

# THIRD FORM BOOKLET



CITY  
OF  
LONDON

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SEPTEMBER 2011

## INTRODUCTION

This booklet is being sent to the parents of boys in the current Second Form at CLS and to parents of those new boys who will be entering the School at Third Form level in September. In addition to setting out the general structure of the curriculum for the Third Form, it also defines the intentions of the various teaching departments for the year. However, it is not intended to be a statement of a rigid syllabus. The specific content of the courses followed will depend, to a certain extent, on the responses of the different groups of boys being taught, as well as the approach of the individual teachers. Nevertheless, we hope that you will find the booklet an informative guide to the type of work your son will be covering during the course of the year.

There are six Third Forms, each under the general charge of a Form Tutor. These Forms are pastoral units and also teaching units for most subjects, though boys are setted for Mathematics and for their two optional subjects.

Although the formal Third Form Parents' Evening is not held until early in the Summer Term, shortly before the GCSE options choices are made, parents are invited to contact their son's Form Tutor at any time in the year if they have any queries about their son's life at School.

There will also be a social evening for Third Form parents, to which you will be warmly invited, in the first half of the Autumn Term.

Glen P L Farrelly  
Head of Third Year

## THIRD FORM CURRICULUM - SEPTEMBER 2011

1. In addition to the core subjects, boys must make two choices from the following subjects: Latin (or Latin & Greek), German, Spanish, Drama, and Classical Civilisation. At least one of these choices must be a language (ancient or modern) and it should be borne in mind that a boy can only take a GCSE course in any of the aforementioned languages if he has already studied the language in the Third Form. We reserve the right to recommend to some boys that they only take two languages. Boys who are particularly able at Latin will be placed in a set which will be taught both Latin and Greek. We may not be able to meet all choices if some sets become too full. All boys must also enter a reserve choice on the form they return.
2. The School's policy is to offer all boys in the Third Form as wide a range of subjects and activities as possible. One aim of this policy is to enable boys, towards the end of the year, to make an informed choice of subjects for study to GCSE in the Fourth and Fifth Forms. Another, and equally important, aim is to allow them the broadest educational experience before the demands of external examinations impose the need for choice.
3. The curriculum, and the allocation of teaching periods, in the Third Form is as follows:

### Core Subjects

Mathematics	4	
English	4	
French	3	
History	2	
Geography	2	
R.E.	2	
Design & Visual Arts	2	
Science	9	(Chemistry 3, Physics 3, Biology 3)
Music	1	
P.E.	1	
Games	3	
ICT/PHSE	1	

### plus two of the following:

German	3 periods	
Spanish	3 periods	
Latin & Greek	3 periods	
Latin	3 periods	
Classical Civilisation	3 periods	
Drama	3 periods	
		<b><u>Total: 40</u></b>

In addition, during the course of the year each Form will make eight visits to places of interest in central London.

4. On joining the Third Form a boy also joins one of the six School Houses. The members of each Form are all members of the same House, and so a boy takes his House membership from the Form to which he is allocated: he then remains a member of that House for the rest of his time in the School.
5. Your son's Tutor will recommend a host of extra-curricular activities. Participation should prove most rewarding and enjoyable.

## CLASSICAL COURSES

For the Third Form, **three** options are available from the Classics Department:

### Latin

### Latin and Greek

### Classical Civilisation

#### LATIN

First and Second Formers at CLS have read Books I and II of the Cambridge Latin Course; in the Third Form we go on with Book III. As well as learning more about the language, you will meet some familiar old 'friends' in the stories: Salvius continues to cause trouble and devise evil schemes – but our hero Quintus always comes to the rescue in the end! There are new characters, too, including some comical and incompetent Roman soldiers (and their girl-friends), and – more seriously – the Roman Governor of Britain. And we finally find Barbillus's long-lost son in Britain...

In the Third Form, you naturally learn more grammar and vocabulary; but through the Latin stories and the background information, you also learn a great deal about life in Britain under Roman rule, and begin to study the City of Rome itself as the centre of a vast and complex empire; you start to see the diversity and deviousness of Roman political and social life.

