



**Years 7 and 8  
(School House)**

**ACADEMIC GUIDE**

**Autumn 2020**



# INTRODUCTION

## Years 7 and 8 - School House

Years 7 and 8 are known at Blundell's as 'School House'. Pupils are placed in one of four houses – Amory, Beale, Gornhay and Mayfield. These houses also inform set names, for example, 7A, 7B, 7G or 7M.

Each pupil has a member of staff who acts as a tutor to oversee work and progress. The pupils meet with their tutors three times each week where the tutor is able to give them academic and pastoral support and guidance. Academic progress is monitored closely by the Heads of Year:

Heads of Year	
Miss E C Partington	Head of Year 7
Dr O J Leaman	Head of Year 8

## ACADEMIC AIMS

### Excellent facilities

Pupils in School House benefit from using the same laboratories, PE facilities, workshops, Art School, Drama and Music areas as our GCSE and A Level Pupils.

### Curriculum

Pupils in School House are given as wide an appreciation as possible of what Blundell's has to offer in every stand of subject learning. This will enable them to make informed choices regarding GCSE and, later, A Level subject choice.

### Staffing

The members of staff who teach School House are the same as those who teach as subject specialists at other levels right up to A Level. The majority of Heads of Department teach their subject to Years 7 and 8.

### Extension and support

All staff are trained and experienced in differentiating learning to ensure all pupils are catered for, whether that be those with Oxbridge aspirations or those who need additional learning support.

There are specialists at hand for those pupils studying English as a second language, and for those with specific learning difficulties.

### Class sizes and setting

Our class sizes are as small as possible.

Pupils are taught in banded groups in Mathematics. For all other subjects they are taught in four mixed teaching groups.

## Academic enrichment

Every Wednesday afternoon pupils will experience enrichment activities as part of the Blundell's *Roots and Wings* programme. These may be related to academic subjects or cross-curricular themes as well as leadership, environmentalism, social cohesion and adventure.

We pride ourselves on the positive relations pupils build with their peers and with staff.

We recognise that those entering in Year 7 come from a variety of different types of school and educational background so it is necessary to bring them together and give them a common experience to take forward into the Senior School.

## Reports, Parents' Meetings and Examinations

Every half term, parents will receive either a Tutor Report, a Full Report or be invited to attend a Parents' Meeting.

- The Tutor Report will show an attainment grade in each subject and a comment from the tutor summarising how teachers feel pupils are progressing.
- The Full Report comprises of a comment from each teacher and will include Speech and Drama and Instrumental Music lessons where appropriate.

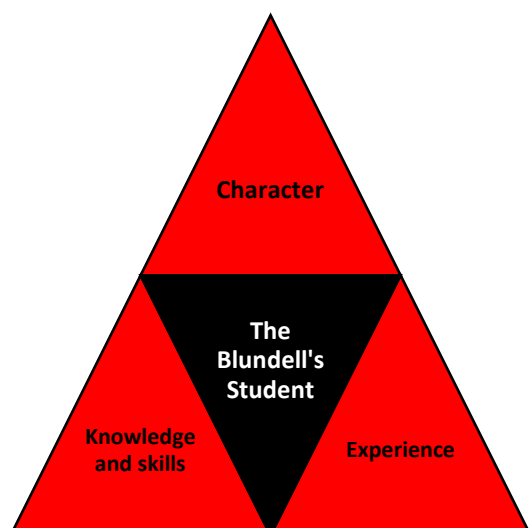
After each of these the Tutor will discuss progress with the pupils and set targets.

There are School Examinations for Year 7 and Year 8 in May.

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE Association, PSHE Education Programme of Study



### Making the right decisions

The PSHE Program is constantly evolving, to draw together all elements of our pupils' lives at Blundell's including:

1. Character development
2. Knowledge and skills
3. To build on Experiences

Pupils in School House have lessons, in a safe environment, where pupils can expand their understanding and knowledge, by exploring, investigating and learning about life beyond Blundell's.

The aim is to give the pupils the information and confidence to make the right decisions for themselves. They are encouraged to stand up for themselves, and for others, to research both sides of an argument before making their own decisions, to take responsible action and to promote social justice and sustainability.

As they learn new facts, they are encouraged to increase their skill sets (e.g. researching, debating, presenting, team-work, decision making), to draw on their own experiences, and to place new found knowledge into a wider context. We want them to challenge norms, to ask why, and to look after each other. Cultural differences, bias and pre-conceptions can be identified and unravelled.

