

Queen's College, London



**Curriculum Booklet
Class 3
2017 – 2018**

INTRODUCTION

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

There are 46 lessons in the week most of which are 40 minutes, and some are 35 or 30 minutes. The **structure of the school day** is shown on the next page. Some of your daughter's lessons will be single periods whilst others will be double periods.

The **homework timetable** for Class 3 is given below. Please do remember to sign your daughter's homework timetable and if you have any concerns about your daughter's work or homework, or indeed any other matter, please do not hesitate to contact your daughter's form tutor who will be happy to help. The email addresses of the Class 3 tutors are:

3S	Ms Stewart (Class 3 Year Tutor) and Mrs Stafford	rstewart@qcl.org.uk estafford@qcl.org.uk
3D	Mrs Delany and Mrs Atkins	fdelany@qcl.org.uk satkins@qcl.org.uk
3P	Mrs Penny and Mrs Stonham	lpenny@qcl.org.uk istonham@qcl.org.uk
Head of the School	Mrs Randall	lrandall@qcl.org.uk

HOMEWORK TIMETABLE 2017 – 2018

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3S	English French Science	English Mathematics	Classics Geography History	French Science	Art Mathematics RS
3D	Science History French	Art Mathematics English	Classics English	French Geography Science	Mathematics RS
3P	English French Geography	Art Mathematics RS	English Science	French History Science	Classics Mathematics

STRUCTURE OF THE SCHOOL DAY

MONDAY, TUESDAY, WEDNESDAY and FRIDAY		THURSDAY	
Registration	8.40	Registration	8.40
Assembly (‘Prayers’)	8.45	Period 0	8.45 – 9.20
Period 1	9.00 – 9.40	Period 1	9.20 – 9.55
Period 2	9.40 – 10.20	Period 2	9.55 – 10.30
Break*	10.20*	Break*	10.30*
Period 3	10.40 – 11.20	Period 3	10.50 – 11.25
Period 4	11.20 – 12.00	Period 4	11.25 – 12.00
Period 5	12.00 - 12.40	Period 5	12.00 – 12.40
Lunch**	12.40**	Lunch**	12.40**
Period 6	1.40 – 2.15	Period 6	1.40 – 2.15
Period 7	2.15 – 2.50	Period 7	2.15 – 2.50
Period 8	2.50 – 3.25	Period 8	2.50 – 3.25
Period 9	3.25 – 4.00	Period 9	3.25 – 4.00
Registration	4.00	Registration	4.00

* Class 3 go to break five minutes early

** Class 3 go to lunch at 12.30

ART AND DESIGN

In the same way that art colleges begin their course with a foundation year, Class 3 are taught within a broadly-based syllabus in which each girl develops the visual elements and a critical understanding of art. 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.

The girls 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

- Fine art – Observational work inspired by Georgia O’Keeffe’s paintings.
Half term
- Weaving and textile design project inspired by Etel Adnan’s tapestries.

Lent Term

- Portraiture project inspired by Cezanne’s exhibition at the National Portrait Gallery
Half term
- Printmaking project

Summer Term

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

Contact details

Miss R Thomson
rthomson@qcl.org.uk

CLASSICS

We begin with oral telling of Greek myths and exploring archaeological discoveries relating to bronze age Greece, with the pupils' work supported by worksheets developed by the Queen's Classics department. We then move onto studying the Romans and the Latin language, using the Cambridge Latin Course and its website.

Homework consists of one 30-minute piece of work each week, covering a range of assignments. When the girls begin Latin they are set vocabulary and grammar to learn.

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

- Stories of Theseus and the Trojan War. Archaeology of Bronze Age Greece: Evans and Crete.
- 'Turnus Prize' Art competition.

Half Term

- Stories of Odysseus. Archaeology: Schliemann, Troy and Mycenae.
- Test on Greek mythology.

Lent Term

- Introduction to Latin and the Romans.
- Cambridge Latin Course Stages 1 - 3: daily life in ancient Pompeii.
- Nouns: nominative and accusative cases.

Half Term

- Cambridge Latin Course Stages 4, 5: the forum and theatre.
- Verbs: present tense, I, you, he, they; nominative plural nouns.

Summer Term

Half Term

- Cambridge Latin Course Stage 6: slaves and freedmen.
- Imperfect and perfect tenses.
- Examination on all grammar and vocabulary learned over the year.
- Residential trip to Northumberland to study the Romans and the use of Latin throughout the ages.

