



Mill Hill

Instilling values, inspiring minds

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International

2023/2024

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Pupils enter Mill Hill International from a wide variety of educational backgrounds and our guiding principle is to create a supportive yet challenging educational experience which allows all of our pupils to thrive and excel in the British independent education system. This aim extends beyond the pupils' time at Mill Hill International; we hope that the pupils' progress will be sufficient to allow them to achieve their full potential as they move to British independent schools.

The academic curriculum is complemented by an extensive programme of Games and Activities. The breadth of the curriculum, both inside and outside of the classroom, provides opportunities for all pupils to enjoy a full range of activities, sports and intellectual disciplines. We seek to ensure that pupils become more confident, motivated, resilient, determined and independent during their time with us. We aim to give all pupils an understanding of themselves as learners, as young adults and as global citizens. In addition, we want pupils to realise their own strengths, weaknesses, limitations and potential and to develop an understanding of how to thrive in the fast-paced twenty-first century. We want to engender a sense of intellectual curiosity and wonder to ensure that pupils make the most of opportunities open to them.

The curriculum at Mill Hill International aims for all pupils to develop:

- A high level of literacy and numeracy to enable effective and confident communication;
- The intellectual and study skills and habits upon which pupils will be able to draw in higher education and in the workplace;
- An international perspective and ability to communicate with others with respect and empathy;
- An understanding of British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

- An appreciation of culture through exposure to art, music, theatre, literature and sights around London and further afield, as well as an understanding on how this may benefit and enrich their lives;
- An understanding of personal, social, health and citizenship issues and an awareness of the opportunities, responsibilities, experiences and challenges of adult life;
- A strong sense of belonging and a generosity to the community both of the School and the Mill Hill School Foundation as well as of the wider world they live in;
- Sporting and physical skills which give life-long benefits such as health, fitness and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition.

At Mill Hill International we are committed to ensuring that:

- Pupils are provided a full-time, supervised, education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning in relation to time available, timetable constraints, academic/linguistic ability and future academic need.
- Subject matter and teaching approach is appropriate for the ages and aptitudes of pupil from the most able to the least able.
- Pupils who have a statement of educational need or a learning difficulty or disability receive an education which meets their requirements.
- Everyone can fulfil their potential through providing further academic assistance for those who need it or creating greater opportunities and challenges to stretch the more able.
- The curriculum and teaching in place is appropriate to the needs of international pupils for whom English is an Additional Language.

Provision for Pupils with Special Educational Needs and/or Disabilities

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any particular individual difficulties or disabilities which they may experience. The School's Learning Support Coordinator plays a key role in this work and will work with the Deputy Head (Academic) to identify, through screening and ongoing monitoring, the particular needs of individual pupils and put in place strategies (and, where necessary, additional assistance) to help them fulfil their potential. Their needs and progress are regularly reviewed.

Where a pupil has a statement of special educational need or education health and care (EHC) plan, the requirements of the statement or plan are closely followed in order to ensure that the School provides an effective and accessible educational experience. The School participates fully in such statutory reviews as are required for pupils with a statement or EHC plan. For pupils with a learning difficulty and/or disability an Individual Learning Profile (ILP) is made available to assist with provision inside the classroom.

Personal, Social and Health Education (PSHE)

The School runs a PSHE programme, which is designed to complement the academic curriculum and adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life, according to the themes of:

- health and wellbeing
- relationships, including respect for other people (especially those with protected characteristics as defined in the Equality Act 2010)
- living in the wider world (including economic wellbeing and careers education)

Careers Education

Careers provision at Mill Hill International is delivered through the Unifrog platform which will enable all pupils to access resources and advice that is relevant to them at whatever stage of their education they may be. Unifrog is a universal destinations platform that brings all available information into one-user friendly resource which will support pupils in highlighting their skills and interests, selecting GCSE and A Level options, thinking about possible university destinations and identifying potential career paths.

Pupils have one designated tutorial per week to work on careers, with the help of their Tutors, and a tailored programme of activities to complete which are relevant to each of the different year groups. For pupils in Year 9, for example, this will be guiding them towards making informed choices about which GCSE subjects they may wish to study; for pupils in Year 10 this includes helping them choose their further education path whilst Year 11 pupils are supported both in their decisions about where they will be continuing their education after they leave Mill Hill International, both for school and university. Pupils will also be shown how to write a CV and Personal Statement which will form part of their careers profile, something which they will be able to take with them at whichever point they leave the School.

Careers provision is overseen jointly by Ms Paula Clossick (Year 11) and Mr Lee Rich (Year 9 and Year 10).

English as an Additional Language (EAL)

As the majority of pupils at Mill Hill International have English as an Additional Language, specialist teaching is available across the curriculum. All teachers receive specific training in how to adapt their teaching to cater for non-native speakers of English.

English lessons are a fundamental part of all courses of study at Mill Hill International. Lessons aim to develop all four skill areas: reading, writing, speaking and listening as well as to develop the skills needed to use English for their academic studies. Pupils are prepared for IGCSE English as a Second Language or IGCSE English First Language.

Where pupils’ level of English fall below the minimum CEFR (Common European Framework of Reference) level required for the course, additional EAL lessons will be offered. In order to accommodate these lessons within the timetable pupils may take fewer option subjects.

Integration with Mill Hill School
Whilst pupils at Mill Hill International study separately from the pupils at Mill Hill School, there is an important focus on integration. Pupils at Mill Hill International who board are full members of the Mill Hill School boarding community; pupils at both Mill Hill International and Mill Hill School share the same boarding houses; they eat meals (apart from lunch during the school week) with the boarding pupils of Mill Hill School and they are fully integrated into the co-curricular and sporting life of the School. Pupils in Year 9 and Year 10 participate the weekly Games sessions at Mill Hill School and all pupils at Mill Hill International are eligible for Individual and Team Sports under the umbrella of the Mill Hill School Foundation. Mill Hill International pupils also participate in the various musical ensembles that are based at Mill Hill School.

