ELTHAM COLLEGE

Lower School Curriculum 2010/11

Years 7, 8 and 9

Introduction

Starting life at a new school is a step into the unknown, no matter how old you are. You have probably spent several years at your Junior school: some boys cannot wait to move on; others are more worried about the change. You may be joining Eltham College with other boys from your school or you may be the only one. Please be assured, you will settle down quickly. There will be new challenges, new friends, new subjects, new sports, new activities, all to be taken in your stride and enjoyed.

As you embark on the first three years of secondary education, we wish to provide the broadest possible range of subjects for you to experience. Some of these will be familiar to you, others not. Art, English, Mathematics, Geography and History will be instantly recognisable; however, Science is split into three areas, Biology, Chemistry and Physics. You may have been taught French or Mandarin but probably not Latin. You may not have called it Design and Technology but you may have acquired some of its skills. You may also experience for the first time moving from class to class around the school and also having more than one or two teachers. Homework may be a more familiar routine to some than others. These are changes to be enjoyed as you grow into the next stage of your educational life.

Aims of the Curriculum (Years 7 to 9)

- To encourage enthusiastic, enquiring and informed minds.
- To foster all forms of communication: in oral and written English; through drama, music and art; in at least two foreign languages; and through mathematical, scientific and technological discovery.
- To provide opportunities for self expression and aesthetic appreciation.
- To promote individual excellence through the pursuit of sporting, recreational and cultural activities.
- To develop moral and spiritual values within a Christian environment, and to teach tolerance of the views of others.
- To provide a balance between the various areas of learning, and to allow an informal choice for further study.
- To foster a continuous and progressive acquisition of knowledge and concepts, and a development of skills and attitudes.
- To provide a rich educational environment which encourages a range of teaching and learning styles.
- To create carefully defined schemes of work which allow for differentiation of teaching matched to the abilities of the pupils.

In Year 7 there are no subject choices to be made. We want you to study as many of the subject areas as possible. Of course, you will have favourites but it is important to realise that these can change. There will be plenty of time to decide in which areas you wish to specialise.

For Year 8, you are asked to choose two out of French, Latin and Mandarin to continue as German is introduced for all.

Then for Year 9, Spanish joins the suite of languages available and you are asked to choose three subjects from French, German, Latin, Mandarin and Spanish to study in Year 9.

By the end of Year 9 you will have been given a thorough grounding in the subjects which will be available at GCSE level and a strong emphasis is placed upon the development of both academic and organisational skills. Every area of the curriculum is taught by a specialist teacher.

Subject periods per week	Year 7	Year 8	Year 9
Art	2	2	2
Biology	2	2	3
Chemistry	2	2	3
Design & Technology	2	2	2
Drama	1	1	1
English	4	4	4
Form Period (inc PSHE)	1	1	1
French	3	)	)
Latin	2	) 2 x 3	)
Mandarin	2	)	) 3 x 3
German		3	)
Spanish			)
Geography	3	3	3
History	3	3	3
ICT	2	1	
Mathematics	5	5	4
Music	2	2	1
PE and Games	5	4	4
Physics	2	2	3
Religious Studies	2	2	2

Homework

In Year 7 there will be three subject homeworks set each night, each lasting about 30 minutes. In Years 8 and 9 the number of subject homeworks will increase as new subjects are introduced to the curriculum. A timetable of which homeworks are set on which night is drawn up at the beginning of the year.

Reports and Grades

The progress of all pupils is formally assessed 6 times a year.

In Years 7 and 9 a full written report is sent home at the end of the Autumn and Summer terms, Year 8 only at the end of the Summer term. At the end of each half term when there is no full report, a set of Effort and Achievement grades will be sent home. There is also a Parents Evening towards the middle of the year to discuss progress. A summary of this is given in the table below.

Year	Autumn		Spring			Summer		
7	Half term grades	Report	Parents Evening	Half term grades	End of term grades	Half term grades	School exams	Report
8	Half term grades	End of term grades	Parents Evening	Half term grades	End of term grades	Half term grades	School exams	Report
9	Half term grades	Report	Parents Evening	Half term grades	End of term grades	Half term grades	School exams	Report

There follows a brief outline of what is taught in each subject over the Years 7 – 9 which we hope will help you.