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.

Most primary schools are embracing Computing and girls are increasingly joining Queen's College with an impressive subject knowledge. 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 3. 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

- An introduction to Computing and e-safety – An introduction to Computing at Queen's College: password security, file management, email, safe online searches and identifying reliable data, e-safety (cyber bullying), online presentations (Prezi)
- How the web works – Understanding the difference between the WWW and the Internet, an introduction to HTML (HyperText Markup Language), what is a URL?, trusting online content, understanding the importance of a positive digital footprint
- 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 HTML and CSS – An introduction to web page design, audience suitability and wireframe prototyping. Each girl will code her own web page using simple HTML tags and style it using CSS (Cascading Style Sheet)

Lent Term

- Under the hood of a computer – Discovering the many components of a computer system, old and new, examining the CPU and understanding how it works, testing some common code breaking techniques and learning the basics of binary and data measurement
- The fundamentals of computer programming (Scratch) – An introduction to fundamental computer programming concepts such as debugging, sequencing, sensing, IF Statements, variables, conditions, commenting and algorithms
- Representing images/digital media – Understanding pixels and pixelated images, colour depth and image types (bitmap and vector)

Summer Term

- 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
- £30m Challenge (Microsoft Excel skills) – A fun introduction to spreadsheet modelling, learning ways to use search engines efficiently and select relevant data. Formula will be introduced along with creating meaningful graphs and charts

Contact details

Ms E Lane
elane@qcl.org.uk

DRAMA

We offer pupils a skills-based framework to develop confidence in their innate creativity and self-expression through active learning in drama. Pupils will develop skills in how to respond to different stimulus material through working supportively and imaginatively with others. They will develop their confidence in communicating their ideas through class discussion and practical exploration of characters and narrative. They will devise simple scripts through improvisation and begin to understand the importance of stage directions and theatrical conventions.

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

- Working together: Listen, observe, concentrate, co-operate
- Develop the ability to negotiate and make decisions as part of a group
- Create a short scene using physical theatre skills.
- Structure a presentation with a clear beginning and end.
- Work in groups of various sizes including individually.

Half Term

- Introduction to the Elizabethan stage.
- Stage fighting, voice & choral work, staging, conflict and resolution.
- Understanding short sections of text through spontaneous improvisation.

Lent Term

- Thematic work: devising, improvisation and characterisation around a theme or stimulus.
- Characterisation, staging.
- Understand and apply the skills required for effective spontaneous improvisation.
- Develop the use of spoken thought and tableau, cross cutting and reportage.

Half Term

- Develop the use of mime, body language and key image.
- Experiment with non naturalistic forms of presentation.

Summer Term

- Text work: Creating, writing and directing scripts.
- Staging, audience awareness, costumes, props.
- Develop the use of whole group image, soundscape and gibberish.

Half Term

- Use and understand technical vocabulary through practical exploration.
- Understand that the process of drama has its own worth and that performance is not always part of the activity.

Contact details

Ms A Morse

amorse@qcl.org.uk

ENGLISH

In all our work in English we place a very strong emphasis on the study of literature; the girls will have a class reader each term and also explore a wide range of poetry. They will look at a whole Shakespeare play as well as a variety of other texts from different genres and contexts. They have a period in the library once a week and their independent reading is strongly encouraged and closely monitored. You can help considerably by being involved in their reading, demonstrating by example that you are yourselves readers and perhaps by taking them to the theatre. The girls will have two homework assignments a week of 30 minutes each; these may be amalgamated if they need more time to produce a more detailed piece. Written accuracy is strongly emphasised and the girls will practise spelling, punctuation and formal comprehension throughout the year.

Michaelmas Term

- Introduction to class reader, which may draw on myths, legends and heroism.
- Sentences and paragraphs.
- Parts of speech: nouns and adjectives.
- Writing to explore, imagine and entertain.

Half Term

- Character studies.
- Parts of speech: verbs and adverbs.
- Composing poetry: structure and pattern.
- Writing to analyse and comment.

Lent Term

- New class reader.
- Additional parts of speech.
- Further language work: writing for different purposes and for different audiences.

Half Term

- Work on drafting and essay planning.
- Preparation for the English Speaking Board Senior Introductory Examination.