By the end of the Third Form you should be in a good position to start the GCSE course in the following year. This is true also for new boys who join the CLS Third Form with a good grounding in Latin from their previous school.

#### LATIN AND GREEK

The **Latin** part of this course is just as described on the previous page – except that the work has to be done rather faster, to leave time for the Greek...

**Classical Greek** is not a separate subject in this scheme, but is studied **together with Latin as a single option** by some of the more confident and linguistically able boys, who can cope with learning two ancient languages in the time normally given to one. Obviously this course is a challenge! If you are already good at Latin and your teacher and parents think it's a good idea, why not give Greek a try?

This is the only chance to begin Greek (as well as keeping on with Latin), and the Third Form serves as a useful 'trial' before you decide whether to go on to a GCSE course, which can be just in Latin, or can be (like this year) a joint course in both Latin and Greek – probably one of the most challenging and interesting options the school has to offer for someone who is good at languages.

We find that Greek and Latin support each other strongly, and those who go on to GCSE in both languages almost always do well. Third Formers often find the Greek language quite fascinating, and are also interested in the activities and achievements of the Greeks. By the end of the year, you will know the basics of the language, and have learnt something about the history and culture of Classical Greece.

**After the GCSE courses**, Classical languages taken to Advanced level offer the opportunity to take university courses in Classics, as well as being a very good basis for Philosophy, Law, Oriental and other languages. Anyone who thinks that he might in the future be interested in such subjects should think about studying Classical languages now.

## CLASSICAL CIVILISATION

As an alternative to a language option in the Third Form, you can choose an introductory course in **Classical Civilisation**. For this, **no knowledge of Latin (or Greek) is needed**, though this option is of course also open to those who have already learnt some Latin. Indeed, someone with a strong interest in the Classical world may choose this course **as well as** Latin (or Latin and Greek).

In the Third Form, you will study **the culture and history of both the Greeks and the Romans**, covering such topics as:

- the earliest Greek civilisations, the Minoans and Mycenaeans
- some of the stories and myths which come from those times
- the great age of Classical Greece and its achievements in peace and war
- legends surrounding the beginnings of Roman history
- famous stories of early heroes, as Rome grew to conquer an empire
- life under the Roman emperors.

For those who would like to take this subject further, the Classics Department then offers a GCSE course in Classical Civilisation, beginning in the Fourth Form; previous study is not essential for this, but inevitably the Third Form course does provide some helpful introductory material.

### **Three very good reasons to think about taking Class. Civ.**

1. You learn about the origins of our own culture and society and civilisation.
2. It supports all sorts of other subjects – English, History, Religious Studies, etc.
3. It's a fascinating subject in its own right – one of the most interesting on the timetable!

**After the GCSE course**, Classical Civilisation can also be taken as an A level course in the Sixth Form; it has been studied by a wide variety of pupils in recent years, and combined with many other subjects. Those who have taken this course have gone on to study a great range of different subjects at university, including Classical Studies, Philosophy, Law, Economics and Business Studies, History, Geography, American Studies, and many others. Although the A level course is open to all, and no previous knowledge is required, it is often the Third Form course, and GCSE work in the Fourth and Fifth Forms, that provides a useful basis for more advanced study later.

**Please do ask members of the Classics Department if you would like any more information or advice about any of these Classical courses.**

## DESIGN AND VISUAL ARTS

The Design and Visual Arts Department aims to encourage and develop individual artistic ability, as well as providing boys with a sound knowledge of techniques in at least some of the following areas:

- Drawing and Painting
- Printmaking
- Sculpture
- Ceramics

Extracurricular Clubs:

Photographic Society (after school)

Craft and Design Club (lunchtime sessions)

Classes are divided into groups of no more than twelve.

The department occupies two areas of the school, with three spacious and well-equipped art studios (excellent facilities for drawing, painting and sculpture; specialist print room; ceramic studio) overlooking the river Thames and one purpose built design studio / workshop in a separate building. There is a resource area, which houses an extensive library covering all aspects of Art, Design and Architecture. Third Form pupils are strongly encouraged to use these resources. The department is well equipped with IT facilities (PC and Mac) including a photo-quality A3 scanner, digital cameras, colour printers and a laser cutter.

