ORIGIN

The Third Form Curriculum

Overview (2022-23)

Introduction

The first year of any new school is always a critical one, but the Third Form is a particularly important moment in a pupil's academic development. As they embark on a voyage of personal discovery which will ultimately define their character as an adult, we take seriously our responsibility to bring them into contact with the complexities of the wider world and induct them into a vibrant and dynamic academic landscape that is designed to inspire and enthuse.

This phase of our curriculum does not just provide a taster for GCSE and a normalising experience to bring the diverse new joiners to a common level of understanding of each discipline. These are, of course, important elements – but the key motivator has been a desire to ignite a passion for learning that will transcend the mechanics of examinations and remain with each pupil long after they have left the school.

In the document that follows, we set out the academic year ahead and the nature of the syllabus for each discipline. The diversity and scope of opportunity is vast and yet, at the same time, every faculty is united by three common goals:

- To ensure that all pupils reach a high level of proficiency in key areas of competency: Literacy, Numeracy, Physicality, Creativity, Critical Skills, Cultural Appreciation and Communication.

- To ensure that all pupils engage actively in their learning and participate wholeheartedly in activities designed to build confidence, self-awareness and reflection in conjunction with the co-curricular aspects of their education.

- To ensure all pupils understand that academic study is neither restricted by traditional subject boundaries, nor determined entirely by routes to qualification.

It is our hope (and, in fact, our experience) that by making sure that all pupils are enjoying and contributing wholeheartedly to a broad and holistic educational experience, they accrue the necessary knowledge, understanding and skills to produce the sort of exceptional exam performances reported year on year at Shrewsbury.

Richard Kowenicki
Deputy Head (Academic)

June 2022

The Curriculum Structure

To encourage breadth and to increase the scope of opportunity, every pupil will study a common curriculum. The list of subjects is below, along with some explanatory notes. A synopsis of the syllabus for each individual subject follows later in this document.

English
Mathematics
Chemistry
Physics
History
Geography
Philosophy & Theology
French
Spanish & German (or Ancient Greek)
Latin (including elements of Classical Civilisation)
Personal and Social Development (PSD)
Computer Science
Music
Drama
PE
Art
Design & Technology

Languages
To ensure a broad experience of studying languages all pupils study French and Latin in their first year, in addition other languages. Pupils will choose to study either Ancient Greek or to take six-week taster courses in Spanish and German, before choosing to continue with one for the remainder of the academic year, with the option to continue that subject to GCSE in the Fourth and Fifth Forms.

Drama
To give pupils the best experience of Drama within the curriculum, we group lessons together during the year in a three-week, intensive period of study.

Computer Science
In an age where technology touches on so many different and varied areas, we feel that the critical skills required for the efficient use of technology are best delivered throughout the curriculum, with different Faculties taking responsibility for different aspects of delivering our EQUIP digital curriculum. This approach allows pupils to see the benefits and pitfalls of the use of technology in an applied context. We do, however, recognise the importance of higher-level Computer Science skills and all pupils will spend one period per week under the expert guidance of our teachers in this department.

Sport and PE
Shrewsbury has a well-established reputation for sporting excellence and all pupils are encouraged to play and compete at a standard relative to their abilities – helping them to understand the importance of physical exercise, teamwork, common endeavour and recreation. School and house teams at every level train and play on most afternoons in any given week. Within the academic curriculum, PE covers a variety of skills and techniques across a range of individual activities (including swimming, gymnastics, athletics and fitness) and the department ensures that every pupil gains a firm grounding in the major Salopian sports.

Personal and Social Development (PSD)

Pupils follow a fortnightly programme of PSD lessons, carefully put together and managed by our Head of Pupil Wellbeing – which promotes self-esteem, respect and inclusivity. Our pupils are encouraged to make good choices which promote a healthy lifestyle while being fully aware of the pressures and stresses facing their age group, particularly within the context of their generation and with a very clear emphasis on mental health. Relationships and Sex Education (RSE) aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. In conjunction with other disciplines, the specialist PSD team deliver a curriculum which also encourages pupils to critically examine their social and environmental surroundings, to effect positive change where possible and to minimise the risk of harm to themselves and others.