Our pupils attend the fortnightly chapel services held at Mill Hill School and they take part in inter-house debating, the annual House Music or Drama Competition and other inter-house competitions. Representatives from both Schools are selected to sit on pupil representative groups such as the Food Committee and Boarding Councils.

Differentiation, Academic Support and Extension
The School is committed to ensuring that teaching is differentiated appropriately for all pupils. Teaching staff are also expected to be available to provide additional support with academic work.

Teachers are also encouraged to set challenging and interesting extension work and to really encourage all pupils to have a go. Teachers who discover pupils with particular interests should attempt to foster this by also offering independent work that a pupil may do such as further subject reading, research or project-based assignments.

Pupils who are excelling are challenged and those who are struggling, or are in need of additional support, are internally assessed and support strategies are put in place to help pupils achieve their potential, following the Academic Support Strategy. The interventions are periodically reviewed and where necessary updated so that the pupils are receiving the most appropriate level of support. These decisions are data driven and coordinated by both Heads of Department and Heads of Faculty.

Organisation of the Curriculum
Pupils entering the School in Year 9 come from a variety of educational and cultural backgrounds.

- Year 9 is the final year of three academic years called Key Stage 3 in the UK. The Year 9 curriculum at Mill Hill International aims to:
- Enable pupils to experience as wide a range of subjects as possible;
 - Consolidate previous learning in preparation for the start of their GCSE/IGCSE courses;
 - Develop literacy and study skills across the curriculum.

The structure of the Year 9 curriculum is as follows:

Core subjects	English (as a first or second language, as appropriate) Mathematics Science (Biology, Chemistry and Physics, taught as separate subjects)
Other subjects, taken by all pupils	Art and Design, Computing, Design and Technology (D&T), Drama, Geography and History English as an Additional Language (EAL) for pupils who require additional language support, Music, Personal, Social, and Health Education (PSHE), Physical Education (PE), Spanish.
Games and Activities	All pupils have a session of Games each week and participate in the School co-curricular programme
Community	All pupils have the opportunity to participate in community-action activities

Lessons per week: 4

Overview

Year 9 pupils follow a combined Language and Literature course with the dual aim of preparing them for either the First or Second Language IGCSE and ensuring that the pupils read and enjoy a wide variety of different text types including:

- A modern novel (The Boy in the Striped Pyjamas)
- A Shakespeare play (Romeo and Juliet)
- A Gothic novel (Dracula)
- A selection of Wat and Romantic Poetry
- A selection of short stories from around the world

Our curriculum also encourages a focus on accurate, imaginative and confident self-expression be it through Creative Writing or Public Speaking and Debating.

EAL Pupils

EAL pupils are supported linguistically; they read abridged versions of the main texts in class and are provided with more structured vocabulary support. They also receive two additional EAL support classes with a focus on grammatical and lexical accuracy and understanding. Additional one-to-one support lessons are offered as required when an individual pupil needs more intensive support.

Assessment

Pupils will sit regular internal assessments in the form of examinations and presentations.

Cross-curricular Links and Co-curricular Opportunities

To complement the different text types the pupils meet, they are taken on various educational trips. They visit the Imperial War Museum when studying The Boy in the Striped Pyjamas and War Poetry. They also attend a Romeo and Juliet workshop at Shakespeare's Globe Theatre, organised by our playwright, Ms Bano, who teaches on the course. They also have the opportunity to meet a Poet in School through The Poetry Society and can enter multiple national competitions throughout the year in Poetry, Creative Writing and Essay Writing. For those interested in debating, the School runs a debating workshop and enters teams for a national debating competition.

Preparation for Learning

Read widely in English, exploring different genres including novels, short stories, poetries and plays. Broaden your vocabulary by recording new vocabulary in a notebook and learning it as a matter of routine.

Recommended Pre-Course Reading

- Carrie's War by Nina Bowden and/or Warhorse by Michael Morpurgo and/or Goodnight Mister Tom by Michelle Magorian
- A Poem for Every Night of the Year edited by Allie Esiri and/or Poems to Perform: A Classic Collection Chosen by the Children's Laureate Julia Donaldson
- Boy and Going Solo by Roald Dahl and/or I am Malala by Malala Yousafzai
- Wonder by R.J. Palacio
- Harry Potter and the Philosopher's Stone by J.K. Rowling
- Macbeth (Manga Shakespeare) by Robert Deas and/or Macbeth by William Shakespeare

Course Book

Perspectives Intermediate, National Geographic Learning, ISBN: 1337298409
 Perspectives Upper Intermediate, National Geographic Learning, ISBN: 1337277185
 Perspectives Advanced, National Geographic Learning, ISBN: 1337277193
 Close Up Proficiency, National Geographic Learning, ISBN: 9781408098332

Useful Links

- BBC Learning English: <http://www.bbc.co.uk/learningenglish/>
- British Council Learning English: <https://learnenglish.britishcouncil.org/>
- BBC Bitesize KS3 English: <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>
- BBC News: <https://www.bbc.co.uk/news>
- TED Talks: <https://www.ted.com/talks>



Lessons per week: 5

Overview

The Key Stage 3 (KS3) Mathematics course has been developed as a precursor to the Edexcel IGCSE (9-1) Mathematics A course. It models a previous course (KS3 Progress) which was developed with the help of UK teachers and based on academic research into what improves learning in Mathematics.

Topics Covered

- Indices and standard form
- Expressions and formulae
- Dealing with data
- Multiplicative reasoning
- Constructions
- Equations, Sets and Proportionality
- Circles, Pythagoras and Trigonometry
- Sequences and graphs
- Percentages and Probability
- Shapes and Angles

Assessment

Pupils in this course will sit regular internal assessment in the form of topic tests, interim tests and end of term tests. The examinations will comprise core materials of the papers from the syllabus, Edexcel IGCSE (9-1) Mathematics A (4MA1).

