

YEARS 7-8

A GUIDE TO  
**YEARS 7-8**  
AT BLUNDELL'S



**Blundell's**

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FOUNDED 1604



# INTRODUCTION



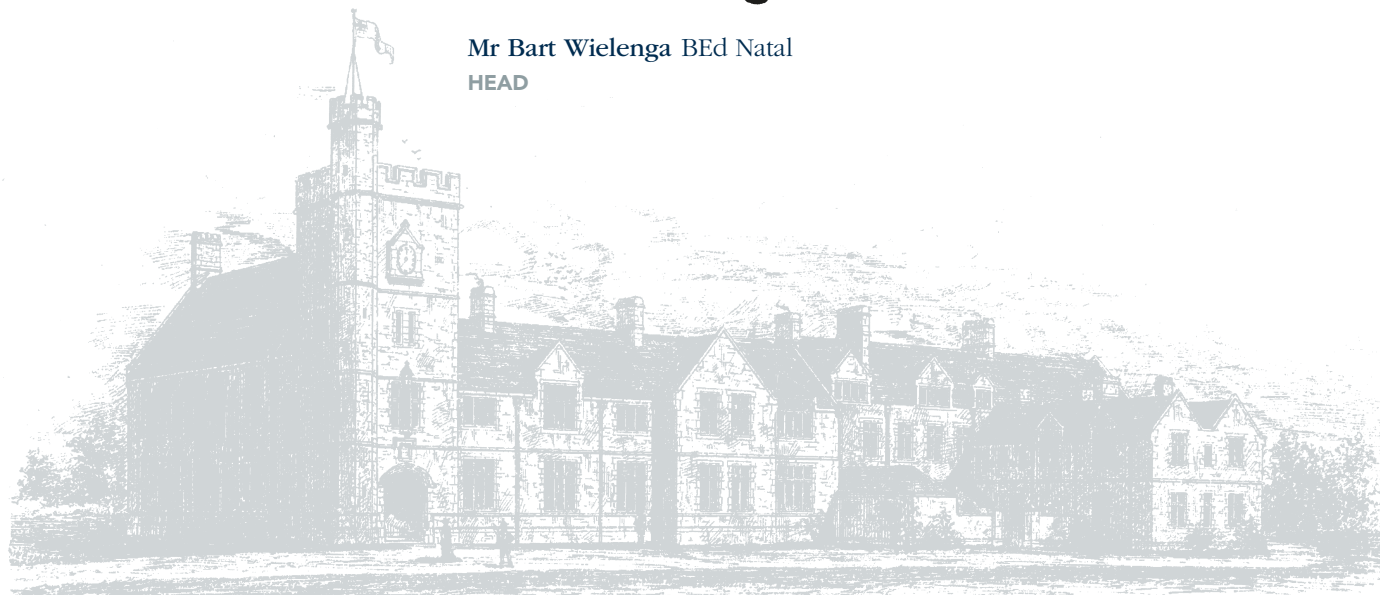
Years 7 and 8 are collectively known as School House (SH), and they are based in the middle of the campus with their own designated boarding and recreational areas. We absolutely delight in having pupils join us in Year 7, and we have worked very hard to create a fantastic educational experience for them. One of the great strengths of SH is that we were able to start with a blank canvas, which allowed us to create a programme that is ambitious, idealistic, and exciting. By the end of Year 8, we aim for our pupils to have developed the self-awareness of how they learn in a broad array of subjects. We also want our pupils to retain enthusiasm and eagerness for learning, not tainted by having to jump through arbitrary hoops. The learning process should be intentional and rewarding, and of course, it should also be enjoyable whilst requiring self-discipline, focus and resilience.

We want our pupils to be brave, adventurous, and creative. School House is an environment where pupils feel safe to experiment and to make mistakes; where they are prepared to take risks and to attempt difficult challenges. Of course, these pre-teen years are not always straightforward, and in SH our expert team specialises in supporting children and their parents as they negotiate their way through a time in their life that can be challenging.

School House represents a great opportunity for pupils to try out boarding. Our excellent facilities really do create a home-from-home environment; some pupils join us as full or weekly boarders, while many families dip their toe in the water of boarding school life by taking advantage of our flexi boarding arrangements.

A handwritten signature in black ink that reads "Bart Wielenga." The signature is written in a cursive, flowing style.

**Mr Bart Wielenga** BEd Natal  
**HEAD**



# WELCOME TO SCHOOL HOUSE



"SH is a vibrant and fun environment for our Year 7 & 8 pupils, ensuring that they have the best possible start to life at Blundell's. Whether it be in the classroom, on the sports field or in the creative arts, SH is a supporting and caring community."

**James Rochfort**  
HOUSE PARENT  
SCHOOL HOUSE



**Everything that School House ("SH") does starts with kindness, understanding and compassion**, from ensuring that the newest and youngest pupils in Year 7 settle quickly, through to preparing them for their move into the senior houses at the end of Year 8. At the heart of our community is not only a Houseparent, but also a Head of Pastoral Support, whose sole brief is to ensure our youngest pupils are cared for and happy. To emphasise the significance of kindness to our community, we have introduced the SH Kindness Award. This is voted for by the pupils, and is given to the pupil in Year 8 who has consistently embodied this kindness throughout their time in the house.

A large part of what we do is a focus on community, and on making the pupils feel part of something special. We do this in a variety of ways:

- We host a great number of social events, including welcome coffee mornings with the Houseparent and Dinner Parties where the pupils design a menu and cook it for their parents!
- Plenty of social events for our pupils including discos, barn dances and Summer BBQ's.
- Extra-curricular activities are held twice weekly, including Masterchef, table-tennis club, learning Chinese, Dodgeball, etc.

Preparing our pupils for the move up into the senior houses is also something upon which we consistently focus. During the year, the pupils are 'hosted' by a senior house. Pupils enjoy fun evenings, including indoor bowls, board games, pool and table tennis tournaments, BBQs and pizza nights. They also have the opportunity to spend social time with the older pupils and their potential future Houseparent and resident staff.

