

# **OLD GRAMMAR AND FIRST FORM BOOKLET**



**CITY  
OF  
LONDON**

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**SEPTEMBER 2010**

## INTRODUCTION

Boys aged 10 years on 1<sup>st</sup> September enter the two forms of Old Grammar.

Boys aged 11 years on 1<sup>st</sup> September enter one of the four First Forms.

Your son is about to experience a significant change in his schooling. He will be taught different subjects by specialist teachers and the prime object of this booklet is to give a summary of what he will be tackling next year in those different disciplines. He will be expected to do regular homework and the amount will increase as he progresses through the school. He will be encouraged to assess his own progress. He will find his progress being tested periodically by his teachers and, near the end of the academic year, there will be a formal examination period. He will receive help to prepare for this. Above all, he will be encouraged to take an increasing interest in organising himself and his work so that he can derive the greatest benefit from his new school and the opportunities it offers. That benefit includes involving himself in the social life of the school and in some of the many extra-curricular activities. He may represent the school in games teams or make contributions to activities such as music and drama. We believe that those who offer most to the school will derive the greatest benefit from it.

As you will have seen from the documents sent to you before the familiarisation day, the active interest of parents is welcomed. Most boys take to their new life at the school with relish. But there are occasional hiccups and it is helpful if parents will contact the Form Tutor sooner rather than later, so that problems can be ironed out. With the same aim in mind, Form Tutors will be in touch with you if they think there is a difficulty with which you can help. This is the normal expectation and parents are urged neither to feel coy about contacting the school nor to feel excessive apprehension if contacted by the school. Such early informal contacts can often avoid misunderstandings and potential distress for your son.

### **Old Grammar:**

During the year, there will be two **school reports** for Old Grammar:

1. At the end of the Autumn Term.
2. At the end of the Summer Term. (including results of the summer examinations)

In addition, a **Grade Card** will summarise progress at half term in the Autumn Term, the Spring Term, at the end of the Spring Term and at half term in the Summer Term. You will also get a Card, in a similar format to the Grade Card, near the end of Summer Term, which will outline the marks your son has achieved in the School Exams. This will also include the class average. Parents must sign and return the Grade Card to the Form Tutor each time it is issued.

There will be a formal **Parents' Evenings** in the second half of Autumn Term when you will be invited to meet the staff who teach your son.

### **First Form:**

During the year, there will be two **school reports** for First Form:

1. At the end of the Autumn Term.
2. At the end of the Summer Term. (including results of the summer examinations)

There will be a formal **Parents' Evenings** in the second half of Autumn Term when you will be invited to meet the staff who teach your son.

In addition, a **Grade Card** will summarise progress at half term in the Autumn Term, the Spring Term, at the end of the Spring Term and at half term in the Summer Term. You will also get a Card, in a similar format to the Grade Card, near the end of Summer Term, which will outline the marks your son has achieved in the School Exams. This will also include the class average. Parents must sign and return the Grade Card to the Form Tutor each time it is issued.

Each boy has a **Homework Diary** which parents are asked to sign **once a week** and add comments if appropriate. (The Form Tutor does the same). You will receive a copy of the homework timetable early in the term (it will also be available on the web site) and you will be asked to confirm receipt by e-mail so tutors can use this as a means of communication.

On every Friday, each boy receives a copy of the weekly newsletter, **The Citizen**, which, after reading himself, he is asked to pass on to his parents. As there may be matters in it which parents need to know and as experience suggests that boys are sometimes forgetful, it is a good idea to ask to see The Citizen at the end of each week. Alternatively, it could be delivered to you by e-mail. If you wish this to happen, please contact Mr. Osborne. His e-mail address is [tjo@clsb.org.uk](mailto:tjo@clsb.org.uk) and he will make the necessary arrangement.

It is school policy to place new boys entering the First Forms so as to create four classes of equal ability. The basis for this is the assessment made at the time of entry. In addition, each First Form will include members of the previous year's Old Grammar whose distribution will be made also to affect an equal spread of ability among the four forms.

There is a secondary consideration affecting the placement of new First Formers. It is to distribute boys so that they are not in the same form as others from their previous school. As most of our intake arrives with the expectation of knowing none of its new classmates, it seems fair that this should be the common experience. Everyone is new and must make new friends. Old friendships, if strong enough, will survive the friends being placed in different classes.

I hope the information in this booklet will prove helpful. I hope, too, that your son will settle happily into his new surroundings and come quickly to feel "at home" with us.