Please keep this document safely for future reference.

Mr L Watts
Director of Studies

Mr P J Henderson
Headmaster

ART

In the first three years at Eltham, each form is divided into two groups and spends half of each year in both 2D and 3D studios aiming to develop in all pupils:

- creative, imaginative , intellectual and intuitive powers;
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- understanding the interrelationships between Art and Design and an awareness of the contexts in which they operate;
- knowledge and understanding of Art and Design in contemporary society and in other times and cultures.

Drawing is an essential part of the course and the students will be introduced to a large range of methods and reasons to draw. The students use sketchbooks at home and in lessons, as a way of documenting their ideas as each project develops. Every project will involve considering the work of other artists and students are introduced to a broad range of materials and learn new techniques. They are expected to aim high, to reach an understanding of the material in hand and are then encouraged to present their own creative response.

Ms E R Brass

BIOLOGY

Year 7 topics include: Life, Cells, Reproduction, Variation, Classification, Habitats, Adaptations, Food Chains, Investigating Heat Loss in Penguins and Ecological Relationships.

Year 8 topics include: Food and Digestion, Respiration, Investigating Heart Rate and Exercise, Microbes and Disease, Fitness and Health, Inheritance and Selection.

In **Year 9** we start Edexcel IGCSE Biology. Course topics include; The nature and variety of living organisms, Nutrition in Humans and Biological Molecules, Use of biological resources, Food production and Microorganisms, Plant Nutrition, The Organism in the Environment and Feeding relationships, Human Influences on the environment, Food Production and Fish Farming, Selective Breeding.

Styles of teaching in these years include; formal classroom teaching, individual and group work; lessons and homework using textbooks and worksheets; demonstration, class and investigatory practical work and field work.

Independent learning is encouraged**,** particularly research for investigation planning, homework questions, theory work sheets and projects using library and ICT resources. Knowledge is applied in comprehension exercises, planning investigations and discussion of practical work. Information handling and numeracy is developed by the use of diagrams, annotation, flow-charts and graphs, looking for trends and patterns. Literacy is developed by appropriate, correct use and spelling of scientific vocabulary; written communication of information and ideas in notes, structured answers, essays and multiple choice questions; experiment and investigation reports with clear methods and interpretation of results as conclusions with awareness of error and evaluations including awareness of limitations. Oral and communication skills are developed by involvement in discussion, questions, individual/group talks, presentations. Working cooperatively is encouraged by pair/group work in laboratory practicals, field work and projects.

ICT exposure includes word processing of practical reports; spread sheets for collating class results; internet research; power point presentation; data logging; interactive quizzes; animations. Teacher and pupil resources are kept on the k drive on the school intranet.

Mrs C M Hobbs

CHEMISTRY

The Royal Society of Chemistry produces many educational posters around the theme "What in the world isn't Chemistry?" Chemistry is the science which looks at the matter from which all substance is made and how that matter behaves in (chemical) reactions.

In **Years 7 to 9**, the teaching focus explores the natural curiosity of young students encountering what are abstract chemical concepts for the first time. Through a largely practical based course, it emphasises how the chemical behaviour of particles has a direct influence on everything in our environment, including ourselves! The schemes of work broadly follow the National Curriculum but are customised to integrate with the progression and development of the subject in logical fashion towards GCSE examinations at the end of Years 10 and 11.

Students are encouraged to adopt ICT, where appropriate, whether that be web search on a particular topic, the use of Excel spreadsheets to produce and analyse practical results or, occasionally, in the production of individualised posters highlighting an area of study. Experimental work is central to good science and students are introduced to a wide range of procedures to gain confidence in the handling of chemicals and the development of good manipulative skills essential in so many areas both within Chemistry and other disciplines.

The course topics range from traditional areas such as acid-base chemistry, the Periodic Table and industrial processes, to those more likely to be met in media coverage, such as acid rain, global warming and carbon footprints. Some topics in Geology are now being introduced in Year 8, linking the earth science closely with Chemistry in the study of rocks and minerals.

By the end of **Year 9**, pupils will have been introduced to practical investigations and will have a sound background of the basic chemical principles required to apply at GCSE level. Above all else, we hope the student will have enjoyed Chemistry and will feel positive about continuing the subject at more advanced levels.