The teaching programme is structured towards and mindful of the demands and requirements of the GCSE examination in Art and Design. Lessons are broadly based across the range of activities listed above, but with an emphasis throughout on: ( 1) the exploration of techniques and processes; (2) creating a range of work from the representational (emphasis on observation) to the abstract; (3) linking own work to the work and ideas of other relevant artists, past and present.

During the year, pupils will do two self-contained projects which, in aims/objectives/structure, are designed to prepare pupils for the end of year exam and help them to make an informed decision regarding whether or not to take Art at GCSE.

## DRAMA AND THEATRE ARTS

Drama is playing an essential and ever more central role in the boys' development at City. Within an educational ethos which places its most immediate emphasis on the intellect, Drama focuses on the imagination and the social skills needed to be an effective team player within a disciplined arts framework. We are not training actors, but extending the boys' range of expressive skills to give them the confidence to communicate clearly and effectively in any public arena. We also recognise the importance of boys acquiring a wide cultural knowledge about Theatre and the Arts as part of their education.

In the Third Form, boys will be able to opt to take Drama and Theatre Arts lessons three times per week instead of the one lesson a week they have all had lower down the School.

Boys joining the School in the Third Form, even if they have not previously studied the subject, will be taught the skills that enable them to improve the clarity and effectiveness of their verbal and non-verbal communication, whilst those who have already taken Drama at City of London School will improve and build upon the skills base they have acquired so far in lessons, promoting:

- Self confidence
- Self expression
- Self awareness
- Group working skills

With more time devoted to the subject in the Third Form boys will also have the opportunity of exploring the skills and techniques of Theatre Arts in a variety of projects such as:

- devising their own plays
- acting and technical skills
- movement drama
- exploring texts
- mime and mask-work

This course may be seen as a preparation for G.C.S.E. Drama in the following years, or as a one-year course exploring Theatre and Performing Arts.

## ENGLISH

All boys in the Third Form receive four English lessons per week. Boys are taught in tutor groups; there is no setting or streaming.

### Reading

Shared reading: Each class has the opportunity to read up to ten reading books in the Autumn and Spring terms, as well as poems, plays and short stories. The whole Year Group studies *The Comedy of Errors* in the Spring Term and *Dr Jekyll and Mr Hyde* in the Summer Term. *Dr Jekyll* is the focus of the Summer examination.

Individual Reading: All boys are encouraged to increase the range of their private reading as an end in itself.

### Writing

Boys will write personal, narrative and descriptive pieces in response to what they have read and heard. Boys are expected to develop greater control of appropriate grammatical structure, conventions of paragraphing, sentence construction, spelling and punctuation.

### Speaking and Listening

Boys will be assessed on their ability to speak and listen in formal and informal situations. Formal activities will include talks to the whole class, form debates, reviews and recommendations. Informal activities will include small group discussions, reading out and discussing original compositions, etc.

### Homeworks

Two homeworks will be set each week. One will usually be a written assignment, the other a reading, drafting or learning task.

# GEOGRAPHY

The Geography department's focus on contemporary issues based courses allows pupils to develop their own individual thoughts and beliefs whilst acquiring key skills and knowledge. This, combined with our use of fieldwork, technology based resources and enquiry themed lessons, reinforces the relevance of the subject in today's world.

The major units of work that are studied in the Third Form are examined in the IGCSE course, which is studied in the Fourth and Fifth Form, and are outlined below:

## 1. Coastal environments

This topic allows students to explore the Earth's coasts. Physical processes are studied in conjunction with how these environments are used and managed. During the autumn term, students will also get the opportunity to undertake fieldwork on the south coast. They will use a variety of techniques and equipment, and are encouraged to question their methods and results. This introduces the concept of geographical skills, and their application to the subject.

## 2. The challenge of globalisation

This unit is aimed at giving students a real appreciation that we now live in a 'global village', where all actions can have an impact upon the rest of the world. Transnational Corporations are used as case-studies, and attempts are made to understand the benefits and problems that they bring to different nations.