PSHE topics develop through the year groups and are chosen based on risks, issues faced in houses, our knowledge of issues young people and their families face through growing up, and current issues in the wider world.

PSHE topics are timetabled to complement work done within the examined subjects, the Tutor Programme and international festivals or events.

### Topics include:

#### 1. Personal wellbeing

- a. Self-awareness, identity and emotions
- b. Relationships - friends and family
- c. Puberty

#### 2. Social education

- a. Responsibilities and Values
- b. Citizenship
- c. Rule of Law and Governance
- d. Media Influence
- e. Diversity and Equality
- f. Sustainable living
- g. Embracing technology safely

#### 3. Keeping healthy, making choices

- a. Healthy eating and exercise
- b. Body image and self-respect
- c. Decisions – smoking, alcohol, drug taking, legal highs
- d. Relationships and Sex Education
- e. Mental health

#### 4. Economic education

- a. Financial decisions
- b. Open Doors programme - The World of Work and introduction to career choices
- c. Ethical decisions

### Teachers

Mrs A M Taylor-Ross	Head of Dept, MA, BA, PGCE
Miss R S Isdell-Carpenter	Head of English & Head of Sixth Form, BA, PGCE, CELTA
Mrs B A Nuttall-Owen	BSc, PGCE
Mr J G Hope	Head of Activities
Mrs E Smith	Head Librarian
Houseparents:	
Mr G J Baily	BSc, PGCE
Mr L P N Barnbrook	BSc, PGCE
Mrs S Holman	BA, PGCE
Ms L M Hunt	MA, PGCE
Mr J A Rochfort	Creative Director
Mr D J Smart	BSc, PGCE
Mr T R Worthington	BA, PGCE

## ART AND DESIGN

The Art Department is committed to a broad and balanced approach to Art and Design throughout the School. We believe that everyone should be given the opportunity to explore and expand upon his or her individual abilities.

Equal emphasis is placed upon the acquisition of skills (particularly drawing from observation) and the development of an inventive and original approach to problem solving and making. Looking at and discussing the work of other artists, both historical and contemporary, are important parts of what we do. Our trained and flexible Art Technician is essential technical support for all year groups.

During Years 7 and 8, continuing in Year 9, the pupils follow closely the programmes of study of the National Curriculum, including Painting and Drawing, Sculptural 3D modelling and use of Photography. Pupils are encouraged to be innovative and expressive in their use of a wide range of materials including clay, paint, collage, photography, sculpture, glass, printmaking and drawing.

There are opportunities through Activities to engage in more individual investigation and annual trips to local exhibitions and areas of interest (Knightshayes/Rosemoor RHS Gardens and the North Devon coastline) to gather resources for class projects.

We are also lucky to have many professional Artists in the locality and we regularly enrich our Art lessons with workshops.

The department has three large teaching classrooms, photography studio and dark-room plus a dedicated IT suite and library. Fully networked with wireless, each teaching room also has a 65" linked TV to deliver electronic support to lessons, and direct drawing demonstration technology.

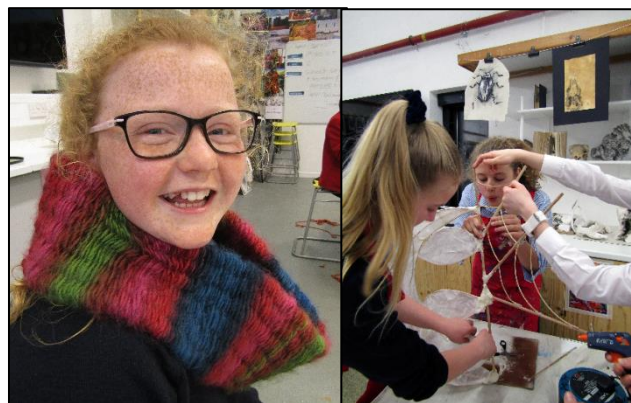
The Art Department are pleased to offer the Arts Award for SH pupils. The Bronze Level Award invites pupils to participate in the Arts - including Visual Arts, Drama, Dance and Music. They gather evidence independently and supported by the curriculum undertake small tasks to show how they have participated in a Creative experience. Designed to evidence active involvement in the wider range of Creative Arts, SH pupils will be encouraged to take part and build towards a Silver Award in Year 8/9 and onward to Gold Award which itself attracts 16 UCAS points.

