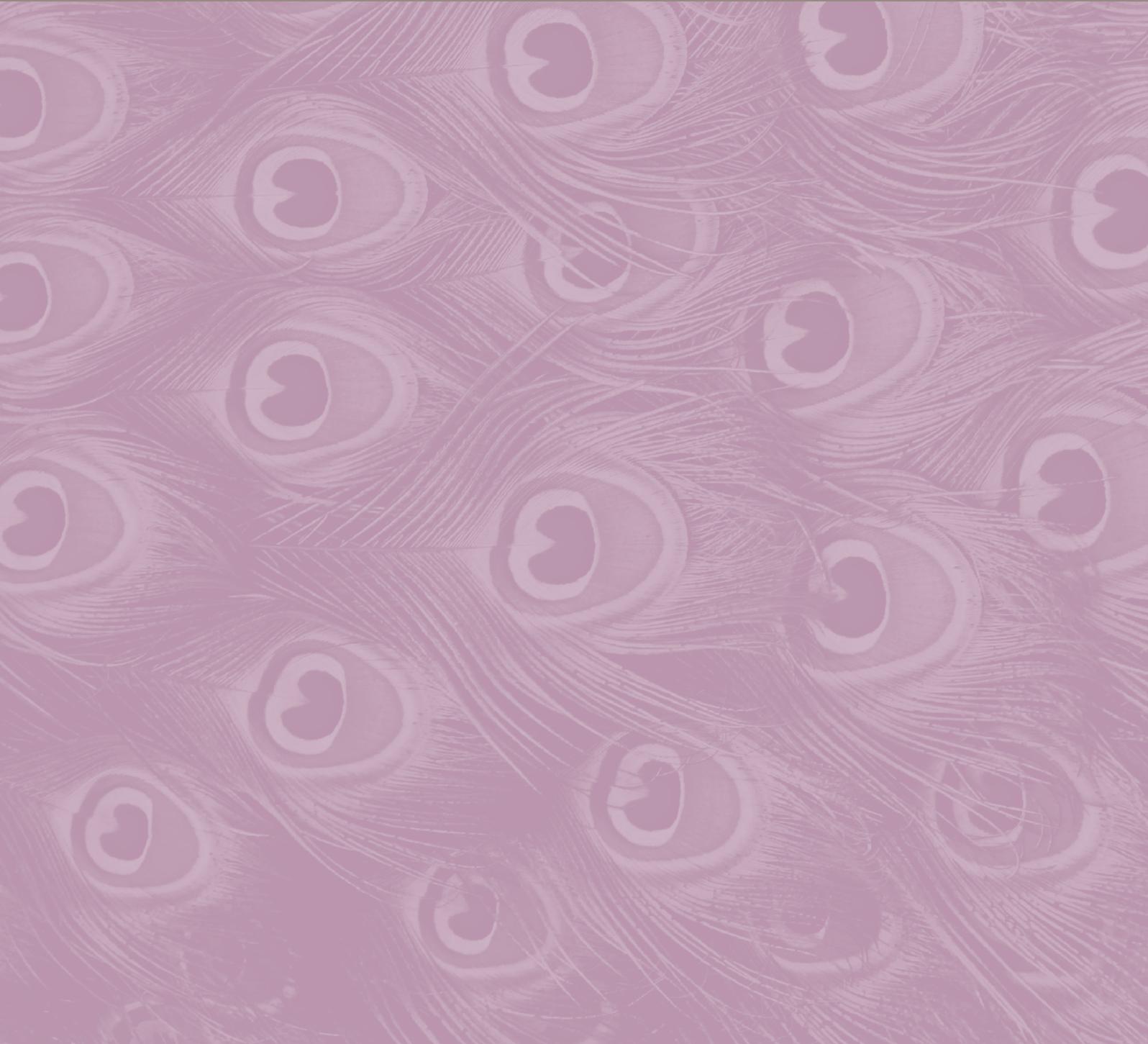


# WHITGIFT

CURRICULUM GUIDE | 2020





WELCOME	4
OVERVIEW	
<i>Junior Years Curriculum (Age 10 – 12)</i>	5
<i>Middle Years Curriculum (Age 13 – 16)</i>	6
<i>Sixth Form Curriculum (Age 16+)</i>	7
SUBJECTS	
<b>CREATIVE SUBJECTS</b>	
<i>Art and Design</i>	8
<i>Drama</i>	9
<i>Music</i>	10
<b>ENGLISH</b>	
<i>English</i>	11
<b>HUMANITIES</b>	
<i>Economics and Business</i>	12
<i>Geography</i>	13
<i>History</i>	14
<i>Theology and Philosophy</i>	15
<b>LANGUAGES</b>	
<i>Languages</i>	16
<i>Section Française</i>	17
<i>Classics</i>	18
<b>PHYSICAL EDUCATION</b>	
<i>Physical Education</i>	19
<b>STEM</b>	
<i>Computing</i>	20
<i>Design, Technology and Engineering (DTE)</i>	21
<i>Mathematics</i>	22
<i>Science</i>	23
<b>CROSS-CURRICULAR LEARNING AND SKILLS DEVELOPMENT</b>	
<i>Global Citizenship</i>	27
<b>IGNITE</b>	28
<i>PE &amp; Games</i>	29
<i>PSHEE (Personal, Social, Health and Economic Education)</i>	30
<i>Psychology</i>	31

## INTRODUCTION TO OUR CURRICULUM AND LEARNING PHILOSOPHY

At Whitgift our curriculum is designed to stimulate independent thinking and a lifelong passion for learning and intellectual life in its broadest sense. Alongside providing academic challenge for all pupils, it offers opportunity and rigour. It is only by excitement about learning that we can support students to achieve beyond what they felt they were capable of.



All of the traditional academic subjects are enhanced by a range of cross-curricular approaches. In STEM for example, courses develop research skills including the IGNITE project in the Second Form; and our extensive academic enrichment programme is accessible by the entire School.

Being able to think globally is a key skill that will serve today's pupils well in their future lives. Global Citizenship is a subject that has recently been introduced to the Junior Years comprising a carefully thought through programme of project and cross-subject learning. Pupils are encouraged to show initiative in extending learning in their own ways outside the classroom, bringing a personalised element to the curriculum.