Matthew Kerr  
Head of First Form and OG.

Subjects appear in the following order:

Classics (Purple)  
Design and Visual Arts  
Drama  
English (Grey)  
French (Light Green and Pink for vocab)  
Geography (Light Blue)  
History (Red)  
Information and Communications Technology (I.C.T.)  
Mathematics (Orange)  
Music (Lavender)  
Personal, Social and Health Education (P.S.H.E.)  
Physical Education (P.E.) and Games (including Swimming)  
Religious Education (R.E.) (Yellow)  
Science (Dark Green)

The colours in brackets refer to the colours of exercise books for these subjects. Boys will get a print out of this for either their locker or homework diary and a poster is also in the form room. These colours will remain in place until the end of the Third Form.

At the end of the booklet is the Library produced Lower School reading list which you might find helpful.

## **CLASSICS**

### **OLD GRAMMAR**

Old Grammar has two periods of Classics each week. During this time, our aim is to provide a general introduction to the culture of the ancient Greek and Roman civilisations.

In particular, we do this through the medium of mythology, by retelling and talking about the myths and legends of the Greeks and Romans. Many of these stories provide not only entertainment but thought-provoking material which is still of relevance today.

In addition to regular classroom work, we devise projects of various kinds, and we set an appropriate amount of homework. Whatever the activity, our aim is always to make the study of the ancient world enjoyable.

## **LATIN**

### **FIRST FORMS**

All First Formers begin the study of Latin, using the Cambridge Latin Course. This is essentially a reading course, aiming to give pupils fluency in reading a Latin text.

The course also contains a good deal of interesting information about the life and customs of the Romans, related to the lives of the characters in the stories and the time in which they lived. Working with this material means that our pupils acquire an understanding of much more than just the Latin language.

On the language side, the major part of the work is the reading of fictional Latin stories about the life of a family living in Pompeii in 79 CE. In meeting the family in a variety of situations and reading about their activities, their concerns, their friends and their slaves, pupils learn about Roman society as well as gradually developing their linguistic skills.

The Latin stories are supplemented by grammatical explanations and a great variety of exercises, puzzles, worksheets and activities which support and consolidate the learning and understanding of the language.

Ultimately, pupils should develop both the ability to understand a piece of Latin and put it into good natural English, and a general interest in the culture, customs and civilisation of the ancient world. Many interesting comparisons are drawn between Roman society and our own, and our debt to ancient civilisation is explored.

Latin is continued in the Second Forms, and is taken by the majority of Third Formers; it is then continued to GCSE by a substantial number of pupils. So this first year serves as a good introduction to the subject for boys who may well soon be taking a GCSE course in Latin or in Classical Civilisation — or both. Classical Greek is also offered in the Third Form and you will receive information about this next year.

## DESIGN AND VISUAL ARTS

The Design and Visual Arts Department aims to encourage and develop individual creative, design and artistic ability by providing boys with a sound knowledge of techniques in the following areas: drawing and painting, printmaking, ceramics, sculpture and workshop practice (pupils doing Craft and Design, work with materials such as hard and soft woods, pewter and coloured plastics; work is often produced using IT and the laser cutter)

Members of staff in the department are enthusiastic, multi-skilled and very keen to pass on their own passion for art and design. Students will experience a variety of projects and media, and will begin to develop proficiency in many of the basic skills of art and design.

OG and First Forms are split into two and taught by two members of staff (one Art teacher and one Craft/Design teacher). The groups alternate between Art and Craft/Design on a termly basis.

Boys attend two periods a week in the department, are taught in small groups and teaching in OG and the First Year is generally project based. Homework is not necessarily set weekly, but will be used as appropriate to build on and enhance classroom work. Each boy will have a sketchbook which he is encouraged to use properly, recognising the importance of the sketchbook in both art and design activities.

Students will be introduced to basic studio and workshop techniques and safety practices, and will experience 'resistant materials' such as wood, metal and plastic as well as a range of mark-making media such as paint, pencil, markers, charcoal and pastel. There will also be a broad introduction to the art and design of the past and present.

Boys' work is featured in exhibitions to coincide with parents' evenings and school events such as concerts. Work by OG and First Year boys is also exhibited in the Old Grammar and First Year corridor, and in other parts of the school.

Our intention is that students will begin to acquire skills and knowledge to enable their self-expression and creativity to develop in a satisfying, enjoyable and disciplined fashion, giving them a solid base on which to go forward from year to year.

