



# Mill Hill School

*Fourth Form Curriculum Guide for entry in September 2017*



## Fourth Form Curriculum Guide | Introduction

This booklet sets out the Fourth Form Curriculum which the School expects to offer in the Academic Year 2017-2018. Some details of the curriculum may be amended, so the information in this booklet should be taken as a guide only.

Pupils entering the School in the Fourth Form follow a curriculum which offers all the subjects of the National Curriculum together with a second modern language for every pupil and Latin for those suitably qualified.

The Fourth Form curriculum has three principal aims. The first is to consolidate what has been learned in the previous two years, to ensure that all pupils are at or above a common minimum standard across all of their subjects, in preparation for the formal start of their GCSE courses in the Remove year. The second is to enable pupils to experience as wide a range of subjects as possible in the Fourth Form, so that they are able to make informed choices for their GCSE option subjects. The third is to maintain pace, progression and challenge as pupils prepare for the formal start of their GCSE courses.

The structure of the Fourth Form curriculum is as follows:

<b>Core subjects</b>	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects) and French (or English as an Additional Language, where appropriate)
<b>Other subjects, taken by all pupils</b>	Art and Design, Design Technology, Drama, Geography, History, Music, Personal Social and Health Education (PSHE), Physical Education, Religious Studies and a second modern language (or EAL).
<b>Latin</b>	The most able Latinists are able to continue their study of Latin, in addition to their other subjects.
<b>Games</b>	All pupils have a session of Games each week, in addition to PE

The second modern language studied is either German or Spanish; pupils are invited to express a preference and places are allocated in order of receipt of those preferences, taking into account availability of spaces in each language and any reasons given for the preferences expressed. Pupils who speak English as an Additional Language are assessed for their ability in English on entry to the School and their curriculum is adapted to suit their needs and abilities. English as an Additional Language is taught to those pupils who need it and usually replaces the lessons in French/German/Spanish.

The Fourth Form PSHE programme is modular. Pupils rotate through all of the units over the course of the year. These units are interspersed with whole year group presentations and guidance to pupils on smoking and other issues.

In addition to the academic curriculum, all Fourth Form pupils participate in the School's Games and Activities programme. The minimum expectation for each Fourth Form pupil is set out in the Activities Handbook, which is published annually.

There are 32 periods in the week, each of 50 minutes before lunch or 45 minutes after lunch. The School operates a two week timetable. The period allocations over two weeks are:

<b>Subject</b>	<b>No. of Periods</b>
Art and Design	3
Biology	4
Chemistry	4
Design Technology	3
Drama	2
English	7
French	4
Games	2 sessions
Geography	3
German or Spanish	5
History	3
Latin (if taken)	2
Mathematics	6
Music	2
Personal, Social and Health Education	2
Physical Education	2
Physics	4
Religious Studies	2

There are generally two prep subjects per night, of 45 minutes each.

Pupils are set by ability in English, Mathematics, and Science according to their performance in the Common Entrance Examinations. In other subjects setting is mixed though work set may be differentiated according to the ability of individual pupils. Setting arrangements in English, Mathematics, and Science are reviewed towards the end of the first term and set changes made where this is felt to be appropriate.

Details of the course content of each subject are to be found in the following pages.



## ART AND DESIGN

The Fourth Form Art and Design course is intended to provide a firm foundation of knowledge and skills which some pupils may then wish to develop further to GCSE.

Pupils will have the opportunity to experience a wide range of techniques and materials, including:

- Drawing from direct observation
- Painting from observation and imagination
- Three dimensional design and construction
- Printing

Pupils work on given themes, learning to develop ideas, collect and research their own information, and make a creative and personal response to projects. All pupils keep and develop their visual ideas in a sketchbook final outcomes will involve an increase in scale and ambition. Pupils will be introduced to written interpretation of artists and designers work. Through the course pupils learn to present work effectively and will be given the opportunity to evaluate and discuss both their own work and that of artists and designers.