Assemblies and Extension

Beyond the traditional curriculum lessons, pupils can also look forward to surveying the global picture, both through their weekly tutorial sessions (following a curriculum developed by the Head of Third Form) and through regular year group assemblies. Those who wish to go further in any subject will find serious enthusiasm from their teachers. They can make use of Faculty extension resources and are also warmly encouraged to the wide range of lectures which run throughout the year, from high-profile internationally renowned academic speakers to pupil-led presentations.

Academic Structure of the Third Form

Setting
Third Form pupils arrive at Shrewsbury with a range of experiences across different subjects. Pupils are streamed in Maths and in English, as our experience is that this benefits all pupils, allowing them to learn at a rate appropriate to their experience and ability. Languages are set according to prior experience. All other subjects, including the sciences, humanities and practical subjects have mixed-ability sets. Our approach to setting in the Third Form is necessarily responsive and the needs of pupils are put first. An allocation or change of set should never be viewed as a cause for concern, but a positive step to ensure the best possible progress.

Exams
Pupils will take an informal Progress Test in each subject at the end of the Michaelmas Term. The primary purpose of these tests is to give pupils a good indication of their own progress in each subject and to inform teachers where set choices are to be made. These should not be regarded as formal exams. Pupils will take more formal exams in the summer term designed to review the year's work

Learning Support
For those who need it, we have an excellent and well-equipped Learning Support team who work with teachers and pupils to assist them in accessing the learning experience and realising their potential. We also offer English Language support to those for whom English is an additional language.

Tutoring
Every pupil has a personal tutor and forms part of a small tutorial group within the House context. This tutor will work hard to get to know their tutees well – encouraging them in their endeavours, commending them on their successes and, of course, supporting them through inevitable moments of disappointment. They meet with their tutor group once a week in a dedicated slot, but there is likely to be a much higher level of informal contact as they encounter each other around the school site. The tutor will also monitor academic standards and comment in reports, offering advice and guidance on time management, methods of learning, revision planning and all other relevant matters.

Academic Communications with Parents
Pupils and parents will receive two reports in the Michaelmas Term, one report at the end of the Lent Term and one report at the end of the Summer Term. Individual subject teachers will offer comments alongside descriptors for effort and attainment. The overall content of the report will be summarised by either the Housemaster or the Tutor depending on the point in the cycle. The Third Form Parent Consultation takes place in the Lent Term and will be focused on academic progress and selection of GCSE Options.

If parents would like clarification on a particular issue or have a concern, they are more than welcome to email, telephone or arrange a meeting with key personnel at any time. The key point of contact for this is the Housemaster.

GCSE Options
At the end of the Michaelmas Term, The Deputy Head (Academic) will publish a booklet to parents and pupils outlining the available courses and possible subject combinations for GCSE study during the Fourth and Fifth Forms. In the Lent Term the Head of Third Form will further outline the choices process for pupils and they are encouraged to consult as widely as possible in this matter, making use of the guidance provided by their Housemaster, Tutor and the Deputy Head (Academic). Indicative GCSE choices will be made at the end of the Lent Term.

Origin Curriculum - Subject Information

Art

This course focuses on ensuring that Shrewsbury School students are visually literate and are set up for life in an increasingly image-centred world. Art lessons centre on encouraging pupils to observe the world around them and record what they see, gaining control and confidence over the formal elements in both 2D and 3D form. All students learn to enjoy and engage in their own art practice by developing and refining ideas and processes. It asks them to consider how subjects and ideas can be communicated creatively and helps them to develop key visual documentation skills. The art course offers an opportunity for teachers and students to integrate visual literacy across various curriculum areas, including languages, Art History, philosophy, and STEM subjects. Creating high-quality final outcomes through in-depth contextual understanding of a broad and inclusive range of artists and artforms is essential element of deepening subject knowledge and cultural understanding in the Origins curriculum.

Biology

Most children grow up with innate fascination for science: particularly for wildlife, and for the human body. Children are also growing up in a society in which Biological Sciences are ever more relevant: hardly a day goes by without headlines being made in fields like health, genetics and environment that can affect our future wellbeing or shed new light on our origins. It is the aim of this Faculty to nurture our pupils' existing interest in Biology through varied, fun, interactive and practical teaching and to inspire them to see the continued importance of Biology in their own lives and the wider world. Investigative skills and an appreciation for the scientific method are developed from day one: we need to train a new generation of scientists able to ask, and answer their own, new questions. Studying Biology also helps to develop both numeracy and literacy, and can provide the analytical skills and technical understanding that can open doors to many fulfilling and meaningful careers, and we try wherever possible to refer to real world applications of biological theory – for example in biotechnology.