Cross-curricular Links and Co-curricular Opportunities

As part of the Mathematics programme pupils will have the opportunity to be part of the Mathematics Society at Mill Hill School and The Mathematics Challenge Club at Mill Hill International. They will also have the opportunity to take part in the United Kingdom Mathematics Trust (UKMT) Individual and Team Challenges along with the very prestigious Hans Woyda Mathematics Competition.

Preparation for Learning

We recommend that pupils who are beginning this course should have previously studied an appropriate lower secondary Mathematics programme. They should have strong arithmetic skills and having a rudimentary knowledge of basic algebra is beneficial. Pupils should also be aware of the standard units of measurement for length, mass, capacity and time.

Course Book

Edexcel International GCSE (9-1) Mathematics A Student Book 1, Pearson, ISBN 9780435181444

Useful Links

- Familiarise with IGCSE and GCSE papers: <http://www.xtremepapers.com/>
- Questions and video tutorials (login needed): <https://vle.mathswatch.co.uk/vle/>
- Practice questions and video tutorials: <https://www.mathsgenie.co.uk/>

Lessons per week: 2

Overview

This is a one-year introductory course in Art and Design. Pupils will develop skills in drawing and painting with a strong emphasis on developing the use of visual language both in written form and through practical creative tasks. This fully immersive course prepares the pupils for the rigors of the GCSE Art and Design course.

Topics Covered

Colour theory and the use of colour in E-uropcan Art and the wider world, including contemporary and historical contextual Art history studies. Outcomes include portraiture, still life art and a group art installation.

Assessment

Pupils are given weekly feedback on set prep tasks which are set by way of consolidating classroom learning on a weekly basis. Interim tests to assess the development of practical skills and monitoring the pupils' use of English to annotate their work and the work of others. Edexcel GCSE Art Assessment grid used to assess current level, presented to pupils with written feedback during one-to-one tutorials.

Cross-curricular Links and Co-curricular Opportunities

School trips to galleries and museums that link topics across the curriculum. There is also the Christmas card competition and joint Art projects with the Mill Hill School Art department.

Preparation for Learning

Pupils are encouraged to draw regularly and take thought provoking photographs of their surroundings, watch documentaries about Art and artists, visit galleries and read about Art that inspires them.

Course Book

There is no course book for this course, but pupils should look at the Pearson Edexcel webpage for the GCSE syllabus.

Useful Links

- <https://artclasscurator.com/examples-of-unity-in-art/>
- <http://www.bbc.co.uk/schools/gcsebitesize/art/>
- <https://www.nationalgallery.org.uk/>
- <http://www.tate.org.uk/visit/tate-modern>
- https://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm

Lessons per week: 2**Overview**

The aims of this course are to encourage and enable pupils to develop inquiring minds and curiosity about science and the natural world. Through this programme of study pupils will acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts.

The course is designed to prepare pupils who will progress onto the AQA GCSE in Biology. The programme develops pupils' skills and understanding in English as a first or second language, Mathematics, Science and Computing. With topics spanning from diet and nutrition to food chains and living organisms to reproduction, each lesson is taught with everyday relevance so pupils will learn about the role of Biology and how it affects not only their lives but daily life in general.

Topics Covered

- Cells to systems
- Photosynthesis and respiration
- Reproduction
- Variation and natural selection

Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests, projects, presentations and end of term tests.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Biology has links to multiple other courses including Computing, English, PSHE, Chemistry and Mathematics. Possible trips that relate to the course could include the Science Museum, Royal Botanical Gardens of Kew and local investigations in the Mill Hill area. There are also co-curricular clubs that pupils with an interest in Biology pupil can engage with, such as the CREST Award club.

Preparation for Learning

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence. Watch biological documentaries, such as Science and Nature BBC and read general interest Biology books, such as The Selfish Gene by Richard Dawkins. Create flash cards and test on key concepts.

Course Book

Activate 3 Student Book, Philippa Gardom Hulme, Jo Locke, Oxford University Press: ISBN: 978-0-19-839258-3

Useful Links

- Consolidate previous Biology knowledge and revise for exams: <https://www.bbc.co.uk/bitesize/subjects/z4882hv>
- Make and share flashcards: <https://quizlet.com/469833012/biology-flash-cards/>
- Revise for exams: <https://www.s-cool.co.uk/>
- Keep up-to-date with articles relating to Biology for wider reading: https://www.sciencedaily.com/news/plants_animals/biology/

Lessons per week: 2**Overview**

The Year 9 Chemistry syllabus enables learners to better understand the technological world, with an informed interest in scientific matters, to recognise the usefulness of scientific method, and how to apply this to other disciplines and in everyday life, develop and interest in and care for the environment. This curriculum aims to prepare pupils for the GCSE Chemistry by introducing them to fundamental Chemistry concepts.

Topics Covered

1. Particle Model and changes of state
2. Separating mixtures
3. Safety in the laboratory
4. Atoms and the Periodic Table
5. Words and symbol equations
6. Useful chemical reactions
7. Extracting metals and recycling

Assessment

Assessment in Year 9 involves monitoring of prep, assessment of investigations, presentations of work in lessons and occasionally in assembly. Topic tests and end of term examinations.

Cross-curricular Links and Co-curricular Opportunities

There are many links with other subjects, for example, the topic of sustainability is pertinent to Geography, History, Design and Technology, as well as Biology through exploration of maintaining biodiversity. Kinetic theory has cross-curricular links with Physics and Mathematics and the understanding of calculations in Chemistry requires an ability to apply mathematical rules and equations. There is also the question of data analysis, which has links with Computing and Mathematics. The study of metals, building materials and polymers has obvious links with D&T. In addition, the emphasis on STEM practise throughout the school encourages links with PE and English.