Summer Term

- Study of a Shakespeare play, possibly one that is to be performed in the Open Air Theatre in Regent's Park.
- Further work on language, comprehension, grammar and vocabulary extension.
- Extended creative writing project.

Half Term

- End-of-year examination: formal comprehension and extended creative writing.
- Possible visit to Open Air Theatre in Regent's Park.

Contact Details

Ms Z Dharsi
zdharsi@qcl.org.uk

FRENCH

Pupils' various experiences of learning French and other languages are catered for by our groupings; we do our best to ensure that each girl achieves her potential by tailoring the course to challenge and stimulate everyone and by offering a range of open-ended activities. One group will be accelerated from October half-term and follow a different programme of study based on *Tricolore Total 2*. Throughout the year, the girls correspond by letter with Collège Colette Besson, Paris.

- Textbook – *Tricolore Total 1* or *2*, plus grammar workbooks.
- Homework – There are two 30-minute homework tasks per week. Girls should focus at the start on practising how to learn vocabulary, trying different methods such as flashcards, 'look cover write check (LCWC) and poster-making.
- Assessment - Regular vocabulary and verb tests are set and there are longer end-of-term tests. The end-of-year examination also includes all four skills.

The majority of girls will follow this programme:

Michaelmas Term

- *Bonjour!, J'habite ici, Chez moi* - greetings, numbers, dates, age, introduction to France. Grammar – gender of nouns; the definite and indefinite article, possessive adjectives, the verb *avoir*.

Half Term

- *Les Animaux* – pets, describing colour and size, likes and dislikes. *Ma Maison* – descriptions of where we live. Grammar – negative verbs, asking questions, agreement of adjectives, the alphabet, forms of « you ».

Lent Term

- *Des fêtes et des festivals* – important events in the year, birthdays, presents, clothes. *Moi et mes amis* – descriptions of self and others. Grammar – adjectives, être, present tenses with plurals

Half Term

- '*Qu'est-ce que tu fais?*' – weather, seasons, sports, leisure. Grammar – use of « on », accents, more present tense verbs, numbers 1-100.

Summer Term

- *Une ville de France* – places in town, maps, directions. Grammar – prepositions, the verb « *aller* ». Revision for Summer examination.

Half Term

- *C'est bon, ça* – food and drink, meal times, festival foods. Grammar – partitive article, negatives, the verb « *prendre* ».

Contact details

Miss Suri
dsuri@qcl.org.uk

GEOGRAPHY

Class 3 are encouraged to develop the key geographical skill of asking questions about the world around them. Our enquiry-based approach to Geography is central to the Class 3 course. Our textbook is Collins' Key Stage 3 Geographical Enquiry Book 1, which examines the world through a range of different media. Students will discover the world through qualitative and quantitative data and will learn about a range of geographical phenomena. The course gets students engaged with human and physical geography and challenges them to consider a number of present-day environmental problems that the world faces.

Students are encouraged to read news, magazines and novels set in unfamiliar places to learn about the world around them. They will be shown how to use websites such as Google Earth, Gapminder and Worldmapper to see the world as they have never seen it before.

Homework is 30 minutes per week. The examination at the end of the year is one hour long and takes the form of short-answer questions on the whole year's work with some opportunity for extended writing. There are end-of-topic tests during the year. Parents can help greatly by encouraging their daughters to discuss what they are studying in geography, and by having a world map up somewhere on their walls to refer to when discussing new places!

Michaelmas Term

- **What is Geography?** What is the difference between human geography, physical geography and environmental geography? How do I use an atlas? What are the key features of the world map? What is the Geography of the British Isles?
- **Holes in the landscape** What is a sinkhole? What is the geology of Great Britain like? How do sinkholes form? Where are sinkholes found? How does the climate of Miami, Florida cause sinkholes? What are the problems and benefits of sinkholes?
- **Living in Japan** What is urbanisation and what causes it? What is the physical geography of Japan like? Why is there high population density on the coast in Japan? How is Japan creating more living space?

Lent term

- **Disasters and risky places** What makes a place risky to live in? Is the world experiencing more disasters? How do tropical storms form? What destruction is caused by tropical storms? What is an earthquake? Why are the Philippines and Haiti risky places to live? How can the risk be reduced?
- **Is fracking all it's cracked up to be?** Where does fracking take place? Are our energy sources renewable or non-renewable? What is the trouble with fossil fuels? Is security part of the UK's energy mix? Is fracking a sustainable solution to the UK's energy security challenge? What other options does the UK have?