The Art Department will coordinate and support the gathering of evidence through specific Activity slots and the varied SH Enrichment programme which offers many opportunities to perform, join group activities, lead and pass on skills and knowledge. There is a small administration cost for Moderation and Certification. If you would like further information regarding the Arts Award please do contact [gaw@blundells.org](mailto:gaw@blundells.org) or visit: [artsaward.org.uk](http://artsaward.org.uk)

A letter is issued to all parents fully outlining the Award prior to the pupils signing up.

### Teachers

Mr T E Grant	BA (Hons), PGCE
Ms O F Hunter	BA (Hons), PGCE
Mrs G Armstrong Williams (Director of Art)	BA (Hons), GTP, GDST Auckland



## BIOLOGY



Biology is one of the broadest and most important subjects in the world today. Put simply, Biology is the study of life. Our School House curriculum encompasses everything from the molecular study of life processes right up to the study of animal and plant communities.



Biology is taught as a separate science to Years 7 and 8 by subject specialists. Our programme of study is based on the latest KS3 National Curriculum and Common Entrance Syllabus. Maths, literacy and working scientifically are embedded throughout to develop our pupils' key skills, ready for GCSE.



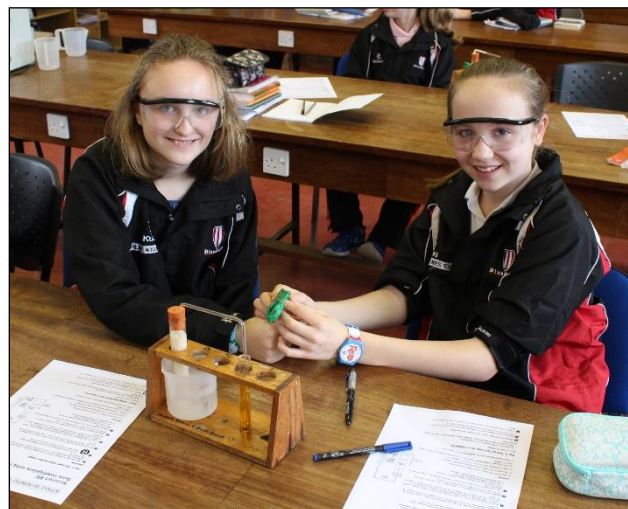
Our aim is to enthuse pupils and foster an interest in Biology, so we include as many practical investigations and hands on experiences as possible to enhance our curriculum. Our 5 laboratories are very well equipped and we make use of our large campus to carry out ecological field work and plant cultivation. Pupils also have the opportunity to participate in some basic dissections, from worms to frogs, rats and eyeballs. We also take pupils on field trips to locations such as Goodrington Sands, We the Curious and the Plymouth Aquarium.



The rural setting of the School lends itself to ecological investigations and a variety of specimens can be obtained. We are also lucky enough to have the space for several animals both indoors and out; pupils in Years 7 and 8 can join the Science Club and participate in many different experiments and investigations with the opportunity to learn to care for our animals and cultivate plants in our allotment and botanical garden.

In Year 7, pupils study the topics: Cells, Structure and function of body systems and Reproduction.

In Year 8, pupils currently study Health and lifestyle, Ecosystem processes and Adaptation and inheritance.



The department is fully wireless networked, and we have multi-media projectors and Smart Boards, as well as interactive microscopes and a set of laptops so that IT can be frequently used to aid teaching and learning. All pupils are given individual access to a large library of electronic resources which are used as lesson support, revision aids, research material and extension work. These are interactive and can be highly tailored to meet the individual demands of our pupils.

#### Teachers

Dr J A Ratcliffe	Head of Dept, BSc, PGCE, PhD, MRSB
Mr L P N Barnsbrook	BSc, PGCE
Mr G J Baily	BSc, PGCE
Mr C E Olive	BSc, PGCE
Dr J T Balsdon	BSc, PGCE, PhD
Mrs H L Barnsbrook	BSc, PGCE

## CHEMISTRY

In Years 7 and 8, Chemistry is taught to all pupils according to the requirements of the National Curriculum and the syllabus for Common Entrance.

In Year 7 the approach is directed towards problem solving, practical investigation and learning skills, but opportunities are taken to introduce chemical principles in an increasingly formal way as the year progresses.

In Year 8 the trend towards formality continues, but as many ideas as possible are introduced through laboratory-based practical work. The department is proactive in entering pupils for chemistry competitions i.e. Salter's Festival.