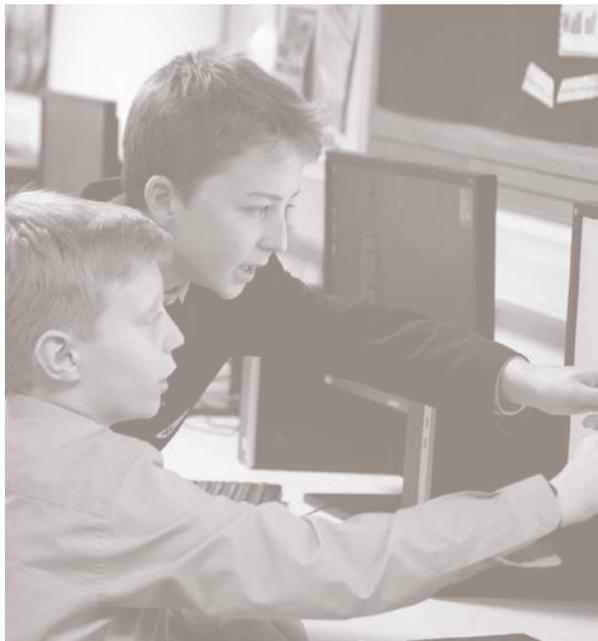
What follows within this document is an introduction to the curriculum at Whitgift. We are pleased to have as engaged and committed teaching staff who deliver this comprehensive curriculum and will help your son to find a lifelong love of learning.

**Mr Peter Yeo**  
*Deputy Headmaster*

# OVERVIEW

## JUNIOR YEARS CURRICULUM (AGE 10 - 12)

The Junior Years Curriculum is designed to ensure that as soon as a child arrives at Whitgift, they are exposed to innovative learning opportunities, that will prepare them for the ever-changing world that lies ahead. The focus on Global Citizenship, Digital Literacy and Independent Research projects is successfully blended with traditional subjects to allow pupils to experience a curriculum that is rooted in international mindedness, is academically rigorous, structured to develop intellectual curiosity, and will ultimately ignite their passion for learning. Emphasis is on the spoken word in lessons, to ensure that all students develop into articulate young men and empathetic listeners, whilst at the same time ensuring they are able to express themselves successfully digitally and on paper. All pupils will develop the skills of social and technological responsibility, collaboration and creativity, alongside resilience, self-awareness and emotional intelligence through the academic curriculum and the wider PSHEE and Tutor programme.



**Lower First** pupils study Mathematics, English, Science, Geography, Global Citizenship, Language Awareness, Korean, Computing and Digital Literacy, Theology and Philosophy, PSHEE, Art and Design, Drama, Music, PE & Games. Language Awareness classes provide the foundations for our ambitious language programme which starts in the First Form; we teach Korean because it's different; we teach Theology and Philosophy because it makes children think; we teach a range of creative subjects to give pupils the opportunity to express themselves. In total pupils will study 14 subjects. The only non-examined subjects are Language Awareness, DTE, PSHEE, PE & Games. With the exception of PSHEE, these will be regularly reported on.

**First Form** pupils study three out of a choice of six languages (French or Spanish, German or Latin and Japanese or Mandarin Chinese), in addition to Mathematics, English, Science, History, Geography, Theology and Philosophy, PSHEE, Computing and Digital Literacy, Art, DTE, Drama, Music, PE & Games. In total pupils will study 16 subjects, of which all will be examined except PSHEE, PE & Games, and all will be regularly reported on, with the exception of PSHEE.

**Second Form** pupils choose which two languages they wish to continue with, and the Sciences are taught separately, allowing more time for STEM subjects. In addition to the traditional subjects from above which will continue to be taught, all pupils will study IGNITE, which is the Independent Research module. In total pupils will study 18 subjects, of which all will be examined except PE & Games, and all will be regularly reported on, with the exception of PSHEE.

**Mrs Faye Carter**  
*Head of Junior Years*

# OVERVIEW

## MIDDLE YEARS CURRICULUM (AGE 13 - 16)

The Middle Years Curriculum aims to continue the love of learning established in the Junior Years so that all pupils go on to achieve their full potential at GCSE level. An increasingly-individualised portfolio of subject choices allows pupils to excel in subjects they are passionate about, underpinned by inspirational and enriching teaching, stimulating subject courses, and first-rate academic support beyond the classroom.

In the Third Form, pupils will begin to streamline their subject choices by selecting to continue two of the four 'creative' subjects: Art, Drama, DTE or Music. Across all subjects, core skills will be taught, reinforced and consolidated to provide the strongest foundation for later success at GCSE level. The Options Evening in the Lent term includes presentations from staff as well as an open subject forum with Heads of Department. This provides an opportunity for students and their families to feel fully informed ahead of making those important GCSE subject choices.



Whitgift pupils commence the Fourth Form studying 10 GCSE subjects – this provides for a balance between highly-regarded breadth of academic learning whilst still allowing for time and space to engage in wider co-curricular opportunities that make Whitgiftians the well-rounded and impressive young men they are. The GCSE curriculum at Whitgift comprises the six 'core' subjects – English Language, English Literature, Mathematics, Biology, Chemistry and Physics – with an additional four subject choice; pupils will be guided to select at least one Modern Foreign Language (French, German, Japanese, Mandarin Chinese and/or Spanish) and at least one Humanities subject (Geography, History, Theology and Philosophy and/or Economics). Fundamentally, we advocate pupils selecting subjects they are passionate about: those for which they have shown aptitude and which they may wish to pursue into higher education and beyond.

Throughout their studies, pupils will have access to a wide range of support and voluntary intervention sessions to ensure they feel guided and confident in their progress; an exciting and varied programme of academic enrichment talks from guest speakers (our PRISM initiative) is designed to inspire higher-capacity thinking and academic aspiration.

**Mr Sami Michael**  
*Head of Middle Years*

## SIXTH FORM CURRICULUM (AGE 16+)

What characterises the Sixth Form Curriculum at Whitgift is the exciting breadth of intellectual opportunity available to students. The School's tradition of academic excellence is at the heart of everything we do, and students should expect to be challenged in the Sixth Form: enquiring minds are very much the norm here!

There are three academic routes available:

### **Route A: International Baccalaureate (IB)**

Whitgift is proud of our status as an IB World School, as well as the exceptional success of our students in this prestigious, globally recognised qualification. The IB consists of six subjects, three of which are studied at Higher Level (HL) for specialist depth and three at Standard Level (SL) to retain breadth. The IB also has three additional compulsory elements that must be completed by all students: Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and an Extended Essay. The IB is a truly holistic curriculum which offers excellent preparation for university study.