## 3. Managing hazardous environments

This IGCSE topic looks at how an understanding of plate tectonics can help to manage their associated hazards. Being very much a contemporary syllabus, students are asked to link the physical and human worlds in all units, and this topic provides an excellent opportunity to develop these skills. Physical processes are appreciated alongside human issues, as students study, in detail, recent volcanic and seismic events in both more and less economically developed countries.

## 4. Global development

This unit builds on the concepts introduced during the globalisation topic. Levels of development around the world are analysed, and discussed, whilst students are introduced to a variety of issues related to global poverty. Appropriate solutions that enable people in poorer nations to improve their quality of life in a more active and independent manner are also examined.

The principal aim of the Third Form syllabus is to arouse and sustain interest in the subject, particularly in its more contemporary aspects. All boys follow a course designed to aid the transition between Key Stage Three and the IGCSE syllabus. The subject aims to develop understanding of many current events outside the classroom, and to provide a sound foundation for skills required at IGCSE. The fieldwork in the Autumn term helps achieve both of these points, and at the end of each topic a test is undertaken to help students develop their examination technique.

## **HISTORY**

By the time boys reach the Third Form we hope that they will have developed: a sense of context, that people of other times and places may have had different values and attitudes from our own; a grasp of chronology within which they can organise their knowledge of the past; an understanding of the difference between primary and secondary sources; an awareness that evidence of the past may be interpreted in different ways; an ability to make causal connections, especially those involving historical characters and their actions.

### **SYLLABUS CONTENT**

We intend to build on this in the Third Form and introduce more explicitly the processes of social and economic change. Boys will normally study the British Empire and the Industrialisation of Britain, (first in its economic dimension and then its social consequences). In the second half of the course, we shall study the origins and progress of the First World War. If time allows we explore some of the key features of the Russian Revolution.

### **AIMS**

The aim of these programmes is to arouse and maintain interest in the subject, and, in two ways to prepare for the twentieth-century World History syllabus of the Fourth and Fifth Forms: to introduce pupils to some of the foundations of the modern world; and to familiarise them with the documentary and skills-based approach that is central to the requirements of GCSE.

We want our pupils, through the History resource collection, the School Library, or by any other means, to develop self-reliant and inquisitive working methods, to acquire the habit and pleasure of reading, and to take a pride in imaginative and accurate written work. In all these areas, parental encouragement would be extremely helpful. As part of the Third Form Visits programme boys may be taken to:

- Museum of London
- National Army Museum
- Cabinet War Rooms
- Imperial War Museum

and a number of other places of historical and cultural interest in London. In recent years we have organised a trip to Ypres and the Somme, in the Summer Term, for any Third Formers who want to extend their knowledge of the First World War and Trench warfare.

# MATHEMATICS

## Curriculum

Trigonometry is probably the most important topic introduced during the Third Form. Geometry includes work on similar triangles and transformations. Algebraic skills are developed, including the solution of simultaneous equations, how to multiply expressions in brackets, and then factorising quadratics. Pupils find the equations of straight line graphs and change the subject of formulae. Numerical work includes indices, standard form, errors and limits of accuracy.

## Classes

There are four maths lessons per week. Depending on a boy's form he will be allocated to one half of the year group; one half is Abbott, Hale and Seeley; the other is Beaufoy, Carpenter and Mortimer. In each half of the year group there are four sets. The more mathematically able will be placed in larger sets and the less able in smaller sets; it is not a strict ranking. All classes follow the same curriculum. We use either a boy's previous exam results, or his entrance exam result, along with teacher recommendation, to allocate a boy to the most appropriate set. The final decision on allocation is made by the Head of Department.

## Assessment

Boys will receive achievement grades in October, February and March. These grades will be based upon common tests. The end of year exam will be two 1 hour papers, the first being a non-calculator paper and the second requiring a calculator. Results will be given as a percentage.

***All this assessment data will be used at the end of the year to decide whether a boy should study for both Additional Mathematics and IGCSE Mathematics in the 4<sup>th</sup> and 5<sup>th</sup> Form, or only IGCSE Mathematics.*** For further information on these courses boys should speak to their maths teacher.

