



## The Lower School Curriculum

---

Academic Year 2023-24

# Contents

Contents .....	1
Introduction.....	1
Our Curriculum .....	2
The School Day and the Timetable .....	3
<b>Assessment</b> .....	<b>4</b>
Art.....	7
Chinese .....	8
Design and Technology.....	9
Drama & Dance.....	10
English .....	12
German.....	13
French.....	14
Geography .....	15
History .....	16
Informatics (ICT and Programming).....	17
Classics/Latin .....	18
Mathematics.....	19
Music .....	20
Physical Education and Games .....	21
Religion and Philosophy.....	23
Science.....	25
Spanish .....	26
Wellbeing.....	27

## Introduction

This booklet provides an overview of the curriculum in the Lower School, and describes the content of all the subject courses your son will experience in Years 7 and 8. It will not of course provide answers to all the questions you may have about your son's learning - we warmly invite you to take up the opportunities through each academic year to talk with us about those - but it will give you a sense of how we work towards the five aims of the College:

- Our primary duty is to ensure that all our pupils are offered the right academic challenge and fulfil their academic potential (but we believe strongly that they have a great deal to learn and much to enjoy in all they do beyond, as much as in, their formal lessons);
- We hope to create an environment which promotes an independent work ethic and encourages all pupils to acquire a love of learning;
- We look to provide a wide range of sporting, cultural and adventurous activities for pupils to enjoy and through which they can learn to work co-operatively and to take a lead;
- We are committed to nurturing a supportive community which encourages a sense of social responsibility, and spiritual and personal development;
- We want to ensure that pupils from a variety of backgrounds can feel secure and equally valued.

As our first aim states, there are of course many opportunities for pupils to learn at school; this document describes only those that are timetabled, and other information will already have been sent, or will follow this booklet, to alert you and your son to those.

We want to do all we can to make those five aims real for every pupil in the Lower School, and we value an honest dialogue with parents very highly. We know that parents can often hesitate to come forward, but we do want to encourage you at the outset to share with us any questions or concerns that may arise in your son's experience of school, either through his Form Tutor or directly to the Head of Lower School, Miss Fran Cooke [cookefa@dulwich.org.uk](mailto:cookefa@dulwich.org.uk).

**Mr A J Threadgould**

Deputy Master Academic

September 2023

## Our Curriculum

In the Lower School the curriculum is designed on the following principles:

**Breadth**, so that pupils are exposed to the full spectrum of areas of learning (linguistic, mathematical, scientific, technological, creative, literary, spiritual, moral, physical, cultural and social);

**Balance**, so that pupils develop appropriately in each of these areas;

**Depth**, so that pupils study a topic in enough detail to engage with it critically;

**Relevance**, so that pupils see the reasons for learning in each of these areas;

**Resourcing**, so that pupils are taught in groups of a suitable size in well-equipped accommodation, by well-qualified teachers.

There are 50 timetabled lessons per fortnight and these are divided as follows:

Subject	Year 7	Year 8
English	6	6
Mathematics	5	5
French or Spanish	5	4
Science	4	5
Classics/Latin	4	-
Chinese	2	-
2 <sup>nd</sup> Language	-	4
History	2	3
Geography	2	3
Religion & Philosophy	2	3
Art	2	2
Design and Technology	2	2
Music	1	1
ICT	2	1
Drama	2	2
Wellbeing	1	1
Games	4	4
PE	1	1
FT period / Assemblies	3	3

### *A Note on Language Choices*

In March of Year 8, pupils are asked to select the second language they wish to study in Year 9 in addition to the first Modern Language they have studied since Year 7 (French/Spanish). Since the school welcomes new pupils at this point who may not have previously studied a second foreign language, we offer all options (Chinese, German, French, Spanish) as ab-initio as well as continuation options for those who have covered them in Years 7 and 8. For existing pupils this therefore means that, for their second option, they may choose to continue with the language (Chinese/Classics/Latin/German) pursued in Year 8, or have the further option of beginning (or resuming) one of the following: Chinese, German, French, Spanish.

In summary:

#### *Year 7*

- All pupils study 3 languages. Your son will study either French or Spanish plus Chinese and Classics/Latin

#### *Year 8*

- All pupils study 2 languages. Your son will study either French or Spanish and will study either Chinese or Classics/Latin or German.

## The School Day and the Timetable

There are six Forms in each of Years 7 and 8, with an average of 22 pupils in each Form, and most lessons are taught in Form groups.

Every school day has 5 timetabled lessons of 55 minutes:

Registration	0835 – 0850
Period 1	0850 – 0945
Period 2	0950 – 1045
Break	1050 – 1120
Period 3	1120 – 1215
Period 4	1220 – 1305
Lunch	1305 – 1435
Period 5 & registration	1440 – 1545 <i>(1430 start for games)</i>

Prep (homework) forms an important part of the learning routines in the Lower School, and up to three preps of 20 minutes will be set each weekday night in Year 7, rising to 30 minutes each in Year 8.

## Assessment

We know that one of the main ways in which pupils improve in a subject is through the dialogue between each individual pupil and the subject teacher. This dialogue takes different forms, but comes mainly through oral feedback in lessons, written comments in books, half-termly assessment grades and subject reports. While much good feedback is informal, formal assessments are important measuring points for the pupils and for you as parents. Assessment grades are awarded every half-term, when each subject teacher will award a grade for Effort and a grade for Attainment.

In the Lower School particularly, we want pupils to get into good routines for learning, to find their work interesting and rewarding, and to grow in confidence when tackling academic challenges. Effort grades assess their progress in these areas and, in outline, are awarded according to the following criteria:

1	Excellent	Always curious and resourceful, and actively embraces intellectual challenges
2	Good	Usually resourceful, interested and hard-working, with the occasional lapse
3	Inconsistent	Attitude and learning routines are sometimes below the standard expected
4	Poor	Attitude and learning routines are often below the standard expected

If pupils can get their effort right, we believe they will fulfil their academic potential, so greater attention is given to these grades in the first instance. In Year 7, the first assessment is always of Effort only.