### **Route B: A Level**

At Whitgift, A Level students are expected to study four subjects in the first year, selected from an extensive list of subject options. In practice, most students will continue with three subjects in the Upper Sixth, although a number will complete four. In addition to their chosen subjects, A Level students also study Critical Reflection in the Lower Sixth, and General Studies throughout the Sixth Form. We also encourage them to complete an Extended Project Qualification (EPQ); this exciting qualification gives students the opportunity to write a dissertation, conduct an investigation or produce an artefact on a topic which is entirely of their own choosing. These additional elements



add considerable breadth as well as depth to the academic experience of our A Level students.

### **Route C: BTEC National Diploma**

Whitgift also offers, to selected Sixth Formers, this nationally-recognised and innovative vocational qualification in either Sport and Exercise Science or Business. A BTEC qualification enables students to attain the equivalent UCAS points of up to three full A Levels, and most of our BTEC students will study an accompanying A Level alongside their BTEC.

Please refer to our Sixth Form Curriculum Guide for more detailed subject information.

**Mr Thomas Burnside**

*Head of Sixth Form*

## ART AND DESIGN

### AIMS

The Art Department at Whitgift is a flourishing environment where the creativity and talents of all pupils are nurtured and developed. The Department has created a setting where students can excel and develop their creativity; exploring the formal elements of Art whilst raising their critical, cultural and historical understanding. We foster a positive and encouraging attitude as well as enhancing the students' self-belief. Students build on their progress, creating outcomes they are proud of.

### NATURE OF THE COURSE

There are four specialist Art teachers and an Art technician. Facilities consist of four general art studios, a sculpture studio, a kiln room, a darkroom, printmaking and silk-screen printing resources and a computer suite. The Department has access to an outstanding exhibition space to display students' work.

In the Junior Years, the Art Department offers intense programmes of process and skills-based projects. During every academic year, students will focus on four areas; Drawing, Printmaking, Mixed Media and Sculpture, producing work in two and three dimensions. Within these four areas students will experience and develop their skills in painting, lino cutting, dry point etching, collage, typography, graphic design, film photography, darkroom processes, clay work, wire sculpting, textiles and craft.



### ASSESSMENT

At GCSE Level and A Level, students study Fine Art with Graphic Communication. Politics, society, fantasy and reality are examples of some of the possible themes that are studied.

Major displays of the GCSE and A Level students' work usually take place in the Trinity Term, with smaller work in progress shows occurring throughout the year.

### ENRICHMENT OPPORTUNITIES

There is an extensive list of clubs and societies run during lunchtime and after school. These include 3D Club, Ceramics Club, Senior Photography Society, Painting Masterclass, Scholars Art Society, and Drawing Club. After school clinic sessions run twice a week for the GCSE and A Level students.

The Art Department regularly submits students' work to national art competitions, which have included the Saatchi Gallery Arts prize for schools, the Young Photographer of the Year award, run by the Rotary Club, and Doodle for Google awards.

## DRAMA

### AIMS

From the Middle Years, drama is an exciting mix of theoretical and practical Drama. Pupils develop an understanding of performance techniques and technical theatre whilst studying a range of play texts and devising original pieces of drama. Pupils will develop their teamwork skills through group performances as well as working independently on monologues.

### NATURE OF THE COURSE

Lessons are split between practical and theoretical exercises. Pupils typically work in groups to explore dramatic techniques and principles, whilst developing their understanding of the theoretical concepts that underpin successful dramatic practice. Activities in lessons all help to prepare pupils for the practical coursework and written exam.

### ASSESSMENT

Pupils complete three pieces of practical coursework, each worth 20% of the overall grade: a group scripted performance, a group devised performance and an individual monologue performance. There is also a written exam, which is worth 40% of the overall grade and requires pupils to develop their own concept for the performance of a play script, as well as reflecting upon a piece of original drama they have created.

### ENRICHMENT OPPORTUNITIES

The best way to understand and appreciate theatre is seeing it live, and theatre trips are on offer for all GCSE Drama pupils. Pupils can explore their interest in Drama further through performing in school productions and/or working behind the scenes with the Whitgift Audio and Visual Department. Pupils are also free to work in the Department in their free time to develop their skills further.



## MUSIC



### AIMS

Students of Music broaden their knowledge and understanding of this unique and universal human activity through the exploration of music from around the World. In creating music of their own, students learn how to develop and extend ideas. Through a range of performing activities, students refine their technical and interpretive skills. A term of free music lessons in the First Form (Year 7) is an opportunity to find potential musical talents that may have otherwise gone unnoticed! Listening and appraising introduces students to music from a wide variety of styles and range of geographical locations so that they can explain how it works, evaluate its effectiveness and draw comparisons between examples.

### NATURE OF THE COURSE

In the Junior Years, lessons are project-based, with each project running for half a term. Students learn how to describe music, how to improvise, how to read and interpret musical notation, how to compose and perform individually and as part of a group, and how to use Music ICT. Topics include The Blues, Indian Classical Music, Singing, and Jazz. Third Form lessons represent a step up to GCSE and feature more individual tasks. GCSE students compose, perform and analyse to a yet higher level.

### ASSESSMENT

In the Junior Years Curriculum, topics typically culminate in the presentation of a composition or performance for assessment, along with a listening test. Students' work is appraised against appropriate criteria (e.g. ensemble skills and fluency in a group performance). The EDEXCEL GCSE course is followed. 30% is available for performing (one solo and one ensemble), 30% for composing (two contrasting pieces). A listening exam makes up the remaining 40%.

### ENRICHMENT OPPORTUNITIES

Musicians are encouraged to join one or more of our many ensembles, with opportunities available across the ability range. Concerts take place throughout the school year either at school or at an external venue. Students are encouraged to enter competitions in-house, with categories for brass, woodwind, strings, piano and singing. Academic study is helped through GCSE composition support sessions, theory support sessions and Music Technology Club. GCSE and Sixth Form Music students have regular opportunities to attend concerts in major London venues.

## AIMS

Literature is the perfect opportunity to look outwards at our World, and the curriculum is designed to instil a sense of global perspective through storytelling and study. The overall aim in Junior Years English teaching is to create an enquiring enthusiasm for English through exciting, challenging literature, as well as writing, discussion and drama.

## NATURE OF THE COURSE

We teach the subject primarily through the exploration of quality literature, with forays into English Literature from Chaucer through to the modern novel. English is a broad subject that teaches practical skills of composition and grammar, creativity and imagination and analytical writing. Creative responses to literature are encouraged; emphasis is placed upon formal composition, evaluation of texts, detail and style in written work, using literature and media articles as stimuli.