Mr P C McCartney

DESIGN & TECHNOLOGY

Design and Technology is about addressing human needs and aspirations through problem solving work using a variety of materials, components and systems. This may sound a little esoteric but when we ask our Year 7 pupils at the beginning of their course to look around them and try to find something which has NOT been designed and made by human beings it proves a pertinent exercise!

The aims of the D&T curriculum in Years 7 to 9 are therefore centred around our desire to provide a broad, balanced and challenging design education for our pupils; the three year curriculum is a self contained unit which provides a progressive introduction to the world of designing, but also builds a sound foundation for pupils wishing to undertake the GCSE courses we offer in Years 10 and 11.
Our pupils are presented with graduated levels of "challenge" in project work in both Product Design and Systems & Control Technology.
Pupils are taught by Form in half size classes (approx 12 pupils) and undertake two projects per year, one in Product Design and the other in Systems and Control. Each project lasts approximately 17 weeks, with approximately 6 weeks spent designing and 11 weeks making and evaluating. Health and Safety is taken very seriously and aprons are essential.

Year 7

Our new pupils hardly need any motivating when it comes to studying Design and Technology! They often have interests and hobbies involving problem solving using kits, modelling media or simply just enjoy sketching and designing things, which all adds to their fund of acquired knowledge we can build upon.
The vast majority also have experience of the subject at their respective Junior or Primary Schools but even so we approach matters with little or no assumptions in this respect.
What matters most is a keen, questioning mind and a willingness to become involved in the designing and making experience.
Each pupil also prepares an A4 design folio and in this is kept a record of all of the written, design and homework associated with the projects.

Years 8 and 9

Work is centred around the "design process", follows a similar teaching format and builds on the skills, knowledge and experience gained in Year 7.
The projects become more "open ended" and consequently more challenging, reflecting an increasing design "maturity" in the pupils.
Once again project briefs in Product Design and Systems and Control are set but pupils have more opportunities to develop wider ranging solutions – a good foundation for the GCSE years when they will have to identify their own projects to design and make!

Mr K G Roberts

DRAMA

Drama is a lively, active and practical subject taught to all pupils in the first three years of the senior school.

The major aims are to develop social and communication skills. Boys will work in groups on dramatic projects where they will learn to work together imaginatively and cordially. They will enhance their negotiation skills and those associated with presenting an argument or an idea to their peers. Showing these projects to the rest of the class will improve their self-presentation and increase their confidence in this most necessary aspect of personal development.

Working like this, the boys will also develop their voices for everyday and theatrical use, and learn to make the most of their capacities for physical expression.

Drama gives the chance to explore, in a dynamic way, complex social, personal and artistic issues as well as the emotions and ideas of the individual. It provides time and space to step into the other man's shoes and see things from his point of view.

In Year 9 the course begins to focus more on the sort of work undertaken at GCSE, including larger devising projects and some use of texts.

In addition to the course we aim to provide at least one opportunity per year for pupils in each year group to perform in a major production. Hundreds do and many more become involved in set-building, prop-making, lighting and sound as members of the Stage Crew.

The initial Drama course leads on to the challenging GCSE, AS & A2 level examinations as pupils move up the school.

Mr J A C Yarnold

ENGLISH

Lower School Overview

The English Department plays a fundamental role in Eltham's social, cultural and intellectual life. We aim to foster an enjoyably open and productive classroom atmosphere, where discussion can reflect the reality of pupils' own experiences, underpinned by hard work, discipline and a determination to achieve the highest standards.

Boys are encouraged to develop an enthusiasm for using language vigorously and imaginatively in all that they do, and to talk in different situations with confidence, precision and self-awareness. We work in close liaison with parents, and with the Mervyn Peake Library, through our Homework Reading Certification Scheme, designed to record, and to celebrate, the variety and pace of individual reading across the academic year. Creating interest in reading as an activity with intrinsic value and developing expertise and excitement in analysing poems, plays and novels is the core of our mission.