Classics

The *Origin* Classics course for Third Formers endeavours to embrace the most engaging aspects of the Roman world; the language, the literature, as well as the lives of people and their day-to-day experiences in ancient Rome, Pompeii and Britain. The over-riding focus throughout is connecting the past (linguistic, cultural, philosophical, practical) with the present; the joining of the ancient world as it was, and as it is seen today, with its origins in the Roman Republic & Empire.

Through the background and cultural studies element of the course, pupils will learn how Classical Civilisation has shaped the 21st century, with a focus on Rome on our doorstep; what elements of *Urbs Romae* can be seen in Britain – and indeed Shropshire - today? Via the '*Latin Legacy*' module of the course, pupils will have the chance to study in detail the relationship between Latin and its modern linguistic descendants: Spanish, French, or Italian.

This cultural heritage course will be delivered across all sets; the language element will be differentiated, depending on experience, from those pupils who will be taught the Latin language from scratch, to those who will build on their three, or in some cases four or more years of Latin at their previous schools. Those who opt for Greek can either start the language from scratch or move on to a more advanced level. Parents of pupils considering this route are advised to liaise closely with Admissions.

The aim of the exploration of the language and culture taken together is to provide an educational experience that is stimulating, thought-provoking, and enjoyable.

Chemistry
Chemistry is a vertical subject and so we start with the basics in the Third Form. Atoms are the building blocks of the Universe and we study their structure: how they bond to other atoms, how they are arranged in different materials and then finally how we come to classify them in the Periodic Table of Elements. We go on to look at the reactivity of metals, how acids behave, what alkalis are and how, when the two are combined, they form salts. Later material covered in the 4th form and 5th form continues to build on these early foundations.

There is a great deal of practical work in the third form with students carrying out experiments weekly. The early practicals cover separation of mixtures and investigating solubility of different salts in water. There is a certain amount of deliberate crossover with Maths and English as students learn to process data and write up their investigations. They also learn how to produce hydrogen (authenticated by a small explosion), carbon dioxide and oxygen before investigating the relative reactivities of metals with acids and water. All this helps to improve their dexterity with equipment and understanding of scientific methodology.

Computer Science
Although it may seem that Computer Science is a relatively new subject area, compared with subjects such as English Literature, Chemistry and History, it has roots in the most fundamental instincts of humankind – the desire to understand the world, to solve problems, to invent tools and methods to thrive and advance our well-being. In its pure form, Computer Science is automated mathematics – harnessing technology to calculate solutions for a great variety of applications.

We might look back to the early pioneers such as Leonardo da Vinci with his automata, or Joseph Marie Jacquard and his programmable weaving looms. Indeed, Britain's own Charles Babbage and Ada Lovelace pushed forward the boundaries of Computer Science in the Nineteenth century. It may have taken many years to establish this new field, but it is the ever-accelerating pace of change that has thrust Computer Science into the cutting edge of human achievement.

Computer Science in the Third Form aims to build upon the experience pupils bring from prep schools far and wide to establish a common foundation that can be developed further into GCSE and A Level courses. Pupils will be shown how to use our network facilities, with both school owned machines as well as those brought to school by pupils to support their studies. We will learn problem solving techniques, turn these into code, test and run programs on computer screens as well as robots. We hope to inspire pupils and spark an interest that could carry then on to exciting future possibilities.

Design & Technology
All Design & Technological activity is embodied in the design of practical 3D solutions to real-world problems. Understanding form, creating combinations of components and a thorough understanding of materials and their properties, is at the heart of a creative 3D design idea. The *Origin* programme in Design & Technology offers exciting and engaging design and practical activities, conducted in both studios and workshop in the Shrewsbury School Design Centre.