## **DRAMA**

Drama is a practical artistic subject, a specialist area with its own discipline, methods, language and body of skills and knowledge, and, as such, is part of the curriculum for the first four years, from Old Grammar to the Third Form. All lessons are practical, using improvisation and text to extend the pupil's imaginative and expressive range. Lessons focus on three key areas of a pupil's development.

### **PERSONAL DEVELOPMENT**

Drama develops personal skills that have a wider application than 'acting' and social skills that are not only 'playmaking' but valuable life skills, by exploring and learning to respond to a variety of situations.

#### Personal Skills

Promoting confidence, self-esteem, concentration, self-reliance and discipline; ordering ideas and feelings and communicating them effectively; developing a wide range of modes of expression, verbal and non-verbal.

#### Social Skills

Presenting work in a public forum; working practically as a team, organising, leading, negotiating ideas and action; giving and accepting advice and criticism; learning the value of reliability and commitment.

#### Expressive Skills

Body language, use of space, movement, gesture, facial expression, vocal variety and clarity.

### **ARTS/AESTHETIC EDUCATION**

Drama is also an art form and an important part of pupils' arts education, giving them an understanding of excellence and quality in artistic achievement and a chance to participate in and appreciate the principal forms of creation and creative communication, leading to deeper understanding and informed response. We explore ways of seeing and listening, by discussion and analysis of our own work, as well as widening appreciation against the background of work with professional performers through workshops and performances by visiting companies.

### **CREATIVITY AND IMAGINATION**

In common with other arts, Drama concerns itself directly with creativity and imagination, together with the areas of the feelings and the senses. It allows pupils to develop their potential in artistic imagination and enhances their capacity to explore and understand their emotional responses and to make new patterns and structures through innovation and improvisation.

### **THEATRE**

The more overtly theatrical side of Drama is encouraged as an extra-curricular activity. Boys will be given the opportunity to audition for and take part in the various productions that take place throughout the year.

# ENGLISH

## OLD GRAMMAR

### Reading

The emphasis in this year is the development of the pupils' increasing independence as readers, their understanding and response to what they have read and their growing ability to read to find things out.

Pupils will follow a programme of shared readers which will provide the basis for discussion and written essays. At least two books a term will be studied in this way. Opportunities will be provided for supervised independent reading and all pupils will be taught how to use the school library classification systems.

Reading will include stories, plays, tables, poems, myths, novels as well as non-fiction texts.

### Writing

The syllabus is concerned with the development of pupils' ability to construct and convey meaning in written Standard English. Pupils will be taught to use compositional skills demonstrating their ability to develop ideas and communicate meaning to a reader, using a wide-ranging vocabulary and an effective style, organising and structuring sentences grammatically.

Pupils will be given opportunities to write for varied purposes and for an extended range of audiences. They will write in response to stories, plays, poems, their interests, experiences and classroom activities. They will be taught to use the different characteristics of writing e.g. argument, commentary, narrative, dialogue in such forms as poetry, drama scripts, stories, letters, diaries and reports.

In grammar the emphasis will be on the use of paragraphs and the linking of sentences coherently. They will be taught how to use correctly nouns, adjectives, verbs and adverbs. In punctuation the correct use of full stops, commas, inverted commas, apostrophes, question marks and exclamation marks will be taught. We aim to ensure that pupils will gradually acquire proficiency in spelling. They will be encouraged to check spellings and meanings using a dictionary.

### Listening and Speaking

Pupils will be encouraged to use the vocabulary and grammar of spoken Standard English to express their ideas clearly, listen, understand and respond appropriately to others. Activities to help achieve this will include:

1. group work and discussion
2. prepared talks to the class and answering questions on the talk
3. reading aloud stories and poems
4. role play.

### Homework

There are two homeworks set each week. One is usually a written assignment, the other a reading, drafting or learning task.

# ENGLISH

## FIRST FORM

### Reading

1. A major concern during the First Form year will be to provide pupils with at least two novels to read each term and to use them to achieve the following:
  - a) To encourage pupils to read in a concentrated, effective manner for periods in excess of thirty minutes and to encourage them to be habitual readers of fiction.
  - b) To read aloud in class so that tone and meaning are made clear by the reading.
  - c) To extend pupils' vocabularies and their experience of literature.
2. Other reading done should include some reading in class of playscripts and poetry and a discussion of the conventions which operate in producing each.
3. All pupils will be taught how to use the school library's classification systems.