We have noticed that many published teaching schemes seem to have been designed to be used in a classroom. To us, this seems a great pity - all lessons are taught in a laboratory. The department is very well resourced and exploits the opportunity for practical investigation, including a soap design and manufacture project for Year 7 in the summer term.



The laboratories are spacious and are well-equipped with wireless projectors, enabling interactive teaching.

The teachers are all graduates and they teach to the highest levels in the school.

Teachers	
Mr A J Mead	Head of Dept, BSc, PGCE
Mr C H List	Deputy Head (Academic), BSc, PGCE
Mr T M Mycock	BSc, PGCE
Mrs L E Webster	BSc, PGCE

## COMPUTER SCIENCE

The process of developing computational thinking skills begins in Year 7. In the first three years at Blundell's pupils have time-tabled lessons in Computer Science. They explore a wide range of software and their applications with a series of structured tasks throughout each year. They get a chance to learn the basics of a number of programming languages to develop some simple applications. By the end of Key Stage 3, we aim to have given the pupils a wide skill base that they can then use in their GCSE and A Level studies.

Students all take part in the BEBRAS computational thinking challenge. Over the past three years we have had students progress to the final sixty nationally with one student achieving 2<sup>nd</sup> place in the national final at Oxford University.

Outside lesson time the Library and its associated facilities are open from 7.00 am to 9.00 pm during the week, with slightly reduced hours over the weekend. The facilities are heavily used and the current network is in a continual state of expansion. The school website also gives pupils access to the email system so they can stay in touch from home as well as school.

The whole education area of computing is one that is mushrooming, to say the least. At Blundell's we try to keep up to date with our hardware and software so that pupils who leave here are computer literate and able to use these tools as an effective companion to their study or research.

Teachers	
Mr M P Dyer	Head of Dept, MSc, PGCE
Dr A Teiermayer	MSc, PhD

## DESIGN AND TECHNOLOGY

Design and Technology is both an Art and a Science. It is an exciting and varied subject which demands a wide variety of skills to produce products which solve real problems.

Pupils in Years 7 and 8 complete termly or half termly projects. These projects guide pupils through the design process and give them experience in a range of materials including plastics, metals and woods. Each project takes on a different focus which gives the pupils experience in CAD/CAM, mechanisms, electronics, sustainable design, and traditional making skills using workshop equipment.

Pupils develop research skills and learn how to communicate through sketching, model making and using CAD software. Innovation and creativity is at the heart of design and as pupils gain more experience the amount of design freedom is expanded.

In Year 9 pupils are able to continue with D&T and then choose either GCSE D&T; Resistant Materials or Graphic Products. In Year 12 A level D&T; Product Design will then provide an excellent foundation for university study in any design related course.

Teachers	
Mrs C E Francis	BA, PGCE

## DRAMA

All pupils in Years 7 and 8 are taught in our purpose-built theatre, The Ondaatje Hall. As a working theatre, the pupils get real insight into the working of the theatre both on stage and behind the scenes.

The Drama course in Years 7 and 8 is broad. The main aim in these first two years is to give pupils the opportunity to work as a team and build key skills such as listening, communicating and presenting. In Year 7 pupils focus on improving basic voice and movement skills and start to use and understand the language of the subject.

In Year 8 pupils start to explore the written aspect of the course by evaluating the work of others. They also have the opportunity to devise their own piece of theatre and experiment with different styles of acting, both naturalistic and stylised.



Teachers	
Mrs T L Winsley	Head of Dept, BA (Hons)
Mrs R C Milne	BA (Hons), PGCE
Mr J A Rochfort	Creative Director
Miss J Spencer	BA (Hons), MEd, PGCE

## ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The Accelerated Reader programme has been introduced to actively encourage reading and to motivate pupils to make progress with their reading skills.

The curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Everyone over the course of the year should encounter a novel, a play and some poetry. These may range from Shakespeare to Dickens and Owen to Duffy. There are also many opportunities for creative writing in a variety of forms, many pieces of which are displayed within the department, or entered for school, regional and national competitions. The department also runs English related after school clubs, along with the annual SH Recitations competition in June. We also aim to organise a theatre

trip for the pupils, as well as to entertain and engage them with visiting authors and poets.

Teachers	
Miss C E Mercer	BA, PGCE (Assistant Head of English & Department Lead of Film Studies)
Mrs L C Thomas	BA, PGCE
Mr B P Dudgeon	BA, QTS, Celta
Dr H S J Perrin-Haynes	Phd English Literature, MA
Ms L M Hunt	MA, PGCE

## GEOGRAPHY

All pupils study Geography in Years 7 and 8. The aim of the Geography department is to nurture a sense of curiosity and interest for the world in which we live.