In addition, every evening two Year 13 pupils come to assist the resident staff run evening activities for all boarders. They act as role models for our younger boarders, and it is as beneficial for the older pupils as it is the younger ones.

We are incredibly proud of SH, and feel that a combination of our structure and the initiatives we run enables us to provide a truly outstanding offering.







## YEAR 7



Year 7 provides an exciting start to a pupil's time at Blundell's senior school. Our nurturing support, both the pastoral and academic, allows pupils to make a smooth transition from both Prep and Primary schools.

Pupils are fortunate to be taught by inspiring teachers in specialist facilities, which allows them to explore new subjects in depth. English and Maths form the core of the teaching in Year

7, alongside the stimulating content from a range of new subjects, including all three Sciences, Geography and History, Latin and Modern Languages. Pupils also learn Computer Science, RS, PE, and many creative subjects, such as D&T, Art, Music and Drama.

As they find their feet during this time, their confidence builds and our teachers help to provide warm, engaging, interactive environments and help to develop the pupil's independence, resilience, and collaborative learning.

We pride ourselves on the support we give pupils as they start at the senior school. Whilst this can be initially daunting, we aim to make Year 7 a fun and enjoyable time, learning new subjects and finding new friends. It is a very important and special time that can create a strong foundation for their studies at Blundell's and stimulate their future intellectual curiosity.

**Emmie Partington**  
HEAD OF YEAR 7



### HOUSE CAPTAINS

There are four 'Houses' within SH, (Gornhay, Amory, Mayfield and Beale) which enable inter-house competition to take place across the academic year. Towards the end of each summer term the pupils vote for a Year 7 boy and girl in each house to lead them from the following September.

### HOUSE OFFICERS

Officers are appointed from Year 8 in the Autumn term. They are generally chosen by the Houseparent to take the lead on a particular area of house life, such as charity, music and the school council.

## YEAR 8



Year 8 follows the same broad curriculum as Year 7. Numeracy and literacy remain the focus of all learning, and as such Maths and English continue to have more curriculum time than the other subjects. We also hugely value those subjects studied in the Arts, Humanities, Languages and Sciences which continue to be taught by the very best teachers, including Heads of Departments. By the end of Year 8 pupils will be equipped to make their subject choices as they move into Year 9.

There is no doubt that Year 7 and 8 are very exciting years of learning for pupils and for teachers. The diversity is hugely stimulating, and the students are full of curiosity and open to all pathways. We do our very best at Blundell's to help them discover where their academic passions lie, opening doors that they have not yet considered. It is in these years that we aim to foster a love of learning through excellence, dedication and passion from all the subject leaders.

### Andrew Mead

HEAD OF YEAR 8

## DARTMOOR EXPEDITION

In the Summer Term Year 8 embark on an exciting three day challenge on Dartmoor. The groups have separate courses and must navigate, abseil, rock climb as well as gorge scramble on the river Plym, before meeting up to build shelters from tarpaulins and cook their meals (fajitas at Sheep's Tor and BBQ at Dewerstone).

The pupils learn a lot about themselves, develop new skills and the benefits of teamwork, whilst developing resilience, loyalty and a respect for others. It is hoped that many will be inspired to take part in the Duke of Edinburgh Award and Ten Tors Challenges in Senior School.

## ISLANDS PROJECT

Year 8 undertake a project designed to encourage collaboration, to problem solve and to see how their actions have a consequence on both the local and global scale. The pupils take part in a three-day project where they create their own island nations and attempt to develop a working society, all the while facing real world challenges to their island's continued growth.

Pupils are assigned to three contrasting islands. Each island group is divided into cartographers, government, scientists, media and culture. After group decisions are made, there are consequences which they must react and adapt to improve their island. The teams then learn how their islands relate to real world issues and they have time to reflect on what they have discovered.

# PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE)



Personal, Social, Health and Economic education at Blundell's is delivered as part of the School's holistic approach to each pupil's personal development and wellbeing. There is a strong focus on developing the skills and knowledge pupils need to navigate life in its broader context. Our markers of success are not limited to our pupil's achievements but extend to who they are as people; their resilience, compassion, empathy and ability to make good decisions.

Our School House PSHE programme is designed to support each pupil in their transition from primary education into a secondary school environment, and on their journey into their teens and beyond. We know that the first few years of secondary school are a crucial time in our pupils' development. The School House PSHE programme is therefore centred around providing the key knowledge and skills that pupils need to navigate the physical, emotional, and social challenges we know often occur as they move through Year 7 and 8; such as having a mobile phone, forging new friendships and the emotional and physical changes that puberty frequently brings with it.

Each half of term the focus of PSHE lessons will be on one of three key themes: Health and Wellbeing, Relationships, and Living in the Wider World. In Years 7 and 8 topics include, but are not limited to: Safe and kind behaviour, healthy relationships, bullying, making healthy choices, careers, living sustainably and promoting emotional wellbeing – with all of these having an online element as we know the digital and physical worlds our children exist in overlap in all areas of their lives.

In addition to this, lessons also cover the content in the statutory relationships and sex education guidance introduced by the Government in September 2020. In Years 7 and 8 the predominant focus of this is on puberty, menstruation, parenthood and consent. Topics are introduced at carefully selected times, and in an age-appropriate way, using a spiral curriculum, where topics are revisited in more depth, detail and with more nuance, as pupils progress through the years.

The School is committed to keeping parents informed when key topics are being delivered so that pupil's understanding and knowledge about PSHE topics can be reinforced and explored further at home.



# HOW WE TEACH

## ACADEMIC AIMS

### EXCELLENT FACILITIES

Pupils in School House benefit from using the same laboratories, PE facilities, workshops, Art School, Drama and Music areas as our GCSE and A Level Pupils.

### CURRICULUM

Pupils in School House are given as wide an appreciation as possible of what Blundell's has to offer in every stand of subject learning. This will enable them to make informed choices regarding GCSE and, later, A Level subject choice.

### STAFFING

The members of staff who teach School House are the same as those who teach as subject specialists at other levels right up to A Level. The majority of Heads of Department teach their subject to Year 7 and 8.

### EXTENSION AND SUPPORT

All staff are trained and experienced in differentiating learning to ensure all pupils are catered for, whether that be those with Oxbridge aspirations or those who need additional learning support.