### Writing

1. Revision of basic sentence structure and punctuation will be followed by work designed to encourage a more complex and varied use of sentences with the aim of developing a maturer prose style. This will include:
  - a) The use of direct and indirect speech and the rules governing them.
  - b) The use of paragraphs.
  - c) A basic appreciation of the need to structure any piece of prose.
  - d) The requirement to proof-read and correct spelling and punctuation errors.
  - e) A knowledge of basic grammatical terms: nouns, adjectives, verbs, adverbs.
  - f) Use of dictionaries and thesauruses to explain information vocabulary.
2. Writing creatively in a variety of forms - prose, poetry, drama - will form a central part of the First Form programme, as will the writing of instructions, explanations, notes and letters based on their reading. Opportunities to enter national competitions will also be made available where appropriate.

### Listening and Speaking

1. The habit of listening attentively in class to the teacher and to other pupils will be a constant concern. Clear and accurate speech will be of equal concern and may be practised through the following:
  - a) The use of group work and whole class discussion.
  - b) Opportunities to speak individually to the class as audience.
  - c) The use of literary and media texts as the focus for discussion.
  - d) Recitation and reading aloud.

### Homework

There are two homeworks set each week. One is usually a written assignment, the other a reading, drafting or learning task.

### I.C.T.

The department fully subscribes to the school's policy of making Information and Communications Technology resources available to all pupils.

# FRENCH

## **Previous experience of French**

The First Form course in French aims to meet the needs of boys with a wide range of ability in and experience of the language. Although a number of boys come to us having already had some French teaching at a previous school, we assume no previous knowledge, and therefore no boy will be at a disadvantage. Those who have done some French before have the opportunity to consolidate and extend their knowledge. We work at a good pace and have always found that, with the right attitude, all the boys, whatever their previous experience, make great strides.

## **Communication versus grammar**

We focus on both of these essential aspects of language-learning. Boys are encouraged from the start to use the language as a living thing and a tool for everyday communication, particularly in speech. Grammar is not, however, neglected, as the department believes strongly that a language cannot be mastered unless a pupil makes an effort to understand what it is he is doing when he manipulates it.

## **Speaking**

Opportunities for extended speaking are obviously limited at this stage but boys are encouraged, through participation in role-play, which can sometimes be done in the language laboratory, and whole-class question and answer oral work to throw themselves into the exciting challenge of expressing their ideas in another language and relishing the 'otherness' of correct pronunciation in a foreign language.

## **Listening**

This forms a major part of what we do in the First Form. The boys are exposed to a wealth of material both from recordings and the teacher's voice. They are encouraged again to immerse themselves in the sound of French and to listen both to longer extracts for the gist and more precisely for specific details. Working on improving one's listening skills has obvious benefits for getting the most out of lessons in all subjects.

## **Reading**

The boys are encouraged to read short passages from text books and, occasionally, from specially tailored magazines. Realising that they are capable of putting what they have learnt to practical use is an important motivational tool.

## **Writing**

Boys are asked to undertake a variety of tasks, ranging from writing post cards and letters to producing leaflets and posters to decorate the walls of their classrooms. Rapid progress can be made so that, by the end of the first term, most boys are capable of a piece of continuous writing of 100-120 words with little incidence of error.

## **Homework and Study Skills**

There are two homeworks set each week. One of these is likely to involve some writing and the other to require some learning, which will be followed up by a test. Inevitably, there is a tendency for boys to accord less importance to learning homework and **so it is particularly helpful if parents can encourage their son to adopt a serious-minded and positive attitude to learning vocabulary and grammatical constructions**. Developing appropriate strategies for learning will help with many subjects.

Throughout the course the emphasis is on what pupils can do with what they have learnt, giving pupils a sense of achievement and a sound basic knowledge on which to build further.

## **Old Grammar**

Not a reference to what we teach the boys but merely a reminder that there is no French on the curriculum for this year group.

## GEOGRAPHY

The aim of the Geography Department is to give students an understanding of the world in which they live; to enable pupils to create links between the physical and human worlds; and, to give each student the chance to formulate his own ideas and opinions on a varied diet of human, physical and environmental geographies.

In this ever changing and 'shrinking' world, students are encouraged to think for themselves: both the Old Grammar and First form courses are very much geared towards enquiry process learning. Geography is taught to all forms in the Junior School. Old Grammar and the First forms have three lessons and two lessons respectively, per week.