## ASSESSMENT

Assessment takes many forms;

- > creative writing is assessed for accuracy and conceptual sophistication; oral work for fluency, presentation and structure.
- > analytical pieces are assessed for strength and persuasiveness of argument.
- > grammar and spelling are assessed both discretely, and as a part of the creative process.

## ENRICHMENT OPPORTUNITIES

Yearly residential trips are organised for the Junior and Middle Years, to literary festivals and to Stratford-upon-Avon. The School also hosts its own Junior Literary Festival, inviting authors in to run workshops and to present on their craft.

With Shakespeare at the heart of our study throughout the School, students are introduced to his work at the annual Second Form Shakespeare evening, where every student learns and performs a shortened version of one his plays.

Each year group has its own dedicated Literary Society, as well as the related Journalism, Play Writing, Play Reading and Film Societies.

## ECONOMICS AND BUSINESS

### AIMS

The Economics IGCSE course provides the opportunity to study an exciting, academically challenging, subject exploring an ever-changing range of relevant issues. In the first year of the course pupils will develop an understanding of areas such as competition in markets, how the level of government intervention can help or hinder businesses and consumers and how supply and demand interact to determine prices in the market. In the second year, pupils on the course learn more about topics such as interest rates, globalisation and international trade. The subject can be continued at A Level or IB or taken up for the first time at Sixth Form.



### NATURE OF THE COURSE

As this is an international course, pupils will explore how businesses, consumers and governments make decisions in different countries. They will be given the opportunity to explore businesses and countries they are interested in through articles, exploratory research projects and other mechanisms. Group discussions are frequent to bounce ideas off each other and to develop critical thinking skills.

### ASSESSMENT

Assessment is by two 90 minute exams at the end of the course, which consists of multiple choice, short-answer and essay questions based on real world examples. Paper 1 is on Microeconomics (learnt in the Fourth Form) and Paper 2 is on Macroeconomics (learnt in Fifth Form). There is no coursework for this subject.

### ENRICHMENT OPPORTUNITIES

Pupils can invest in virtual stocks and shares via Investment Society, write articles or join the production team for our student-led magazine *Whitonomics* or enter Peter Jones' Tycoon for Schools competition with Whitgift Apprentice. Weekly drop-in support sessions are available, and our doors are always open to offer additional one-on-one support.

# GEOGRAPHY

## AIMS

Studying Geography helps equip students to solve the problems of today and tomorrow. Geography is a unique academic discipline as it helps pupils understand the complex and everchanging interaction between humans and the physical environment. To solve these issues geographers will draw upon a range of different disciplines and will become adept at critically analysing a mixture of different sources. Studies range from how the earth's orbit has influenced climate over thousands of years to debates about energy security to discussions about the best solutions to close the development gap.

We aim for our pupils to become global citizens who can think creatively and empathetically about issues from natural hazards to resource management, from anthropogenic climate change to geopolitics.

## NATURE OF THE COURSE

Geography is the study of the World around us; hence fieldwork is a vital element of the subject. Through fieldwork and time in the classroom, pupils explore a dynamic range of physical and human geography. All lessons are challenging, rewarding, fun and will draw upon the latest technological developments and resources. Pupils will develop a range of different skills that will equip them for life beyond school. This might include using Geographic Information System software to spatially map data, using statistical tests to determine the correlation between data sets to critiquing different viewpoints on climate change to presenting on the best measures of global development.



## ASSESSMENT

GCSE and A Level courses are based around current affairs and students tackle a host of different issues, such as urban regeneration in London, the range of threats facing the USA as the world's dominant superpower and urban sprawl in Mexico City. We teach the EDEXCEL A specification at GCSE, which links in well with the EDEXCEL course at A Level. We also offer IB Geography at Standard Level and Higher Level.

## ENRICHMENT OPPORTUNITIES

We aim to enrich pupils' understanding of the world around them by visiting interesting geography phenomena on our doorstep and further afield. We offer an extremely popular overseas trip to Iceland, which helps bring the plate tectonics course to life and allows pupils to experience geography in a different context. Other trips include exploring coastal management options on the south coast, fossil hunting in Dorset and a residential field trip to Swanage with our A Level students. Fifth Form geographers help run the Junior Geography Society and pupils are encouraged to enter the Young Geographer of the Year competition, run by the Royal Geographical Society.

## HISTORY AND POLITICS

### AIMS

The History and Politics Department aims to enthuse and challenge students at all ages, and to foster a love for the subject. Through a process of investigation, study and questioning, pupils will be able to work independently, and to argue cogently and in a well-informed manner. Their powers of verbal and written expression will be developed, and they will have a fuller understanding of the past, and our place in society and the world today. This is coupled with a constant aspiration for academic excellence and preparation for public examinations, university courses and the future world of work.

### NATURE OF THE COURSE

History and Politics are both taught using teacher directed learning but also independent learning and project-based tasks. Student research and wider reading is very much encouraged as is oracy in the classroom with debates, presentations and lively question and answer sessions. Evaluation of evidence and reaching a reasoned verdict is a key part of the study of History and Politics and being

able to differentiate between assertion, opinion and fact. Digital Learning is a key element of our teaching approach, involving online research and student-led presentations via PowerPoint and other media.

### ASSESSMENT

Throughout their study of History, students are assessed by writing analytical essays, source analysis and independently researched presentations. There are periodic whole year assessments testing a range of academic skills. At IGCSE we follow the Cambridge International syllabus that has two examination papers of two hours each that test subject knowledge, understanding, the ability to formulate an argument, and the ability to use and analyse a variety of sources of evidence. There is also a coursework component based on an historical question arising from the taught course and involving an independently written 2,000 word essay.

### ENRICHMENT OPPORTUNITIES

Students can attend both the Junior History Club and the History and Politics Society. Students and teachers make presentations on a wide range of topics and outside speakers also come in to talk. These clubs also include model making and historical reenactments. The student-led magazine, Pravda, allows students to write on their own Historical and Political interests. Mock general elections, referendums and *Question Times* are also organised. There are educational visits to sites of interest in the UK and to Berlin and the United States.



## THEOLOGY AND PHILOSOPHY

### AIMS

The study of Theology and Philosophy (TP) offers a breadth and depth of learning which is unparalleled. Both subjects challenge students to consider the nature of their existence, its origins and possible meanings. By giving students the opportunity to question and discover truth for themselves, they develop philosophical positions on a range of issues, enabling them to become critically engaged young adults, thoughtful and empathetic. Through the challenge of philosophical, religious and ethical questions, TP also deliberately seeks to contribute to students' social, moral, spiritual and cultural development.