Summer term

- **Almost Armageddon!** What is deep time? What was the Permian period of deep time like? What was the Permian extinction?

Contact details

Mrs F Delany
fdelany@qcl.org.uk

HISTORY

In primary school the girls have studied several periods of history in depth but now they begin a chronological approach to the subject. This starts in Class 3 with the study of medieval Britain. The key textbook used is Aaron Wilkes' **Invasion, Plague and Murder: Britain 1066 – 1485** supported by an extensive range of primary and secondary source material, including written, pictorial and audio-visual sources. A trip to Canterbury will take place during the Lent term. There are two single periods of history each week and a variety of teaching and learning methods is used to promote interest in and knowledge of the subject. Homework is set each week and is usually 30 minutes in length, although more extensive assignments will be given more 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 may consist of extended writing, a source exercise, project or test.

Michaelmas Term – The Norman Conquest of 1066

- Introduction and Baseline Assessment.
- The Events of 1066 and the Battle of Hastings.
- The Impact of the Norman Conquest.

Half Term

- Castles.
- The Feudal System.
- The Domesday Book.

Lent Term – The Middle Ages 1066 – 1500

- A 40 minute mid-year test will be set on the Michaelmas term's work.
- The Medieval Church: a two-three week project will be set.
- Henry II and Thomas Becket.

Half Term

- King John and Magna Carta.
- Life in a Medieval Village.
- A field trip to Canterbury Cathedral.

Summer Term – The Middle Ages 1066-1500

- Medieval Towns.
- Knights and heraldry.
- The Crusades – the main events, significance and source assessment.

Half Term

- Women in the Middle Ages.
- The Black Death.
- Summer examination – a one-hour paper with a range of source and essay style questions on the medieval topics studied in the Lent and Summer terms.

Contact details

Mr D Willows
dwillows@qcl.org.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 3 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

MATHEMATICS

Mathematics in Class 3 builds on the work covered in earlier years. During the first term the girls are taught in their class groups. We use the Essential Maths series published by Elmwood Press and all classes study the 7H textbook. There will generally be two tests in each half-term based on the material covered since the previous test. The girls are put into sets at the end of the first term on the basis of a setting test just before the Christmas holidays. They are resetted at the end of the academic year on the basis of the summer examination. 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

- whole number arithmetic; long multiplication and division; decimals; using a calculator; sequences; perimeter and area.

Half-term

- averages and range; fractions; fractions, decimals, percentages; angles; rules of algebra.

Lent Term

- coordinates; long multiplication and division; decimals; properties of numbers; straight line graphs; handling data; probability; applying mathematics in a range of contexts.

Half-term

- constructing triangles; two dimensional shapes; percentages; proportion and ratio; negative numbers; more algebra.

Summer Term

- rotation; line symmetry; translation; number review; probability; interpreting graphs; rounding numbers; circles.

Half-term

- equations; sequence rules; metric and imperial units; angles and constructions; three dimensional objects.

Contact details

Mr J Donovan

jdonovan@qcl.org.uk

MODERN LANGUAGES CAROUSEL

In Class 3, as well as learning French, the girls will have 'taster lessons' for three other languages, one of which they can choose to study in Class 2 and Class 1 alongside French. These lessons are given in a carousel system and the lessons give an introduction not only to the language, but also to the culture of the countries concerned.

Spanish

- General knowledge – Spanish speaking countries.
- Greetings and introductions.
- Food and drink.
- Art and culture.
- Clothes and fashion.
- Seasonal festivities.
- Hispanic music.

Italian

- General knowledge – Italian words in the English language.
- Greetings and introducing yourself (name, age, where you live).
- Colours
- Countries.
- Song.
- Animals.
- Quiz on Italian culture.
- Italian word games on computer.
- PPP on Rome – project on Italian city or region

Mandarin Chinese

- Introduce difference between Mandarin and other Chinese dialects, such as Cantonese.
- Learn about Chinese as a tonal language - learn and practice the four tones.
- Use 'pinyin', the system used to 'romanise' Mandarin Chinese.
- Learn the basic rules for writing Chinese characters.
- Greetings and Introductions.
- Numbers to 100.
- Basic questions.
- Members of the family and pets.
- Introduce China's major cities and famous landmarks.