## DESIGN TECHNOLOGY

*Ability proceeds from a fusion of skills, knowledge, understanding and imagination, consolidated by experience.*

All pupils receive three periods of Design Technology a fortnight, with an emphasis on practical problem solving and skill acquisition. Pupils are taught in rotation with three focused experiences (practical work, CAD/CAM and graphics), offered throughout the year. The Fourth Form syllabus forms an integrated part of a three year GCSE course, with pupils gaining insight and experience in four core areas:

- **Manufacturing skills:** gained by shaping and joining materials using workshop tools and equipment.
- **Presentation skills:** using freehand sketching and rendering techniques, as well as learning more formal drawing and 2D/3D modelling systems.
- **Computer skills:** using Computer aided design software (CAD) linked with Computer aided manufacturing (CAM) technology, such as the laser cutter and 3D printers. Design packages also offer opportunities for desktop publishing, 3D drawing, printed circuit board design, animation and electronic simulation. CAM equipment allows for sophisticated 2D and 3D modelling.
- **Theoretical concepts:** taught through the study of digital micro-electronics, structures, mechanisms and other systems as well as building an appreciation of key designers such as Thomas Heatherwick and Eileen Gray.

The aim of the Fourth Form course is to provide pupils with stimulating and challenging opportunities while building a portfolio of skills and knowledge that will be directly applicable to later GCSE success. Weekly support or extension sessions are provided through DT Club, Robot Club, a linked activity with the Physics Department - the Kerbal Space Program activity, and for older pupils the Arkwright Scholarship group. Other STEM (Science, Technology, Engineering and Mathematics) related activities are offered as opportunities arise. At the start of the year all Fourth Form pupils will compete for a place in the Design Museum's 'Design Ventura' Competition. Pupils studying A Level Design Technology have gone on to study Engineering, Product Design, Cyber-technology, Architecture and many other technology or design-related areas of study.

## DRAMA

Fourth Form pupils receive one lesson of Drama per week. The lessons are practical, designed to give an appreciation of a wide variety of dramatic styles. Improvisation, game playing, mime and other drama skills are introduced. Pupils have to learn to work positively with each other, problem-solving in small groups. We aim to promote self-confidence, creativity and co-operation during these sessions. Ideas are articulated through discussion and presentation.

In addition, pupils can audition for House plays or School productions as they arise, though it should be understood that although they may have been the obvious choice in their previous school, they will be competing with a wide range of mature and experienced drama students to gain a role.

The Fourth Form Drama curriculum will enable both pupils and teachers to make an informed choice when considering whether to take Drama at GCSE level. Whether or not the subject is chosen for subsequent exams, this year should be one of enrichment and excitement.

## ENGLISH

The department aims to foster a positive and effective working atmosphere in which pupils can achieve their full potential. The Fourth Form curriculum in English is designed to enhance the pupils' skills in speaking and listening, reading and writing. Pupils are taught in sets which are organised principally according to prior examination performance in English, either Mill Hill's own 13+ entrance examination or, more usually, the Common Entrance taken at the end of Year 8. Pupils develop their ability to recognise and understand the personal, social, historical and cultural contexts and influences inherent in the study of literature and to communicate their ideas meaning through speech and writing, matching style and content to audience and purpose.

Considerable emphasis is placed on improving the technical accuracy of pupils' written English and on developing their vocabulary and use of grammar to a level at which prepares them well for their GCSE courses. To this end pupils are required to write regularly, producing at least one substantial piece of writing each week. Since reading is the most effective way to absorb vocabulary and grammar, pupils read regularly in class, with one period a fortnight set aside for this in most sets. Some reading lessons take place in the Piper Library and there is a recommended reading list for pupils to choose from. In addition to the one written prep set each week, private reading is also expected to be done in pupils' own time. Three books per year are set for the holidays to ensure that a minimum level of private reading is undertaken by each pupil. These books are not formally taught, but knowledge and understanding of one book is tested at the start of each term. Private reading is also set in the long half term in the autumn.

Pupils are assessed using levels and targets based on, but below the standard of, GCSE. Targets for specific improvement are established after each major piece of assessed work and at the end of each term.

More detail on each area of attainment is given below:

### 1. Speaking and Listening

Oral work is an integral part of communication. Tasks are set to enable the conveying and understanding of information, expressing and responding to ideas and feelings, group discussion and performance, and discussion of language. Individual presentations, class debates and aspects of drama, including role play, are each employed in a variety of tasks which are often linked to the topics being covered in reading and writing.