The main emphases are on the following:

- The acquisition of basic skills such as map work, the interpretation of satellite images and simple methods of presenting information such as graphs and sketch maps.
- Knowledge of major physical and human features in the world, including a study of Africa, and the economic differences between regions.
- Understanding of some of the key issues which affect us all such as sustainable development.
- Understanding of environmental issues, local geography, glacial landscapes and weather.

In Year 8, the Geography department take the pupils to study the physical geography at Cheddar Gorge. This field trip takes place on Field Day in the autumn term and involves a study of the caves and a walk around the gorge itself.

Teachers	
Mr C M Hamilton	BA, PGCE
Mrs B A Nuttall-Owen	BSc, PGCE
Miss E C Partington	BSc, MSc, PGCE

## HISTORY

We teach Years 7 and 8 in the belief that to deny British children a full knowledge of their country's history is to deny them a share of their common birthright. A useable historical knowledge is a necessary tool for an intelligent life.

Pupils are encouraged to write accurately and to think clearly. They learn to be aware of bias and to test all ideas in the light of proper evidence. Source analysis skills will be developed throughout the two years and pupils are encouraged to consider provenance when evaluating source material.



In Year 7, pupils study Medieval Realms, including the Norman Conquest, life in Medieval England, the Crusades and the Black Death. In Year 8 pupils study the making of the United Kingdom 1500-1800, focusing on the Tudors and the Stuarts, the Civil War and the beginning of the Industrial Revolution.

The most important lesson we hope to impart is that History can be a great deal of fun as well as a valuable academic subject. We also hope to impart the important distinction between opinion and fact.

Teachers	
Mr R E T Moore	Head of Dept, BA (Hons), PGCE
Mr S P Johnson	MA, BSc
Ms C E L Flavelle	MA (Cantab)
Mrs B A Nuttall - Owen	Ba (Hons)
Mr R J Holman	BA (Hons)

## LATIN

Salve! A lively approach proves that Latin is not a dead language. All pupils in Years 7 and 8 study Latin using the Cambridge Latin Course, bringing to life the world as well as the language of the Romans.

It is really important to see just how much Latin (and Greek) exists all around us. You would probably be surprised by how much Latin you actually already know. Hundreds of words—like *memo*, *alibi*, *agenda*, *census*, *veto*, *alias*, *via*, *alumni*, *affidavit* and *versus*—are all used in everyday English, as are abbreviations like *i.e.* (*id est*, "that is") and *etc.* (*et cetera*, "and the rest").

At Blundell's, one of the main aims of the Classics Department, is to instil in pupils an enjoyment of the Latin language, where it comes from, how it forms a greater part of our own language, and to give them a taste of the history, culture and mythology of the ancient civilisations that shaped our modern western society. All the stories we translate are based around the stories of mythology they may know or will enjoy learning about.

We do this by making Latin relevant to today and we aim to give the pupils a thorough grounding in grammar and syntax. Pupils also work with English words and to identify the stem of a Latin word within its English counterpart, which often gives the clue to the English spelling and meaning. The logical, code-cracking nature of Latin provides pupils with key skills in learning. 'Latin is having the edge'. For those learning the modern Romance languages, Latin is the root of these languages and so will help a great deal, both in terms of grammar and vocabulary. Even at this early age, Latin can be a real linchpin to pupils' education. Not only are there the linguistic links, but Latin provides root words for the sciences; it is the language of law, government, logic and theology; finally, it is about making connections. Latin is

like the glue or Velcro of education: it helps connect everything.

Teachers	
Mrs R E Milne	Head of Dept, MA, PGCE
Miss E P Sage	BA, PGCE
Mrs L M Bright	BA (Hons), PGDip
Mrs A.M. Cox	MA, PGCE



## MATHEMATICS

The transition from Key Stage 2 to Key Stage 3 is the most important one in Mathematics. Our School House Mathematics curriculum has been developed on the following four principles to ensure the best transition possible:

- A particular focus on numeracy understandings and skills
- Providing constant opportunities to develop problem solving
- Developing algebraic understanding through contexts
- Extending students through the combination of different concepts

These principles ensure that students leave School House with the understandings, skills and confidence to excel on the 9-1 Mathematics GCSE course.

School House Problem of the Week runs throughout each term. These problems challenge and develop the students' ability to work independently, their mathematical understandings and their problem-solving capacity. Other initiatives include times table competitions and half termly projects.