## Equipment and Books

All boys will be issued the same text: "Essential Mathematics Book 9" by David Rayner. As well as standard school equipment, boys will need:

- *Scientific calculator:* We recommend the Casio fx-85ES. It covers everything up to I/GCSE level and is very user friendly. The calculator should be clearly named. Phone calculators should not be used.
- *15 or 30 cm clear plastic ruler.*
- *Compasses.*
- *Protractor.*

## Homework

There are two homework tasks per week. Each task should last between 30 to 40 minutes. Depending on the teacher's guidance it will either be due in the next lesson, or the next day. Ideally it should be done at home, at a desk, without interruptions.

## Extra-curricular

All boys will be entered for the UK Intermediate Maths Challenge on the first Thursday in February. The best entrants will be invited to the follow up competitions; European Kangaroo or Olympiad. See [www.ukmt.org.uk](http://www.ukmt.org.uk) for more details.

One 3<sup>rd</sup> form boy will be selected to represent the school in the London Hans Woyda mathematics competition.

For more information visit [www.clsmaths.org.uk](http://www.clsmaths.org.uk).

## MODERN LANGUAGES

All boys continue to learn French, but have the opportunity to extend their range of modern language study by choosing German **and/or** Spanish from the options on offer in the Third Form. Those who have enjoyed languages in the First and Second Forms, or at other schools, are strongly encouraged to consider the possibility of taking up both new languages for at least one year. At least one modern language is compulsory in the 4<sup>th</sup> and 5<sup>th</sup> Form at CLS, although in practice many boys take two or more.

The following aims and course content apply to all three languages, with the obvious distinction that in the French course more advanced language tasks are set, and more sophisticated linguistic skills are taught.

### AIMS

The main aims of a course in Modern Languages in the Third Form and beyond are:

- a) to foster a positive attitude towards the learning of a foreign language, and to enable the pupils to communicate effectively in the language;
- b) to give pupils an insight into the culture and civilisation of the relevant country;
- c) to stimulate awareness of the ways in which languages, including English, work.

### COURSE CONTENT

Four skill areas are developed - listening, reading, speaking, and writing - and the emphasis throughout is on the use of authentic language in practical, everyday situations, ensuring at the same time that the pupils' grasp of grammatical structures is consolidated and enhanced. Our syllabus is based on course books and supplementary material ideally suited to the above aims which form the basis of the IGCSE course that follows in the Fourth and Fifth Forms. Class work consists of a variety of practical linguistic tasks, often linked to audio material and DVD, including role-play, pair work, group activities, reading and listening comprehension. Use of the language laboratory is often a regular feature of Third Form work in languages. Homework may be either learning or preparation assignments, or written exercises based on class work, with particular focus on the writing of letters and short imaginative, descriptive essays.

### ASSESSMENT

Pupils' progress is assessed according to their oral performance in the course of the year, and the standard of their written work in homework assignments, regular class tests and the Summer Term examination. This continuous assessment enables us to give pupils advice at the end of the year as to their choice of Modern Languages for IGCSE in the Fourth and Fifth Forms.

## MUSIC

Class Music in the Third Form continues the broad principles of the Second Form curriculum in that we aim to develop further skills in the three areas of the National Criteria required for GCSE - listening, performing, and composing.

### **Listening:**

Various pieces of music, drawn from a wide range of genres and historical periods, are studied during the year. Particular attention is paid to instrumentation, structure and mood creation. Basic aural training is also included, based on recognition of intervals and simple rhythmic and melodic dictation.

### **Performing:**

All boys are required to reach a basic proficiency in performing scales, triads, and intervals on an electronic keyboard, together with their own compositions. Instrumentalists are also encouraged to perform as a soloist and in a school ensemble.

### **Composing:**

All boys are encouraged to produce original pieces of work during the year. Although emphasis is placed on melodic line, structure and harmonic progression, guidelines are sufficiently flexible to allow pupils of all abilities to proceed at their own pace. Specific topics covered include Ground Bass, Ostinato and Music for Film. We make significant use of the new technology suite in W2 which runs Logic pro for sequencing work and Sibelius 5 for notational presentation. This ensures that pupils can use these tools effectively before they embark on a GCSE course of study.