The Department acknowledges a responsibility to teach boys to write, spell and punctuate accurately, and to take a lead in helping other departments to do the same. Accordingly, pupils are expected to reach the end of Year 8 with a sound grasp of the grammatical structures and conventions of our language. They should be able to write fluently and stylishly about personal experience in their own voice, to show ability in structuring and planning essays, to write letters, and to describe characters and themes in the books they have studied, and to support opinion with textual reference. They should also become adept at using a range of sentence structures for differing effects; they should also be able to plan and use paragraphs coherently. Orally, pupils can be expected to contribute willingly to class discussion, to read aloud at sight with understanding and clarity, and to show competence when undertaking presentations, speeches, roleplay and debates.

Year 9 boys need to develop further all of these skills, to understand increasingly complex material, and to write more formal literary responses in preparation for the rigours of GCSE; study skills, linked to note-taking and to the preparation of essays, are taught and practised in a purposeful, progressive fashion at this level. To complement pupils' wide reading, we use films, interactive whiteboards and other technological resources to provide a range of learning opportunities in which all can participate.

Homework is an essential tool in the establishing of routines which support independent learning, and our policy is always to mark written work thoroughly, diagnostically and rapidly. We aim to monitor progress during the course of the year (and indeed across all years in the lower school) by setting standardised tests each term; these will also prepare students for the different aspects of the GCSE course and therefore make the transition from Year 9 to Year 10 as smooth as possible. There is an assessment at the end of each year that takes account of the results of an examination, regular homework and classwork, and proficiency in oral work.

Mr M S Pollard

GEOGRAPHY

Year 7

Topics include: Map and Atlas work including latitude and longitude, time zones, sketch maps of your local area and mental maps; learning where places are in the world, the physical and human geography of the UK and the regional geography of south east England, north-south divide. Physical Geography includes weathering and rock types, the water cycle, rivers, and flooding and plate tectonics. Fieldwork in the local area comprises looking at and measuring the quality of the built environment and noting the different types of buildings, regeneration in Greenwich Peninsula, building homes on Greenfield or Brownfield sites, retailing, local shop survey, Bluewater and the internet shopping.

Year 8

Topics include: population and resources, production of electricity and different energy forms, fossil fuels, Alaskan oil disaster, global warming, acid rain, Chernobyl disaster, alternative forms of energy, Three Gorges Dam, ecosystems and the geography of crime. Fieldwork involves a trip to Dungeness on the Kent coast as well as practical work in the school grounds on weather and climate.

Year 9

A variety of topics from the GCSE course are taught, these include: Coasts (which includes a day trip to Lulworth Cove, Old Harry Rocks and Swanage on the Dorset coast), Glaciation, Rocks and Landscapes, Development and Inter-Dependence and Population.
The use of Interactive whiteboards and videos in all three specialist classrooms allow the subject to be presented in an exciting and engaging style. There are fieldwork tasks in the local area, College grounds and sites in Kent throughout all 3 years. There is an emphasis on team work, presentation and information gathering, as well as ICT skills. Map reading, sketching, using graphs and statistics, interpreting aerial photographs and landsat imagery, empathy work and role play in groups, poetry, creative writing are all key skills in this subject.

Mr J P Chesterton

HISTORY

All pupils study history in their form groups in Years 7-9 before it becomes an option in Years 10 and 11. The Department realises that pupils when they arrive at Eltham College will have varying experiences of the subject so we try to offer a reasonably broad based History curriculum. An effort has been made to frame a course of study covering British, European and World History as well as exposing them to different types of history (for example political, cultural, military, social and economic). Homework will test a wide range of historical skills including note-taking, essays, project work, preparation for role plays or debates and historical evidence and source work.

The structure of the course is broadly chronological through the first three years. Below is a brief list of the periods of history covered in each year:-

Year 7 Medieval Realms 1066-1500
The Crusades
Castles (including day trip to Bodiam Castle)

Year 8 England 1485-1689
Individual research project on any historical topic
The French Revolution

Year 9 Britain 1700-1900
The Origins and Course of the Great War in Europe 1900-1918
(including trip to WW1 Battlefields, either Ypres or the Somme)

Mr D R Grinstead

ICT

All pupils follow a course that is designed to prepare them for the European Computer Driving Licence (ECDL). The lessons take place in one of the excellently equipped computer suites. Almost every session involves practical, hands-on exercises designed to introduce and reinforce the various topics. There are always opportunities for pupils to gain extra experience in their own time. Our aim is to ensure that all pupils have a confident grasp of computer use, which they can then deploy in all their studies as they progress through the school, both on their own initiative and as directed by various subject teachers.