There are specialists at hand for those pupils studying English as a second language, and for those with specific learning difficulties.

### CLASS SIZES AND SETTING

Our class sizes are as small as possible.

Pupils are taught in banded groups in Mathematics. For all other subjects they are taught in four mixed teaching groups.

### ACADEMIC ENRICHMENT

Every Wednesday afternoon pupils will experience enrichment activities as part of the Blundell's Roots and Wings programme. These may be related to academic subjects or cross-curricular themes as well as leadership, environmentalism, social cohesion and adventure.

We pride ourselves on the positive relations pupils build with their peers and with staff.

We recognise that those entering in Year 7 come from a variety of different types of school and educational background so it is necessary to bring them together and give them a common experience to take forward into the Senior School.

### REPORTS, PARENTS' MEETINGS AND EXAMINATIONS

Every half term, parents will receive either a Tutor Report, a Full Report or be invited to attend a Parents' Meeting.

- The Tutor Report will show an attainment grade in each subject and a comment from the tutor summarising how teachers feel pupils are progressing.
- The Full Report comprises of a comment from each teacher and will include Speech and Drama and Instrumental Music lessons where appropriate.

After each of these the Tutor will discuss progress with the pupils and set targets.

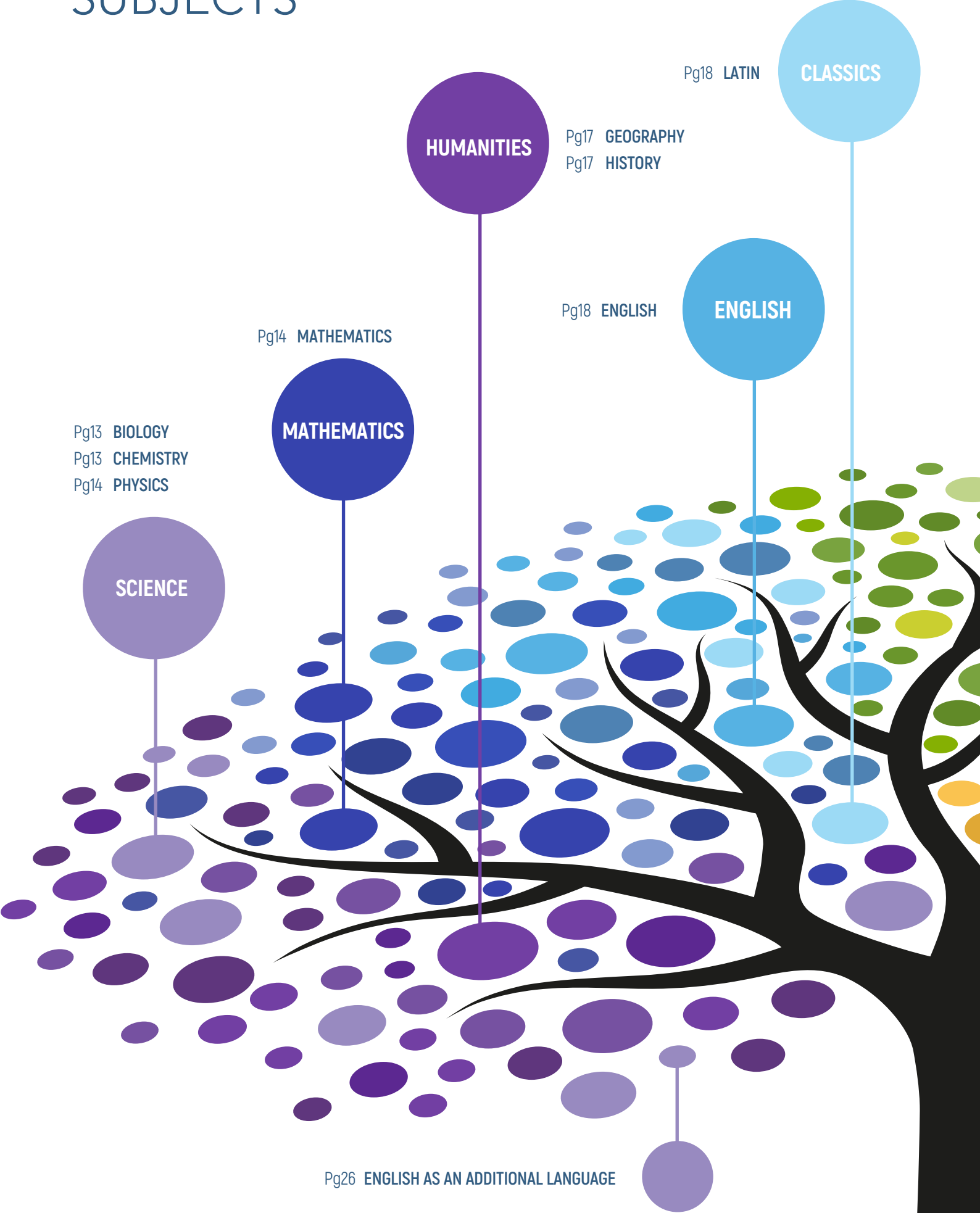
There are School Examinations for Year 7 and Year 8 in May.

## CAREERS EDUCATION AND GUIDANCE

All pupils in Years 7 & 8 take part in the 'Open Doors' careers programme, which is delivered via PSHE lessons and a series of events. The aim is to encourage students to be aspirational and explore the connection between education, skills, qualifications, and opportunities – to begin the process of understanding the 'big picture in life'.