## **PERSONAL, SOCIAL and HEALTH EDUCATION AND CITIZENSHIP**

At the City of London School we are concerned not only with our boys' academic progress but also with their growth as a whole. We seek to provide an environment in which the pupils will be encouraged to acquire the skills and attitudes that will promote their personal development and prepare them for the future. Moreover, we are keen to respond to the external pressures and attitudes that come from modern society and be aware of the issues and problems that pupils (and their parents) might face.

Some topics often associated with PSHE and citizenship are covered by the normal school curriculum but in order to develop and co-ordinate our efforts, we have a programme of PSHE for Third Formers which has one time tabled period per week. All boys follow a series of lessons focused around information, opinion and discussion. In addition, visiting outside speakers occasionally hold sessions to share their expertise in a number of areas including personal safety, drug education and Magistrates in the community.

During the year we hope to cover such topics as:

- Rules and regulations in school and the wider world
- Self assessment and target setting
- The role of families and friends and how to manage relationships
- Money management
- The role of sport including ethics and the Olympics
- Mental illness and addiction
- Self image and awareness

We very much hope that the boys will enjoy their PSHE and that it will encourage them to examine important issues and help equip them with the skills they will need to make critical judgements in many situations they will face through their lives.

## **PHYSICAL EDUCATION, SWIMMING, GAMES**

The aims of the programme are:

- to encourage participation in and enjoyment of physical exercise through a variety of activities, skills and fitness programmes
- to make each boy aware of his physical capabilities and potential in both individual and competitive spheres
- to help each boy to perform as an individual and in a group or team situation, and to accept responsibility for the welfare of others
- to provide an outlet for physical energy in a safe, enjoyable and informative environment.
- to help the pupil to be aware of the value of physical exercise now and for future adult life
- to introduce each boy to sports which may be continued in clubs, at university and in the workplace, as part of their social maturity

### **Physical Education**

Basketball, badminton and volleyball are all activities included in the Third Form P.E. programme. Inter-House competitions in the above activities are offered as well as the chance to train and play in inter-school matches. Improving physical fitness is an underlying theme and the boys are quickly introduced to the fitness conditioning room and instructed on how to develop fitness training techniques.

### **Swimming**

As well as lessons in stroke improvement and swimming technique, the major school sport of water polo is introduced and the skills and techniques associated with the game are practised in preparation for inter-form and inter school matches. After a period of training the opportunity to take ASA Swimming Challenge Awards is given and the School has developed its own Speed Swimming Award scheme.

### **Games**

All boys have one afternoon of Games per week. Football is the major Autumn and Spring Term field sport with cricket taking over in the Summer. Both games have an intensive inter form and inter school fixtures programme. There is also the opportunity to enjoy tag rugby, hockey, cricket, athletics and softball as part of the multi sports games option throughout the year. Fencing and sailing are alternatives options offered to new boys throughout the Spring and Summer term.

Any parents or pupils seeking further information are more than welcome to contact Mr Neil F Cornwell (Director of Sport and Head of Physical Education ) on the school e mail : [nfc@clsb.org.uk](mailto:nfc@clsb.org.uk)

## **RELIGIOUS EDUCATION**

The variety of the boys' religious backgrounds enriches the experience of Religious Education at the School, and the pupils are encouraged to share with one another their beliefs and opinions in a spirit of tolerance and friendship.

It is not our aim to instruct in a particular faith but rather during their time at CLS, to acquaint pupils with a knowledge of the basic beliefs of the major world religions and to promote an appreciation of the importance of religion in the development of our ideas about the world and about ourselves.

The Third Form syllabus is part of that overall scheme, and through class discussions and individual written work the following topics are explored:

### **Autumn Term**

Who Is God?

An examination of the beliefs about God held by three of the major faiths: Christianity, Islam and Hinduism. Different religious ideas are looked into as well as philosophical ones. Boys are encouraged to think about their own beliefs and to advance an opinion about the ideas presented to them.

An Introduction to the philosophy of religion.

This is a unit of work covers some of the classical philosophical arguments for the existence of God. Arguments such as the cosmological argument and the teleological argument will be explained, explored and evaluated. Counters to these arguments such as the thought of Feuerbach or Marx are also considered.

### **Spring Term**

Why do we suffer?