In both Year 7 and Year 8, Mathematics is taught in banded groups to ensure that we provide the best learning environment possible for our students.

Teachers	
Mr H C Roffe-Silvester	Head of Dept, MEng, GTP
Mr M G Cachia	Assistant Head of Dept, MA, LLB, PGCE
Mrs I Robinson	BSc (Hons), PGCE
Miss M C Jones	BSc (Hons), PGCE
Mr O Y Naylor	BSc (Hons), PGCE
Mr M P Bayliss	BSc (Hons), FRAS



## MODERN LANGUAGES

All of our Year 7 pupils have the opportunity to learn three languages. French, German and Spanish will be taught throughout the year. A different language will be presented to our Year 7 pupils each term. Our aim is to foster a love for languages and an enthusiasm for learning it as well as an insight into which two languages our pupils would like to pursue further in Year 8. We are committed to providing a full and thorough introduction and recognise the importance of a firm grammatical foundation if significant progress is to be made later. We endeavour to teach the language using authentic material and have strong focus on reading for pleasure in the target language. We hold 'taster sessions' of other languages throughout the year to give our pupils a flavour of other cultures and help them widen their understanding of other nations. We are also very keen to present how languages work with other subjects and we hold regular cross-curricular projects to help pupils use languages in a more creative way.

The wider issues involved in language-learning are also considered and time is spent concentrating on the native speakers, their country and culture, and their position within Europe. Insight on France, Germany as well as Spain are also provided through the use of authentic material.

Year 8 pupils have the opportunity to choose 2 languages at the end of Year 7 (French and German or French and Spanish).

### Teachers

Mr N M Lecharpentier	Head of Dept, MEd, PGCE
Mrs K J Wheatley	MA, PGCE
Mr J C Hatton	BA, PGCE
Mr T R Worthington	BA, PGCE
Ms I G Scott	MA, PGCE

## MUSIC

Music is taught to all pupils in Years 7 and 8. There are also numerous extra-curricular opportunities throughout the year.

These formative years are vital for all pupils giving access to a lifetime's involvement and enjoyment and create a foundation for future music-making within the School.

Pupils study a wide range of different genres, cultures and traditions, starting with projects such as Orchestral Instruments, Ground Bass, Vocal Textures, African Music, and Folk Music in Year 7. The pupils then develop their skills further in Year 8 through the study of Ground Bass, The Blues, Samba Music, Indian Classical Music and Cartoons and Adverts.

Musical skills are broken down into three areas: **performing**, **composing** and **listening** and pupils will develop their skills in each area throughout the two years.

- **Performing** music will involve both individual and small group performance and pupils will regularly perform in class on a variety of instruments.
- **Composing** music includes improvising, adapting and arranging. Pupils will compose using instruments as well as Logic Pro on Mac computers and there is an emphasis on Music Technology in this creative work.
- **Listening** to music will involve pieces and performances by pupils in the class and professional musicians and pupils will learn to discuss the pieces using musical language to describe and evaluate what they are hearing.

Pupils will also have the opportunity to attend live music concerts, including orchestral, chamber music, choral, jazz, rock and pop events.



### Teachers

Mr A C Johnson	BA (Oxon), MA
Dr O J Leaman	Director of Music
Miss J Atkins	BMus (Hons), MA

### Extra-Curricular Music

Year 7 and 8 Choir	Monday	13:15
SH Instrumentalists	Wednesday	13:15
Senior Orchestra (Grade 5+)	Tuesday	17:30
Theory	Friday	08:10
Brass Group	Friday	13:00
String Orchestra	Wednesday	08:10
Percussion Ensemble	Wednesday	08:10

## PHYSICAL EDUCATION

The Physical Education courses complement the sporting philosophy of the school and satisfy the recommendations of the National Curriculum.

The overall aim is to promote physical activity and a healthy lifestyle. This is achieved through the teaching of a range of activities such as athletics, ball skills, dance, fitness training, gymnastics, swimming, team games and racket sports.

As well as developing recreational interests, the programme promotes understanding of how physical fitness and health can be achieved, as well as introducing aspects of theoretical sporting knowledge that will form part of the Physical Education GCSE. Pupils are encouraged to work independently and as part of a group, planning and evaluating their own work and the work of others.