### NATURE OF THE COURSE

Academic rigour is sustained at all times by a focus on the development of subject-specific skills of critical thinking, analysis and empathy. Lessons are frequently student-led, with pupils driving the exploration of theological and philosophical questions to find the deeper issues at stake. The emphasis is on students being able to form coherent argument rather than being encouraged to accept a particular worldview. The Department places great value on self-reflection, with students being guided to review their own work with a critical eye, so as to promote excellence.

### ASSESSMENT

At GCSE we study the EDEXCEL IGCSE. In the Junior Years students are assessed at the end of units with a 30-minute assessment comprised of two shorter knowledge-based questions, followed by a discursive essay. There is ongoing formative assessment of written work as well as assessment of discussion and debate. This follows the spirit of the GCSE assessment process.

### ENRICHMENT OPPORTUNITIES

As an experiential subject there are numerous opportunities for students to engage with philosophical and religious ideas outside school in the local community as well as with guest speakers. Notable past speakers have included Dr Rowan Williams and Professor John Cottingham and trips this year include visits to the local Croydon Buddhist Centre and to Auschwitz. Junior and Senior Philosophy Society are popular, and meet weekly to discuss a variety of philosophical and theological ideas. The Department also supports an Amnesty International Society for the Third Form.



## AIMS

We aim to instil a love of languages in our pupils and an appreciation of foreign culture which will equip them to contribute meaningfully in our globalised world. We approach the teaching of languages rigorously, so that pupils experience real cognitive benefits and gain a deeper understanding of English alongside developing fluency in whichever language they have chosen to pursue. We are proud of our success in encouraging pupils to continue learning languages for as long and possible with around 50% of pupils usually studying a language in Sixth Form and a significant number pursuing languages degrees.

## NATURE OF THE COURSE

In the Lower First Form, pupils pursue a tailor-made Language Awareness Course which includes elements of Linguistics and prepares the ground very effectively for future language-learning. Pupils also study Korean which introduces them to a non-European script and some exciting syntax.

First Form pupils learn three languages – one Romance language (French or Spanish) plus one Oriental language (Japanese or Mandarin Chinese) and one inflected language (either German or Latin). In the Second and Third Forms they continue with two of those original three languages, and also have the option of learning Classical Greek (off-timetable) in the Third Form. In the Fourth and Fifth Form, pupils study their GCSE options; it is compulsory to take at least one modern language at GCSE.

In Sixth Form, pupils can pursue all of our languages whether they have chosen the IB or A Level route. Within the IB there is an option to start a new language from scratch (*ab initio*).

We take a rigorous approach to languages teaching with a strong grammar focus, while ensuring that pupils are exposed to important aspects of the relevant cultures.



## ASSESSMENT

Whilst continual assessment occurs through regular vocabulary testing, written homework and classroom activities, there are three major points of assessment in each language each year – an Autumn Assessment, a Spring Assessment and the end of year Summer Examination.

In the Fifth Form a mock GCSE exam takes place in January with the mock oral in December.

Pupils sit the EDEXCEL IGSE in French, German and Spanish but the EDEXCEL GCSE in Japanese and Chinese. All of our languages are available as IB options, although Japanese and Chinese are only offered as Standard Level subjects. Pupils on the A Level route currently sit the Cambridge Pre-U in Chinese, French, German and Spanish, but the EDEXCEL A Level in Japanese.

We are very excited by the number of pupils who speak a language alongside English at home or who are teaching themselves languages independently. Should you wish your son to sit a qualification in one of our non-curricular languages, please contact the Head of Languages.

### ENRICHMENT OPPORTUNITIES

Pupils learning each modern language will have the opportunity to take part in reciprocal exchange visits to a country where that language is spoken. These offer a unique opportunity to live with a foreign family, experience their culture first-hand and immerse oneself in the language. We currently have exchange schools in Beijing, Nuremberg, Munich, Taipei, Tokyo, Toulouse, Valencia and Zaragoza.

The Languages Faculty also offers a huge variety of regular societies and one-off events including but not limited to: The First Form Spelling Bee, visiting plays for the Second and Third Form, Sixth Form theatre visits, French and Spanish Debating competitions, Taiko drumming for the Fourth Form, the UK Linguistics Olympiad, a Sixth Form Linguistics workshop and our Sixth Form Languages Society where pupils deliver well-researched presentations to one another.

## SECTION FRANÇAISE

For native or near-native speakers of French, our Section Française teaching is an exciting programme of French of a very high level, replicating what a pupil might be studying if they were in France. A dedicated teacher works with pupils in small classes with a focus on developing literary appreciation and essay-writing skills. The Section Française takes the place of two of the language options in the First Form or one of the language options thereafter.



## CLASSICS

### AIMS

Classics aims to teach comprehension of the Latin and Greek languages for reading purposes and develops an understanding of the content, style and values of Roman and Greek civilisation from the outset. The course presents the language not as an end in itself, nor as an instrument of general mental training, but as a means of gaining access to literature and the culture from which it springs.



### NATURE OF THE COURSE

Although the objectives and teaching emphases are quite specific (fluent reading/study of Roman civilisation), the skills imparted are contrastingly diverse. Linguistic, analytical, dramatic, artistic and inter-personal skills are taught through a variety of techniques including translation, role-play, artwork, comparative studies through videos and online resources, among others. All these elements interlock in to a stimulating and enjoyable course. Greek is offered from Third Form onwards.

### ASSESSMENT

Assessment is ongoing and formative. Additional summative assessment comes in the form of regular vocabulary tests, and written assessments each term in the form of an unseen translation and/or a comprehension. There is an end of year exam of similar format. For GCSE, as well as the language work, pupils are assessed on their literature set texts (usually taken from the likes of Virgil, Ovid, Pliny, and Tacitus). These assessments focus primarily on analysis of the literature, testing their knowledge of the content and style.

### ENRICHMENT OPPORTUNITIES

Pupils have opportunities to visit ancient world sites of classical interest, such as Rome, Pompeii and Herculaneum, Greece, and Sicily. These trips are biennial and usually open to students across the School. Additionally, there are opportunities to visit UK sites (e.g. Verulamium, Fishbourne Roman Palace, Lullingstone Roman Villa), museums, theatre productions, and lecture days. The Department offers extensive assistance outside of lesson time for enrichment and development. The Junior Classics Club runs fortnightly.

## PHYSICAL EDUCATION

### AIMS

Physical Education provides students with an opportunity to study both the practical and theoretical aspects of the subject. It is designed to promote enjoyment in physical activity and allows students to develop knowledge and understanding of the key theoretical principles that underpin physical activity and sport.