Preparation for Learning

Pupils should come onto this course with a willingness to work throughout the year to develop an informed interest in scientific matters through extensive reading, both in terms of reading scientific literature, watching documentaries and following current affairs in technology in news articles and magazines such as The New Scientist. They should visit places of interest such as the Science Museum to develop a context for their learning in terms of historic inventions and current innovations. The course allows learners to recognise that science is evidenced based and facilitates their understanding of the usefulness and limitations, of the scientific method. It helps them to develop skills that are relevant to the study and practice of Chemistry, and encourage a systematic approach to problem solving. It also enables learners to appreciate that science is subject to social, economic technological and cultural influences and limitations.

Course Book

- Exploring Science International Year 7 Student Book, Mark Levesley, Penny Johnson, et al., Pearson Education, ISBN-13 : 978-1292294117
- Exploring Science International Year 8 Student Book, Mark Levesley, Penny Johnson, et al., Pearson Education, ISBN-13 : 978-1292294124
- Exploring Science International Year 9 Student Book, Mark Levesley, Penny Johnson, et al., Pearson Education, ISBN-13 : 978-1292294131

Useful Links

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chemistry-9-1-0971/>
- <http://www.bbc.co.uk/schools/gcsebitesize/science/>
- <https://www.twig-world.com/>
- <https://www.savemyexams.co.uk/igcse.html>

Lessons per week: 1

Overview

This course serves as an introduction for pupils to use digital technology safely and protect their own online wellbeing. Pupils develop the digital skills that will help with many aspects of their future learning and development. Pupils will also look at ethical aspects of modern computer usage and will then learn to use applications to automate everyday tasks and get organised.

Pupils will think logically to identify and solve errors in complex computing scenarios and understand how skills such as programming and logical thinking are digitalising industries globally. They will understand the role that design, computers, data and security play in emerging artificial intelligence, robotics and blockchain technologies.

Topics Covered

- Microsoft 365 orientation (including Teams and OneNote)
- Emerging technologies and recent product launches
- Ethics, Free speech and Privacy
- Impact of technology across all walks of life
- E safety and wellbeing
- Presentation software including animation, transitions and media
- Spreadsheet software including what-if analysis and lookup tables
- Database software including queries, reports and forms
- Flowcharts and algorithms
- Introduction to HTML coding
- Programming in Python
- Artificial Intelligence and Robotics

Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests, projects, presentations and end of term tests.

Cross-curricular Links and Co-curricular Opportunities

The course has links to other subjects such as Business Studies when using spreadsheets for financial planning and forecasts; programming functions such as sum, average, min/max and count also link with Mathematics and Science. Pupils also develop English skills by using technical words and practising notation.

Preparation for Learning

A basic understanding of using a PC, laptop, wireless network, iPad and Microsoft 365 is useful. Pupils would also benefit from previous experience with using any programming language.

Course Book

No specific course books. Pupils are encouraged to search the Cambridge International GCSE Computer Science webpage.

Useful Links

- Remote learning with Office 365 for students (microsoft.com)
- KS3 - BBC Bitesize
- Teach-ICT Computer Science learning for school students
- <https://www.tutorialspoint.com/python/index.htm>
- <https://www.w3schools.com/python/>
- <https://www.w3schools.com/html/>
- <https://www.python.org/downloads/>



Lessons per week: 2

Overview

The course in Year 9 is focused on building the skills needed to design and make products in an increasingly complex and technological world. We make frequent use of Computer-Aided Design (CAD) and Manufacturing in the department, which mimics the making of products in a 'real-world' context. The focus in this year is on building skills in industry-standard 3D programmes such as Autodesk Fusion 360 which we use with the laser cutter and 3D printer. We look at several modern design movements – to name a few; Bauhaus and Memphis – investigating what led to their founding, the common motifs used in each, and their influence on contemporary design.

Topics Covered

- The Memphis design movement: associated designers and influence; creating a Memphis-inspired clock using paper and card modelling, Adobe Illustrator, and the laser cutter
- The Bauhaus design movement: its history and design style; creating a Bauhaus-inspired desk tidy using a range of hand tools and machinery from materials such as aluminium and timber
- The role of Computer Aided Design and Manufacture in making products and in society

Assessment

Pupils are assessed regularly on practical projects, computer-based designing, and presentations, and at regular intervals with interim tests and end of term tests.

Cross-curricular Links and Co-curricular Opportunities

Design and Technology links with many other subjects in a 'real world' context, such as Geography, Computer Science and Business Studies. There are also links with Chemistry in the study of commonly used materials. Pupils also use Art and Mathematics skills in the course of this year. Co-curricular opportunities available to our pupils include Drone Club, Eco Club, and DT after school club.

Preparation for Learning

Download Google SketchUp and TinkerCAD, both open-source cloud applications for designing 3D objects. Practise using Adobe Illustrator and Photoshop using online tutorials. Keep a vocabulary book which is checked often to learn new key words. Develop a knowledge of contemporary designers whose work you admire, for example product designers such as Jonathan Ive for Apple or architects such as Zaha Hadid.

Course Book

No specific course book. Pupils are encouraged to search the Edexcel GCSE Design and Technology webpage.

Useful Links

- Library of articles from the Design Museum on contemporary design, including Memphis: <https://designmuseum.org/discover-design/all-stories/>
- Materials information and quizzes: <https://design-technology.org/>
- Excellent revision resource covering all aspects of Design and Technology: <http://www.technologystudent.com/>
- Beginner's guide to Adobe Illustrator (video tutorials and worksheets): https://garethdavidstudio.com/tutorials/series/beginners_guide_adobe_illustrator/
- Beginner's guide to Adobe Photoshop (video tutorials and worksheets): https://www.youtube.com/watch?v=sF_jSrBhdlg

Lessons per week: 2

Overview

This course is designed to introduce pupils to the basic skills of Drama such as developing an understanding of space, group work and improvisation, as well as skills such as tableaux, mime and characterisation. Included in this is the development of pupils' spoken English, oracy and confidence with presenting ideas to a group. It also introduces pupils to the work of two key drama practitioners: Konstantin Stanislavski and Bertolt Brecht.