The Attainment grade in each subject will show the standard of work reached relative to those we expect of Dulwich pupils. This will usually be based on a test that is taken during the term, alongside the class work and prep completed since the last grade was awarded. The grades and their respective criteria can be found in the table below:

O	Outstanding	Attainment far exceeds expectations
E	Excellent	Attainment is consistently above expectations
G	Good	Attainment is consistently in line with expectations
I	Improvement required	Attainment does not meet the level expected
C	Academic concern	Attainment is consistently and significantly below the level expected

## Enhanced Assessment Grades

Given the important role that effort plays in attainment, students will receive Enhanced Assessment Grades at one point during the academic year. In these cycles, attainment grades will take the same form as in other cycles. However, effort is broken down into four constituent learning habits, each of which will each be graded. Those learning habits and their respective criteria can be found below:

Engagement in class	<ul style="list-style-type: none"> <li>- The pupil is attentive and focused during lessons</li> <li>- The pupil's work demonstrates care and commitment and is completed to the best of their ability</li> <li>- The pupil contributes positively to discussion</li> <li>- The pupil is quick and eager to settle down to work</li> </ul>
Personal organisation	<ul style="list-style-type: none"> <li>- Prep is submitted on time</li> <li>- The pupil's book/file/class notebook is up to date and organised</li> <li>- The pupil brings the correct equipment to all lessons</li> <li>- The pupil is prompt to all lessons and arrives ready to begin learning</li> <li>- The pupil communicates with teachers should they have difficulty understanding content or meeting deadlines</li> </ul>
Independence	<ul style="list-style-type: none"> <li>- The pupil seeks to resolve problems themselves before seeking help</li> <li>- The pupil integrates feedback into subsequent pieces of work</li> <li>- The pupil demonstrates intellectual initiative in class</li> <li>- The pupil demonstrates perseverance and academic endeavour, seeking out opportunities to further their learning</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>- The pupil is able to explain the ideas studied to their peers</li> <li>- The pupil is able to listen respectfully to the views of others</li> <li>- The pupil is able to collaborate effectively in group work</li> </ul>

1	Excellent	Criteria are always met and often exceeded
2	Good	Criteria are usually met
3	Inconsistent	Criteria are inconsistently met
4	Poor	Criteria are rarely met

### Master's Commendations

Once assessment grades have been awarded, those pupils who have excelled on academic attainment will see the Master. Those students who have achieved the most or second most Effort grades in their form groups will see Miss Cooke or their Head of Year respectively.

### Teachers' Merits and Commendations

Merits are awarded by individual teachers for particularly excellent engagement in a given lesson. Commendations are awarded by teachers and the Head of School for either an exceptional piece of individual work or sustained effort and progress over time. Parents are notified of these achievements via emails home. The pupil in each form who has received the most commendations at the end of term is awarded a prize in the End of Term Assembly.

**Concerns over effort**

We have a series of responses involving the Form Tutor and the Head of Year as appropriate, when pupils receive a particular number of Effort grades below Good. We will of course also contact parents to discuss these.

Learning in the Lower School should be an enjoyable and rewarding experience for your son, without any of the pressures of public examinations, but equally it should put in place the important attitudes and skills that will enable him to cope well in his years further up the College. We very much hope that this will be your son's experience over the next two years.

The following pages give more detail on each subject studied in the Lower School.



## Art

The Art Department endeavours to instil a life-long love, respect and understanding of the arts. We strive to ensure our challenging curriculum and diverse co-curricular and enrichment opportunities appeal to the wide range of pupils. We believe art allows pupils to go on a journey into unknown territories, to discover a passion and niche within the world of cultural possibility, in turn helping them to gain confidence in their ability to create, take risks and problem solve. 'Free Learning' is embedded into the core of the curriculum and pupils in the Lower School have opportunities to explore their own interests and showcase their talents, not only in the classroom but also through House Art Competitions, gallery visits, lunchtime art clubs and societies.

### Year 7

In Year 7, pupils will be introduced to a broad range of techniques, materials, artists and themes. These experiences will set the foundation for developing as an effective artist and creative thinker. Pupils will work within a single theme in two different approaches or disciplines, teachers will deliver the courses from their specialist expertise. Each project is designed to develop a balance of practical skills, knowledge and understanding. Pupils will experiment in both 2D and 3D formats and explore techniques including drawing, painting, printmaking, collage and sculpture as well as digital platforms such as Photoshop. All schemes of work provide opportunities to explore and reflect on a rich history of art, craft and design across a range of ethnic groups, both western and non-western, inclusive of all genders, cultures and social economic groups. The courses are designed to have flexibility whilst also ensuring a 'hands on' studio-based experience is woven seamlessly throughout the academic year.

### Year 8

The structure of the Year 8 course is similar to Year 7, where pupils will develop work across a common theme. Observation skills learned in Year 7 will be built upon, and a more extensive range of materials and processes will be introduced – lino cuts, wire and plaster sculptures, painting, dry point etching, and ceramics can all form part of the course. ICT work will also be developed this year with more sophisticated aspects of Photoshop being introduced and used in increasingly independent ways. Again, pupils will develop their critical skills by studying work by a range of artists, and they will feel confident making connections between the artists' work and what they are studying in class. Artists would typically include Peter Blake, Joseph Cornell, Wangechi Mutu, Francis Bacon, Giacometti and Chilia Burman.

**Mrs M J Doherty**

## Chinese

The Lower School Chinese course is designed for complete beginners and aims to give an introduction to Mandarin Chinese. All four language skills of reading, listening, speaking and writing are used throughout the course. As well as providing a flavour of what it is like to learn the language, the course also introduces Chinese culture and provides an insight into historical and contemporary China.