Design activity helps develop creative capability and communicative capacity; by learning to articulate ideas through a variety of techniques including sketching, computer modelling, and practical workshop modelling. Understanding how design is embedded in everyday life and across wider society is crucial; pupils will research the work of contemporary designers, architects and engineers, to help inspire and develop their own design ideas. Pupils will also be given plentiful opportunities to develop their practical experience and explore a broad range of materials and engage with their properties. The aim of this foundation period is to help pupils make decisions on the appropriateness of a material to deploy in each situation. Initially, they will work on creating artefacts in papers and boards, timbers

and manufactured boards, polymers, metals and textile materials to physically experience material properties and working characteristics.

As pupils progress through the Third Form, projects will increase in complexity and structural demand; introducing pupils to graphic design and communication, and mechanical structure and motion. It is expected that pupils will work towards expressing their ideas more clearly, and to take increasing responsibility for their design decision making as the year goes on.

Drama

All students take part in a three-week Drama module during the Third Form. If, as the Ancient Greeks believed, theatre is the place we go to see ourselves, then Drama gives students the opportunity to reflect on themselves and their place in the world. Students take part in a series of workshops designed to boost their confidence and creativity, culminating in the performance of a short piece of devised work inspired by current events.

English

English plays a pivotal role in the Third Form curriculum; our aim is to support and develop the learning of other subjects through the consolidation and development of the technical skills of reading and writing, as well as encouraging students to begin to study literature more independently.

Pupils follow a comprehensive language syllabus, focusing on spelling, punctuation and grammar, with cross-curricular input from other Faculties. Each term is devoted to the study of a different form of literature, beginning with a prose text in the Michaelmas Term. Novels taught range from classic texts, such as Charles Dickens' *Hard Times*, to more contemporary works, such as Philip Pullman's *Northern Lights*. The Lent Term is devoted to the study of Shakespeare; our aim is to encourage pupils to develop confidence in exploring Shakespeare's language, as well as an appreciation for his skill and power as a dramatist. Pupils are also invited to explore the context in which the plays were written. This leads neatly into the study of an anthology of poetry in the Summer Term, often focusing on a particular theme, for example: War or Relationships. A range of oral and written assignments are produced on all literary texts, during the year – with at least one substantive piece of writing on each.

Unsurprisingly, we believe that reading is central to pupils' progress in all areas of the curriculum. All Third Form pupils have a weekly slot devoted to individual reading, during their English lessons. The Faculty works closely with the Moser Library to establish and promote the value and enjoyment of reading amongst Third Form students. There are also opportunities for Creative Writing, Public Speaking and Debating. The Third Form English programme endeavours to produce pupils who are ready to tackle the demands of the GCSE Language and Literature courses with confidence and enthusiasm.

French

The French Scheme of Work has the same *core* GCSE work for each set. The difference is the pace at which the course is covered, the level of expectation, the materials selected by the teacher and the cross-curricular and cultural topics added to stretch and stimulate the pupils. These will include extra literary, cultural and linguistic challenge alongside cross-curricular approaches. For example, we study a historical French film, use a variety of authentic resources in lessons and look more widely at a range of Francophone countries. Cultural and cross-curricular topics are seen as taking pupils beyond the requirements of the GCSE specification. Motivation and independent learning are thereby enhanced and weaker pupils are encouraged and supported to work towards the same level as higher sets, rather than doing over-simplified work. We hope to broaden pupils' horizons and deepen their cultural understanding.

Geography

The Geography *Origin* Course provides an intensive introduction to many fundamental aspects of the discipline. This is an entirely bespoke course that ensure students gain both in-depth knowledge and understanding of the world in which we live.

We start off covering the topic of Economic Development – taught in a contemporary manner to equip students with a knowledge of MS OneNote. We use contemporary data to challenge views and to ensure our students can understand the causes, effects and solutions to inequality and poverty seen globally. Crucially, we endeavour to ensure that our pupils are articulate and critical thinkers and writers in this unit. After the October Exeat, we cover the topic of Climate Change. Clearly this is a fundamental topic to understanding atmospheric, oceanic and societal changes; it provides a healthy topic for debate and discussion. After this, we spend a full term looking at China. This synoptic unit allows the prior two units to be discussed with a major case study but also ensure that our students understand more about this global superpower and its politics, demographics and economics. Given the international make-up of students at Shrewsbury, again this provides a poignant topic to inform, debate and discuss. We spend the summer term looking at Glacial Landscapes and Oceanic Phenomena, a blend of two topics rarely covered in the Geography curriculum prior to this age. We find our pupils are fascinated by this these two topics providing them with ample stretch and challenge which more than prepares them for future geographical studies.