### NATURE OF THE COURSE

During their GCSE course, students will be assessed on their performance in four different physical activities, as well as undertaking a final exam to include all the following theoretical topics:

1. Anatomy and physiology.
2. Health, fitness and training.
3. Skill acquisition and psychology.
4. Social, cultural and ethical influences.

### ASSESSMENT DETAILS

Examination board: Cambridge IGCSE

- > One, examination worth 50% of overall grade.
- > Non-examined assessment, based on competency in the competitive environment in four separate sporting activities, worth 50% of overall grade.

### ENRICHMENT OPPORTUNITIES

Students will foster a passion and lifelong engagement within Physical Education and Sports Science through a range of opportunities which include:

- > visiting speakers.
- > competitive sporting fixtures.
- > analysis of individual performance.
- > personalised support and intervention.
- > Involvement in a range of sporting clubs and academic societies.



## COMPUTING

### AIMS

In our digitally rich world, Computer Science has immense value in preparing students for a world where computer technology will likely automate many of the jobs of the past, and traditional roles will cease to exist. The courses we run are exciting and give students the opportunity to explore a wide range of topics such as app development, database design, programming, website development, game making, cybersecurity and hardware. It also enables students to develop their problem-solving skills and independence as they are often required to find their own route to a solution.

### NATURE OF THE COURSE

Work is appraised using observational evidence or through formalised assessments and homework. In KS4 and 5, regular internal assessment takes place using past paper questions to gauge student progress. Assessment criteria include

- > recall of key facts.
- > use of technical language.
- > applying skills to new scenarios.
- > developing programs/solutions for real-world problems.
- > mathematics.
- > manipulation of data.

Computer Science is designed to be challenging, enjoyable and rewarding. It requires resilience, independence, commitment and the ability to revisit previous knowledge.

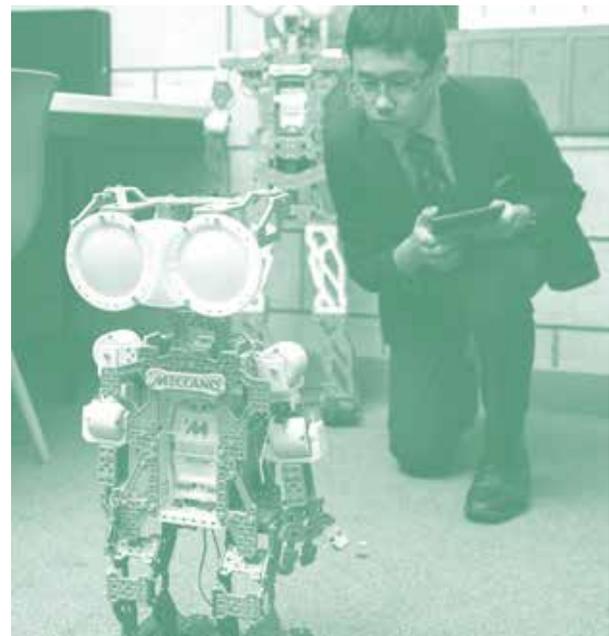
### ASSESSMENT

Examination board: CIE

- > At GCSE: two examinations on theory and programming and problem-solving. Topics include programming, hardware, security and data manipulation.
- > At A Level: Four examinations over two years which focus on programming, problem-solving and wider theory. Topics include Object Oriented programming, networks and the internet and database development.

### ENRICHMENT OPPORTUNITIES

Students have opportunities to attend talks at leading London universities, visit famous Computer Science locations such as Bletchley Park and listen to visiting speakers on current topics such as Artificial Intelligence and Machine Learning. The Computer Science Department also offers a number of clubs such as Robotics, Games Development and Cryptography.



## DESIGN, TECHNOLOGY AND ENGINEERING (DTE)

### AIMS

Design, Technology & Engineering (DTE) continuously embraces technological change enabling new and exciting skills, materials and techniques to be incorporated into our curriculum. Pupils will develop an understanding of the core resistant materials: wood, metal and plastic integrated with programmable electronics. They will understand the design process and the importance of critical evaluation in order to improve performance. Pupils will become confident in a range of manufacturing processes, CAD/CAM, prototyping, presentation and collaborative working. We aim to establish a dynamic, creative environment, which can respond to changes in design and technology education, to deliver skills appropriate to the needs of pupils in a constantly evolving world where value is given to enthusiasm, innovation and communication of ideas.

### NATURE OF THE COURSE

Pupils in the Junior Years complete a unique project each term designed to develop a set of skills and to enhance their confidence in both design and manufacture. Technical knowledge is built into each project in both formal theory lessons and through practical examples. Projects are designed to enhance a pupils':

- > ability to identify real world problems.
- > creative thought.
- > communicate ideas through digital and traditional methods.
- > ability to identify materials and recognise their properties.
- > attention to detail.
- > use of technical language.
- > ability to plan and foresee potential problems.
- > mathematical application in real life scenarios.

### ASSESSMENT

The subject has a wide variety of skills and assessment is characterised by submission of a mixture of written and practical work. Theory in the subject has been significantly enhanced in recent years and encompasses a global outlook, sustainability and entrepreneurship along with traditional knowledge. Assessment criteria vary in each project but always reward innovation and risk taking as well as hard work and attention to detail.

### Examination board: AQA

- > GCSE: Design and Technology. One theory exam worth 50% and a design and make portfolio following a pre-released theme, 50%. Topics include energy, materials and new and emerging technologies. We follow a three-year curriculum starting the course in the Third Form.
- > A Level: Product Design. Two exams in the final year focusing on design, making and technical knowledge worth 50%. A client orientated design and make project worth 50%. Topics include composite & smart materials, responsible design and modern industrial and commercial practice.

### ENRICHMENT OPPORTUNITIES

The Department is frequently open for pupils to work on independent projects during their free time. Clubs and Societies include the Junior DTE Club, £100 Design Club, Islamic Art and Design, STEM and Green Powered Car. The use of virtual reality headsets and two high powered PCs for STEM subject research also support learning. We also support artefact based EPQs in the Sixth Form.

## MATHEMATICS

### AIMS

At Whitgift, students are given a broad mathematical education based on the fundamentals of being able to produce clear mathematical arguments and to have an analytical approach to solving problems. Our team of Mathematics teachers are passionate about teaching the subject to the highest level, and they ensure that all students are engaged and stretched regardless of ability and encourage all students to take risks by exploring different avenues until they reach an efficient solution. The enrichment of students is equally vital. They take part in a variety of lectures both on site and on trips, and Mathematics competitions.