Unique to CLS is **Old Grammar** and, as such, the geography curriculum attempts to bring key stage two material into the secondary school environment. Although each student is given a text book (This is Geography 1), the delivery of the material uses a range of resources. A new topic is taught each half term and culminates in an extended assessment piece which may include the use of ICT, fieldwork, and presentations. Topics studied include:

- Survivor: could geography help you to survive an island adventure?  
Students are asked to identify what are the key 'ingredients' for settlements. What must humans have to survive and what must be avoided?
- What a load of rubbish: what should we do with all our waste?  
Students are encouraged to formulate their own opinions on one of the most serious environmental issues facing the United Kingdom. The different methods of waste disposal are introduced and this topic involves a trip to a local re-cycling centre.
- Manchester- past, present, future: why do people come to live in cities?  
Here basic map work will provide an understanding of the growth of cities. Students will be asked to consider the processes of migration and ethnicity, along with Manchester as a modern city.
- Your place... and mine: is there a place for everyone in the school?  
In this topic students are asked to look at the world and our local environment through the eyes of a disabled student.

Like Old Grammar, the **First Form** curriculum asks students to think independently. The curriculum follows the geog.1 text; however, this is only used as a guide and again, the department produces tailor-made resources for the boys at CLS. In the First form, a greater emphasis is placed upon geographical skills, and along with a field trip to Epping Forest, students should gain an insight into how their work can be presented in a variety of formats. The topics studied include:

- Introduction to map skills  
Students will learn basic map reading skills along with the drawing of cross-sections and the interpretation of Ordnance Survey maps.
- Exploring Britain  
Students study a variety of issues concerning the UK in order to introduce them to the geographical study of a country.
- Rivers and flooding  
Students learn, through fieldwork and the use of a variety of media, river processes and the causes and consequences of flooding.
- The geography of football  
There is much good geography in this topic and our aim is to allow students to explore issues such as child labour, world inequalities, and the environmental impact of a building new stadiums.

## **HISTORY**

Pupils in Old Grammar and the First Form are taught History largely following guidelines laid down in Key Stage 2 and 3 of the National Curriculum. Pupils in Old Grammar focus their attention on the era of the Second World War. The boys are encouraged to view history within a chronological framework whilst developing an appreciation of relevant themes and concepts. In the First Forms pupils will study the years 1066-1485. They will enhance their historical skills and understanding and, in particular, will become used to using a wider variety of historical sources. Close reference will be made to the richness of London's history, particularly that of the City of London.

There will be a variety of trips including ones to the Imperial War Museum, the Museum of London, the Tower of London and an optional visit to Normandy. The department also produces a resources guide to promote use of the excellent School library.

A wide variety of teaching methods are employed in the department and pupils are encouraged to develop document handling, essay writing, note taking and revision skills. In addition, great store is placed on pupils' grammar, spelling and presentation. There are regular displays of work in the history corridor. Every year gifted Junior School historians are recognised through the award of the James Harley History Prizes.

In these two years we seek to nurture enquiring minds, provide pupils with a range of valuable study skills and instil a love of History.

Boys are encouraged to contribute to the department's History Journal.

## **INFORMATION and COMMUNICATIONS TECHNOLOGY (I.C.T.)**

One of the most important skills for students leaving school over the next decade will be their ability to use Information and Communications Technology confidently and effectively at work and at home.

This 'opening up' of I.C.T. as more of a skill and less of a 'subject' has been reflected in the government's increasing emphasis on I.C.T. as a cross-curricular skill and this has been matched in many schools by a move away from traditionally taught Computer Science towards integrating I.C.T. across the curriculum in such a way that all students have opportunities for using it in a wide range of contexts. However, a thorough grounding in basic applications is essential and all students in OG and the First Year have dedicated ICT lessons.

### **Old Grammar**

The Old Grammar programme of study enables the students to have a grounding experience in I.C.T.. Each Old Grammar student has 2 single period lessons every week. Students are encouraged to use their I.C.T. skills in other aspects of their education at the school.

Initially, the students are introduced to the school network. Touch-typing is considered a necessary skill that enhances all areas of I.C.T. and is the first module the students learn.

Specific skills in word processing, spreadsheet, Internet, desktop publishing and simple web page design are key modules in the Old Grammar programme of study.

### **First Forms**

Each First Form has two periods a week throughout the year. Keyboard skills are taught and students are expected to develop a confident approach to a wide range of applications. Specific skills are developed in word-processing, spreadsheet applications, database work and desk-top publishing. These will be developed both in I.C.T. lessons and on a cross-curricular basis as they move up the school.