German

The great majority of our pupils arrive with no prior knowledge of German, so the Third Form German course is an *ab initio* course aimed at complete beginners where the emphasis is on fun, communication and the cultural origins of the language.

The Shrewsbury German course is based on our course book *Klartext*, an audio-visual course with recorded material and photo-copiable worksheets. The most important aspect of the course for us teachers is that our classes enjoy their short introduction as much as possible, while picking up a good amount of vocabulary, grammar and an understanding of the origins of the language. We regularly use language games (e.g., Bingo, Blockbusters, Platsch! and Kikereki), as well as children's songs and music videos, which are available on Firefly (Shrewsbury's Virtual Learning Environment).

History

The Shrewsbury *Origin* History course aims to instil in all pupils a genuine enthusiasm and curiosity for the study of the past but also equip them with the historical context to engage with more current issues affecting society. Accepting that our pupils arrive having studied varied historical topics, themes and periods, the *Origin* course seeks to develop key skills alongside in-depth study of Britain's turbulent 20th Century. The *Origin* focus is appropriately structured around the key question, 'What makes us who we are?' Pupils investigate the British role in two devastating world wars and the modern era of decolonisation to more accurately determine how the recent past has affected contemporary society. There is a particular focus on the 20th Century as a century of protest and rapidly changing attitudes to a range of issues including suffrage, immigration, race and gender.

The course provides a clear focus on the core skills of extended writing, discussion, debate and independent research and seeks to explore cross-curricular ideas at key moments across the academic year. Pupils are engaged by challenging 'new to all' material in each term and have the opportunity to take part in a study visit to the World War I battlefields in the Ypres and Somme regions each June. The History Faculty *Origin* course seeks to ignite in our pupils a real and lasting intellectual passion for historical investigation, enquiry and debate, preparing them for rigorous and enriching academic study at GCSE level and beyond

Mathematics

The Third Form syllabus in Mathematics focuses on the mastery of techniques studied in earlier years while beginning to unveil the mystery of additional areas of the subject. In the Michaelmas Term we focus entirely on non-calculator work, with an emphasis on formalising the methods required for core topics in number, algebra and geometry. In the Lent Term we introduce pupils to the use of calculators in the context of producing rigorous and systematic written solutions, and they can then apply these skills to areas such as percentages and trigonometry.

There will be many opportunities to develop problem-solving skills – an essential part of the GCSE course – with the top two sets being invited to enter national competitions such as the Intermediate Mathematics Challenge in February. Internal competitions offered by the faculty include the opportunity for pupils to research an area of mathematics of their choosing and present their findings, while another competition comprises a weekly series of progressively more demanding and unusual puzzles.

Pupils are continually assessed throughout the year in Mathematics, with resetting opportunities during the Michaelmas Term, and again later in the academic year, to ensure they are always being taught at the appropriate pace for them, and at the necessary depth in all topics.

Music

The third form Music curriculum is a fascinating, eclectic journey of discovery. Plato once said that music "is a more potent instrument than any other for education". Recent research has found that music uses both sides of the brain, a fact that makes it valuable in all areas of development. Music affects the growth of a child's brain academically, emotionally, physically, and spiritually. With this in mind it is just as well that the Music School here at Shrewsbury has a reputation as one of the most vibrant, varied, and exciting places to study music at school level. This is achieved by combining the vigorous pursuit of excellence with the concept of music being a joyful language which everyone can learn (not just the talented few). Our journey starts with an investigation of the power of music to be expressive and descriptive and then leads us to cradle of mankind (Africa) and the unique sounds to be found there. This is followed by a study of the birth of the Blues as well as the consequent growth of Rock and Pop. Our study culminates in an in-depth study of Hip Hop Culture and Rap Music. All the sections of the course are structured around a LISTEN – UNDERSTAND – PERFORM principle, so that the learning is active and internalised through creative music-making in small groups.

