

THIRD FORM  
INFORMATION AND  
CURRICULUM

Challenging & Fun



CHELTEMHAM  
COLLEGE



"Pupils develop an excellent range of knowledge, skills and understanding across a broad range of subjects. This is as a result of well-scaffolded and differentiated teaching."

*Independent School's Inspectorate, 2023*





# Welcome to the Third Form



The Third Form (Year 9) is a highly rewarding year with lessons in a variety of subjects, a full activities and games programme and opportunities for challenges. It is where the foundations for IGCSEs and GCSEs are laid alongside establishing a strong independent work ethic through learning study skills that will last throughout your academic career.

# The Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday
08.30-08.40	Tutor period	Register with Tutor				08.15-08.30	House Registration
08.40-09.00		Chapel				08.30-09.10	Period 1
09.05-09.45	Period 1	Games	Period 1	Period 1	Period 1	09.10-09.50	Period 2
09.50-10.30	Period 2	Games	Period 2	Period 2	Period 2	09.50-10.25	Period 3
10.30-11.00	Break					10.25-10.55	Break
11.00-11.40	Period 3	Period 3	Period 3	Period 3	Period 3	10.55-11.35	Period 4
11.45-12.25	Period 4	Period 4	Period 4	Period 4	Period 4	11.35-12.10	Period 5
12.30-13.05	Period 5	Period 5	Period 5	Period 5	Period 5	12.10	Lunch
13.05	Lunch					Afternoon	Games
14.00-14.10	House Registration						
14.15-14.50	Period 6	Period 6	Period 6	Games 14.15-17.00	Period 6		
14.55-15.30	Period 7	Period 7	Period 7		Period 7		
15.35-16.10	Period 8	Period 8	Period 8		Floreat		
16.30-17.30	Activites	Activites	Third Form Challenge/CCF		Optional games /sport		
17.30	Tea						
18.00	Study in Houses						



# Introduction

## Tutors

Each pupil is allocated a Tutor who remains as their Tutor for the next three years at Cheltenham - ensuring continuity of care. The Tutor has vital pastoral and academic roles: teaching the Floreat (our Personal, Social, Health and Economic Programme); meeting Tutees every morning; and having fortnightly one-to-one meetings to talk about how things are going. The Tutor is the parents' first port of call for all academic matters.

## Highly tailored teaching and learning

At Cheltenham College, high achievement in no way equals high stress, something which all our community, pupils, staff, and parents recognise and value highly. Our class sizes are small, and pupils are taught in Sets for some subjects and Forms for other subjects.

## Why do we place pupils in Sets for some subjects?

Teaching in Maths, Science and Modern Languages is most effective when pupils are in Sets selected by academic attainment. Sets are determined initially by performance in Common Entrance or Cheltenham's Scholarship and Entrance exams prior to the pupil joining the Third Form. Sets are reviewed regularly, and some pupils may move between Sets to provide them with a pace of learning more appropriate to their attainment in the subject.

Moving a pupil 'down' a Set is never a punishment. It is only done when the teacher and the Head of Department consider that they will be better supported in their learning by moving at a different pace; any change of Set should leave them in a better position to achieve, through working at a speed more appropriate to their attainment in the subject.

We ask you to trust our professional judgement in such matters; we do not take these decisions lightly. When a pupil changes Set, the Tutor will notify parents. If you would like further information about a Set move, please do not hesitate to ask the Tutor.

## How the Forms work

The Forms (named 3M1, 3M2, 3P1, 3P2, 3P3, 3R1 and 3R2) are a pupil's key group at College and where they are taught English, Geography, History and Theology, Philosophy and Ethics (TPE). The advantage of this arrangement is that a pupil spends much of the week learning with a familiar group. The pace of the M Forms is the highest and a pupil is assigned to a Form based on the Common Entrance scores in these subjects, or on the result from Cheltenham's Entrance Exams. However, the attainment range in each Form is broad and the Humanities subjects taught in these groups benefit from having a variety of pupils in each class.