# MATHEMATICS

## Old Grammar

At this early stage the course is designed to promote understanding, enjoyment and good practice in Mathematics; we want the subject to be perceived as a puzzle to be unravelled rather than merely the collection of ticks. Building on topics pupils have met previously, the course consolidates the Mathematics of Key Stage 2 of the National Curriculum, extends pupils' knowledge of grids, co-ordinates, factors, fractions, multiples, number systems, units, geometry and statistics, and introduces algebra. Some investigative work is also undertaken.

The basic use of calculators is introduced, but the importance of mental arithmetic is strongly emphasised. Homework is set twice a week, each session lasting about half an hour. We use the textbook Formula One Mathematics Book A.

## First Form

### Curriculum

Pupils are taught the arithmetic skills needed for mental and written calculations using whole numbers, decimals, and fractions. Directed numbers, prime numbers, LCMs, HCFs, square roots, and the use of indices are all introduced. Geometrical instruments are used in work on scale drawings of various sorts, including constructing nets of solids. The metric system of units is emphasised with occasional reference to Imperial units where these are in everyday use. Pupils are introduced to algebra, enabling them to write formulae, solve simple (linear) equations and simplify expressions. Sequences, co-ordinates and simple graphs are dealt with, and probability is introduced.

### Classes

There are four maths lessons per week. Boys are taught in their form groups.

### Equipment and Books

All boys will be issued the same textbook: "Essential Mathematics Book 7" by David Rayner. They will need the following equipment as a minimum requirement:

- scientific calculator (we recommend the Casio fx-85ES stocked by the John Carpenter bookshop)
- clear plastic 15 or 30 cm ruler
- compasses;
- protractor.

### Homework

There are two homework tasks per week. Each task should last up to 30 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.

### Assessment

The half-term grades during the year will be based on teachers' class tests and homework assessments. The end of year exam will consist of two 45 minute papers; the first being a non-calculator paper and the second requiring a calculator. Results will be given as a percentage.

### Extra-curricular

All pupils take part in the UK Junior Mathematical Challenge in April. See [www.ukmt.org.uk](http://www.ukmt.org.uk) for more details.

## MUSIC

Each First Form has two periods of music per week (Old Grammar has three). During one of these in the Autumn and Spring terms, boys learn to play an orchestral instrument with one of the visiting music teachers. During the Spring term, parents will be advised by letter if this experiment is thought sufficiently successful to justify individual lessons starting in the following April. The chances of success are greater if boys are encouraged to do regular daily practice at home. Parents can help by ensuring that ten minutes of honest endeavour happen daily. It is quite enough for beginners and infinitely to be preferred to an hour's frantic effort on the evening before the next visit to the teacher.

At the end of the Autumn Term, anyone who plays an instrument (including those who started in class the previous September!) is asked to play in a Class Concert which takes place during a timetabled music period.

In the other weekly period (or periods), a start is made on reading traditional music notation. The assumption is made at the beginning of the academic year that there are boys who have no previous experience of staff notation and the signs and Italian terms associated with it as well as boys who are experienced musicians. Tasks are devised to cater for the different levels of ability. There is no formal homework except for the daily routine of practice for the many boys who play instruments.

Class work involves the traditional areas of Listening, Composing & Performing as well as singing and percussive work. The Autumn term concentrates on the 'Elements of Music' whilst listening to a wide range of music. The 'Instruments of the Orchestra' are considered in the Spring term and there is a 'set work' to study in the Summer term. Aural training is introduced as the year proceeds and the overall aim is to lay a firm foundation which eventually leads through the Lower School to GCSE Music. Composition work begins properly in the Second Form but there is an introduction to the music software in the new Music Technology Suite after the School Exams.

The Junior Choir comprises the whole of the First Form and OG and meets weekly in a timetabled period. Choral and Instrumental Ensembles are listed in the termly Calendar with rehearsal times. They are open to any boy in the school and players are selected according to their technical ability rather than their age. Thus, once a minimum of technique has been acquired, a boy can play in a group music activity throughout his school career.

Any boy who plays an instrument (apart from an absolute beginner) should consider entering the School Music Prizes, which are held in the Summer term. There are classes of varying standard from Novice up to Open. Details are available from the Director of Music and entries have to be made at the start of the Spring Term.