### NATURE OF THE COURSE

The EDEXCEL IGCSE course is taught in over three years starting in Third Form. It is an excellent platform from which to further study at A Level or International Baccalaureate (IB). Students develop and enhance their confidence in four main branches of Mathematics – number, algebra, geometry and data handling. Problem-solving skills are built into every topic.

### ASSESSMENT

Two 2-hour papers form the examination at the end of the Fifth Form.

All A Level students follow the OCR MEI specification. Three, 2-hour papers form the examination at the end of the Upper Sixth Form.

At IB, Mathematics is a compulsory choice at either Higher or Standard Level.

### ENRICHMENT OPPORTUNITIES

There are enrichment and extension opportunities for students in all year groups. In the Junior Years, Junior Mathematics Society introduces more advanced techniques to problem-solving. For older students, Senior Mathematics Society mixes lectures given by teachers, lectures given by students, and MAT/STEP problem-solving. Mathematics Competition Prep is open to all year groups and focuses on the skills involved in tackling UKMT Mathematics Challenge questions. We also have a number of Lower Sixth mathematicians who offer individual mentoring support to students in the lower year groups.

Our most gifted students in the Third to Lower Sixth Forms are invited to explore unfamiliar Mathematics in a campus-style environment with a biennial residential trip to Cambridge, and our top Fourth Form students go on an annual trip to the Mathematics in Action lectures in London, which features some of the leading Mathematics speakers nationally and internationally.

Mathematics-related speakers participate in weekly academic enrichment events, which are well attended by both students and teachers alike.



## SCIENCE

### AIMS

Over the coming decade, we are going to be facing an increasingly complex web of challenges at the nexus of science, technology and society that will make those early days of nanotechnology pale by comparison – gene editing, Artificial Intelligence, ubiquitous surveillance, advanced human enhancement, and a growing convergence between material, biological and cyber technologies, to name but a few. The teaching and learning of Science need to grapple with building understanding based on current knowledge but also construct a platform to encourage creative development of ideas.

### ASSESSMENT

**Examination board: EDEXCEL IGCSE**

All pupils begin the Third Form being taught three separate science IGCSEs; Biology, Chemistry and Physics. The content is assessed over two written papers for each subject at the end of the course in the Fifth Form.

At the end of the Fourth Form, the School may select those who have found separate sciences particularly demanding for the IGCSE Double Award course. All three sciences are still taught, but less material is covered, and a single exam is sat in each science subject.



## BIOLOGY

### AIMS

Pupils will develop an understanding of how life sciences play a key role in tackling global challenges that our students will face in their adult lives. The IGCSE in Biology develops an interest in, and understanding of, the living world so that students can develop into biologically literate global citizens. Pupils will become confident with principles of the scientific method, building transferable skills that encourage them to view the world in a critical way, developing resilience and creativity in the pursuit of solutions to problems.

### NATURE OF THE COURSE

The course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subjects, but it also forms an excellent platform from which to progress to further study of the subjects in either the International Baccalaureate (IB) or at A Level.

Teaching will allow students to reap maximum benefit from the practical work undertaken during the course. They will be taught how to make careful measurements, present their results clearly and to draw meaningful conclusions whilst assessing the errors involved in their work.

### ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- > attend Biology Society where Sixth Formers chair a meeting; an excellent opportunity for collaboration between older students who develop their leadership and skills and younger students who benefit from the Sixth Formers' knowledge.
- > learn about care and handling of animals in Animal Club, with animals ranging from our chameleon to our pygmy albino hedgehog.
- > attend Horticulture club where they learn more about seasonal planting and care of plants and crops, alongside the Biology underpinning these methods.
- > take part in a National Biology competition such as the Biology Challenge run by the Society of Biology.
- > attend Science in Action lectures held in London.



## CHEMISTRY

### AIMS

Pupils will develop an understanding of how the place of Chemistry in society is fostered so that the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects, are fully appreciated. Pupils will become confident with the knowledge and understanding of chemical facts, concepts and principles by learning about the unifying themes and patterns of Chemistry. Independent and collaborative work encourages a logical approach to problem-solving in a wide scientific context as part of a thoughtful scientific community.

### NATURE OF THE COURSE

As with all Science subjects, the EDEXCEL IGCSE Chemistry course is taught over three years. This course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subject, but it also forms an excellent platform from which to

progress to further study of the subject in either the International Baccalaureate (IB) or at A Level.

At the heart of everything is practical work; so developing experimental and investigative skills based on correct and safe laboratory techniques. Students will learn how to make careful measurements, present their results clearly and draw meaningful conclusions whilst assessing the errors involved in their work.

### ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- > attend Science in Action lectures held in London.
- > take part in lectures looking at Superhero Science.
- > make up teams to enter RSC Chemistry competition.
- > take part in RSC Top of the Bench competition.



## PHYSICS

### AIMS

Physics is a natural science based on experiments, measurements and mathematical analysis, with the purpose of finding quantitative physical laws that explain our understanding of the everything, from the Quantum realm through to the Cosmos. Pupils will develop practical skills; manipulating apparatus and collecting data, as well as interpreting relationships and an understanding of the limitations data can present in drawing valid conclusions. The aim of this is to give students an insight into how theoretically derived ideas can be reliably observed in nature when good Science is in place.

Pupils will become confident with their logical and problem-solving skills as well as their ability to apply mathematical skills in a variety of different contexts.

### NATURE OF THE COURSE

The EDEXCEL IGCSE course is taught in Physics over three years. This course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subject and forms an excellent platform from which to progress to further study of the subject in either the International Baccalaureate (IB) or A level.

Starting the course specification in the Third Form gives us scope to complete a significant amount of practical work as well as develop excellent foundational skills teaching students how to take careful measurements, present the results appropriately and draw meaningful conclusions whilst assessing the significance of errors in their measurements. Students will build on this throughout the course.



### ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- > attend Junior Physics Club and explore exciting ideas in Physics, looking to stimulate a passion for the subject with younger students.
- > attend Theoretical Physics Society which serves as an introduction to concepts in undergraduate level Applied Mathematics and Theoretical Physics. Content is made more accessible, but it is not diluted so it is suitable for aspiring physicists, mathematicians and engineers.
- > take part in National Physics competitions such as the Intermediate Physics Challenge.
- > attend Science in Action lectures held in London.

Pupils will become confident with principles of the scientific method, building transferable skills that encourage them to view the world in a critical way, developing resilience and creativity in the pursuit of solutions to problems.