# SUBJECTS



Pg19 RELIGIOUS STUDIES

RELIGIOUS  
STUDIES  
- ETHICS &  
PHILOSOPHY

Pg23 ART

Pg23 DESIGN & TECHNOLOGY

ART & DESIGN

Pg20 PHYSICAL EDUCATION

PHYSICAL  
EDUCATION

Pg19 LANGUAGES

MODERN  
FOREIGN  
LANGUAGES

Pg25 DRAMA

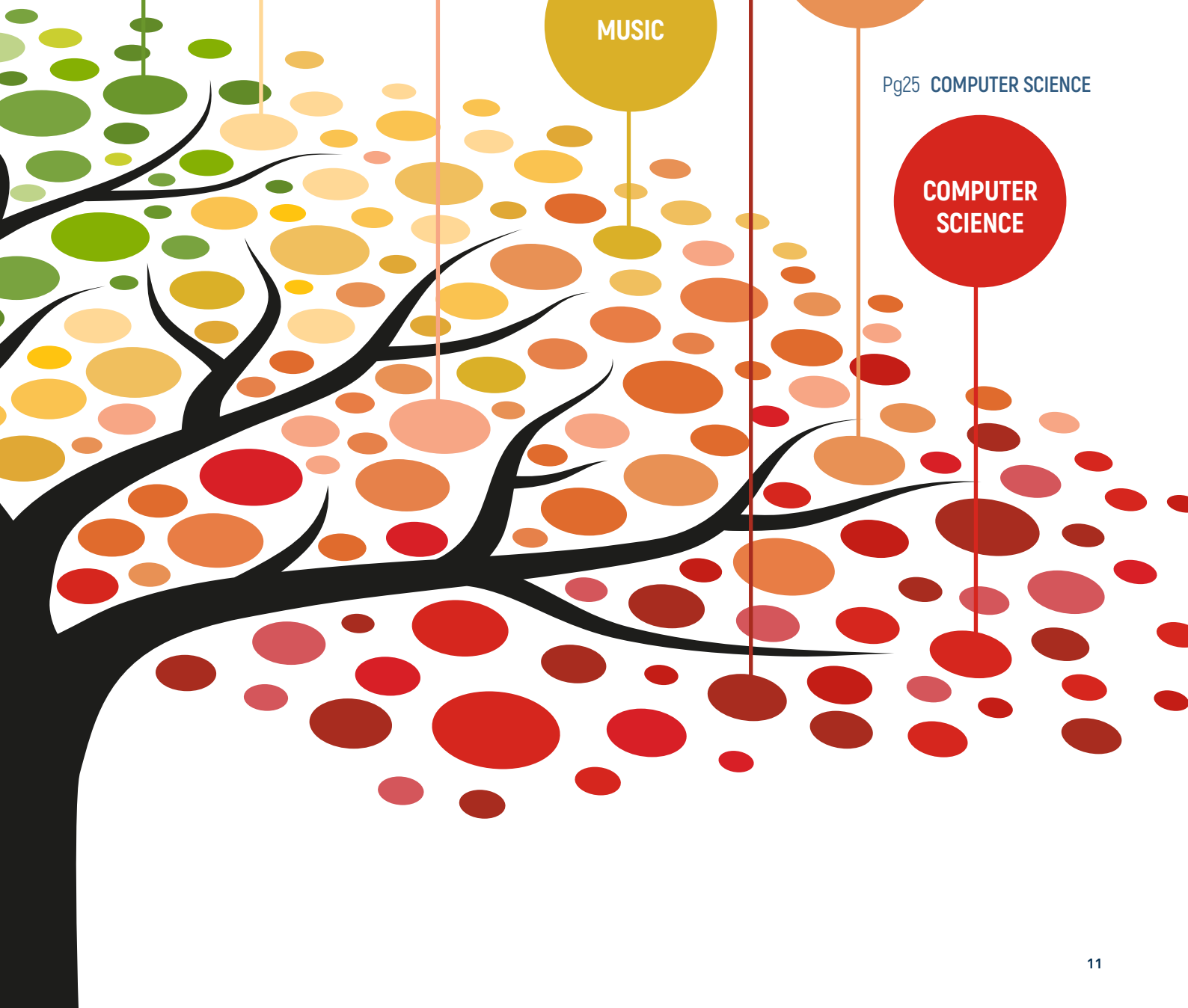
DRAMA  
& THEATRE

Pg20 MUSIC

MUSIC

Pg25 COMPUTER SCIENCE

COMPUTER  
SCIENCE





# S BIOLOGY

## WHY STUDY BIOLOGY

Biology is one of the broadest and most important subjects in the world today. Put simply, biology is the study of life. Our School House curriculum encompasses everything from the molecular study of life processes right up to the study of animal and plant communities.

## COURSE STRUCTURE

Our aim is to enthuse pupils and foster an interest in Biology, so we include as many practical investigations and hands on experiences as possible to enhance our curriculum. Our 5 laboratories are very well equipped, and we make use of our large campus to carry out ecological field work and plant cultivation. Pupils also have the opportunity to participate in some basic dissections, from worms to frogs, rats and eyeballs. We also take pupils on field trips to locations such as Goodrington Sands, @Bristol and the Plymouth Aquarium.

Biology is taught as a separate science to Years 7 and 8 by subject specialists. Our programme of study is based on the National Curriculum and Common Entrance Syllabi. Learning about careers, mathematical skills, literacy and working scientifically are all embedded throughout to develop our pupils' key skills, ready for GCSE.

The rural setting of the School lends itself to ecological investigations and a variety of specimens can be obtained. We are also lucky enough to have the space for several animals both indoors and out; students in Y7 & 8 can join the Science Club and participate in many different experiments and investigations with the opportunity to learn to care for our animals and cultivate plants in our school garden and department glass house.

### TEACHERS

Dr J A Ratcliffe	Head of Dept, BSc, PGCE, PhD, MRSB
Mr G J Baily	BSc, PGCE
Dr J T Balsdon	BSc, PGCE, PhD
Mr L P N Barnsbrook	BSc, PGCE
Mr C E Olive	BSc, PGCE
Mr P Hunter	BSc, PGCE

# S CHEMISTRY

## WHY STUDY CHEMISTRY

Chemistry is the central science; to learn about Chemistry is to learn about the very stuff of matter itself. Our talented Chemistry staff teach to all ages through the school so are expert at ensuring our youngest pupils really understand the key building blocks of the subject.

## COURSE STRUCTURE

In Year 7 we first focus on safety, practical skills and how to work in a lab, and then we move on to the foundations of Chemistry, particle theory, the periodic table, dissolving, the structure of matter, and acids and bases. We finish the year making soap and explore the economic and ergonomic factors relating to this industry.