### Year 7

In Year 7, the focus of the course is on understanding spoken Chinese. The topics covered include social greetings; family, pets, and numbers. Pupils learn about the four tones used in spoken Chinese and the use of pinyin to transcribe the pronunciation of characters. Pupils will be introduced to writing Chinese characters and will learn a limited number of characters to develop their reading and writing vocabulary.

### Year 8

In Year 8, pupils who have chosen to continue with Chinese have double the amount of lesson time (4 lessons per fortnight) than in Year 7. The Year 8 course extends into further topic areas such as food and drink, hobbies, school subjects and nationalities and there is greater use of Chinese character recognition and writing.

### Wider Cultural Activities

In Year 7, we also arrange a popular workshop on Martial Arts which gives an insight into *wushu*, the ancient, codified discipline of self-defence often known as kung-fu.

In Year 8, pupils practice Chinese calligraphy and brush-writing through a specialist calligraphy workshop, widen their artistic horizons by participating in a Chinese musical workshop, and learn about recent Chinese blockbusters.

**Mr J S R Suddaby**

## Design and Technology

Design and Technology is taught weekly throughout Year's 7 and 8 where pupils complete a variety of design projects and technical challenges. They design and construct products from the beginning of Year 7 working with plastic, wood and metal. Throughout the course they will complete short graphic and electronics tasks alongside more in-depth theory assignments to improve their knowledge and appreciation of how design and engineering can be seen everywhere in the real world.

Assignments focus on areas such as:

- materials and their properties
- the design process
- product analysis
- structures
- health & safety
- designing for a client
- sustainability and the environment

From Year 7 the pupils are given the opportunity to develop their ICT skills and are introduced to CAD (computer-aided design) drawing packages and various CAM (computer-aided manufacturing) machines such as laser cutters, vinyl printers and 3D printers to enhance their products.

Each year group form is split into two groups creating classes of about eleven pupils. Each group changes workshops, projects and teachers halfway through the academic year so that they experience the broad range of equipment and facilities the department has to offer.

**Mr J Humphrey**

## Drama & Dance

Drama has an important role to play in the personal development of Dulwich pupils. The skills and qualities developed in drama & dance workshops, such as teamwork, creativity, leadership and risk-taking are assets in all subjects and all areas of life.

Drama is taught in form groups for the entire year. In Year 7 pupils are introduced to the skills and strategies necessary to act, and specific techniques to nurture and develop the imagination. In Year 8 pupils are encouraged to develop improvisation and devising skills with a range of stimulus.

By the end of **Year 7** pupils should be able to:

- understand and demonstrate the basic social skills necessary for meaningful drama to take place (listening, observation, co-operation and concentration);
- work in mixed groups developing the skills of negotiation and decision-making;
- embrace the ensemble ethic when developing skills such as still images, transitions and group sculpture;
- understand how the use of space, movement and voice communicate meaning and be able to evaluate that use;
- show an ability to devise and create credible characters;
- structure a presentation with a clear start and finish;
- understand that drama is a process and not necessarily reliant on an 'end product';
- reflect upon and respond positively to their own work and that of their classmates. They should be able to evaluate their strengths and weaknesses in the subject;
- use and understand a range of specific terms in a dramatic context as a foundation for performance analysis;
- have a grasp of basic stagecraft and understanding of the relationship between actor and audience.

Pupils also get the opportunity to work with our Head of Dance to develop choreographic skills and movement language as a basis for creating character and narrative

- Skills and techniques explored include:
  - developing a physical language
  - activating the imagination to conjure characters and worlds
  - creating soundscapes and movement sequences
  - tension and the elements as a basis for portrayal
  - duet work & ensemble playing

By the end of **Year 8** pupils should be able to:

- consolidate and deepen their understanding of how space, movement and voice communicate meaning and evaluate that use;
- work constructively and creatively individually, in pairs and small groups, and with all other members of a larger ensemble, consolidating their ability to negotiate, make decisions, select and apply a range of techniques and structures as part of a group;
- evolve a grasp of realising specific intent for an audience and be able to begin to assess the effectiveness (or potential effectiveness) of their work in process/presentation;
- use and understand a further range of specific terms in a dramatic context;
- discuss and analyse the issues and themes involved in their work, showing an awareness of their own experience and that of others with appropriate terminology to develop a sound and confident grasp of performance analysis and how drama can reflect the world in which we live;
- reflect upon and respond positively to their own work and that of their classmates.

Our Head of Dance also extends technique embracing a range of styles including HipHop and Contemporary to develop their choreographic skills and kinetic patterns of movement as a basis for playmaking.

Year 8 Drama & Dance schemes embrace school-wide initiatives to raise awareness of (for example) sustainability, mental health, neurodiversity, and DCiAM.

In 2022-23, Lower School pupils created eight House Plays for the LSHD Festival, with each House staging excerpts from iconic musicals, honing not just their performance skills, but also integrating singing and their own inventive original choreography. The Lower School Production was an inventive adaptation of Hans Anderson's *The Red Shoes*, a macabre melodramatic interpretation of this famously dark tale of desire, greed and longing. All Year 7 participated in the creative arts free-learning day as part of the Echo Eternal commemorative arts engagement programme in collaboration with the Music and Art department. They worked alongside puppeteer Pippa Church to create an evocative and memorable piece in response to Holocaust survivors' testimony.

**Ms K Norton-Smith**

## English

In English we aim to create an enjoyably open and productive classroom atmosphere underpinned by hard work and a determination to achieve the highest standards, where discussion can reflect the reality of pupils' own experiences. Nurturing a lasting enjoyment of English, fostering a creative imagination, and stimulating interest, expertise and excitement in responding to literature are at the core of our work. Pupils are encouraged to develop an enthusiasm for using language ambitiously and imaginatively in all that they do, and to talk in different situations with confidence, precision and self-awareness.