#### Teachers

Miss R L Manley	Head of Dept, BSc, PGCE
Mr E K G Saunders	BA, PGCE
Miss V J Gill	BSc, PGCE, MEd
Mrs A T Candler	BSc, PGCE
Mr C L L Gabbitass	BEd
Mr T D Elliott	BSc

## PHYSICS

### Why Study Physics?

Physics is a key part of science and technology; Physics helps to solve problems and understand how the world works in every detail at the deepest level. An understanding of physics helps to solve environmental, social, health and technological challenges. Physics is at the heart of everything, from the tiniest building blocks of all materials up to the largest scales possible: in elementary particles, nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, living organisms, the brain, complex systems, supercomputers, the atmosphere, planets, stars, galaxies and the universe itself. For careers in engineering and technology, Physics is essential.

Pupils learn about the workings of the universe around us, learning about physical phenomena, theoretical models and the practical application of these models. Whilst some concepts are an extension of those studied earlier in the school, new applications and knowledge are explored linked to their use in our developing world.

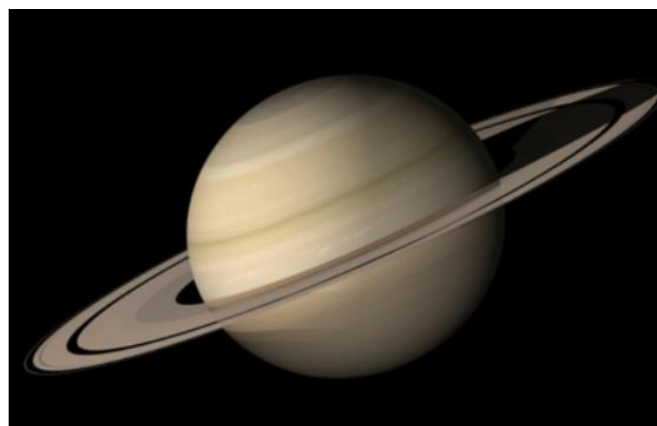
### Course Structure

Physics is treated as a separate subject and is taught by specialists in the subject. A scheme of work has been designed that covers the essential elements of Common Entrance and the National Curriculum but which also seeks to engage and enthuse pupils. There is a mixture of theoretical and experimental work in each year but it is recognised that the role of practical work plays a key part in developing the scientists of tomorrow. At the end of Year 8, pupils will be well placed to move on to further study leading to GCSE and beyond. Examples of the subject matter covered in Years 7 to 8 include: forces, energy, electricity, magnetism, waves, sound and kinetic theory.

### The Department

The Department has three well equipped laboratories; all have wireless communications, multi-media projectors and Smart Boards which can be used for sophisticated animations, video clips and interactive activities. There is also a dedicated Science computer laboratory which allows extensive use to be made of ICT. Pupils will be introduced to data logging equipment sensors and will be able to process results using the latest technology. The department has some fantastic telescopic equipment which will allow all pupils to observe and photograph the sun and night skies. Small research projects give opportunities to collect information from databases, locally and on the Internet, and to make full use of the School's library facilities.

All pupils are given access to a large library of electronic resources which can act as lesson support, revision aids or as individual research and extension work. These are interactive and can be highly tailored to meet the individual demands of our pupils.



**Above: We do an in-depth study of the solar system in Year 7**



**Above: Sound on fire with our Reuben's Tube demo covering the Year 8 waves topic.**

Teachers	
Mr M G Lodge	BSc, PGCE
Dr A Teiermeyer	MSc, PhD
Mr R O Barrowcliffe	BA, MA, PGCE
Mr A Lambert	Head of Dept, CEng, MPhys, PGCE
Mr D E Morrison	MEng, GTP
Mrs L E Webster	BSc, PGCE

## RELIGIOUS STUDIES

The Years 7 and 8 course is designed to allow pupils to learn about the beliefs of three world religions and the impact that these beliefs can have on the lives of their adherents. They will also be encouraged to think about the bigger philosophical questions of life. Why are we here? What is the point of being good? Why respect the environment?

The course encourages discussion of contemporary issues.

The aim is to encourage in pupils an appreciation of the authority that religious experience has in the lives of human beings and to relate that experience to their own lives.

Teachers	
Mr A J R Berrow	Head of Dept, MA, PGCE
Mrs R J Crease	BEEd
The Rev'd T C Hunt	BD, MTh, GTP

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### Overview

Approximately 15% of the pupil body at Blundell's is made up of international pupils. The majority are not native speakers of English but arrive with some English. The EAL department supports these pupils to access the curriculum and achieve their academic potential, both by providing additional English classes and through advising subject teachers about how to support their EAL pupils.