The 'ECDL' is a qualification divided into seven modules, each considering one aspect of common computer use. All but one of these is done in the form of a practical examination; the last is a written multiple choice examination.

We aim to cover the modules thus:-

Year 7

Module 1 – IT Concepts

Module 2 – File Management

Module 3 – Word Processing

Module 6 – Presentation Software

Module 7 – Information and Communication

Year 8

Module 4 –Spreadsheets

Module 5 –Databases

More details about the ECDL can be found at www.ecdl.co.uk

Mr J Pringle

LATIN

Latin is taught using the Cambridge Latin Course, which not only introduces pupils to the Latin language, but also explores the historical and cultural background to the ancient world and its significance to the modern world.

Lessons throughout the three years are enhanced with audio-visual material, as well as a number of software packages. Project work provides the opportunity for wider research and study. Finally, museum and archaeological site visits help to bring the subject to life. (Trips to Bath, British Museum)

In **Year 7** the stories in the course are set in Pompeii and from study of this urban time-capsule, pupils begin their acquaintance with the Roman Empire. Grammar and vocabulary are progressively introduced through translation, comprehension and language exercises. With this comes the added bonus of an enhanced understanding of English and other foreign languages.

Roman Britain and Alexandria are the setting for study in **Year 8**, providing the opportunity to consider the impact the Romans had on our own country and culture. The other great civilisations of Greece and Egypt are also examined. The progression with language work continues.

During **Year 9** study moves from Roman Britain to Rome itself, the seat of Imperial government. The role of the army is closely examined and the factors that made it the most effective fighting unit of its time. By this point pupils have advanced sufficiently to deal with more advanced grammatical concepts and possess a broad and increasing vocabulary.

Mr T A Hotham

MATHEMATICS

Mathematics is taught in sets. Initial setting is based upon performance in the entrance examination and currently there are three sets in Year 7. The aim in years 7 - 9 is to provide a firm foundation for IGCSE work. Setting is kept under constant review, though most changes will take place at the end of the school year.

Year 7

Pupils arrive from a variety of schools and our first task as a department is to go over what ought to be familiar to many just to ensure that it is properly known by all. There is a test in November. This is a first opportunity for us to review the setting, to see if anyone is seriously out of place.

In the course of the year boys are introduced to several of the principal areas of mathematics: arithmetic, algebra, geometry, statistics. All boys follow the same basic course. Boys in Set1 take, in addition, a supplementary course largely devoted to problem-solving on a fairly modest scale.

Calculators are not used in the first term. We wish to establish numeracy rather than dependence. In the second term, when they are needed, pupils are advised to the required model from the Department.

Year 8

The boys' knowledge of arithmetic, algebra, geometry and statistics is widened and deepened. There is a particular emphasis on the acquisition of sound algebraic technique.

The course structure is the same as in Year 7, with a core course followed by all pupils and a supplementary course restricted to Set 1.

Year 9

For pupils in sets 2 – 4, the by now familiar areas of mathematics are revisited and extended in a natural way. By the end of the year all boys should have a certain arithmetic and algebraic facility. They will have met simultaneous equations and been introduced to the trigonometry of right-angled triangles.

Set 1 begins the IGCSE course a year early, in Year 9, and will be entered for the public examination at the end of their Year 10. In Year 11 they follow courses in Additional Mathematics and Decision Mathematics

Mr J B Backhouse

MODERN LANGUAGES

FRENCH, GERMAN AND SPANISH

The three main languages taught to GCSE at Eltham College are French (from Year 7), German (from Year 8) and Spanish (from Year 9). All pupils study three periods a week of French in Year 7 after which it is an option. German is taught to all pupils in Year 8. Then, in Year 9, pupils opt for three languages from Spanish, Latin, Mandarin, French and German. All boys then take one modern language to GCSE and many take a second. Our aim is to provide choice: by the end of Year 9, pupils will have received exposure to a variety of contrasting languages and are free to choose the language to which they are best suited.