## Subjects

In each week there are 39 periods, and these are divided up as follows:

### Taught in Sets

- Four periods of Maths
- Three periods of Biology, Chemistry and Physics
- Three periods of a language
- Three periods of Latin or Classical Civilisation

### Taught by Form

- Four periods of English
- Two periods of Geography
- Two periods of History
- Two periods of TPE (Religious Studies)

## Remaining periods

- Three periods of a beginners' language (French, Spanish or German)
- Two periods of Design Technology (Resistant Materials and Textiles)
- Two periods of Art
- One period of Music
- One period of Floreat, our PSHE programme
- A tutorial period on Monday mornings
- Two periods of Games (in addition to Thursday afternoon Games)
- One period studying the Foundation Project Qualification
- One period of Computing
- One period of Study Skills

## Sport and Drama

Pupils take part in sporting activity on Tuesday, Thursday, and Saturday and the main sports are Hockey, Netball, Tennis and Cricket for girls; and boys play Rugby, Hockey, Tennis and Cricket.

As part of the English curriculum, pupils develop an appreciation and understanding of Drama. There are also opportunities to take part in productions during the year – both on and off stage. Both Sports Science and Drama are popular subjects at GCSE and pupils learn more about these subjects as qualifications prior to selecting their GCSE choices.

## Languages

Third Form pupils continue with the language they studied in their previous school (either French or Spanish); and begin studying German, Spanish or French as their second language. Pupils whose native language is not English may have classes in English as an Additional Language while the remainder of the year group is studying their languages. Some pupils who have individual learning support lessons might study only one language.

### Foundation Project Qualification (FPQ)

The Foundation Project Qualification (FPQ) is an independent research project that is undertaken by all pupils in the Third Form. As an enriching addition to the curriculum, this project is focused on a topic that is of interest to the pupil and involves planning, researching, and writing. Each pupil has a member of staff who is their FPQ mentor and supports them as they progress. Pupils develop sophisticated research and writing skills which are great preparation for coursework at GCSE and A Level, and the challenge of tackling the Extended Project Qualification (EPQ) in Upper College. Pupils' FPQs are submitted for external certification by the AQA examination board.

### Digital Learning and Computing

In weekly Computing lessons, pupils progress through a digital literacy module which includes online research skills and components that focus on proficiency in word processing, spreadsheets, and presentation software. Coding is studied later in the Third Form. The Computing Scheme of Work is differentiated to account for the different levels of skill and experience amongst the pupils.

### Third Form Challenge

Throughout the year, Third Form pupils undertake a programme called Third Form Challenge. This involves sport including athletic development, Squash and Rowing; as well as research projects about the College run by our Archives department. In addition, pupils complete modules in leadership, public speaking, and presentation skills. This supports the development of their soft skills.

### Support for Learning

The Learning Support Team is responsible for the support arrangements for pupils with recognised learning needs and they oversee the testing of new entrants – liaising with parents and previous schools.

### English as an Additional Language (EAL)

The EAL Team works with pupils for whom English is not a native language. New pupils who may need support in this area are assessed on arrival. Pupils who take EAL have group classes with the EAL teachers instead of taking one of the European languages. In some cases, individual classes may be arranged.

### Prep (Homework)

Prep is set daily and is usually an hour-and-a-half each evening. Sometimes a task will take longer to finish – and pupils learn to find times when they can continue to work on their prep; for example, there is always some free time on Thursday and Saturday Games afternoons. Boarders have evening study time in House every weekday.

### Fourth Form and Fifth Form

Pupils choose their GCSE or IGCSE subjects in February of Third Form and start those courses at the beginning of Fourth Form. To help pupils decide, full details of options and subjects are sent out in December. In the Fourth and Fifth Forms, prep increases and organisation of work is key. Coursework requires planning and foresight. This is also when pupils begin reflecting on career aspirations and university entrance strategy, such as work experience, reading, and trips.

### Keeping in touch

We would much rather hear from pupils than have questions build up in the background. The Tutor is the key academic contact. If there are concerns about a particular subject, do contact the Head of Department.

### Head and Deputy Head of Lower College (Third Form to Fifth Form)

There are two other teachers who are important for Third Form pupils. Mr Graham Cutts, is Head of Lower College and oversees the academic progress of pupils in the Third, Fourth and Fifth Forms.