Requests for individual instrumental lessons may be made to the Director of Music at any time via the Music Administrator, Lauren Whitlock – [musicadmin@clsb.org.uk](mailto:musicadmin@clsb.org.uk)

There are two Junior School Concerts a year which form a focal point for the Choir and Orchestra's work as well as an Instrumental Recital giving soloists an opportunity to perform. Parents and friends are always most welcome to attend these and other school concerts and recitals.

Mr Holiday has particular responsibility for the Music in OG and First Form so do contact him if you have any questions. ([meh@clsb.org.uk](mailto:meh@clsb.org.uk))

## PHYSICAL EDUCATION AND GAMES

Each class is timetabled for one P.E. period per week and one Games afternoon. The exception to this is the Old Grammar class which has two P.E. periods per week. The boys follow a wide programme which is based on participation and aims to develop skills and interest in physical activities.

All First Form classes enjoy the same Games afternoon. Football is the major field sport during the Autumn and Spring terms while cricket and athletics are the main activities in the Summer term.

Inter-form competitions are organised in a range of activities throughout the year on a half-termly basis. A number of activities operate at Club level and provision is made for those who train to have the opportunity to represent the school. Parents are very welcome to support their sons at all the inter-school fixtures.

If your son is unable to participate in a lesson for any reason please write a note explaining the reason and requesting that he be excused. Your son should present this to his teacher at the beginning of the appropriate lesson.

**Please ensure that all items of clothing are clearly marked with your son's name.** Any items of clothing which appear in lost property and are marked with a name will be returned via the Form Tutor.

## SWIMMING

Each class has one swimming period per week in the excellent 25m swimming pool which the school is fortunate to have on-site. Stroke development forms the major part of the Old Grammar and First Form swimming programme which aims to ensure that everyone is able to swim. Extra classes are run during the lunch hour to supplement the weekly swimming lesson.

During the latter stages of the programme the boys work towards taking the Amateur Swimming Association Personal Survival awards. Old Grammar and the First Form have their own Swimming Club which meets once a week during the lunch hour and the swimming teams compete in friendly galas and in the London Schools' Championships.

**Please ensure that all swimming kit is also clearly marked.**

Mr Kerr has particular responsibility for PE and Games in OG and First Form so do contact him if you have any questions. (mpk@clsb.org.uk)

## **PSHE and Citizenship**

The role of PSHE is to enhance the examined curriculum that the student follows in order to encourage development of a socially and morally aware individual. There is no doubt that a student who is happy, well-informed and able to make the right decisions will go on to achieve higher. It is especially important that the modern adolescent is aware of the potential dangers that face them as citizens of a large City and are taught how to cope with the problems that may arise.

The programme of study has been developed alongside feedback from the students to make sure that we are tackling what they want to know about, as well as developing essential skills and attitudes. The majority of the sessions are taught by the form tutor in a once a week timetabled lesson, with occasional specialists coming in to cover important areas such as drugs awareness and street safety.

### **OLD GRAMMAR**

The Old Grammar spends 40 minutes a week with guidance from the form tutor on a number of topics including:

- Settling in
- Rules and Regulations
- Friendships and Bullying
- Being Fair
- Street Safety
- Drugs awareness.

Part of the course is run in conjunction with the City of London Police and leads to a DARE qualification.

### **FIRST FORM**

The first form have one 40 minute session a week with the form tutor and work on issues such as :

- Organisation and time management
- Study skills
- Relationships
- Diversity
- Health and exercise
- Self image
- Confidence and public speaking
- Parliament and law

The course is under constant review and will adapt to meet the demands and interests of the boys.

## **RELIGIOUS EDUCATION (R.E.)**

At the City of London School the syllabuses take into account the diverse backgrounds of our pupils, and instruction is not in a particular faith. Our aim is that, through the study of religions, a boy will recognise and appreciate the nature and importance of religion and its influence on our ways of life and our values.

### **Syllabus for Old Grammar**

Boys in Old Grammar have two periods of RE per week and one homework a week. Boys are introduced to a variety of interesting topics to stimulate their interest in the subject and reflect the width of subject matter which is relevant.

#### **Autumn Term – Signs and Symbols.**

This unit of study considers the ways in which religions can use a variety of methods to convey important ideas and beliefs. In scripture, boys consider the use of myth and metaphor. In physical symbols boys consider the ways believers use these and how they are relevant to worship.

#### **Spring Term – Structure of the Bible and Old Testament Characters.**

A short introduction to the Bible which aims to teach the boys how to look up biblical references and to think of the Bible as a whole library of books.