### 2. Reading

Pupils will study a variety of texts in the Fourth Form, depending upon the set they are in. However all pupils study texts from both literary heritage and contemporary texts. All pupils are introduced to Shakespeare, studying a play of their teacher's choosing in the Spring Term. Other texts and topics include the coverage of C19th short stories and poetry in the Autumn Term. In the Spring Term all sets cover a modern novel (C20th or C21st); recent selections have included Robert Cormier's 'After the First Death' and Kazuo Ishiguro's 'Never Let Me Go'. In the summer term all pupils study an 'unseen' poetry anthology, and read a modern drama, with recent choices including Arthur Miller's 'View from the Bridge' and Willy Russell's 'Educating Rita'.

### 3. Writing

The use of the written language is assessed for production and variety, style, spelling and presentation. In addition pupils study language itself and the skills of drafting and revising. In the Autumn Term they study a non-fiction anthology (the content of which can vary from year to year) and which is used as a stimulus for tasks that demand writing to argue and to analyse. In the Summer Term two major pieces of creative writing are completed.

### 4. Assessment

In the Autumn and Spring Terms all of the pupils complete four assessed pieces of work and in the Summer Term a further two are done. These are completed in prep time and, sometimes, in class too. In addition there is an examination in the Summer Term which comprises questions, one on an 'unseen' poem and one on creative writing and/or writing to argue/analyse.

The pupils' performance in the summer examination and over the whole year is carefully considered when decisions are made as to which GCSE set they should join the following year in the Removes (Year 10). From there for the next two years all pupils progress to study GCSE English Language and GCSE English Literature – the examination board is AQA.

## ENGLISH AS AN ADDITIONAL LANGUAGE

The year starts with a detailed induction to the School, the teaching of school and subject-specific vocabulary and a review of basic English grammar. During this period pupils get to know about each other's culture, families and interests as well as learning about many aspects of English culture. There are lots of opportunities for speaking activities so that pupils develop good oral skills and build their confidence. Pupils will be asked to give presentations to the group on aspects of grammar and functional English and, every two weeks, they will have the chance to do some individual speaking practice with a GAP student who is able to give them intensive feedback and speaking targets for the future.

Pupils move on quickly to, 'Ready for First' a preparation course for the internationally recognised Cambridge University First Certificate in English examination which is taken in the last term of the academic year. This examination consists of four papers; Reading and Use of English, Writing, Speaking and Listening. Pupils learn to distinguish between using formal and informal styles of writing, essays, reports, review and other text types. Throughout the course provides a complete grammar and vocabulary syllabus for Upper Intermediate students.

There is a lot of emphasis on ways of learning such as folder organisation, recording new vocabulary, presentation of written work, the importance of integration, introduction to set level readers and introduction to the School's Virtual Learning Environment, which is an important learning resource for pupils in many subjects. Pupils will participate in the EAL Reading Challenge, a project undertaken with the Library in order to encourage and reward those pupils who advance their linguistic skills through independent reading.

Pupils needing more intensive support in EAL may have individual sessions in their private study times or before and after school. These support sessions are tailored to their particular language needs and will help them to better access the curriculum in other subject areas.

# GEOGRAPHY

The Fourth Form Geography syllabus is new for 2015-6 and aims to reflect Geography as a whole; it is characterised by variety both in terms of content and in terms of enquiry methods. Our aim is to provide an understanding of Geography that is useful to the pupils of Mill Hill both within the context of the subject itself but critically within their lives beyond the School. We aim to ensure that each pupil, wherever they have come from and wherever they are going, is a better-informed global citizen at the end of the year than they were at the start.

The course is made up of five key modules that cover what would traditionally be classed as Physical and Human Geography. Throughout the delivery of these modules we also aim to introduce students to a variety of key geographical skills. All pupils will become familiar with key Geographical ICT Skills and the basic use of these skills during the course of their Fourth Form study. They will also become increasingly able to respond to a range of images and maps at a variety of scales.

## **Core Concepts:**

### **Module 1: Plate tectonics**

1. Structure of the earth
2. The distribution of plate boundaries
3. Causes and impacts of volcanic eruptions
4. Causes and impacts of earthquakes
5. Tsunamis
6. Supervolcanoes

### **Module 2: Globalisation**

1. What is globalization?
2. What global developments have encouraged globalisation
3. Advantages and disadvantages of TNCs

### **Module 3: Living World**

1. What is an ecosystem?
2. Characteristics of global ecosystems
3. Rainforests
4. Management of ecosystems

### **Module 4: Energy**

1. UK energy mix
2. Non-renewable energy sources
3. Renewable energy sources
4. The future?

### **Module 5: Cold environments**

1. Distribution of cold environments
2. Reasons for this distribution
3. Flora and fauna of the environment
4. Management of the environment

## HISTORY

History in the Fourth Form follows a course of study which is largely based on late 19th and 20th Century British and European History. This course is primarily intended as a preparation for the OCR GCSE Modern World course which we offer in the Remove and Fifth Form.