Our teaching centres on developing the four main skills: listening, speaking, reading and writing. Lessons are conducted predominantly in the target language, but with an understanding of each pupil's specific needs. Participation is encouraged through role plays, question and answer sessions, presentations and games. High expectations are also set regarding accuracy of the written language.

ICT is fundamental to the languages syllabus in Years 7-9 and is fully integrated into schemes of work. One lesson per fortnight is generally spent in our Media Resources Centre, where a variety of interactive activities are undertaken.

All topics studied are firmly rooted in the contemporary culture of the language in question and we expect students to be able to communicate successfully with native speakers within a short period of time. To this end, we run a long-established French exchange to Laval in Year 9. A German exchange to Minden and a Spanish exchange to Posadas, near Cordoba, take place in Year 10. These are considered crucial; not only on a linguistic level, but also on a cultural one. Languages have to be experienced in an authentic setting with native speakers to be fully appreciated. We hope to foster a life-long love of languages and a respect for the countries in which they are spoken.

MANDARIN

With an eye to the potential emergence of China as a world economic powerhouse, we are introducing two periods a week of Mandarin for every boy who joins the school in year 7. Exposure to the most widely spoken language in the world and to a language which is entirely different to all foreign European languages will provide a bold challenge for pupils. Beyond year 7, Mandarin will become an option for those who wish to continue.

Pupils will explore the Chinese language and culture through specific topics including family, food, school, travel and Chinese festivals. They will also learn Pinyin, character writing and aspects of Chinese culture, lifestyle and civilisation.

Boys who enter the senior school with a background in Mandarin will cover the same topics but in a wider context using more elaborate language and will be required to show a greater practical application of their language skills in an everyday conversational context. There is also a potential trip or exchange to Tiensing, the location of Eric Liddell's former school.

Mr B Pollard

MUSIC

Classroom music is structured around three essential components – **Listening, Composing** and **Performing**. All three elements involve lively and active participation and it is very much the intention to make musical study practical, stimulating and, above all, enjoyable.

In **Years 7 and 8** pupils learn through a "hands on approach" how the ingredients of musical language work and interrelate. In this way they become able to respond to music, whether as a listener or a performer, in a more informed and involved manner. The music is introduced by listening to a wide variety of musical styles and through discussions about specific musical concepts such as rhythm or pitch. Pupils then compose pieces, either individually or in groups, and perform their compositions to the class.

The **Year 9** course follows a more topic based approach with pupils working in groups to produce compositions around a specific brief. The concepts introduced in the first two years are extended to World Music such as African Drumming, Calypso and Reggae.

Although those pupils learning instruments are encouraged to use these in the classroom, all pupils have the opportunity to use electronic keyboards. Pupils with a specific interest in Music IT are also allowed access to the department's suite of keyboards equipped with the latest score writing and sequencing software.

Mr A G Tighe

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

PSHE is taught throughout the school to all pupils by means of weekly tutor-led sessions, and cross curricular input, e.g. Biology and Religious Studies lessons, the School Nurse and other outside specialist agencies. All subject matter is selected and dealt with in a manner appropriate to the age group of the pupils.

The topics covered during Years 7 – 9 can be broadly grouped into three areas:

Self-awareness

This deals with topics which can include bullying, relationships, bereavement, peer pressure, leisure, personal safety, self-assessment, independent learning, careers, finance, cultures and lifestyles and divided families.

Citizenship

This covers the environment, charities, the community, law and order, diversity and values, the EU, democracy and human rights.

Health

This includes diet, smoking, alcohol, drug abuse, STI's, AIDS, sexual responsibility and first aid training.

Pupils are encouraged to discuss and think about these important issues with the appropriate information and guidance provided.

Mr T C Mitchell

PHYSICAL EDUCATION AND GAMES

Physical Education

In Physical Education, the classes are streamed according to their swimming ability because this is judged to be the most difficult activity to teach with a wide variation in abilities. The pupils follow a half term of a water based activity or a half term of land based activity. All pupils in Years 7-9 are timed for 8 lengths swimming and a 3km run in the autumn and summer term and appropriate grades for these times are then recorded on their end of term report. Team teaching occurs on a regular basis in both Physical Education and Games. Activities include;

Year 7 – Basketball, swimming, gymnastics, cross country, health related fitness and athletics.