## GLOBAL CITIZENSHIP

### AIMS

Global Citizenship is taught to Lower First and First Form students as a structured syllabus throughout the academic year. The aim is to raise awareness of important global issues amongst the students along the themes of equality and the environment. Topics include ocean plastics, climate change, poverty, deforestation, gender inequality, recycling and water security. From First Form to Third Form, teachers include topics from wider Global Citizenship themes including diversity and identity, human rights, peace and justice and sustainability. Under the 'think global and act local' banner, students are encouraged to develop opinions and empowered to take action about topics and issues they feel passionate about. It is hoped that over time, the idea of Global Citizenship will become embedded in the minds of Whitgift students and that they will develop a better understanding of their role in the World.

### ASSESSMENT

Work is assessed on a pass, merit, or distinction basis. The unique aspect of this subject is that the final work outcomes are determined by the students who choose the most appropriate format based upon their own views relating to each topic and the skills that they already have. These can include letters to political figures, speeches, drama productions, posters or blogs.



## IGNITE

### AIMS

Through the IGNITE programme, pupils develop an understanding of some of the current topics of Global Citizenship. They begin to foster a genuine interest in learning and curiosity in the world around them whilst developing higher order thinking skills. Pupils will develop confident research skills that will help them in every subject.

Over the year, students will attend lectures, classroom sessions and computer sessions. Students will set themselves small goals and will record their progress towards a set of learning outcomes in their reflective logs, which will also be formally assessed throughout the process.

### ASSESSMENT

Homework is set weekly. During the Michaelmas Term (September to December), students complete a research project based on one of three options given to them. They apply the skills learnt in the lectures to produce a 1000 word piece comprising at least an introduction, a literature review and a conclusion. During the Lent Term (January to April), students complete a research project based on a topic chosen by them from one of the six Global Citizenship strands: Identity and diversity, social justice and inequality, sustainable development, peace and conflict, trade and globalisation and human rights and democracy. This piece will be 2000 words and will be comprised of other sections such as method, findings and bibliography. In Trinity Term (April to July), students produce a presentation and a related artefact such as a piece of artwork, a product design, website or video.

### ENRICHMENT OPPORTUNITIES

Building on Global Citizenship, pupils in the Second Form have the opportunity to work on an independent project, and take a more conscientious approach to issues like poverty, Brexit and crime in the UK, instilling responsible attitudes and aiming to shape them into thinking as global citizens of the World. Pupils will be encouraged to attend the Prism lectures, when relevant to the Global Citizenship strands.

## PE & GAMES

### AIMS

Physical Education & Games is a compulsory lesson for all students in the Junior and Middle Years. The aim of the Physical Education & Games programme is to develop competency in a broad range of physical activities, ensure students are physically active, provide opportunities to engage in competitive sports and activities, and promote healthy active lifestyles.

### NATURE OF THE COURSE

Physical Education & Games are split into two separate curriculum areas.

In Physical Education, students are given the opportunity to improve their functional movement competencies and physical literacy, enhance leadership and water proficiency, and engage in a range of activities which explore tactical strategies to enhance performance.

This is achieved through a dynamic and innovative curriculum which includes:

- > swimming, personal survival & waterpolo.
- > strength enhancement, functional movement skill development, and speed/agility development.
- > exploring methods of training to improve performance, health, fitness and wellbeing.
- > develop an understanding of opposition tactics and performing at maximum levels.

In Games, students are given the opportunity to develop their technical, tactical and strategic understanding of sport through a range of competitive and recreational sporting activities. In the Junior Years all students experience the core sports of Rugby, Football, Hockey and Cricket. Beyond this period, students are given the opportunity to explore other activities as part of their Games programme.

### ENRICHMENT OPPORTUNITIES

The aim of both Physical Education & Games programmes is to foster a lifelong passion for physical activity and sport. We aim to support the vision through our curriculum and enrichment opportunities which include:

- > access to the Fitness Suite three times a day (including, Squash courts).
- > opportunity to develop swimming proficiency.
- > competitive sporting fixtures.
- > personalised support, intervention and medical provision.
- > range of sporting clubs and academic societies.



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

PSHEE is a curriculum subject covering a whole range of topics which have direct relevance to the skills of everyday living and to key life choices concerning values, lifestyles and relationships. PSHEE is taught on the timetable in the Junior and Middle Years and covers three main sections:

- > self-awareness.
- > citizenship.
- > health.

The main aim of PSHEE is to enable pupils to acquire the qualities, attitudes, values, knowledge and understanding, abilities and skills necessary for:

- > personal development.
- > the acquisition of social competencies.
- > responsible participation.

Controversial legal issues are led by local Police Liaison Officers.



## PSYCHOLOGY

### AIMS

Psychology is a fascinating subject which allows us to understand ourselves, others and the World around us; unpicking, analysing, evaluating and even coming up with innovative theories and concepts to explain human behaviour. Psychology is a social science and so is theory and research based and promotes the use of the scientific method of enquiry. Whitgift offers Psychology in Sixth Form as either an A Level or part of the IB programme but awareness and interest in the subject is fostered throughout the School with students in the Junior and Middle Years participating in activities and workshops of various themes.

The inclusion of Psychology in the curriculum at Whitgift aims to:

- > develop an understanding of the scientific method and its application within Psychology and the wider World.
- > develop a broader interest and consciousness of psychological issues as they take place every day in the real world.
- > develop key transferable skills of critical analysis, planning, observing, evaluating and communicating – both oral and written.
- > encourage students to undertake independent learning wherever possible, enabling them to develop synoptic linking skills and make sense of new information from a variety of sources.



### ENRICHMENT OPPORTUNITIES

Pupils have the opportunity to attend talks and masterclasses from leading professionals in the field of Psychology. Students complete their own psychological research practicals, are provided with an independent reading list and links to organisations, such as local charities, for subject related work experience.

The Department also runs two clubs: Junior Psychology Society is open to students in Third Form upwards and explores psychological topics such as the effects of social isolation and the power of the human mind in medicine through documentaries, research and discussions. Senior Psychology Society is open to all Sixth Form students.



WHITGIFT

Whitgift School  
Haling Park  
South Croydon  
London  
CR2 6YT  
United Kingdom

Telephone: +44 (0)20 8688 9222  
Email: [admissions@whitgift.co.uk](mailto:admissions@whitgift.co.uk)  
[www.whitgift.co.uk](http://www.whitgift.co.uk)

part of the  
**john  
whitgift  
foundation**