The course is divided into a series of Study Units offering a range of topics based around key questions which are interesting in their own right, form a coherent course of study and which provide a wealth of source material to allow pupils to deal with problems of evidence and the evaluation of source material in context. We begin with a study of the Causes of the First World War and consider what or who was to blame for this defining conflict. We examine why the War became such a protracted conflict and why the Allies eventually triumphed in 1918. We then consider the Treaty of Versailles, 1919 and whether it was a fair settlement, followed by a study of the reasons for the outbreak of the Second World War in 1939. The final unit is a three-part study of Nazism in Germany 1933-45 with a particular focus on why the Nazis came to power, how they attempted to transform German society along racial lines and why they eventually committed mass murder.

GCSE skills are taught and practised throughout the course, enabling pupils to distinguish between fact and opinion, bias and objectivity. They are also expected to sharpen their reasoning power, particularly with respect to analysing the processes of continuity and change, cause and consequence. In addition, it is hoped that pupils will start to become aware of the general inadequacy of simple explanations for what are often complex events.

Written assignments take a number of forms including essay writing, source analysis and project work, all of which are based on GCSE style questions.

## LATIN

There is one Latin set (divided into two for the past few years) in the Fourth Form, selected by ability. Fourth Form pupils follow the Cambridge Latin course, starting at Book III. This is a reading-based course for GCSE, supplemented with background material - in English - about Roman civilisation. Emphasis is upon translation from Latin into English, and once the rudiments of the language have been grasped, pupils are introduced to the "raw" (and genuine) Latin of Catullus, Petronius, Ovid and Martial. It is hoped that from 2015-2016 the Latin set will enter for the WJEC Certificate in Latin at the end of the Fourth Form. This will ensure certificated recognition of pupils' study.

As well as the possibility of visits to local sites of Roman interest, there is a Classics trip abroad every couple of years. The next potential trip will be to Italy, to Rome, Vatican and Bay of Naples.

Those pupils who have followed traditional courses, such as Wilding, *Disce Latinum* or Oxford Latin, will find the Cambridge Latin Course easily approachable. Those who decide to continue their study of Latin at Mill Hill find it an enjoyable experience and are able to consolidate and develop the linguistic principles learnt initially for Common Entrance and the optional Latin paper of the School's Scholarship Examination. A very high proportion of those who continue with Latin through to GCSE achieve an A\* or A grade.

## MATHEMATICS

In the Fourth Form Mathematics course pupils develop their ability to describe, tackle and solve problems which require the application of mathematical knowledge and techniques. Consequently, the main approach to teaching and learning Mathematics in the Fourth Form is based upon problem solving and reasoning.

This broad aim means that we concentrate on improving the following five aspects of the problem-solving process. First, pupils must understand the problem; they have to interpret the requirements of the problem and the vocabulary and concepts in which it is expressed. Secondly, they have to consider how to go about solving the problem and choosing an appropriate strategy. Thirdly, they have to implement their strategy; this may require the processing of data, e.g. numerical calculations or manipulation of algebraic symbols. Fourthly, when they carry out their strategy they may need to use practical skills, e.g. measuring or making a scale drawing. Finally, they have to communicate the solution of the problem, or the conclusions reached if there is no solution, perhaps using ordinary language, mathematical language, or a mixture of both.

Pupils will develop competence in a range of skills and acquire a firm grasp of concepts: they will learn to use their knowledge and skills in a variety of familiar and unfamiliar situations. They will be given the opportunity to tackle open-ended problems and to take part in group and class discussions in order to heighten their competence and to make their understanding more secure. Furthermore, they will learn how to estimate, approximate and work to degrees of accuracy appropriate to the context, to respond orally to questions about mathematics and to carry out mental calculations.

It is our intention to provide a course which will stimulate interest and stretch each pupil. To help us achieve this we provide textbooks and teaching materials which allow for a broad range of abilities and prior knowledge. These materials allow each individual to consolidate knowledge, learn new things and to challenge him/herself as appropriate. Seeking challenge and not being afraid to make mistakes are essential to long-term learning and understanding.