Contact details

Miss Suri
dsuri@qcl.org.uk

MUSIC

Class 3 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 Class 3 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

- **Transition Project: Creation**

This project is designed to help your transition to Class 3 Music and the vocabulary we will use in our lessons. We study how musical sounds are created and compose our own pieces on a theme of 'Creation'.

- **Programme Music**

Programme Music creates moods and images through the sounds we hear and create. You will explore the sound world of Beethoven and develop your own musical tool-kit to control musical elements that influence the mood of your audience.

Half-term

- **Instruments of the Orchestra**

This module guides you through the art of orchestration and arranging a piece of music for an orchestra. You learn how to use Sibelius 7 software and understand the roles of orchestral instruments.

Lent Term

- **Medieval Music**

Exploring the sound world of drones, modes and troubadours!

Half-term

- **Music and Stories through the Pentatonic Scale**

Using only the pentatonic scale, you craft a piece of musical theatre to tell the story of the 'Warrior and the Dragon'.

Summer Term

- **Fanfare**

Composing a fanfare for your peers, this module will see you learn the art of fanfare composition, score writing and conducting.

Half-term

- **Ostinato OR Indian Raga**

You have a choice of module on offer this half-term, both rich in composition and performance.

Contact details

Miss C Forsey
cforsey@qcl.org.uk

PHYSICAL EDUCATION

Each week Class 3 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:** Basic principles of the game; footwork, throwing and catching.
- **Football:** Basic principles of the game; passing, receiving, dribbling and shooting.
- **Invasion Games:** Fast paced games focusing on teamwork, keeping possession, scoring and defending.
- **Dance:** Introduction to Dance - exploring the five main actions.
- **Indoor Games:** Basketball – Basic principles of the game; passing, dribbling, shooting.

Half-term

- **Netball:** Court awareness, ball handling skills and positions in the game.
- **Football:** Defending and attacking skills, dodging and match play.
- **Invasion Games:** Fast paced games focusing on teamwork, keeping possession, scoring and defending.
- **Dance:** Preparation for the Dance Show with an emphasis on the choreographic process while developing creativity and teamwork.
- **Indoor Games:** Modified Games – Basic principles of invasion games.

Lent term

- **Netball:** Basic principles of the game; footwork, throwing and catching.
- **Rugby, Health Related Exercise, Cross-Country:** Rotation 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:** Basic principles of the game; footwork, throwing and catching.
- **Rugby, Health Related Exercise, Cross-Country:** rotation throughout the whole term.
- **Dance:** Street dance – using a visual stimulus to create movement and explore the street dance style and technique.
- **Indoor Games:** Gymnastics – group routines and choreography.
- 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:** Exploring the fundamental ballet style and technique.
- **Indoor games:** Indoor Cricket – introduction to the game of cricket.

Half-term

- **Rounders:** Batting technique and fielding technique, over arm throwing, learning rules.
- **Tennis:** Introduction to the volley and serve, Basic positioning on court and scoring.
- **Dance:** Ballet duet choreography project.
- **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

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 3 the girls learn to identify their priorities, values, responsibilities and aspirations, considering their role as individuals and as members of their communities. On arrival at Queen's they are given the tools to enable them to cope successfully with the challenges of their new environment. They learn how to take responsibility for their own organisation and academic progress. They also learn how to support each other and are encouraged to explore different people's perspectives. In addition, we help them to cope with and to understand the changes they will face during puberty.

As the girls become more confident, they are encouraged to participate fully in school and community activities. They learn about the wider world and the interdependence of communities; charities are chosen and, where possible, speakers representing those charities are invited to Queen's. Consequently, girls develop a sense of social justice and moral responsibility, and begin to understand how their behaviour can have local, national and global effects. They learn how to make more informed choices about their health and environment, and gain a deeper knowledge of global, social and political concerns.

Michaelmas Term

- What is PSHE? – Introduction to Queen's; rights and responsibilities; working together; organisation; homework diaries; study buddies.
- Internet safety and healthy phone habits
- Healthy eating
- Friendship, gossip and supporting each other
- Social Rights and Responsibilities
- Self-esteem and how to be your own best friend
- Managing social pressures

Lent Term

- Study skills, learning about the ways we can improve our memory
- Developing higher end thinking
- Reinforcing a healthy study skills approach (including creative approaches to learning)
- Making a positive contribution – Charities
- Personal Hygiene
- Social networks – why you have to be 13 to have a Facebook account
- Making moral choices; social justice

Summer Term

- Independent learning – what does Independent Learning really mean for me?
- Confidence in subject knowledge
- Stage fright and how to do well in public performances
- Community - how we are perceived; being a good community
- Healthy approaches to revision
- Reflecting on examinations - what do examinations tell us?