In a continuation from the previous units, pupils consider the presence of suffering and evil in the world and the impact that this might have on religious belief. Different religious responses to this philosophical problem are considered, including Free Will, the Devil and Dante's view of Hell.

Famous Lives:

A study of people who have changed the world (especially in religious terms). The significance of Moses, Jesus and Muhammad is looked at in this term.

### **Summer Term**

Famous Lives:

The Buddha is examined and modern exemplars of faith such as Gandhi and Martin Luther King bring this course right up to date. There is also the opportunity to research an inspirational figure of your choice.

## SCIENCE (Biology, Chemistry, Physics)

Boys will broadly follow the National Curriculum for Science to Key Stage 3 by a programme taught by subject specialists in Biology, Chemistry and Physics. Boys will not be entered for the KS3 tests in Science but may do some of the test as part of the end of year examination. All three courses are biased towards practical work, undertaken individually or in groups, and pupils will be expected to follow written and oral instructions safely, make predictions, and construct clear diagrams. They will also have to make accurate and relevant observations from which conclusions and further data may be drawn. Boys are also encouraged to read purposefully and see the importance of science in everyday life.

Although some of the content of each course is listed below and there are common end of year examinations across all Third Forms, teachers are encouraged to adopt approaches which encourage investigation and help to develop ideas beyond the course.

### BIOLOGY

Some Edexcel IGCSE material is covered. The course describes aspects of the structure and function of living organisms with emphasis on humans and flowering plants. The study of biological molecules and enzymes leads naturally on to a look at digestion and the importance of dietary factors in maintaining good health.

The study of microbes and their exploitation to make useful substances provides an introduction to biotechnology, and an awareness of some of the possibilities of this fast-growing area of biology.

The principles and practice of ecology are taught and this includes details of the various mineral cycles which occur in nature.

### CHEMISTRY

Major topics covered include:

***Acids, Bases and Salts*** Pupils are introduced to these groups of compounds and the reactions which involve them. The existence of soluble and insoluble salts is investigated.

***The Periodic Table*** In this topic we begin to explain the reactivity of the elements in terms of atomic structure. We look at the alkali metals and halogens in particular.

***The Reactivity Series*** The order of reactivity of metals, and the position of carbon and hydrogen, are dealt with. The relevance of this series to the extraction of metals is emphasised.

### PHYSICS

The course aims to give boys a clear understanding of the basic concepts so that the IGCSE course is not a hurdle. Whilst the study of forces & motion, and energy provide recurring underlying themes, there is particular emphasis on the topics of thermal energy, light & sound, electricity & magnetism and the Earth in space. Explaining things from two different perspectives, on both a macroscopic and a microscopic level, gives an appreciation of the differences in scale of events.

## **THIRD FORM VISITS**

“When a man is tired of London, he is tired of life; for there is in London all that life can afford (offer).” (Dr Johnson 1709-1784)

The Third Form visits programme seeks to take advantage of the school’s unique location in the heart of the City. Many of the places that are included in the programme are reached on foot from CLS. Third Form visits take place two afternoons a week, with Forms taking it in turns to participate. Boys go on these visits in Form groups, each group under the supervision of two members of staff.

The programme is designed to acquaint boys with the cultural and educational experiences London has to offer, and also to give them an understanding of some of the services on which the capital depends. Thus, one week the boys might be learning from an art historian how to look at paintings in the National Gallery, and another week they might be discussing safety on the Thames with the RNLI. The programme also includes excursions to the Bank of England, the Salvation Army Headquarters and the Museum of Surgery. During the Spring or Summer Term we have the opportunity of visiting the 2012 Olympic area where the boys can see the latest developments and learn about the regeneration initiatives.

Visits have been chosen to enrich and complement the boys’ Third Form Curriculum. The Globe Theatre workshops, for example, take place immediately before the Beaufoy Drama festival. We also explore many places of historic interest such as HMS Belfast and Dr Johnson’s House.

During the year boys produce reports of their visits and prizes are awarded each term for the best pieces of work.

It is usual for visits to fit within the regular span of afternoon school. However, depending on the distance to be travelled and the length of the tour, departure from School may be before the end of the lunch break and sometimes arrival back at School a little after 4.00pm. All boys are required to return to School with the group after each visit.