In Year 8, pupils build on these ideas and move on to chemical reactions, making salts, ions and formulae, testing for ions and atmospheric Chemistry. We investigate rate of reactions in depth and promote independent learning by using a variety of resources.

We firmly believe in a hands-on approach to teaching Chemistry, so all our lessons are taught in specialist laboratories and they are invariably based around a practical. We have a vast array of resources available and always attempt to carry out the experiments rather than rely on videos.

We feel that pupils learn best by doing, and this approach ensure the most engagement and progress possible at this age. We want the children to enjoy their Chemistry while unconsciously securing the fundamental knowledge and skills which set them up for GCSE study. Pupils are assessed with both written and practical assessments to ensure their skills are developing appropriately. Our staff are well used to extending the brightest, as well as supporting those with individual learning needs.

### TEACHERS

Mr A J Mead	Head of Dept, BSc, PGCE
Mrs G M L Batting	BEng, PGCE
Mr C H List	BSc, PGCE
Mr T M Mycock	BSc, PGCE
Ms A Palmer	BSc, PGCE
Mr S A Uddin	BSc, PGCE
Mr D J Smart	BSc, PGCE
Lab Tech: Miss E Entwistle	BSc

# S PHYSICS

## WHY STUDY PHYSICS

Physics is often perceived as difficult; some pupils would love to know more but find the language and the mathematics too difficult. Our staff with a wealth of real-world experience strive to make Physics accessible to everyone; we want pupils to be excited about their learning and talking about it at home.

## COURSE STRUCTURE

In Year 7 we initially ensure that all pupils, no matter their prior experience, have a good understanding of the units and the measurement techniques used in a Physics laboratory. We then move on to investigating how forces cause changes in shape, how no one can hear you scream in space with a detailed study of sound, practical investigations into the types of energies that we see in the world around us and finally a topic opening students' eyes to the enormity of our solar system and the wider universe.

In Year 8 iron filings are scattered liberally to help pupils understand magnetism, pupils get good at building and using electrical circuits, light boxes and lenses are used to help understand light and the year ends on a final topic which gives pupils an insight into GCSE work with investigations around moments and pressure.

Physics, together with all the sciences, is best taught using hands-on study and our three dedicated Physics laboratories are all equipped with everything needed to make learning the subject an enjoyable and interactive process. Our teaching staff have a wide range of backgrounds, including successful careers in Engineering before teaching. We firmly believe that the ability to relate teaching to exciting real-world opportunities is fundamental to giving pupils a reason to want to study the subject. We continually try to relate everything we cover to an application that will be useful in later life. In doing so, we try hard to make Physics enjoyable for all pupils.

### TEACHERS

Mr D E Morrison	Head of Dept, MEng, GTP
Mr R O Barrowcliffe	BA, MA, PGCE
Mr S Cook	BSc, PGCE
Dr A Teiermayer	MSc, PhD
Mrs L E Webster	BSc, PGCE
Mr S J Cook	BSc, PGCE

# M MATHEMATICS

## WHY STUDY MATHEMATICS

Mathematics is a creative and inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to life and all science, developing a sense of enjoyment and curiosity.

## COURSE STRUCTURE

In Year 7 we focus on consolidating and extending numeracy skills. Topics include place value, special numbers, fractions, negative numbers, percentages, and ratio. In geometry and measure we cover area and perimeter, converting units and angles. In the algebra unit we introduce and interpret algebraic notation, then simplify and manipulate algebraic expressions. For the statistics unit we construct and interpret charts and compare single variable distributions.

In Year 8, pupils build on these ideas and extend to standard form and significant figures, solving linear equations, expanding and factorising, sequences, linear graphs, circles, compound units, 3D shapes and probability.

The department believes that pupils' understanding should be secure before they progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems, including participating in the UK maths challenge, before accelerating through new content. Those who are not sufficiently fluent are given additional practice to consolidate their understanding.

### TEACHERS

Mr A N Simson	Head of Dept, BSc, PGCE
Miss E L Johnson	Assistant Head of Dept, BSc, PGCE
Mr A J Bussell	MEng, PGCE
Mrs N J Klinkenberg	BSc, PGCE
Mr T Lowe	MSc, PGCE
Mr O Y Naylor	BSc, PGCE
Mrs I Robinson	BSc, PGCE
Mr H C Roffe-Silvester	MEng, GTP
Mr R S Walter	BSc, PGCE







# H GEOGRAPHY

## WHY STUDY GEOGRAPHY

Geography helps students gain an understanding and appreciation of what is going on the world around them. At Blundell's, students study a range of human and physical geography topics, and the subject has been a very popular choice of study at GCSE and beyond.

## COURSE STRUCTURE

In Year 7, after an initial introduction about the subject and the history of the earth, students spend a large part of the autumn term going through essential map reading skills. This is followed by the study of environmental issues facing the world today. Not only does this include climate change, but issues such as waste disposal, habitat degradation and various forms of pollution on a variety of scales. The year finishes with the study of Africa. This is a vast continent and students gain insight into the varying ecosystems, landscapes, resources and cultures found across numerous countries.

In Year 8, weather and climate is the topic of study at the start of the year. The rapidly growing superpower that is China then becomes the focus in the spring term. The year finishes with the study of river environments, including the processes and landforms associated with this aspect of physical geography. This topic fits in well with the Year 8 residential trip at the end of the summer term which involves a journey along the River Dart. In addition, students visit the caves and stunning landscape of Cheddar Gorge on Field Day in the autumn term.

Throughout their time in School House, students are encouraged to be inquisitive and take an interest in the world around them. There is flexibility in what we teach, so if a significant event takes place and it is relevant to what is being studied, then teachers may explore these topics in greater depth.

### TEACHERS

Mr G Bucknell	Head of Dept, BSc, PGCE
Mr C Hamilton	BA, PGCE
Mrs S Holman	BA, PGCE
Mrs B Nuttall-Owen	BSc, PGCE
Miss E Partington	BSc, PGCE

# H HISTORY

## WHY STUDY HISTORY

History is a crucial humanity; to learn about History is to embark on a tremendous adventure that furnishes a young mind with a wealth of information and at the same time provokes even more questions. Our excellent History staff teach to all ages through the school. They especially relish SH teaching as it is free of the pressures of public examination and it allows a real culture of independent thought and teaching.