Year 8 – Basketball, swimming, health related fitness, cross country and athletics.

Year 9 – Basketball, swimming fitness, health related fitness, cross country, badminton and athletics.

GAMES

The three major school sports are rugby in the autumn term, hockey in the spring term and cricket in the summer term. There is a school team in swimming and there are numerous athletics and tennis matches in the summer term. The pupils are streamed according to their ability in any given activity. Each year group has one afternoon of games and the school teams have one practice after school on an appropriate night.

In Years 7, 8 and 9, the pupils will have the opportunity to play rugby, hockey, cricket, tennis and softball during their games afternoon. Further options are available from Year 10 including soccer, table tennis, volleyball and sailing.

There is also a less able group who participate in a variety of activities aimed at improving their fitness and co-ordination e.g. indoor hockey, table tennis and badminton.

Mr A Thomas

PHYSICS

The purpose of the Physics curriculum in Years 7 to 9 is to provide every pupil with a firm grounding in both the fundamentals of Physics and a general scientific method.
Styles of learning are varied including: formal classroom teaching, individual and group practical work, a range of virtual resources, extended investigations, and research using resources such as the internet.

Years 7and 8

The scheme of work gives a general introduction to all areas of Physics. The subject is taught in a double period each week, is practically based, and aims to make the pupils aware of the usefulness and limitations of scientific methods and to appreciate their application to everyday life.

Areas covered during these two years are: Energy, Forces and Motion, Light and Sound, Electricity, Pressure, Electromagnetism and The Solar System.

Year 9

Pupils begin work which will lead to the examination of Physics at IGCSE. Again, as with Years 7 and 8, styles of learning and resources are varied.

The aim is to make the pupils appreciate the application of scientific methods to academic areas and everyday life, and understand how physics has developed and is applied in present day society. Areas of physics studied are: Forces and Motion, Waves, Energy, Electricity, Matter, Particles and Radioactivity and Electromagnetism.

Pupils are encouraged to use ICT, which could be a web search on a particular topic, the use of Excel spreadsheets to produce and analyse practical results, the production of posters highlighting an area of study and, at least once a year, a PowerPoint presentation on a relevant topic.

Mr M M MacKenzie

RELIGIOUS STUDIES

The underlying philosophy of our approach is two-fold, firstly that every human being has a belief system of one kind or another, and secondly that we can draw on the resources and experiences of our pupils who come from a variety of faith communities.
Over the years we have developed a coherent approach to the subject, which is tailored to both Eltham College as a Christian school, and the ability and interests of our pupils.
Every pupil will sit the R.S. Short Course GCSE at the end of Year 10 and the principle of 'spiral learning' is in operation so that pupils are learning skills and being introduced to knowledge and concepts that will be developed throughout the course.

Year 7

This is a foundation year which uses the 'This is R.E.' textbook. Topics include the concept of Religious language; the idea of life as a journey and rites of passage; how and why people worship; Martin Luther King and the struggle for justice. Year 7 also gives an excellent opportunity for pupils to study the lives and influence of Eric Liddell and the four missionaries after whom the College's Houses are named, (Carey, Chalmers, Livingstone and Moffat).

Year 8

In contrast to Year 7 a more systematic approach is adopted with a study of three major religions, Judaism, Christianity and Islam, so that pupils gain some insight into what it means to belong to those faiths.

Year 9

This is the first year of the GCSE course and is based on either the text book 'Believing and Living', Option A or the text book 'Believing and Experiencing', Option B. Introductory work enables the students to understand the range of belief systems available and the issue of the nature of truth. Consideration is also given to the nature of both religion and spirituality. Then, the issues covered by the text book are studied.

Option A, based on the text-book 'Believing and Living', involves the following

Our World
Relationships
Identity and Belonging
God, Life and Death
Is it fair?

Option B, based on the text books 'Believing and Experiencing', involves the following

Religion and Conflict
Religion and Medicine
Religious Expression
Authority – Religion and State
Suffering and Evil.

The Year 9 exam then follows the format of the Short Course GCSE exam.

Rev R J Draycott