Topics Covered

- Practical and theoretical study (through practitioner research);
- The role of actor and director in creating a piece of theatre;
- Acting skills, both individually and in groups;
- Communicating with an audience;
- Evaluating the performance process.

Assessment

Pupils are assessed informally throughout the course. Pupils are assessed on their acting skills and their ability to communicate effectively to an audience through the performance of an assessed monologue in the Spring term.

Cross-curricular Links and Co-curricular Opportunities

Drama links particularly well with English, developing the pupils' reading and oracy skills. Co-curricular visits include trips to the Globe Theatre and an opportunity to watch a performance on the West End.

Preparation for Learning

Pupils can look into the following books:

- Drama games for classrooms and workshops by Jessica Swale;
- Fantasy Monologues for Young Actors by Doug Parker;
- Contemporary Monologues for Young Actors by Doug Parker;
- National Theatre Connections Monologues by Anthony Banks;
- The Complete Stanislavski Toolkit by Bella Merlin;
- The Complete Brecht Toolkit by Stephen Unwin.

Course Book

No specific course book. Pupils will be provided with resources throughout the year.

Useful Links

- Stanislavski Exercises (available as a Word Doc): <https://www.dramaclases.biz/the-stanislavski-system>
- 'Naturalism and Stanislavski' (BBC Bitesize): http://dereham6theatre.weebly.com/uploads/8/0/9/5/8095508/stanislavski_exercises.doc
- 'Epic Theatre and Brecht' (BBC Bitesize): <https://www.bbc.com/bitesize/guides/zxn4mp3/revision/1>

Lessons per week: 2**Overview**

Geography is key to a better world and through teaching stimulating topics and lessons pupils will understand how they shape and affect the world around them but also how the world around them shapes and affects them. Bringing the real world into lessons and connecting pupils with the reality of what they are studying is fundamental to the department and we are always aiming to update our practices and embrace the newest technologies.

Pupils start the year studying what Geography is and the key skills needed to become a good geographer. They learn the three types of Geography, to read and understand a range of maps, and the skills needed to be able to use these maps effectively, including four- and six-figure grid references, measuring distances, understanding and recognising symbols and interpreting the landscape by studying contour lines. This is all done in practical lessons that try to simulate real life situations where they might be asked to use those skills outside of school and in the workplace.

Topics Covered

- What is Geography? Three strands of geography, describing places, geographical skills.
- The Geography of the UK: The British Isles, UK and Great Britain, who are the British? Britain, The EU and Brexit.
- Population and Migration: population past and present, distribution and density, overpopulation causes, consequences of migration.
- Local Area Geographical Enquiry: Pupils devise a geographical fieldwork enquiry based in the local area.
- Hazardous Earth: the structure of the Earth, plate tectonics, earthquakes and volcanoes. This topic has case studies which are exciting both spatially and temporally.

Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests, projects, presentations and end of term tests.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Geography has links to multiple other courses including Computing, English, Business Studies, Biology and Mathematics. Possible trips that relate to the course could include the Natural History Museum, the Museum of London and local area investigations in Mill Hill. There are also several co-curricular clubs that pupils with an interest in Geography can take part in. For example, there is a Geo-explorer's club offered at Mill Hill International and a Geography club offered at Belmont.

Preparation for Learning

Keep a vocabulary book to write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence. Watch Geography documentaries, such as The Real Face of the European Union and read general interest geography books, such as Prisoners of Geography by Tim Marshall. Create flash cards and test on key concepts.

Course Book

Geog.1. Rose-Marie Gallagher and Richard Parish, ISBN: 9780198393023

Useful Links

- Consolidate previous Geography knowledge and revise for exams: <https://www.bbc.com/bitesize/subjects/zrw76sg>
- Make and share flashcards: <https://quizlet.com/en-gb>
- Revise and view physical geography animations: <https://www.s-cool.co.uk/gcse/geography/>
- Keep up-to-date with news articles relating to Geography for wider reading: <https://www.geographyinthenews.org.uk/>



Lessons per week:**Overview**

The Year 9 course focuses on some of the most significant and influential events that have helped to shape the history of the world over the past 1000 years. Pupils will study major events in the 14th, 18th and 20th centuries as well as developing the key skills that will enable them to go on to study the subject at GCSE, if they so desire. History teaches us to become independent learners and critical thinkers; it will also help to develop key language skills that will be invaluable in later life.

Topics Covered

- The Black Death
- Slavery and the Slave Trade
- The causes, course and consequences of World War One
- The causes of the Second World War, 1919-39

Assessment

Pupils in this course will sit regular internal assessments in the form of interim quizzes, presentations and end of topic tests.

Cross-curricular Links and Co-curricular Opportunities

There are obvious links between the content of History and that taught in other subjects such as Geography and English, and those that pupils may take for GCSE such as Business Studies and Economics. As a recently launched subject, there are no trips in existence yet, but it is anticipated that these will be established in due course. Lunchtime clinics and support sessions will run in a similar fashion to other subjects.

Preparation for Learning

Keep a glossary of key terminology and of key individuals covered over the duration of each module. Review what has been covered at the end of each week by reading back over all work completed. Watch related documentaries on any of the key topics such as The History of Britain (episode 5) - King Death, on the Black Death and The Somme (2005 movie) on the First World War.

Course Book

No specific course book. Pupils will be provided with resources throughout the year.