Pupils study a novel in both Year 7 and 8 in the Lower School. Drama and close reading skills are also prioritised in Year 7 as fundamentals to aiding learning in English, and pupils are introduced to the development of English Language and elements of Literary Heritage through our Etymology unit. In Year 8, the department's own poetry and non-fiction anthologies, featuring a diverse range of writers and concerns, underpin the study of these genres.

Over the two years we seek to inspire enthusiasm for reading and instil the core skills for success in the Middle and Upper Schools: the ability to spell and punctuate accurately and write fluently and stylishly; to think analytically as well as to empathise with others; and to appreciate a range of challenging texts. By the end of Year 8 pupils should be able to write about personal experience in their own voice, show ability in structuring and planning essays, write letters, analyse characters and themes in the books they have studied, and support opinion with textual reference.

Pupils have the opportunity to work in the Lower School Library each week, where they can undertake independent reading, project work, research and other group activities; we also encourage pupils will enjoy reading in their own time. There is a thriving Lower School Book Club that all pupils are welcome to attend, as well as Wordsmiths, our Lower School writing group. There are regular occasions when pupils can showcase their talents in clubs, House and Form Competitions, which include poetry recitation, poetry writing, script writing and debating.

**Mr R W H Fisher**

## German

### **Year 8 Course book: *Logo! 1***

We are delighted to offer pupils the chance to start German in Year 8. The course is an introduction to the language and culture of the German-speaking world, which occupies the central position in Europe geographically, politically and economically.

Within the first year of learning German, pupils will be able to speak and write about themselves, their background and their interests. They will also encounter texts and listening passages from young people. Opportunities to learn beyond the syllabus will be offered in the form of an introduction to German film and food. There is also a very popular trip to the Christmas markets in Aachen at the end of the Michaelmas term.

German has had a long heritage of success at Dulwich with an enthusiastic group of pupils each year taking the subject from school to university, and beyond into the world of work, where German can be a major advantage. We look forward to starting this process with another group in Year 8 in 2024.

**Miss E Corris**

## French

### Year 7

**Course book:** *Vif 1*

French is taught from beginner level in Year 7, assuming little previous knowledge of the language. The aim of Year 7 is to introduce pupils to French as a global language and to give them the skills and confidence to communicate in and enjoy using French. Further to this, the curriculum content gives pupils the skills to talk about themselves and their daily life, cultural similarity and difference, and begin discussing broader issues relating to global citizenship, whilst interacting with the cultures and day to day life of the Francophone world. There are many free learning opportunities both in the classroom and in discrete projects, a pen-pal exchange and competitions as well as a French Day, which includes a range of language and cultural activities for all French pupils, as well as a popular sporting and cultural trip to Vic-sur-Cère in the Easter holidays.

The course book is engaging, well laid out, and is supplemented with many online resources. Students have access to an online version of the textbook, as well as a grammar workbook.

The grammar covered includes: the present tense, possessive adjectives, negatives, prepositions, and an introduction to the near future tense.

### Year 8

**Course book:** *Tricolore Total 2*

Year 8 builds on and extends the work covered in Year 7. Further topics and grammatical constructions are covered that allow pupils to widen the scope of their language with different tenses and a deeper vocabulary. Pupils learn more about Francophone culture whilst boosting their practical skills through situations that include: shopping, going on holiday and describing a trip in the past, making plans for the near future and ordering at a restaurant.

The course book furthers pupils' understanding of French and gives linguistic confidence that prepares them well for Year 9. This rigour is assisted by a strong commitment to free-learning through the use of contemporary media, film and competitions coupled with the opportunity to take part in the trip to Vic-sur-Cère.

**Mr J Poynton**



## Geography

### Year 7

In Year 7 the following topics are covered:

- An Introduction: What is Geography?
- Our changing planet: a history of geological and human change
- Problem plastic: exploring issues and solutions to plastic pollution
- Mapping political geography: exploring key political connections between the UK and the world using atlases
- Living sustainably in Dulwich: exploring sustainability in the local area

Year 7 provides the foundations of geographical knowledge and skills that build on and develop from that gained in primary school. The curriculum focuses on themes of sustainability and real-world practical issues such as plastic pollution and sustainability whilst also providing a solid foundation in physical geography through an exploration of plate tectonics and a history of the earth's evolution through time.

Geography at Dulwich is contemporary and we focus on group work, independent reading and research. The subject assessments are designed to be longer-term projects that take place over several lessons and assessment takes a number of different formats; for example, presentations, reports and essays.

### Year 8

In Year 8 the following topics are covered:

- Development and inequality
- Weather and climate change
- Geographies of food

The Year 8 curriculum provides an in-depth exploration of three contemporary issues. The course begins by exploring issues of inequality and human rights across the world. It then explores the physical geography of weather and provides an in-depth exploration of climate change, its causes and consequences. In the Summer Term pupils explore geographies of food and issues such as the debates around organic food, the resource demands of growing and distributing food and food poverty.

**Dr C Golding**

## History

The syllabus is structured around the themes, problems, and methodologies associated with the study of mediaeval and early modern History. Pupils will analyse the intersecting histories of England, Wales, Ireland and Scotland from the early middle ages to the Seven Years' War. The political histories of the British Isles will be an important theme throughout; but as pupils advance through the course they will range more broadly, encountering European and global topics, and investigating the challenges of social, cultural, and intellectual history. Above all, the course will be colourful, interesting, and fun.