In this first year we aim to encourage a healthy attitude towards the subject and good working habits. Pupils are expected to take care with regard to the layout and tidiness of their work, and to appreciate the importance of showing their working when answering a question. The establishing of these qualities improves their chances of success as they move into the Remove year.

## MODERN LANGUAGES

The Modern Languages Department is committed to offering pupils every opportunity to prepare themselves for living and working in the Europe of the twenty-first century. To this end we strongly encourage them to study and learn, for as long as possible, two European languages other than English; thus whatever their chosen career, they will be able to compete for the best jobs alongside students from other major European countries. In the Fourth Form, therefore, all pupils continue to study French and begin the study of either German or Spanish. French and Spanish are core curriculum subjects for pupils through to GCSE and German is an option subject. This means that pupils can study one of French or Spanish as their core language, or they can study both French and Spanish or both French and German.

### **FRENCH**

The first year in French allows pupils to consolidate what they have been taught prior to starting at Mill Hill. We then build on this firm foundation and ensure that the pupils are in a very strong position to start the GCSE course in the Remove. The ablest pupils are taught at a rapid rate with an extension programme which allows pupils in the top set to develop further the language they have acquired and get an insight of and explore some of its literature and culture. All Fourth Formers have the opportunity to take part in the exchange with our partner school in Rouen.

### **GERMAN**

Germany's culture and history have played a key part in shaping modern Europe, its language is an antecedent of modern English, and it is the biggest export economy in the world. The German course in the Fourth Form is both the first year of a three-year course to GCSE and (for those who choose not to continue with the language) a one-year introduction to everyday German, which is complete in itself. All Fourth Form pupils studying German are offered the opportunity to visit the city of Leipzig for a four day visit and this enables them to practice their spoken German and to experience first-hand German life and culture.

### **SPANISH**

Spanish is the world's third most widely spoken language and is of crucial economic importance because of the vast potential of the continent of South America. The Spanish course in the Fourth Form is both the first year of a three-year course to GCSE and a one-year course for those who choose not to continue with the language beyond the Fourth Form. Pupils learn to cope with everyday situations and acquire much information about Spain and Spanish-speaking countries. In the Remove, pupils studying Spanish are offered the opportunity to visit San Sebastian for a five day visit in June.

# MUSIC

Music in the Fourth Form is a stimulating, rewarding and fun course for musicians and non-musicians alike and prepares all pupils (irrespective of prior musical experience) for Music GCSE should they wish to take it. The course seamlessly integrates practical and theoretical work and covers a wide range of musical genres and disciplines. Fourth Form pupils receive one lesson of Music per week, which is taught in groups of ten to twelve. The Music School boasts excellent facilities for both the practical and the academic study of music.

## **Autumn Term: Elements of Music and Notation**

Pupils are introduced to the concepts of melody, harmony, rhythm, dynamics and texture through singing and practical work, as well as through the study of pieces in a variety of styles, with one particular work as a focus. Alongside this they develop their skills in notation and are introduced to Sibelius notation software via an interactive video course which caters for the whole range of musical literacy.

## **Spring Term: The Blues and Pop Song Composition**

Building on a knowledge of chords developed in Autumn Term, pupils learn the basic elements of The Blues and break into groups to devise improvised blues pieces on their own instrument/voice or keyboard. After half-term we delve into the structure and harmony of Pop Music and pupils compose their own pop songs using Garageband software.

## **Summer Term: Film Music Composition and a Brief History of Music**

The first half of the Summer Term focuses on music's ability to communicate drama and emotion. After studying basic techniques of Film Composition, pupils compose and record the soundtrack to a short film clip. At the end of the year we enjoy a rapid tour through the history of music and an introduction to the GCSE set works..

In addition to curricular music, visiting teachers provide lessons in most instruments and singing, and pupils are entered each term for Associated Board practical and theory examinations. There are opportunities to participate in a very wide range of musical activities such as Chapel Choir, Main Choir, Jazz Band, Orchestra, Chamber Orchestra, Rock & Pop and Glee Club as well as numerous other groups and chamber ensembles. Theory Clubs are held at various points in the week to support pupils' academic and performance skills. The vast array of concerts ranges from twice-weekly Coffee Concerts, where pupils can perform in an informal setting, to Unplugged (pop performances), large-scale orchestral concerts, a jazz evening and instrumental, vocal and compositional competitions. There is truly something for all musical tastes and abilities. We make regular CD recordings and frequently undertake tours; this year we plan to visit the Netherlands in November.