Useful Links

- <https://www.bbc.co.uk/bitesize/subjects/zk26n39>
- <https://www.historylearningsite.co.uk/>
- <https://spartacus-educational.com/>

Lessons per week: 2**Overview**

Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils' ability to work with others in a group context. Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment. The music course aims to develop the four key musical skill areas; performing, composing, listening and musical analysis. Pupils will gain a deeper understanding of the history, origins and influences of the music they know and love today.

Topics Covered

Pupils will be exposed to variety of topics from the three main strands: 'World Music', 'Popular Music' and 'Western Classical Music'. Pupils will develop their keyboard skills, singing, ensemble performance, musical theory, composing and arranging skills.

Over the course of the year pupils will study a variety of topics including:

- Samba
- Minimalism
- Film Music
- Gaming Music
- GarageBand - recording
- Composing
- The Elements of Music
- The orchestra

Assessment

Interim tests comprise of short written assessments and listening tests to test the pupil's knowledge and general musicality. Examples of interim tests include recalling facts about the current genre studied, comparing and contrasting two musical performances and completing musical theory practice questions. End of term examinations are practical based and include group performances, solo performances and presenting compositions. These are prepared in the upcoming weeks to the examination day.

Cross-curricular Links and Co-curricular Opportunities

There are over 30 different musical clubs offered at School. These include MHI Singers, The Orchestra, The Jazz Band, The Glee club, Music Theory, Chapel Choir, Main Choir, Chamber Choir, String Orchestra, Shout Band, African drumming and Rock bands. Clubs run before school, at lunchtimes and after school. There are frequent concerts throughout the term that all ensembles participate in. There are opportunities to perform each week in assembly or in Coffee morning concerts. Pupils can perform solos, duets and in small instrumental groups. Pupils have the opportunity to compete in the highly competitive Farrow singing competition each year which is a highlight of the school calendar. There is also an instrumental competition and a bi-annual 'House Song' competition that all pupils enjoy participating in.

Preparation for Learning

Pupils can prepare by exposing themselves to a variety of musical styles and genres. They should use the topic genres as a guide but extend and explore further styles. Pupils should start by listening to two contrasting pieces and compare their similarities and differences. They can also prepare by using the 'musictheory.net' website listed below to begin learning the basics or extend and develop their theoretical knowledge. Parents can support their children by encouraging them to listen to as much different music as possible. A listening playlist is available on Spotify: MMHI Listening.

Course Book

No specific course book. Pupils are provided with a login for "Focus on Sound" where they can revise and review their learning. Pupils also use "musictheory.net" to develop their theoretical knowledge. This provides a series of lessons and exercises pupils can practice on.

Useful Links

- Learn and revise music theory: <https://www.musictheory.net/lessons>
- Revise and review learning: <https://themount.musicfirst.co.uk/app/>
- Deepen understanding of a range of genres using resources and listening activities: <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- Make and share flashcards: <https://quizlet.com/en-gb>

Lessons per week: 2

Overview

Physics helps us gain an understanding of the world around us. Its importance is clear in the latest advances of modern technology. The aims of this course are to ensure pupils have a solid foundation of general Physics knowledge, develop pupils' critical thinking, data analysis, experimental design, and problem-solving skills, improve the scientific literacy of pupils, improve English skills in the sciences and prepare pupils for further study in Physics in the Two Year GCSE course (or equivalent).

Topics Covered

- Forces
- Motion
- Waves
- Sound
- Light
- Energy

Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests and end of term tests. The examinations will comprise a mixture of multiple-choice questions, theory based long answer questions, and practical based questions.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Physics has links to multiple other courses including Computing, Design and Technology, Chemistry, Biology, Geography and Mathematics. Possible trips that relate to the course could include the Science Museum, Kew Gardens, and The Royal Observatory. There are also several co-curricular clubs that pupils with an interest in Physics can take part in. For example, there is Maths Challenge and Philosophy which are offered at Mill Hill International as well as Astronomy Club which is offered at Mill Hill School.

Preparation for Learning

Keep a vocabulary book to write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence. Watch Physics documentaries, such as Cosmos: A Spacetime Odyssey by Neil deGrasse Tyson, and read general interest physics books, such as Seven Brief Lessons on Physics by Carlo Rovelli. Complete background reading for the topics covered on the theory paper.

Parents can prepare by marking past paper questions the pupil has completed using the mark schemes available online or encouraging them to mark and make corrections themselves using a different colour pen. Parents can also use flashcards that their child has created to quiz them on concepts.

Course Book

Activate 3 Student Book, Philippa Gardom Hulme, Jo Locke, Oxford University Press: ISBN: 978-0-19-839258-3

Useful Links

- Familiarise with IGCSE and GCSE papers: <http://www.xtremepapers.com/>
- Consolidate previous Physics knowledge and revise for examinations: <https://www.bbc.com/education/subjects/zpm6fg8>
- Make and share flashcards: <https://quizlet.com/en-gb>
- Create revision notes and take comprehension quizzes: <http://www.physicsclassroom.com/>

Lessons per week: 2**Overview**

Spanish helps pupils gain a deeper understanding of how language works. It also gives them an introduction to other peoples, cultures and traditions and a confidence in finding their place in the multicultural world we live in. Its importance is clear in the fact that it is the third most spoken language in the world. The aims of this course are to ensure pupils have a solid foundation of general Spanish, which includes focusing on the five key skills i.e., listening, reading, writing, speaking and translation. In addition, the course will aim to build learner independence through a variety of ways to prepare pupils for further study of Spanish in the Two Year GCSE course (or equivalent).