## COURSE STRUCTURE

In Year 7 we focus on Britain 1066 – 1485 and this plots an exciting course from the Battle of Hastings to the advent of Henry VII. In Year 8 pupils build on the strong foundations that they have made and move on to study the age of Revolution, Industry and Empire 1558 – 1901.

Alongside these depth studies the department has created a really exciting Scheme of Work that is entitled 'meanwhile elsewhere'. This course has been developed in order to allow the pupils the opportunity to explore History from a more global perspective. Whether they are looking at the Byzantium Empire or the life of a Shogun in Japan, it is the opportunity to broaden their historical horizons and look at History through a more diverse perspective. The departmental mantra is to engage and enthuse, all our lessons are taught in our recently refurbished department.

The SH curriculum is designed to build skills that are suitable for developing the skills necessary for Yr 9 and onwards to GCSE. Our staff are committed to identifying and supporting the needs of all pupils and in so doing they build an early passion for the subject.

### TEACHERS

Mr R E T Moore	Head of Dept, BA, PGCE
Ms C E L Flavelle	MA (Cantab), PGCE
Mr P T B Hayward	BA, PGCE
Mr R Holman	BA
Mr M R J Radley	MA (Oxon), MEd (Cantab), PGCE



# ENGLISH

## WHY STUDY ENGLISH

English is a core subject and we fully believe that: to have a solid foundation of English language and an appreciation of words enables the opportunity to tackle any challenge with articulate confidence. Our talented team help our pupils draw connections between English as a subject and the wider world.

## COURSE STRUCTURE

We have been working hard to develop a dynamic and stretching course from the very beginning of year 7. Diving immediately into the imaginative world of creative writing, moving through a class novel, we start the Spring Term with a challenging debate unit. Every pupil in English is encouraged to be eloquent not only on the page, but also in person. We believe discussion breeds curiosity. The year then explores poetic form and techniques before culminating in Shakespeare in the Garden- evolving year on year, pupils lead, adapt and direct their own pieces to perform live. In year 8, we continue with poetry, prose, Shakespeare and non-fiction writing. We build on skills from the previous year to embed further contextual knowledge of texts and deeper consideration of a writer's choice and the impact it has on us as readers.

Our team stand by the belief that a love of reading embeds a love of learning. To this end, we enjoy a weekly reading session and spend time in the Amory Library, where pupils are incentivised to read widely- the millionaire's lunch for Accelerated Reader has become a highlight in the school calendar.

In English, we aim to draw connections with other aspects of the curriculum. Pupils will be able to draw clear parallels with Drama, History, Classics and PSHE in their lessons. We aim to stretch and challenge in English while striving to keep enjoyment and creativity at the core of what we do.

### TEACHERS

Mrs L C Thomas	Head of Dept, BA, PGCE
Mr C Downer	MA (Cantab), MA
Ms L M Hunt	MA, PGCE
Mr R Jones	BA
Ms M Pearce	BA, PGCE
Dr H S J Perrin-Haynes	PhD, MA, BA, PGCE
Mr J S Shrimpton	BA
Mrs E J U Worthington	BA, PGCE



# LATIN

## WHY STUDY LATIN

The study of Latin not only gives an advantage to our pupils in many academic areas, but also a tool with which they can access higher-order thinking skills and unlock an ancient culture which has shaped our modern western society.

## COURSE STRUCTURE

Salvete omnes! All pupils in Years 7 and 8 study Latin using the Cambridge Latin Course which immerses students in the life of a Pompeian family living in the shadow of Vesuvius. Pupils start to read Latin stories right from the start and experience what life was like in Pompeii; from the foods they ate - snails, peacocks and dormice to name but a few, the entertainments they used to enjoy – gladiator fights, chariot racing and theatre visits, to the climax of the textbook, the eruption of Vesuvius in AD79.

We aim to make Latin relevant to today and to give the pupils a thorough grounding in grammar, syntax and vocabulary because so many technical words in English come from Latin and modern Romance languages find their roots in Latin; all of which makes Latin a rather useful language to learn. Even at this early age, Latin can be a real linchpin to pupils' education. There are not only the linguistic links, but Latin provides the root words for the sciences, it is the language of law, government, logic and theology. Pupils also derive a lot of pleasure from the code-cracking nature of learning it.

There is an active extra-curricular programme of trips to lectures, museums, theatres and ancient Roman sites in the UK.

### TEACHERS

Mrs R E Milne	Head of Dept, MA, PGCE
Mrs L M Bright	BA, PGDip
Mrs A M Cox	MA, PGCE
Miss E P Sage	BA, PGCE

# MODERN LANGUAGES

## WHY STUDY LANGUAGES

We believe that through learning a language, our students also learn about the culture and customs of the country studied and get a much better understanding of the world in general. We place a strong emphasis on using the language as a way to communicate and help our learners see how much fun learning a language can be.

### COURSE STRUCTURE

All of our Year 7 pupils have the opportunity to learn 3 languages in their first year at Blundell's. French, German and Spanish are taught throughout the year. A different language is presented to our Year 7 pupils each term as a 12-week language course. Our aim is to foster a love for languages and an enthusiasm for learning it as well as an insight into which two languages our pupils would like to pursue further in Year 8. We are committed to providing a full and thorough introduction of the three different languages on offer. The wider issues involved in language-learning are also considered and time is spent concentrating on the native speakers, their country and culture, and their position within Europe. WE endeavour to use of authentic material whenever possible and have strong focus on reading for pleasure in the target language as well as using the language in a creative way through regular cross curricular projects. We regularly take part in the Anthea Bell Prize for young translators, and we also take every opportunity to celebrate different festivals during the year. Pupils' cooking and baking skills are also put to the test when we look at typical dishes for the country studied!

We aim to cater for all abilities and pass on our love of language learning. At the end of year 8, we hold a celebration week where our students present everything they have learned in both languages throughout their time in SH and it is a good way to celebrate their success and for them to realise how multilingual they have become in such a short time.