## RELIGIOUS STUDIES

Religious Studies is taught to all Fourth Form pupils at Mill Hill. The focus is on the Philosophy of Religion and Applied Ethics and provides a strong foundation for the GCSE course and subsequent A level course.

The aim of Religious Studies is not to make people 'religious', rather it is about the academic study of religion and the fundamental philosophical and ethical questions of human existence such as: Does God exist? Is the universe the result of chance or design? Does human life have a purpose? How can science and religion be compatible in the 21st century? Do we have a soul? Are all religions equal? How do we know what moral rules should be followed? Should capital punishment be allowed? Does the sanctity of life mean that assisted suicide should never be allowed? Do animals have rights? What is love? What happens when we die? Is religion a force for good or evil in the world? In which ways are we manipulated by the media? These and many other questions are considered.

Pupils are taught how to think well and how to develop their own structured arguments, which is a vital academic skill and prepares them for the rigours of future study. Many pupils (40-50 each year) opt to take Religious Studies (Philosophy and Ethics) at GCSE and a further 20-30 opt to take the A level, which is highly regarded as a rigorous and academic A level when applying to university.

The intention is to stimulate discussion between pupils of 'all faiths and none' thus challenging preconceived ideas and developing critical thinking. It produces some lively debates; hence the course is very personal, enabling pupils to formulate their own ideas in relation to some major questions of contemporary life.

## SCIENCE

Pupils study all three Science subjects in the Fourth Form on a total of six periods per week divided equally between Biology, Chemistry and Physics. Pupils are set by ability and are in common sets for the three Sciences. There are regular topic tests throughout the Fourth Form and set changes are made, as appropriate, at the end of the Autumn and Summer terms.

The Spring term sees the start of the GCSE course in all three sciences, and shortly before Easter pupils express a preference between taking either Double Award GCSE Science on 7.5 periods per week or the three separate GCSE Sciences on a total of 11 periods. All Sciences, whether Double Award GCSE Science or Separate Science are taught by specialist teachers of their subject through to the GCSE exams. Both types of qualification (subject to grade) can be acceptable for entry to A-Level Science courses. Details of the exam board and curriculum content are still to be confirmed.

### **BIOLOGY**

The purpose of the Fourth Form Biology curriculum is to introduce pupils to some of the main concepts and skills required for GCSE Biology. We select a range of topics which are both accessible and enjoyable.

In the Autumn term the emphasis is on How Science Works. Within this topic the pupils will cover many aspects of Biology and complete a few projects, including fieldwork, microscopy, enzymes and photosynthesis. We then move on to the first elements of the GCSE course.

### **CHEMISTRY**

The course is divided in to two components based around the National Curriculum. The course is designed to ensure that topics covered in the final year at Preparatory School are consolidated, making use of practical work whenever possible.

In the Autumn term the emphasis is on practical work, building on some of the knowledge and understanding that pupils will have come across earlier in their science career. Topics include: simple chemical reactions; hydrogen; reactions of metals and metal compounds and patterns of reactivity. There is an emphasis on developing practical skills and working safely within the laboratory in this terms work. In the Spring term the pupils will start their GCSE Science course.

### **PHYSICS**

Pupils spend the first term of the Fourth Form studying astronomy and electricity; there will be numerous opportunities for practical work. In particular the pupils will be improving their mathematical and scientific literacy skills.

In the Spring term, the teaching of GCSE material begins.

### **CORE GCSE KNOWLEDGE AND SKILLS**

Early in the Spring term all three science areas commence the teaching of the GCSE curriculum.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social, Health, religious and economic Education (PSHRE) is delivered in a variety of ways, including timetabled lessons, pupil involvement on School Councils, the peer-mentoring scheme, cross-curricular projects, community action, structured tutor group sessions, extra-curricular trips, plays and a variety of leadership opportunities. The timetabled PSHRE lessons enable pupils to reflect on issues that are relevant and important to them, enabling them to share their experiences and opinions. Pupils not only develop knowledge of key topics, but develop their skills to deal with situations in everyday life. A variety of delivery methods are used, including group discussion, project work, lectures and debates.