The study of some big characters from the Old Testament (The Tenakh) introduces the boys to key ideas and stories. Characters such as Abraham, Jacob and Esau, David are studied (N.B. Moses is studied in the third form).

#### **Summer Term – Religion and the Environment.**

A range of contemporary environmental concerns are looked at and the way in which Religions respond to these problems with ideas such as stewardship and the world being a gift to be cared for. The Gaia Hypothesis is also considered.

### **Syllabus for First Forms**

Boys in the First Form have two periods of RE and one homework a week. The scheme of work over the First to Third Years is best viewed as a continuous whole as opposed to discrete units. By the end of the Third Year boys will have made systematic studies of each of the six major world religions as well as having been introduced to some more thematic ideas and some philosophy of religion. The course in the first year begins with half a term of study on the beginnings of religion. This is a consideration of how and why religion developed. Examples of myths and stories from ancient cultures and civilizations are examined. The rest of the year includes systematic studies of Judaism, Islam, Christianity and Hinduism.

## **SCIENCE**

The ethos of the courses is one of discovery through practical investigation with an integrated approach encompassing, but going beyond, the National Curriculum. The courses assume little prior knowledge of Science, as the students come from such diverse backgrounds.

### **Old Grammar**

One double and one single period are allocated per week, plus one home work of about 30 minutes. The topics covered at the moment include:

1. Safety
2. Senses
3. Looking at ourselves: Using spreadsheets to analyse data
4. Simple circuits
5. Food and the idea of a balanced diet
6. Effects of heat on certain substances
7. Astronomy

### **First Forms**

The First Forms have four periods of Science per week, one double and two singles plus one homework of about 30 minutes. Topics covered include:

1. Safety
2. Basic laboratory skills
3. Measurement
4. The nature of matter
5. Looking at living things – including microscopy
6. Basic human anatomy
7. Reproduction in humans
8. Water
9. Famous scientists

Old Grammar have a textbook called 'So You Really Want To Learn Science', Book One. This is supplemented by booklets produced by the Science Department to help them in their studies. The First Form use 'So You Really Want To Learn Science', Book Two and this is supplemented with handouts as appropriate to the topic being studied.

Science homework for both the First Form and Old Grammar may include writing up experiments, making things, plotting graphs from data, performing simple experiments at home or planning work for future lessons. Students are encouraged to use the library and the internet to find information and to use word processing and spreadsheets in their work. Parents may help by encouraging visits to the School or local library, as well as visits to the Science or Natural History Museums and other places of technological interest which would give added relevance to the work done at School.

Lower School Reading List

Not everything they could read but some direction!

Author	Title
Aiken, Joan	Wolves of Willoughby Chase Series
Alexander, Lloyd	Chronicles of Prydain Series
Almond, David	Skellig
Banks, Lynne Reid	Indian in the Cupboard Series
Blackman, Malorie	Noughts and Crosses Series
Bradford, Chris	Young Samurai Series
Colfer, Eoin	Artemis Fowl Series
Cross, Gillian	Demon Headmaster Series
Crossley-Holland, Kevin	Arthur Series
Dickinson, Peter	Kin Series
D'Lacey Chris	Fire Series
Fisher, Catherine	Book of the Crow Series
Freedman, Dan	Jamie Johnson Series
Gaiman, Neil	The Graveyard Book
Garner, Alan	Elidor; The Owl Service etc.
Gavin, Jamila	Coram Boy
Gibbons, Alan	Shadow of the Minotaur
Golding, Julia	Cat Royal Series
Haddon, Mark	The Curious Incident of the Dog in the Night-time
Higson, Charlie	Young Bond Series
Horowitz, Anthony	Alex Rider & Diamond Brothers Series
Jacques, Brian	Redwall Series
Jarvis, Robin	Deptford Mice Series
Lacey, Josh	Bearkeeper
MacHale, D. J.	Pendragon Series
McKenzie, Sophie	Blood Ties
Morpurgo, Michael	Kensuke's Kingdom; Toro! Toro! etc.
Paver, Michelle	Chronicles of Ancient Darkness Series
Pratchett, Terry	Discworld Series
Pullman, Philip	His Dark Materials Series
Reeve, Philip	Mortal Engines Series
Shan, Darren	Saga of Darren Shan Series
Smith, Alexander Gordon	Furnace Series
Voake, Steve	The Starlight Conspiracy