### Year 7

The course charts British history from the Anglo-Saxon period to the Wars of the Roses, and explores the key themes of royal and religious power. Topics covered include: Henry II and Becket; the Crusades; John and Magna Carta; the role of the Church; the Black Death; the Peasants' Revolt; and the Hundred Years' War. The main textbook is Robert Peal's *Medieval Britain, 410-1509* (2016). A project on castles contributes to the end-of-year examination.

### Year 8

The course picks up the narrative thread with the rise of the Tudors, and the aim in the first term is to understand how the Tudor monarchs coped with the enormous religious change and social flux of the sixteenth century. Topics covered include Henry VIII's 'Great Matter'; the mid-Tudor crisis; the career of Mary, Queen of Scots; and the defeat of the Spanish Armada. In considering seventeenth-century absolutism, and in undertaking a research project on the Civil War, pupils reflect on the roles of personality, belief, and political authority in shaping societies and in tearing them apart. There will also be a comparative study of the Kingdom of Benin. Topics covered include: the Gunpowder Plot; the government of Oliver Cromwell; the Restoration monarchy; the Great Fire of London, and the Glorious Revolution. The course finishes in the Summer Term by exploring the origins of Britain's 'first empire' and the struggle with France for mastery in North America. The main textbook is Robert Peal's *Early Modern Britain, 1509-1760* (2016).

Dr B Snook

## Informatics (ICT and Programming)

The Lower School Informatics course ensures that the pupils learn essential Digital Literacy skills. They learn the fundamentals of using a computer which are essential for their College work, both academic and co-curricular. This includes learning about the College network, how files are stored at school, at home and in the cloud and how to use email and other office packages such as word-processing, presentation and spreadsheet software. The course we offer is modular and pupils are encouraged to work independently at a pace which suits them, using online tutorials and completing tasks. These tasks are self-marked using an award-winning, in-house marking engine which gives individual, formative feedback. The pupils also engage in modules on device management, e-safety and the effective use of search engines (such as Google and Bing).

The course also introduces pupils to the concepts of computational thinking. They start with a basic online programming course as part of their homework and progress through by taking part in the UK Bebras Computational Thinking Challenge and block-based and text-based programming. They then explore physical computing using the micro:bit, a pocket-sized computer; finding out how it can be used to develop understanding of programming through creative digital projects. This module also gives pupils a chance to look at JavaScript and Python. A Web Design module introduces basic HTML and CSS that enables them to build a modern, attractive website. Those pupils who display a keen interest in programming can further foster that interest by attending the Lower School Code Club.

More information about the courses we offer can be found on the College website or by emailing the Head of Informatics, Miss Son [sonm@dulwich.org.uk](mailto:sonm@dulwich.org.uk).

**Miss M Son**

## Classics/Latin

Classics/Latin, the study of the ancient Romans and Greeks, has long been at the heart of the English education system; Alfred the Great himself noted that learning Latin was important for people who wished to rise to *hieran hade* – a higher status. As such, it is no surprise that Classics/Latin is an important part of every Dulwich pupil's opportunities here at the College. Happily, however, our teaching methods are somewhat more modern than Alfred the Great's! Our curriculum offers pupils a great insight into Greco-Roman culture and history, as well as providing a rigorous training in the linguistic skills needed to read Latin (and Classical Greek once students reach Year 9). We stress the learning and understanding of linguistic patterns and teach pupils a distinctive and important way of thinking. The rich cultural history of the Roman world is both a fascinating subject in its own right, but also an important foundation upon which much modern culture is built.

### Year 7

All pupils study Latin in Year 7, and we use this time to introduce them to the underlying grammar and syntax of the language. Our focus in particular is on the importance of verbs, offering pupils analytical skills which will aid them in their modern languages as well as in Latin; by the end of the year our pupils will have studied three of Latin's six tenses, have acquired a broad vocabulary and begun to develop their essay-writing skills. Our cultural studies explore the nature of Greek gods and their associated myths, the lived experience of ancient Romans and various other important topics such as the role of slavery in the ancient world. To support our pupils' learning we have developed a bespoke departmental coursebook, which we use in conjunction with the *Suburani* text book.

### Year 8

Pupils may opt to continue with Classics/Latin into Year 8, and those who do are rewarded with a rich and engaging curriculum. Linguistically we turn our focus from Latin verbs to nouns, leading pupils to encounter the true complexity and beauty of a fully inflected language – if your son enjoys puzzles, this will certainly appeal to him! Our cultural studies broaden their horizons at this point, and we look more fully at Roman history, including studying various important figures from Roman history such as Julius Caesar and Augustus, and we also leave the Italian mainland to study the impact of the Romans in Britain and in Egypt. This broader focus feeds in to a study trip to Lullingstone villa, where pupils get the opportunity to explore an imperial lodge in Kent and undertake some research in connection with that trip.

### Trips, expeditions and societies

The department runs a biennial Lower School trip to Naples, allowing pupils to visit the sites of Pompeii and Herculaneum, and to climb the imposing slopes of Vesuvius itself. This expedition sits alongside various trips to more local classical sites and museums. Pupils in the Middle and Upper Schools also have the opportunity to attend longer expeditions to the Mediterranean; previously the department has visited Southern Greece, Sicily, Crete, Turkey and Croatia.

The department also runs several societies in the Upper and Lower schools; most notably for new pupils, Miss Cooke runs the ever-popular Classics/Latin and Mythology Club, which allows pupils to explore various stories from not only Greek and Roman culture, but also to learn about important stories from other areas of the world. Recent highlights have included pupil-led talks on Japanese mythology and the Norse god Loki!