The PSHRE programme is delivered with each module having one 50 minute lesson per week for three weeks. Pupils rotate to different topic throughout the academic year. The modules covered are:

### **Building positive relationships**

This topic is taught across all year groups. Pupils learn about building and sustaining healthy relationships with their peers and parents. Pupils will look at the factors which contribute to a healthy relationship and learn about how to deal positively with changing relationships and family circumstances.

### **Relationships and sex education**

This topic is taught year groups except the upper sixth. Pupils will develop and understanding of the importance of friendships and relationships in the context of love and sex. Pupils discuss the concept of consent and the understanding of readiness for sexual relationships. Pupils will learn about the law in relation to consent and the legal age for sex. The topic also covers contraception, and the possible risks associated with unprotected sex, such as unintended pregnancies and sexually transmitted infections.

### **Diet and exercise education**

During this topic, pupils will learn about the benefits of physical activity and exercise, and the importance of sleep with regards to rest and recovery. Pupils will look at the importance of balance between work, leisure and exercise and will discover what constitutes and balance diet and its benefits. Pupils will develop an understanding about the influences on diet, such as lifestyle, media, body image, age, health issue and will look at different eating disorders that might impact their lifestyle.

### **E-safety**

The module deals with the rapidly changing area of e-safety. Cyber bullying is highlighted and pupils are informed of how best to avoid and overcome this safely. The legal and social repercussions of 'sexting' are emphasised with strong warnings. The module recognises the place of social networking in pupils' lives and encourages them to consider a host of issues related to this.

### **Study Skills**

Pupils are exposed to an array of learning techniques that aim to help them organise, understand, memorise and process information more effectively. The module includes practical examples and clear explanations to build competence and confidence in all the key areas that underpin successful study. Self-discipline and the benefits of proactive learning are a key message in this module.

### **Citizenship**

This module helps pupils to recognize their own core values and understand how these values might influence their choices within a community. Pupils will discover a diverse community is made of a variety of race, gender, age groups, and people with ability or disability. They will start to understand the tensions that develop, that can be a result of human rights, law and cultural expectations and will look at how to tackle discrimination and challenge stereotypes with society.

### **Drugs and alcohol education**

Pupils will discover factual information about legal and illegal substances, including alcohol, tobacco and other recreational drugs. They will understand the law in relation to supply, use and misuse of these substances. Pupils will develop skills, to deal with peer pressure and influences in relation to drugs and alcohol and will understand the risks associated with experimentation and addiction.

### **Emotional health and wellbeing**

Pupils will learn how to recognize personal strengths and qualities in relation to building self-esteem and confidence. This module will also look at changing circumstances and characteristics of mental health associated with this. Pupils will develop their awareness of mental health, learning to recognize when help is needed and where help can be found.

**Respecting equality**

Pupils will look at what a diverse community looks like and what it is made of. They will be able to recognize differences in sex, age, gender and sexuality and have a deep understanding of the unacceptability of negative behaviors associated with sexism, racism and many more. Pupils will be able to recognize different types of abuse, mainly focusing on bullying and pupils will develop skills and strategies to manage being targeted or witnessing others being targeted.

**Economic and business**

Pupils will develop skills and qualities required to engage in enterprise. This includes seeing opportunity, managing risk and marketing strategies. Pupils will learn about different types of business and how they are organized and structured differently. Pupils will discover the financial decisions that young people might make and learn about moral and social dilemmas relating to the use of money and how this affects the economy.

## PHYSICAL EDUCATION AND GAMES

The programme of Physical Education (PE) and Games is designed to provide every pupil with the opportunity to participate in a wide variety of sports. Pupils in the Fourth Form have a single PE lesson and a double Games lesson each week. The aim of these lessons is to promote participation by providing enjoyable lessons which enhance the pupils' ability, understanding and confidence in a range of activities. In addition, pupils will develop a sound theoretical grounding in the subject from which they can successfully enter into GCSE PE. The PE lessons are in mixed classes or single sex classes where appropriate. Games lessons are organised separately for boys and girls.

Fourth Form PE lessons cover a varied curriculum including indoor hockey, health-related fitness, swimming, gymnastics, athletics and tennis. In the Remove and Fifth Form, in addition to a weekly PE lesson for all pupils, GCSE PE is available as an option subject.