#### TEACHERS

Mr N M Lecharpentier	Head of Dept, MEd, PGCE
Ms I G Scott	Head of German, MA, PGCE
Mr J C Hatton	BA, PGCE
Mrs A Munday	BA
Mrs K J Wheatley	BA, PGCE
Mr T R Worthington	BA, PGCE

# RELIGIOUS STUDIES

## WHY STUDY RELIGIOUS STUDIES

Religious Studies gives an insight into why people believe what they believe and how those with different faiths (and indeed no faith at all) can understand the beliefs of others. An understanding of different religions and their beliefs and practices is increasingly important in a multi-cultural globalised world. It also helps students begin to understand the importance of a moral framework and helps them along the pathway of forming their own values and morality.

### COURSE STRUCTURE

Year Seven begins with a consideration of the nature of special and ordinary things. What makes things special and valuable? This leads into the relationship between humanity and the environment through the eyes of religion as well as a more secular view. A study of Christianity follows as seen through the eyes of some Roman agents who are reporting on the growing movement.

Pupils also study Islam and Hinduism to gain an understanding of beliefs, their consequent duties and how this works out in the modern world. A study of worship in various religions leads to pupils designing a "House of One", a multi-faith place of worship, a practical exercise which makes them consider the practices of the religions they have studied.

A module on social injustice, wealth and poverty invites pupils to consider their views on the subject as well as giving them an insight into the teaching of various religions and their action as a result of these teachings.

The aim is to open the eyes of our pupils to a range of different belief systems and their consequent moral behaviours.

#### TEACHERS

Mr A J R Berrow	Head of Dept, MA (Oxon), PGCE
Revd T C Hunt	BD, MTh, GTP



# PHYSICAL EDUCATION

## WHY STUDY PHYSICAL EDUCATION

Physical Education has become more important than ever in modern society, it gives young people the opportunity to try a range of physical activities, leading to lifelong participation and encouraging a healthy active lifestyle. PE also helps to develop character in our students where they learnt to work in teams, develop a range of inter-personal skills as well as the ability to use tactics, strategies and compositional ideas to perform successfully.

### COURSE STRUCTURE

In Year 7 and 8 students participate in core PE and a games session with PE staff. In games sessions we focus on traditional sports, including rugby, netball, hockey, cricket, and athletics. Whereas core PE looks at a broader range of physical activities including, badminton, basketball, handball, swimming, dance and gymnastics.

In year 7 students are first introduced to a range of activities across our facilities, we usually start the term with badminton focusing on developing hand eye coordination and learning the basic shots. Moving onto basketball or handball where students work on their ball skills and understanding of the rules. In the spring term we move onto gymnastics and dance, students learn about the core concepts and movements. These units focus on the creative side of the PE curriculum, developing flexibility, balance and confidence in movement. In the summer term students make use of the swimming pool, spending the term developing their technique in all the swimming strokes. In year 8 students reinforce and expand on what they have learnt in year 7, students start to continue to develop their skills in each sport and adding new more advanced skills to their repertoire.

Our experienced and specialist staff support pupils in their learning of these physical activities. Students reflect on their own and others' performances and find ways to improve upon them. As a result, they develop their confidence to take part in different physical activities and learn about the value of leading a healthy, active lifestyle.

#### TEACHERS

Miss R L Manley	Head of Dept, BA, PGCE
Mrs A T Candler	BSc, PGCE
Mr T Elliot	BA
Miss V J Gill	BSc, PGCE, MEd
Miss S Harris	BSc
Mr E K G Saunders	BA, PGCE



# MUSIC

## WHY STUDY MUSIC

Music is a universal language that embodies one of the highest forms of creativity. We offer a high- quality music education that engages and inspires pupils to develop a love of music and develop their talent as musicians. Through academic lessons and our vast array of choral and instrumental opportunities, all pupils increase their self-confidence, creativity and sense of achievement.

### COURSE STRUCTURE

In Year 7, pupils study a wide range of different genres, cultures and traditions, with projects such as Orchestral Instruments, African Music and Music of the Solar System. Musical skills are broken down into three areas: performing, composing, and listening and students develop these further in Year 8 in topics including Music for Animation, The Blues and Samba Music. Pupils will also enhance their use of Music Technology through the programme Logic Pro on Mac computers.

Outside of the classroom all School House pupils have the opportunity to sing in the Chapel Choir and the School House Choir, as well as bespoke instrumental ensembles. Orchestral musicians also perform alongside Year 9-13 pupils in the Senior Orchestra. They partake in all major performances, including the Exeter Cathedral Carol Service and our annual Spring Concert, which typically involves over 200 musicians in the school. There are also dedicated rock band clubs and activities.

We offer School House pupils amazing opportunities to see the very best live music of all genres, including Musical Theatre trips, orchestral and choral workshops, and visiting professional artists. We also have a bi-annual music tour to Europe. Preparation and support is given to pupils auditioning for the National Children's Choir of Great Britain and the National Children's Orchestra and our pupils have had 100% success rate in these applications.

#### TEACHERS

Dr O J Leaman	Director of Music, BMus, Prit, PhD
Mr A C Johnson	Assistant Director of Music, BA (Oxon), MA
Miss J Atkins	MA, BMus





## WHY STUDY ART AND DESIGN

Art encourages self-expression and creativity, building confidence as well as a sense of individual identity. It gives space to take risks, learn from mistakes and develop an opinion. Art can help make sense of the world around us by interpreting the messages of Artists and creating our own message.

## COURSE STRUCTURE

In Year 7, students will explore skills based on a Natural Form theme. Drawing from observation and manipulation of both two and three-dimensional media, forms the foundation of activities and we introduce Artists, analyse their work, and then respond. The focus is on confidence building, being able to discuss Artwork, being observant and finding ways to communicate visually.

In Year 8, students use drawing and annotations to inform their decisions, looking at Synaesthesia and responding visually to musical stimuli. They also take inspiration from birds and learn about proportion, space and manipulation of two-dimensional media into three-dimensions.