Topics Covered

- Identity and Culture: Me, Family and Friends, Managing Relationships
- Identity and Culture: Mobile Technology, Social Media
- Identity and Culture: Free time, Eating out, Sport

Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests and end of term tests.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Spanish has links to multiple other courses including English, EAL, History, Geography, Science and PSHE, as well as Business Studies that pupils may choose at GCSE. Possible trips that relate to the course could include 'Instituto Cervantes', Mill Hill School MFL Department, Local Restaurants/Cafes and cultural performances in various locations throughout London. There will also be a Spanish co-curricular club that pupils with an interest in Spain/Latin America can take part in. In addition to this, and as part of the Activity week in June, there may be more than one possible trip to Spain taking place, which pupils could choose to take part in.

Preparation for Learning

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence. Go over vocabulary for various topics constantly.

Use the BBC Bitesize website to improve Key Stage 3 knowledge.

Access online resources provided and work independently.

Create flash cards and use them to be quizzed on concepts.

Research Spanish speaking world.

Course Book

¡Claro! 1 Student book ISBN 978-0-19-842549-6

Useful Links

- For Spanish vocabulary: <https://quizlet.com/gb/topic/languages/spanish/>
- For all four skills: <https://www.memrise.com/courses/english/spanish-spain/>
- For vocabulary development: <https://www.vocabexpress.com/co/schools/>
- For exam style questions: <https://www.pearsonactivelearn.com/app/Home>
- For grammar and exam style questions: <https://www.senecalearning.com/en-GB/blog/gcse-spanish-revision/>
- For independent revision: <https://www.gcsepod.com/>
- For KS3 Revision: <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>



Lessons per week: 1

Overview

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Our PSHE programme aims to have an impact on both academic and non-academic outcomes for pupils. Relationship and Sex Education within the PSHE framework, plays an important role in personal, social, moral and spiritual development of young people.

Topics Covered

PSHE covers three core learning themes: 'health and wellbeing', 'relationships' and 'living in the wider world' (which explores economic wellbeing and careers). It also demonstrates how the School fulfils their statutory responsibility to support pupils' spiritual, moral, cultural, mental (SMSC) development while preparing them for life's challenges and opportunities.

Assessment

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in PSHE has links to multiple other courses including English, Biology and Humanities, for example topics about the elements of a balanced, healthy lifestyle link to Biology. From time to time, guest speakers may be invited in to talk to the pupils on issues of sex and relationships or economics and careers, particularly topics which would be better delivered by an expert in that field to clarify and challenge pupils' perceptions.

Preparation for Learning

Pupils are not expected to prepare in advance for this subject.

Course Book

No specific course book. Pupils will be provided with resources throughout the year.

Useful Links

Information about the subject: <https://www.pshe-association.org.uk>

Lessons per week: 1

Overview

Pupils are taught the basic skills underpinning a range of sports and given the opportunity to implement these within conditioned activities and small-sided games. Pupils will begin to identify teamwork skills that apply in various ways across each different activity. Core skills are developed with an understanding of how and why these are used. A knowledge of these skills can begin to inform tactical choices and understanding of positional demands.

Topics Covered

- Invasion games
- Health Related Fitness
- Wellbeing
- Games & Competition Design
- Net Games
- Striking & Fielding
- Athletics

Assessment

There are no formal assessments in this subject.

Cross-curricular Links and Co-curricular Opportunities

Year 9 pupils also experience physical recreation through the Games programme, with two additional periods of activity per week throughout the year. They have the opportunity to represent Mill Hill School teams in both core and elective sports. There are a wide variety of co-curricular activities taking place each week throughout the year that give pupils further opportunities to take part in sport and physical recreation. The boarders programme also provides designated time for our boarding pupils to use the school facilities.

Preparation for Learning

All pupils should ensure they have appropriate school PE and games kit for use in lessons and co-curricular sports activities.

Course Book

There is no course book for this subject.

Useful Links

Information about Sports and co-curricular opportunities within the Mill Hill School Foundation:

- <https://www.millhillsport.org.uk/>
- <https://www.millhill.org.uk/co-curricular/>

PHYSICAL EDUCATION AND GAMES

The programme of Physical Education and Games is designed to provide every pupil with the opportunity to participate in a wide variety of sports. All pupils have two PE lessons per week and in the Year 10 a Games afternoon is also part of their timetabled lessons.

The major sports for the boys and girls vary each term, with the boys participating in rugby, hockey and cricket, whilst the girls compete in hockey, netball and then both rounders and tennis. In addition, talented female cricketers also have the opportunity to join the boys in representing the School at cricket. Outside of the major sports, fourth formers also compete in athletics, cross country and have the opportunity to compete in Eton Fives. There is a full programme of school fixtures at all levels in these games. There are numerous mid-week fixtures and an extensive sports program on the weekends.

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

CO-CURRICULAR ACTIVITIES

As well as academic lessons and a timetabled games afternoon, pupils participate in the School's activities programme. There are a wide variety of activities available.

These vary from term to term but examples include:

- Age UK Digital Learning
- Art Therapy
- Badminton
- Basketball
- Board Games
- Chess
- Cookery
- Craft Workshop
- Debating
- Duke of Edinburgh's Award
- Eco Group
- English Speaking
- Football
- Hans Woyda Mathematics Competition
- Hockey
- Mathematics Challenge
- Mathematics Help Club
- MHI Sings!
- Netball
- News Discussion
- Philosophy
- Public Speaking
- Table Tennis
- Theatre Club
- Volleyball
- Yoga

The Piper Library occupies a central and easily accessible position on the Mill Hill School site. It is open throughout the School day until 17:30 and on two evenings per week. It offers a light, attractive and comfortable environment for pupils to come and work quietly at the purpose-built study carrels or to relax with a book during break, lunchtime or after school. There are computers and laptops available, giving pupils access to the School's pupil intranet site and to search Heritage12, which is the library database, for available books.

The current book stock numbers about 19,000 and this is constantly developed and updated to meet the changing needs of the curriculum and pupils' recreational reading needs. Fiction stock covers all reading ages in the School, and a wide range of tastes and abilities. Pupils are actively encouraged to liaise with the Librarian on acquiring new titles and topics and the library puts together packs of resources to support pupils in their coursework.