Philosophy & Theology

Philosophy & Theology in the Third Form entails a range of philosophical enquiry, from the religious, e.g. whether God can be said to exist, and if so in what sense, to the epistemological, i.e. whether we can trust our sense perceptions and make any claim to knowledge. Students also explore questions of ultimate moral importance, such as debates about the value of life, environmentalism, issues in medical ethics, the free will debate and the purpose of punishment. A range of religious and secular worldviews are considered, and in their final term students encounter the historical origins of Islam and more recent developments: divergent theologies and the more controversial elements of religious practice. From the outset we aim to inculcate a love of intellectual enquiry, by encouraging students to think critically and develop their debating skills. We ask them to reflect on their own moral values and embrace Socratic questioning to scrutinise different truth claims. The Third Form *Origin* curriculum evolves yearly as new global issues arise with their associated ethical implications.

Physical Education

Sport is part of the Salopian species and very much part of daily life at Shrewsbury. The grounding for the Salopian sporting journey starts with our Third Form *Origin* curriculum in the shape of Third Form Physical Education, encouraging and establishing enduring participation, 'creating a sporting habit for life'.

Our Third Form Physical Education programme aims to embed core knowledge and guiding principles regarding sport's role in leading a healthy (active) lifestyle. Units such as Swimming, Gymnastics and Health-related exercise (HRE), provide the vehicle to build physical literacy and movement patterns that will stick with our pupils on their chosen sporting route. Cross-curricular links filtered into these lessons include nutrition, teamwork, leadership and growth-mindset. Positive ethics will be encouraged along with the students being inspired to reflect and examine others, and their own performance. Third Form Physical Education is a timetabled lesson – a double per fortnight.

Our sporting *Origin* programme provides a launch-pad from which pupils evolve into well-informed, resilient and robust sportswomen and sportsmen prepared for their Salopian sporting journey.

Physics

In the Third Form we start teaching the Edexcel GCSE Physics curriculum right from day one and our expectations of the students are high. In the Michaelmas Term, they will learn about the importance of units in Physics and are introduced to significant figures in calculations. They also study the effects of forces on movement and position and develop their practical investigative skills by measuring the average speed of toy cars down a ramp using light-gates and the latest data-logging software. A key skill students need to master is being able to manipulate and use equations. Our early motion topic ensures students learn correct and efficient processes for this skill, which is vital to understanding Physics. Students also learn early on how to write-up experiments using correct terminology such as errors, variables, resolution and accuracy.

Later in the year, the students cover Astrophysics which looks at the effects of gravity on planetary motion and motion of comets around our Sun. They will also learn about the fascinating process of how stars evolve from dust and gas and then in billions of years run out of fuel and 'die'!

In the Lent Term, they move on to another fundamental topic of Energy. They learn the importance of energy stores and how they are used as "counting" systems. They will also learn how we can calculate efficiency and that 'energy can neither be created nor destroyed'. The section on Renewable/Non-Renewable resources provides an excellent opportunity to develop Cross-Curricular links with the Geography Faculty, who also teach this topic in the Lent Term.

In the Summer Term, the students look at the properties of light and sound in the Waves Unit. They will carry out practical exercises using ray boxes, mirrors and glass prisms and learn how to construct ray diagrams. They will learn about the properties of sound and how we use ultrasound in hospitals and sonar devices. This Unit also introduces electromagnetic waves and provides opportunities for the students to find out where we use them in our homes and industry.

These topics are all fundamental in Physics and students go onto applying these concepts in more depth later in their Physics learning journey. Students gain a great understanding for not only skills in Physics but also develop strategies to enable them to understand the complex theories in the subject.

Spanish

Spanish influence, both linguistic and cultural, is broad and rich in so many areas of the globe and for so many people. With approximately 450 million Spanish speakers worldwide in over twenty countries, it is a language that is growing in importance. While Spanish is therefore the language of present and future generations, it also has fascinating roots and origins.

Our *Origin* course is split into themes based on key figures and places in Spanish and Latin American history that have had a global impact. By considering their contribution to the world as we know it today, we intend for pupils to enjoy learning about the geography, history, economy and opportunities for tourism of Spanish speaking countries. In turn we hope the course will whet the appetite of pupils to investigate further, travel more and broaden their cultural horizons before they consider choosing Spanish at GCSE.