**[g.cutts@cheltenhamcollege.org](mailto:g.cutts@cheltenhamcollege.org)**

Mr Ollie Greenhill is the Deputy Head of Lower College and he has responsibility for the academic progress of Third Form pupils specifically.

**[o.greenhill@cheltenhamcollege.org](mailto:o.greenhill@cheltenhamcollege.org)**

Although your Tutor should be considered the first port of call, Mr Cutts and Mr Greenhill will be pleased to help you if you have any academic concerns.



# Art

Through supportive structured projects in the three specialist areas of Fine Art, Ceramics and Printmaking, pupils develop a thoughtfulness required for a future love of learning and endeavour. In Art, we focus on research, gathering resources, looking at artists and their work, analysis, and development of personal theories about the artists' responses, and subsequently recording and refining personal ideas. Our projects prepare pupils with a curiosity and open mindedness that any inquisitive person should possess.

Pupils at Cheltenham are encouraged to take risks within Art, becoming stronger, more confident, and expressive individuals as a result. This develops individuality and creative spirit through exploration and endeavour, in a secure and exciting positive environment, and encourages pupils to take possession of their work and ideas, to recognise that all outcomes and results, no matter how seemingly insignificant, can lead to great things. We nurture independent learners through this model.

## What does the course cover?

We choose an exciting and meaningful over-arching theme for the year, which enables pupils to experience creativity within the same topic through a ten-week rotation of the following specialist areas: Sculpture, Printmaking and Fine Art. There are formative assessments throughout each rotation of specialist areas and regular verbal feedback will be provided as work unfurls. Specialist teachers provide guidance and review progress through maintaining an online portfolio.

**“Pupils are eager to show their support and enthusiasm for the arts in all senses. They support and attend productions, concerts and exhibitions.”**

*Independent Schools Inspectorate, 2023*

## Recommended reading

BBC – [bbc.co.uk/arts/yourpaintings](http://bbc.co.uk/arts/yourpaintings)  
Tate – [tate.org.uk](http://tate.org.uk)

# Design Technology

Pupils in the Third Form learn about Design Technology; Resistant Materials and Textiles Technology and for many, design subjects are a totally new experience. Cheltenham College workshops are fully equipped with a wide range of equipment for pupils to learn and develop their skills practically; introducing skills needed to develop and design projects.

## What does the course cover?

In the Autumn Term, pupils complete three projects based around manufacturing a simple vase for flowers. Utilising our sewing machines, eyelet machine, the use of templates, tailors chalk, pressing, measuring and top stitching, pupils make a mini vase holder in textiles. By following a set of instructions, pupils add a variety of finishes to their pieces to gain as much experience in the subject as possible. There is then a rotation into Resistant Materials (timbers), where pupils make an alternative vase design out of wood. Pupils learn how to create dowel joints, butt joints, understand the importance of jigs in the machinery, drilling, sanding and finishing. In graphics, designs are drawn and communicated using Isometric and 2-point perspective drawing.

Through the Spring and Summer Terms pupils undertake three projects on the topic of storage. In Textiles pupils design and develop a laptop case. In Resistant Materials pupils construct a desk tidy, using the hard wood “sapele”. In the Graphics area pupils learn how to create hand cut card models, laser cut designs and 3D printed models, eventually creating a small trinket box in card or MDF. The aim is to encourage testing and sampling of ideas, refining them until confident pupils are confident they can manufacture a fully functioning product. Pupils then create their design, complete relevant tests and evaluate the final outcome. These projects run similarly to the GCSE coursework, fully preparing for the projects that could be embarked upon if chosen to study DT at GCSE.

**“The school wholeheartedly fulfils its aim to equip pupils to lead purposeful and fulfilling lives by providing an excellent all-round education.”**

*Independent Schools Inspectorate, 2023*

## Recommended reading

Vogue – [vogue.co.uk](http://vogue.co.uk)





# Classics

“Pupils exhibit notably advanced research skills enabling them to demonstrate secure ownership of their own learning.”