Early on in their first term all new pupils are given an induction course to the effective use of the library by the Librarian. At this time the pupils are given a Library Guidelines Booklet detailing everything they need to know about the library and also a Reading List Book Mark which corresponds to the fiction books on the shelves. The Piper Library offers not only books but also DVDs and CDs, for both study and recreational use. A range of journals is stocked, including The Economist, Economic Affairs, The English Review, PE Review, New Scientist, Aesthetica, eMagazine, New Statesman, Flip Side, National Geographic, Geographical and various careers magazines. We are therefore able to offer pupils a large, varied and up-to-date range of sources of literature and other information.



Rationale

Digital technology and its has become part of our daily lives. Our transformed physical and virtual learning spaces are designed for pupils to create, collaborate and communicate effectively. Our teachers are trained on innovative practices and resources to enhance online learning and teaching in a paperless school. Traditional textbooks are complemented by digital resources and apps as technology is reshaping both traditional subject knowledge and how subjects are learnt. Digital resources are embedded in the planning and delivery of the entire curriculum and assessment. At MHI, our pupils develop the knowledge and understanding to make informed decisions in order to stay safe online. Our approach to digital literacy furnishes pupils with the skills that will help them take a full and active part in social and economic life in the future.

Academic performance

The motto of The Mill Hill School Foundation is 'Et virtutem et musas' – instilling values, inspiring minds. The Mount, Mill Hill International embodies this motto by encouraging the development of six core characteristics:

- Commitment
- Compassion
- Curiosity
- Collaboration
- Communication
- Creativity

The above characteristics are central in our use of iPads in ensuring innovation and excellence in education and preparing learners for productive engagement in a global society. As classrooms shift from teacher centred to pupil-centred learning, we encourage critical, higher order thinking and real-world problem-solving, integral to the learning experiences of the 21st century.

Engagement and motivation

The use of iPads helps pupils embrace their different learning styles, becoming

better prepared to use technology in school and beyond. As pupils become more motivated, they are increasingly initiating and taking responsibility for their learning.

Practical considerations

Along with the shift to iPads, the School will also adopt the use of e-textbooks. Gone are the bulging School bags laden with ten or more heavy textbooks. Pupils can access the textbooks anywhere, even without internet connection, on just one device. The interactive features of e-textbooks means that pupils can engage with feature-rich content and embedded videos, online quizzes, flashcards and note-taking applications. Exercise books are digital, with the added advantage of being environmentally friendly, and pupils can send assignments and prep without the fear of losing notes and worksheets. Feedback from teachers does not rely on pupils collecting the work back and there will no longer be the age-old excuse of having left the prep at home!

Purchasing the iPad and Apple Pencil

Pupils must bring their own devices. Pupils may already have a suitable iPad and Apple Pencil or they may wish to buy their iPad and Apple Pencil from a trusted supplier.

The pupils may choose any iPad Pro or Air (4th generation or later) and Apple Pencil with a suitable cover and we recommend using either free engraving provided by Apple or using stick on skins for the Pencil.

Apps

The School will provide the key apps that pupils need for general iPad usage in school and any apps for specific subjects. Fortunately, many apps are available free but any paid apps needed for learning will be provided by the School (in a similar way to how we provide e-text books).

Parents may buy apps for pupils even if there is no credit card attached to their Apple ID by using vouchers that can be purchased online that give credit to their child's Apple ID.

iPad FAQs

Are pupils taught how to use iPads?

Yes. This will be done through a mix of online tutorials, digital learning lessons and digital safety lessons for all year groups. Teachers will also guide pupils on subject specific apps. Pupils are intuitive users and we expect them to guide each other and their teachers about usage, too!

Why doesn't the school buy iPads for every pupil?

An iPad is a personal device, with personal information for which pupils need to take personal responsibility. Some families already have suitable iPads.

How are iPads used by pupils in School?

Teachers are constantly developing their use of technology in the classroom. Below are some of the ways iPads can be used:

- pupils' research and writing – promoting independent learning
- pupils' creativity in subjects using apps for art, drama, design, planning, animations, mind-mapping
- projection onto the interactive whiteboards and teaching from iPads
- e-textbooks for teaching and learning
- ease of internet access and immediate online research, video, resources etc
- lesson and subject resources available online and delivered not printed
- camera/video function to record/project experiments and presentations
- subject related apps in the classroom and at home/in the boarding house
- annotation of texts/notes, collaborative work and sharing of work
- applications possible in all subject areas

- online submission of digital homework
- podcasts, blogging, video, forums
- the 'flipped classroom'

Will pupils forget how to write using pen and paper?

No. Pupils still need to write answers for their exams and we will continue to do plenty of that. The use of the Apple Pencil will ensure that handwriting is still used in the class and for homework. In addition, pupils will be asked to submit some work using pen and paper.

Protocols in the Use of Mobile Devices

Fundamental to the School's values is a focus on the wellbeing, safety and responsibility of each pupil. Pupils are reminded at all times to be safe and to be respectful, and the protocols in the use of mobile devices follow these two three key principles:

- Camera/video functions should not be used without explicit permission from staff at concerts, plays and other School events.
- Using photographic or filmed material of any kind to bully others will not be tolerated and will constitute a serious breach of discipline.
- Posting or storing any material (e.g. written comments, images, cartoons) which in the reasonable opinion of the Head is considered to be offensive and/or is intended to bully, harass or intimidate others on websites such as YouTube, Facebook, Twitter, Tumblr, Instagram, Snapchat, etc is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material. This is the position whether the device used is a School device or one operated elsewhere, including the pupil's home.
- Failure to adhere to these expectations will result in the School's disciplinary procedures being applied and may lead to a serious sanction.

Instilling values, inspiring minds
millhill.org.uk/international

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