The major boys' team games vary each term where they participate in hockey, rugby and cricket respectively during the year. The major girls' team games vary each term where they participate in hockey, netball and then both rounders and tennis, respectively during the year. The School also participates in athletics competitions. There is a full programme of School fixtures at all levels in these games, for both boys and girls.

Throughout the PE and Games programmes, full use is made of the School's facilities, including the sports hall, astroturf pitch, swimming pool, tennis/netball courts and our extensive playing fields.

## EUROPEAN LINKS

Mill Hill School has been taking part in an exchange with pupils from the *Collège Jean Paul II* in Rouen, Normandy for nearly fifty years. This exchange offers Fourth Form pupils the opportunity to spend a week in a French school in May. Not only does this visit allow pupils to participate fully in the host school's curriculum and extra-curricular activities, but they can discover Paris and Normandy. In February of the Fourth Form, the French pupils from Rouen visit Mill Hill School for a week and go on excursions to London and Cambridge.

Pupils who study German in the Remove can opt to take part in a cultural visit to Leipzig in Germany in March/April. Those who study Spanish in the Remove will visit San Sebastian for five days in June.

It is our intention to continue to develop our pupils' awareness of European issues and of the place of Europe in the world today. We aim to involve ourselves in projects and collaborative work with other schools across Europe, and to encourage our pupils to develop strong modern language skills. Not only do our pupils benefit themselves from the experience, but they also have a very positive and broadening influence on others.

## THE PIPER LIBRARY

The Piper Library is situated next to the Art & DT block and is open from 8.30am to 5.30pm Monday to Friday, Monday and Wednesday evenings from 6.30pm to 8.30pm, and Saturday between 9am and 12.30pm.

The Library database holds more than 18,500 items including fiction and non-fiction books, DVDs and reference material, which is constantly updated, so that pupils can find the latest resources, which cater for different tastes and abilities.

All Fourth Form pupils have an induction to the Library, when they first start at the School. During this time pupils are given a survey to complete, so that the Librarian can produce a 'Top Ten Favourite Authors' reading list. They are also given a 'Who, What, Where, When & How' booklet on the Piper Library and a Lower School Reading Bookmark which corresponds to the colour coded fiction books. This is followed up in English and other activities, where reading for study and recreation is discussed and actively encouraged.

Pupils have use of a range of resources, including computers, laptops, and photocopier and printing, along with a vast range of magazines relating to different subjects and a daily newspaper. DVDs can also be borrowed.

Pupils are actively encouraged to ask for information linked to their respective areas of study, and texts can be ordered if not in stock. The Library is therefore able to offer pupils a large, varied and up-to-date range of resources.

## SPORTS AND ACTIVITIES

### **Sports and Activities**

In addition to timetabled PE and Games lessons, all Fourth Form pupils take part in at least two extra-curricular activities during the week. One of these sessions is used primarily to develop skills in the major sport of the term. For the girls these are hockey in the Autumn term, netball in the Spring term and rounders/tennis in the Summer term. For the boys these are rugby, hockey and cricket. The second session is given over to 'Skills and Initiative' activities and the Combined Cadet Force (CCF). Most (but by no means all) of the team sports fixtures are scheduled for Saturday afternoons; it is a clear expectation that those selected to represent the School will be available for all scheduled fixtures.

Pupils have the opportunity to opt into a variety of other sports and activities. Options include:

### **Sports**

Badminton, basketball, cross country, fives, golf, indoor cricket nets, indoor football, mountain biking, shooting, swimming, tennis, tae kwon do, ultimate frisbee

### **Activities**

Chamber orchestra, chapel choir, chess, choir, dance, deaf signing, debating, including 'Hot Topics', drama, glee club, tech club (DT), general knowledge, ICT, jazz ensemble, philosophy, various instrumental ensembles, and a number of departmental clubs and activities.

### **Summer Term Army Camp**

The on-site CCF programme extends into the Summer term but there is also an opportunity for some Fourth Form cadets to go on the Army central camp. The camp is based at military establishments, such as Longmoor Training Camp, where there are opportunities for climbing, walking, camping, fieldcraft, sailing, canoeing, mountain biking, abseiling and many other activities. Fully trained instructors run the activities, in conjunction with Mill Hill staff. The camp is challenging but very rewarding for those who take part.



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