; possessives adjectives; adjective agreement.
Half term
- Topics – school; time; routine; food; Christmas customs and food.
- Grammar – ser/estar; gustar; radical changing verbs.

Lent Term

- Topics – at home and my bedroom; daily routine.
- Grammar – prepositions; reflexive verbs
Half term
- Topics – places in town; transport; directions; weather
- Grammar – present tense of the verb ir

Summer Term

- Topics – free time; sports & hobbies.
- Grammar – hacer; jugar; the near future.
Half term
- Video project – free time; the weather

Contact details

Miss S Keogh
skeogh@qcl.org.uk



Queen's College, 43 – 49 Harley Street, London W1G 8BT
Tel: 020 7291 7000
www.qcl.org.uk

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