Mr H M S Drew

## Mathematics

### Year 7

With pupils coming from a varied of backgrounds, Year 7 starts with revision and reinforcement of basic principles in arithmetic. There is an emphasis on numeracy with pupils being taught not to reach for the calculator immediately but to try and work answers out using non-calculator methods. Pupils then move on to Algebra with an emphasis on a good grounding in the basic rules. Then moving onto Geometry, Number, Probability, Statistics and Constructions. The books used are Essential Mathematics Books 7 and 8 by D Rayner, which are provided by the College. At the end of Year 7, pupils take a 60-minute examination which comprises a 10-minute non-calculator paper and a 50-minute calculator paper. Based on their performance in the end of year examination, common tests throughout the year and recommendations from teachers, pupils are then placed into sets in year 8. Pupils are encouraged to take part in the Junior Mathematical Challenge, a national competition. Those who achieve a very high score are invited to take part in the Junior Mathematical Olympiad.

### Year 8

The scheme of work reinforces material covered in Year 7 and builds upon it. Topics are covered to a much greater depth than in Year 7, including Arithmetic, Algebra, Graphs, Geometry, Probability and Statistics and Constructions. Again, there is an emphasis on numeracy and a lot of the material covered lends itself to non-calculator work. Pupils sit a 60-minute paper at the end of Year 8. Based on their performance in tests throughout the year and recommendations from teachers, pupils are placed into sets in year 9, alongside the new intake of pupils. Essential Mathematics Book 9 by D Rayner is used in year 8 which is also provided by the College. Pupils are also encouraged to take part in the Junior Mathematical Challenge, with high achieving pupils going on to the Junior Mathematical Olympiad.

### Calculators

All pupils are asked to buy a scientific calculator with at least the following functions:

- add, subtract, multiply, divide
- $\pi$
- brackets
- square, square root
- nth power and root
- reciprocal
- sin, cos, tan and their inverses
- degrees
- standard index notation
- sign change
- memory

The commissariat stocks the standard scientific calculators which we use. The emphasis within each group is for pupils to be able to use a calculator with confidence. As a pupil goes through the College he is introduced to more functions which he will eventually use in his IGCSE papers, in which calculators are allowed throughout.

**Ms S M Logan**

## Music

### Aims

- To understand what a musician does;
- To understand how music is constructed, including stave notation
- To enjoy making and listening to music from a wide range of different cultures and styles;
- To allow music to bring an added dimension to your life.

### Year 7

One timetabled lesson is provided each fortnight in Year 7 which involve a balanced mixture of Listening, Performing, and Composing. The pupils also explore the basics of music notation and learn to read and write music. Prep is set once each fortnight based on topics covered in lessons. In the first term, we explore the Elements of Music, looking particularly at rhythm and melody. The unit culminates with a composition in binary form. In the Lent Term, we look at the basics of harmony with an introduction to intervals, which serves to develop both the pupils' aural and practical skills. This unit explores the use of chords, particularly how chords work with a melody. The pupils improve their aural skills with the understanding of major and minor chords and a study of chord progressions introduces harmony in popular music where the pupils form a 'class band' to perform a piece of music. In the Summer Term, we develop our awareness of harmony with a close study of reggae music. There is a classroom arrangement of Bob Marley's 'Three Little Birds' together with composition activities to explore this style. Work is assessed both with self-evaluation and formal performance composition rubrics.

### Year 8

Year 8 Music classes are split between two teachers to enable intensive composing and performing activities to take place. The lessons involve a balanced mixture of Listening, Performing, and Composing. The pupils also explore the basics of music notation and learn to read and write music. The units of study are followed in Michaelmas and Lent Terms, both exploring composition. In one unit, pupils use the software LogicProX to create a Blues song, using different musical features found in Blues music. They also explore the wider context of Blues music and its roots in African American music. The other unit looks at Form and Structure in Music, culminating in a composition of a piece of music written in Theme and Variation form based on the melody 'Frere Jacques.' Pupils listen to a range of pieces throughout both studies to improve their ability to identify musical features and listen critically to music. In the Summer Term, the pupils put together all they have learned about rhythm, chords, harmony, and structure to play as a class Rock Band. Each form is given a different song to learn and are encouraged to bring in their own instruments. They will explore verse/chorus structure as well as creating contrast using texture and dynamics. A final performance is given at the end of the year. Work is assessed both with self-evaluation and formal performance and composition rubrics.

**Mrs C Kelly**

## Physical Education and Games

In the first Physical Education lesson of each term Year 7, 8, 9, 10 and 11 pupils are fitness tested. We build a bank of data on each pupil enabling us to monitor progress in terms of physical capability throughout their career at Dulwich College. This knowledge fuels assessments and thus conversation with pupils and parents on areas of development.

Our Physical Education Curriculum has been designed to follow the 'Long Term Athlete Development Model'. Following on from the 'Fundamentals' pupils cover in Junior School, in year 7 and 8 pupils enjoy units of work related to the 'Learning to Train' stage working on different components of fitness and swimming. During year 9 pupils will experience units of work related to the 'Training to Train' stage with Core Lifts, Training Methods and Swimming becomes water safety and an introduction to water polo.

In years 10 and 11, we use pupils' fitness testing data to direct pupils into training groups that will specifically target their identified weaknesses. This could be aerobic, anaerobic or strength training.

This curriculum has been designed with four aims in mind.

1. To expose all pupils to activities that will develop functional movement and movement literacy.
2. To expose pupils to areas of knowledge that will develop their ability to participate in lifelong physical activity with a sound understanding of what they are doing.
3. To allow pupils to experience different activities they may not be exposed to in our Major Sports and Options Games based curriculum.
4. To provide us with data on every pupil in terms of fitness levels, which can in turn be fed directly back to parents and targeted for development.

## Games

Games forms an essential part of the College week. All lessons are taught with the objective of improving pupils' performance and understanding of sport in an enjoyable atmosphere so that they may wish to continue participation further up the College and ultimately after they have left Dulwich.