Contact details

Ms R Stewart
rstewart@qcl.org.uk

RELIGIOUS STUDIES

Although Queen's College has a distinguished Christian founder, F. D. Maurice (1805-72), the school openly welcomes all faiths and none. This special multi-faith ethos is reflected in the curriculum of the R.S. Department, which aims to develop knowledge and understanding of five world religions as well as introducing the study of philosophy and ethics from Class 1 onwards. In Class 3, we study the **Judaeo-Christian Tradition**, with an emphasis on the religious concepts which bind the two faiths together. Girls will be issued with two textbooks: *Judaism*, from the *Living Faiths* series, and *Christianity*, from the *Religions to Inspire* series. Internet resources and extracts from the Bible are used regularly in class and for research. Students will be given a wide range of weekly thirty-minute homework assignments. At the end of each term the year group will be given a short written test where marks are awarded for knowledge and understanding of the religious beliefs, texts and practices studied. In addition to this, students will learn to tackle evaluation questions, giving reasons for personal views and responding to those of others. There will be a formal one-hour examination at the end of the year.

Michaelmas Term

- Introduction to Religious Studies: What Is Religion? Religion at home, in school and in society.
- Jewish New Year celebrations: Rosh Hashanah and Yom Kippur.
- Origins of Judaism: Abraham; monotheism; the covenant; near-sacrifice of Isaac.
- Origins of Judaism: Moses; miracles; moral law/mitzvot and the ten commandments.

Half-term

- Jewish festivals: celebration of Pesach
- Belonging to the Jewish faith: Mezuzah; clothes; Kashrut; Shabbat and the synagogue.
- Jewish ethics: stewardship and the environment.
- Christian festivals: celebration of Advent, Christmas and Epiphany.

Lent Term

- Christian and non-Christian beliefs about God and Jesus (the Trinity; incarnation; redemption).
- Concept of divine law: Jesus and the new covenant; Sermon on the Mount.
- Christian ethics: attitudes to money and wealth.
- Sacrifice in the Christian tradition.

Half-term

- Group presentations: modern sacrifice (Maximilian Kolbe, Francis of Assisi, Irene Sendler, Lisa Potts).
- Christian festivals: project on Lent and Easter.
- Belonging to the Christian faith: prayer, Holy Communion, church buildings.

Summer Term

- Rite of passage: adult and infant baptism; Bar and Bat Mitzvah.
- Visit to the Jewish Museum (workshops on Kindertransport; being British and Jewish) and Westminster Cathedral with workshop on Christian marriage and wedding ceremonies.

Half-term

- Rites of passage: Christian marriage and Jewish funerals.
- **Revision and Summer Examination.**

Contact details

Mrs DF Gumpert
dgumpert@qcl.org.uk

SCIENCE

Class 3 follow a Science course written in house. During much of the first half term the lessons will have a dedicated Working Scientifically theme. This will develop suitable skills associated with scientific enquiry, by focusing on the correct use of laboratory apparatus, and how to hypothesise, conduct, record, analyse and evaluate investigations. Thereafter, students will follow, on a rota by class, an approximately eight week-long course, studying Biology, Chemistry or Physics fundamental concepts. The topics covered in each eight week Science course have been selected on the basis that we believe they will provide a sound foundation for successful progression to Key Stage 4. We use the Longman Biology, Chemistry and Physics 11-14 textbooks.

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 twice a week and each should last 30 minutes. 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.

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.

The following topics are covered during the course of the year but the order in which they are covered will depend on the teaching group.

- Life processes, cells, levels of organisation.
- Classification, ecology, evolution.
- States of matter, The Atom, elements and compounds.
- Separating mixtures, simple chemical reactions.
- Reactions of metals.
- Forces and motion, density and pressure.
- Electricity and magnetism.

A visit to the zoo will take place in the summer term to study classification in greater depth. A topic test will be set after each eight week Science course has been completed. The end-of-year summer exam will be 1 hour 30 minutes long and will contain questions on all the topics covered. The results from this exam will be used to determine an end-of-year grade for each student.

Contact details

Dr Davies
pdavies@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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