### We aim to:

- Treat each EAL pupil as an individual with unique needs, skills and interests.
- Recognise their cognitive skills as distinct from their linguistic skills.
- Give pupils the language, cultural knowledge and communicative skills they need to practise and express their cognitive skills and achieve their best in all their subjects.
- Provide an environment where pupils can build confidence in their English skills.
- Provide EAL pupils with the skills they need to take responsibility for their own learning, asking questions, building good learning habits and reflecting on their progress.
- Harness the benefits of being an international community, highlight the value in cultural differences, and encourage respect for one other's cultures.

We provide group and one-to-one lessons as required throughout the school in Years 7-13.

Most pupils will have about 2 hours of group EAL classes a week, usually when their peers are studying French or another foreign language. Extra classes can be arranged, timetable allowing, for those who need individual support. Pupils who arrive with a very high level of English, who do not need EAL lessons, may also arrange an occasional individual class if they would like some support with a specific piece of coursework or skill, e.g. essay writing.

Please note that EAL lessons incur an additional charge, billed termly.

### Course structure

EAL classes focus on the language, language functions, and learning skills required for key cognitive processes, as well as bridging gaps in cultural background knowledge that is assumed by the curriculum.

Each course is built to reflect the needs of the group and is flexible in order to respond to needs highlighted by subject teachers, but each pupil will be supported in developing their:

- Academic vocabulary
- Grammar
- Reading skills
- Academic writing skills



- Discussion and presentation skills
- Listening skills
- Independent learning habits

Topics in EAL classes are varied and chosen to reflect the curriculum, increase awareness of British culture and values, and foster discussion on personal, social and economic issues.

A range of course materials are used to challenge our students and help them develop communicative and academic language skills, including the Oxford University Press English Language Insight text book range.

### Form of Assessment

Pupils are continually informally assessed and receive feedback on their spoken and written work in class. More formal assessment is achieved through regular progress tests in class. EAL teachers liaise with subject teachers regularly over support for our pupils.

### Entry Guidelines

We accept pupils who have a reasonable level of English for their age of entry, bearing in mind that pupils entering straight into examination year groups (Years 10, 11 and 12) need a level sufficient to allow them to access the curriculum.

On arrival, new EAL pupils are assessed according to the Bell Foundation's EAL Assessment framework for Secondary Schools. This informs decisions on how many EAL lessons each pupil will receive.

### Where it leads

We aim to support all our EAL pupils so that they can get the most out of all of their subjects and achieve their potential. EAL classes give pupils the confidence to participate in and fulfil their potential in all their classes at Blundell's. Pupils learning EAL can make rapid progress and achieve results on a par with or higher than that of their monolingual peers.

Teachers	
Miss E J Gore-Lloyd	BA (Hons), MA, CELTA, DELTA
Ms E M Lacki	BA (Hons), MEd, DELTA, CELTA
Mr B P Dudgeon	Head of Dept, BA, PGCE, CELTA
Mr P M Jones	CELTA

## LOOKING AHEAD

As pupils move up to Year 9, the year group size increases as we have a significant intake from other schools at this stage. We use end of Year 8 examinations, along with our knowledge of pupils from other schools, to build the different groups for Year 9.

Year 9 pupils are given an academic course which is even wider than the one they have been used to in School House, as they have an opportunity to study a second Modern Language alongside French. It is very important to us that new pupils should be given the same opportunities as those who are already known to us and the same chances to excel. Year 9 partly reinforces earlier experience but also acts as a basis for GCSE – indeed some subjects begin working on their GCSE courses in Year 9.

At the end of Year 9 pupils make their choices of subject for GCSE. It is school policy that pupils should make nine entries for GCSE. We expect pupils to take Mathematics, English (comprising both English Language and English Literature) and to do two Sciences. We recommend one Modern Language (French, German or Spanish) and a Humanity; either Religious Studies, History, Classical Civilisation or Geography, although two or three of these may be chosen and frequently are. The taking of at least one 'creative' subject such as Art, D&T, Drama or Music is advised. Latin is available for those with appropriate experience.

The process of making choices of subject is taken very seriously with consultation between pupils, teachers and parent, and the full support of the Careers department.

In the Sixth Form all subjects taught will be the new linear qualification where all exams and assessments are taken at the end of Year 13.

At A Level, we have secured in the region of 70% A and B grades during the past five years, and each year pupils have been successful in attaining places at Oxford or Cambridge. Full details of our public exams results are on the School Website.