Games is delivered in the Lower School through two timetabled sessions per week and reinforced through the co-curricular activities. The Physical Education department leads the coaching during these sessions; colleagues from other departments support the coaching. Pupils have the opportunity to do rugby, football and cricket in Year 7. In Year 8, there are additional activities, such as hockey and athletics, added to the programme. The early sessions act as a foundation period, ensuring all pupils have knowledge of the required skills in each sport before being put into a competitive environment.

There are representative school teams at A-F level in rugby, A-G level in football and A–D level in cricket. We do all we can to play schools at all these levels. Pupils will use their time during Games lessons for the bulk of their squad coaching. Lunchtime and after-school sessions complete the weekly coaching programme for representative squads. The College also enters teams in both local and national competitions, in a wide range of sports including hockey, tennis, swimming, water polo and athletics.

The College Day House system runs sporting competitions throughout the year. This provides an opportunity for all pupils in the House to compete together. This competition also provides an extra opportunity for those who wish to push into squads to gain recognition. House competitions

currently run in rugby, hockey, football, cricket, cross country, swimming, athletics, basketball and water polo.

**Mr T Whitehead**



## Religion and Philosophy

Religion and Philosophy at Dulwich College is academic and non-confessional. We do not seek to instruct pupils what to think, but instead strive to teach them how to think.

### Year 7

The course in Year 7 offers a study of religious and philosophical ideas about God in the major world religions. Rather than focusing on a particular religion, we instead focus a number of key questions, exploring how various religions respond to them.

#### Aims:

- To bring religious belief and practice into the experience of pupils and to bring religious practice into a contemporary setting;
- To help pupils to enter into an empathetic study of these religions and by doing so help some to understand their own cultures and backgrounds;
- To enable pupils to question and criticise intelligently universal issues such as love, peace, truth and the quest for ultimate meaning, through the study of religion;
- To consider how religions interrelate, and the various ways in which they all attempt to answer the same key questions.

The course will cover the following basic areas:

- Religious and philosophical ideas about the nature of God
- Key figures of the major religions
- The key ethical teachings of the major religions
- Each religion's understanding of judgement/the afterlife

Pupils have one prep every week and sit an examination of 60 minutes in the summer term.

### Year 8

The course offers an exploration of religions interaction with and impact on society, historically and contemporarily.

#### Aims:

- To be introduced to ideas of social justice
- To explore rights and responsibilities and an individual and societal level including Human Rights
- To explore notions of religion and rights and religion and the law including freedom of religion and religious expression
- To consider religious and non-religious views regarding prejudice and discrimination, and wealth, and poverty

The course will include looking at several case studies, including:

- Northern Ireland, the Troubles
- Iran and women's rights
- The Cadbury family
- Simeon of Stylites

- Buddhist monks
- Christian Aid

Pupils have one prep every week and sit an examination of 60 minutes in the summer term.

**Mrs C Malacrida**

## Science

### Introduction

In both Years 7 and 8, the emphasis is on learning through practical investigation and instilling a love of science. Making accurate observations, collecting and analysing results, as well as the ability to evaluate a method are developed throughout years 7 and 8. ICT is used both inside and outside the classroom for gathering scientific data and researching scientific projects. Pupils are encouraged to question and put forward their own ideas, as well as acquiring factual knowledge. This reflects the aim of the course: to empower pupils with scientific skills and understanding, and to foster a love of scientific method.

### Year 7

We begin year 7 with a study of cells, the building blocks of life. Pupils develop their microscopy skills and work in groups to make cell models. Our second unit is a study of the states of matter, and we introduce elements and compounds. Using Bunsen burners in a range of experiments, is a highlight of year 7! Following on from this, we explore the Solar System and investigate forces in our first Physics unit. The pupils enjoy creating a scaled model of our solar system in the playground. Reproduction, in plants and animals, is our second Biology topic of the year. 'Chemical Reactions', a topic that includes the reactions of acids and alkalis, is our penultimate topic of year 7. As well as carrying out a range of chemical reactions, pupils build on their knowledge of formulae and writing equations for reactions. 'Light and Sound' is the final topic in the third term. Reflection and refraction of light are investigated using mirrors, blocks and prisms. Reflection and refraction are examined in detail and the pupils learn to draw accurate ray diagrams.

### Year 8

We begin with a study of photosynthesis, respiration and ecosystems. Pupils develop their understanding of the importance of respiration in the cells and learn how this can occur with and without oxygen. 'Metals and their Reactions' is the first Chemistry unit of year 8. There are many opportunities for experimental work and pupils enjoy carrying out a range of chemical reactions. We cover combustion, decomposition, precipitation and neutralisation reactions, which all help hone pupils' observation skills. We end the Michaelmas term studying 'Electricity and Magnetism', which is carried on into the Lent term. The pupils investigate how electricity can be used to make an electromagnet! Next, pupils study food and nutrition. They are taught about digestion, carry out food tests and explore what it means to have a balanced diet and healthy lifestyle. Energy transfers, including conduction, convection and radiation, offer the opportunity to develop practical skills. Pupils are given guidance in designing a well-insulated house and asked to consider implications for fuel bills. The final topic covered in year 8 is 'Separation Techniques' which allows pupils to plan experiments independently, using the skills they have developed over the past two years.

**Mrs J Ratnasabapathy**

## Spanish

### Year 7

**Course book:** *Claro 1*

The Spanish Department's aim in Year 7 is to introduce pupils to the Spanish language and fascinating Hispanic culture in a varied, positive and enjoyable manner. It is also our aim to lay the foundations for solid future learning. Therefore, basic grammar and vocabulary form a major part of the first year.

By the end of Year 7, pupils will be able to understand, talk and write about subjects such as their family, house and home, local area, and likes and dislikes. The grammar covered includes the present tense, the immediate future, adjectives, the expression of basic opinions, the negative, and some prepositions.

Given that the vast majority of pupils who have chosen Spanish as their language option in Year 7 have studied little or no Spanish before coming to Dulwich College, the course is run *ab initio*, assuming little or no prior knowledge of the language.