In looking at the work of Artists and forming opinions, we give the students freedom to interpret the world from their own personal viewpoint. In responding to Artists and creating their own resources (using Photography), they take control of their ideas and learn to develop them with increasing confidence. Our caring and talented staff support with skills, encouraging those who need additional help and extending the most able to fully reach their potential. Space is deliberately built into the schemes of work to allow for free expression and response, so students learn that they can take visual risks and learn from the results. Developing emotional intelligence and independent learning habits, the students have a lot of fun whilst banking valuable transferrable skills.

### TEACHERS

Mrs G Armstrong Williams	Director of Art, BA, GTP, GDST
Mr T Grant	BA, PGCE
Ms A Simpson	MA
Mr J Yule	BA, PGCE
Mr D Williams	Art/Photography Technician

## WHY STUDY DESIGN AND TECHNOLOGY

D&T is a multi-disciplinary subject that develops skills including creativity, manufacturing, maths, science and problem solving. The thriving D&T department provides fantastic facilities from traditional hand tools to contemporary CNC machinery.

## COURSE STRUCTURE

In Years 7 & 8 we introduce pupils to the fundamental skills that underpin our subject. From manufacturing using a wide range of materials in our two well equipped workshops, to designing, using both hand and computer drawing techniques.

In Year 7, pupils are introduced to the design process and basic woodwork through a nature themed project involving a night light and a bird box. Pupils then move onto metal work via a copper tea light holder, and wood and plastic work through the sweet dispenser project, which also involves graphic design and sublimation printing.

In Year 8 projects are more challenging and include steel work, introducing cold forming and welding. This is followed by electronics in the production of a Bluetooth speaker and then a hedgehog house with the aim on increasing biodiversity.

We want the children to enjoy their D&T while picking up essential skills necessary for GCSE study. We are an incredibly supportive department and feel strongly that pupils of all ability levels have the chance to find success with us.

### TEACHERS

Mr T Frappart,	Head of Dept, BA, PGCE
Mr B Wheatley	MA (RCA), PGCE
Ms C Francis	BA, PGCE
Mr M Bowden	Workshop Technician





# D&T DRAMA

## WHY STUDY DRAMA

Drama is an exciting subject which provides students with the opportunity to express themselves creatively, collaborate with others, learn about the world around them by sharing stories and experiences as well as scrutinise their own beliefs and perspectives.

## COURSE STRUCTURE

Drama lessons in Year 7 & 8 aim to foster a love of the Arts and equip students with valuable transferable life skills such as confidence, teamwork, organisation and presenting skills. The focus in Year 7 is on the fundamentals of performance work as actors, directing, set, costume, lighting and sound. In Year 8, students develop these skills as they practically explore a variety of genres, playwrights and theatre practitioners from Ancient Greek up to modern day theatre.

Students at Blundell's grasp every opportunity to involve themselves in Drama whether in the classroom or outside of it. Students can take part in a major production each year, performed in our purpose-built theatre, the Ondaatje Hall.

All Blundell's pupils are offered the opportunity to take Speech and Drama lessons to improve their performance skills, build confidence through public speaking or prepare interview technique. Students are encouraged to develop as individuals who could express themselves both vocally and physically and explore their creativity with confidence and originality.

### TEACHERS

Mrs T L Winsley	Head of Dept, BA
Mr J A Rochfort	Creative Director
Mrs A Gibson	BA
Mrs R Milne	BA, PGCE
Miss J Spencer	BA, MEd, PGCE
Mrs P V Whitfield	BA
Mr B Bowley	Theatre Manager, BA
Mrs H Corden	

# CS COMPUTER SCIENCE

## WHY STUDY COMPUTER SCIENCE

Computer Science is an exciting subject which provides students with the opportunity to learn vital skills that are applicable beyond the classroom to help ready students for the modern workplace. Problem solving skills are a fundamental building block to using Computer Science to make our modern world a better place to live and work.

## COURSE STRUCTURE

Computer Science in Year 7 and 8 aims to give students the foundations they need to be able to use computers to help them solve problems. Through exploring concepts such as decomposition and abstraction students learn how computational thinking skills are at the core to many problem-solving techniques.

Students learn programming skills in a variety of systems and languages. Starting off with block-based programming they learn the key techniques of sequence, selection and iteration. This is further supported through the use of single board computers such as the BBC MicroBit where they can use the on-board sensors to collect data from the environment in which the computer is operating.

The next stage in the development of their programming skills is to graduate onto text-based programming languages such as Small Basic and Python – equipping them for year 9 Computer Science and beyond. In addition to programming skills, students also learn the fundamentals of how computers work and how they are embedded in many everyday objects.

All Blundell's pupils are offered the opportunity to take part in the Bebras Computational Thinking Challenge. Each year we have students who are invited to take part in the next round, the Oxford University Computing Challenge. We will also be entering the Astro Pi challenge, which will see successful teams of students having their experimental program run on the International Space Station.

### TEACHERS

Mr M P Dyer	Head of Dept, MSc, PGCE
Dr A Teiermayer	MSc, PhD



# ENGLISH AS AN ADDITIONAL LANGUAGE: EAL

## OVERVIEW

EAL lessons are available to all international students at Blundell's. Our EAL specialists offer 1:1 lessons, as well as small group sessions, depending on numbers and individual requirements. As part of the admissions process, Blundell's assesses the English level of international pupils and, if EAL support is required, will organise regular lessons within the school timetable.

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## COURSE STRUCTURE

The EAL course at Blundell's is 'Optimise' by Macmillan Education. It is ideal for A2 to B2 (CEFR) level learners. The course provides engaging lessons that equip students with essential skills and techniques to ensure exam success. Using a carefully staged approach, Optimise combines motivating, real-life topics with specific exam training, taking students from A2 to B2 Level. The course content and resources are suitably pitched for teenagers. We expect students to improve their English by at least one CEFR level before moving from Year 8. The four skills of speaking, listening, reading, and writing are developed, with a formal assessment at the end of the course, resulting in accreditation from Cambridge English.

### TEACHERS

Mrs J Hadley                      BEd, TESOL  
Miss E Gore-Lloyd  
Miss E Lacki



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