We use *Claro 1*, which is a modern, exciting, and engaging textbook. Every member of the department supplements this with his/her own material, something both pupils and staff find invaluable. Pupils will also have the opportunity to make use of online resources for their language learning such as Languagesonline (<https://languagesonline.org.uk/Hotpotatoes/index.html>), quizlet.com, and Kerboodle.

Year 7 culminates in the annual Spanish morning - involving a range of dance, food, and sports workshops – and the Spelling Bee competition, where pupils compete against each other in producing words spelled correctly in Spanish.

### Year 8

**Course book:** *Claro 1 and 2*

This year builds on and extends the work covered in Year 7. Pupils are stretched through the introduction of further topics and grammar areas. Pupils continue to use the online resources available in Year 7, as well as some more advanced ones such as thisislanguage.com and bbcbitesize.com

With the introduction of basic past tenses, and the use of the immediate future, pupils are expected to be able to write a more detailed and varied account of their daily routines, family and school life and holidays. Vocabulary and grammar again form a substantial part of the course. They are immersed in the show *Aventuras Vascas* to learn about Spanish regional differences. Towards the end of the year, pupils build on their film knowledge studying the film *Cien Metros*, combining the Hispanic world and the world of sport.

**Ms R Garcia**

## Wellbeing

At Dulwich we take a holistic approach to pupils' wellbeing, development and happiness, this is something that underpins all that we do. We believe it is vital to prepare pupils for the future, ensuring they leave us as well-rounded, balanced individuals, fully prepared for their journey into adulthood. To this end we have created a Wellbeing Programme that comprises six key strands:

Physical Wellbeing, Emotional Wellbeing, Spiritual Wellbeing, Living in Community, Healthy Living and Preparation for the future.

Wellbeing lessons and form tutor periods allow time each week for pupils to cover an extensive range of age-appropriate topics, from safeguarding, stress and spirituality, to relationships, resilience and risks surrounding drugs, alcohol, gambling and more.

In the Lower School, Wellbeing lessons are designed to support pupils through early adolescence and in their transitions both from primary school and into the Middle School. These lessons include a mixture of discussion, role play, written work and reflection to assess personal growth and wellbeing.

### Year 7

#### Michaelmas Term

The introductory unit 'Yourself and Others' focuses on becoming comfortable and at ease in the College environment and then living and working successfully with others in the College community. Practical advice is offered on how to develop and maintain successful friendships with pupils having the opportunity to explore how to talk to, listen to and respond to others. Pupils talk through issues surrounding bullying and consider methods of self-protection, including conflict management and the risks of online environments. We encourage pupils to develop a secure sense of identity and become an upstanding citizen within the community.

#### Lent Term

The Lent term looks at living a well-balanced, healthy and happy life in a unit called 'Healthy Living: Body and Mind' which allows pupils to consider what constitutes a healthy lifestyle and to reflect on their own lives. Pupils will explore nutrition, exercise, sleep, self-care and the risks of alcohol, drugs and smoking. Led by our wonderful Lower School Library Team, this project is assessed through an information skills project designed to develop independent learning skills and prepare pupils for life beyond Dulwich.

#### Summer Term

This term we learn how to celebrate neurodiversity and to have an awareness of mental health issues. We also reflect on the year just gone, our developing sense of personal and group identity and we evaluate our success as a community looking forward to the year ahead by forming a clear plan for who we want to be as we approach Year 8. We also look at developing resilience and having a progressive mindset in relation to the end of year exams. To this end there is a clear focus on positive and productive revision techniques. We review our own unique learning styles and find the techniques that work best for us. Pupils become more aware of their emotions and are helped to understand methods of dealing with life's difficulties.

## **Year 8**

### **Michaelmas Term**

The first term is split into two units, the introductory unit 'Peer Pressure and Resilience' focuses on a continued commitment to developing a strong sense of individual identity and a positive and caring environment within lessons and across the College community. Pupils identify their own values and are encouraged to behave with integrity and courage so that they can continue to be an upstander within our environment. Pupils are given a range of tools to help them rise to the challenges of growing up and navigating the world of friendships and relationships both in person and online. Pupils then look at 'Mental Health and Growth Mindset' where they are taught respect, kindness and compassion with a view to celebrate neurodiversity. Pupils will learn life skills such as 'reframing' which encourages a growth mindset, a love of lifelong learning and the importance of happiness. In the latter half of the term pupils prepare an information skills project, again with the Lower School Library Team, where they demonstrate their developing understanding of child safety online.

### **Lent Term**

The Lent term is dedicated to Relationships and Sex Education. Pupils will learn about different types of relationships, the physical and emotional changes associated with puberty, body image and the pressures of media influence. We address the topic of consent and talk about sexual relationships. We look at gender stereotypes, sexual orientation and the commitment found in loving and mutually respectful relationships. Each tutor room has its own 'Anonymous Question Box' which pupils can use to ask any questions they do not feel comfortable to bring up in person.

### **Summer Term**

Pupils complete a short 'Citizenship' course where they learn about Parliament and Government. These sessions are followed by a series of lessons on Human Rights including the difficulty of balancing rights and responsibilities and continuing to be an upstander in your own community. Pupils will reflect on their time in the Lower School; review their sense of identity, celebrate their unique learning style, and highlight their use of growth mindset whilst also thinking ahead to the exciting challenges that lay ahead for them during their time in the Middle School.

### **Ms S Miller**





DULWICH COLLEGE

Dulwich Common, London, SE21 7LD

Telephone: 020 8693 3601 Fax: 020 8693 6319

Email: [enquiries@dulwich.org.uk](mailto:enquiries@dulwich.org.uk) Web: [www.dulwich.org.uk](http://www.dulwich.org.uk)

*Registered Charity No 1150064*