*Independent Schools Inspectorate, 2023*

A major benefit of being a pupil at Cheltenham College is the opportunity to study a Classical subject. All pupils in the Third Form study a form of Classics, usually depending on what has been studied before. The Classics Department comprises six specialist teachers and six classrooms, all situated in a historic part of the central Quad. A rotating programme of annual lectures, competitions and trips is complemented by the lively Classics Society, featuring games, quizzes and talks by pupils and staff at twice-termly evening events.

## Latin

Latin offers a chance to develop logical and analytical patterns of thought, to broaden vocabulary and understanding of one's own language, widening cultural and literary knowledge and sensitivity. The Latin language provides academic challenge, and the study of the Romans provides intrinsically interesting literature and background. Pupils study the long-standing and highly accessible Cambridge Latin Course. Work combines grammatical exercises, unseen translation and comprehension, cultural research, and presentation. The Third Form course offers the opportunity for all pupils to access GCSE study, regardless of how much Latin has been done before coming to Cheltenham.

## Classical Greek

In the Spring Term, all those studying Latin are given a taster opportunity to study Classical Greek. Taught by specialists, allowing access to the richly rewarding study of not only a different alphabet from our own, but also another rewarding Classical language – which is an option that can then be studied at GCSE. Following John Taylor's Greek to GCSE course, lessons use a similar structure to Latin.

## Classical Civilisation

Those not studying Latin study a wide range of aspects of the ancient world in English translation. Ever-popular myths and legends from the Greeks and Romans are studied alongside their lives and works, with a particular focus on what it meant to be 'Greek' or 'Roman'. The course also looks further afield, to the civilisations of Persia and Egypt, examining how the Classical world dealt with outsiders and reflecting on what we can learn about modern-day attitudes from our ancestors. While enjoyment and success in Third Form is a good foundation for studying Classical Civilisation at GCSE, the subject remains highly accessible for those who have studied Latin in Third Form to begin from scratch.

# English

“English in the Third Form is a time for experiment and adventure.”

*Head of English, Cheltenham College*

Building on prior learning, we actively prepare for two GCSEs in English Literature and English Language but also seek to instil a love of language and establish a rewarding, life-long relationship with books. The year provides great opportunities for both academic progress and personal growth in a comfortable and well-resourced environment. The course is delivered by a team of ten passionate and knowledgeable English teachers who use a broad range of methods to engage and enthuse pupils.

In the study of literature, pupils learn to structure analytical essays, and to write creative, informative, and persuasive pieces in response to a variety of stimuli. Through individual presentations and through discussion in groups and pairs, we learn the art of speaking articulately and listening carefully. Pupils are encouraged to see the exciting links between literature and the other arts, such as painting, music, and film. We encourage reading widely for pleasure, independently of the teacher, and to participate in the Reading Diploma, an initiative that rewards independent reading and concludes with the award of an English Department tie, a highly sought-after accolade that features an image of Shakespeare’s family coat of arms.

## What does the course cover?

The course begins with the study of *A Chinese Cinderella*, developing awareness of themes, characters, and imagery in Yen Mah’s powerful autobiographical novel. In the Spring Term, pupils engage with Shakespeare; teachers share their favourite passages from the Bard’s work, and pupils learn to approach Shakespeare’s language and legacy with more confidence. The final term is dedicated to the exploration of poetry, where pupils read contemporary and traditional verse, culminating in the wonderful Hannam Clarke recitation prize at the end of the year.

## Recommended reading

***After the War*** by Tom Palmer

***A Monster Calls*** by Patrick Ness

***The Starlight Watchmaker***

by Lauren James



# Geography

“Geographers are literate, numerate, empathetic, independent thinkers who are able to apply theories and models to real world places, people and environments.”

*Independent Schools Inspectorate, 2023*

At Geography's core lies the understanding of the complex relationships between people and the environment. It is these relationships that provide the foundation of the Third Form course.

An active Bingen Geography Society complements and extends the classroom-based content. The Society meets at least once every half-term to discuss contemporary issues, recently published literature, 'breaking news' case studies and the opportunity to take part in regular debating competitions.

The aims of Geography in the Third Form are:

- To link studies to the modern world and to specific recent events, demonstrating the vital importance of the subject to present and future generations
- To develop a range of geographical skills through practical work, use of maps, photographs, and satellite images, and through the regular use of ICT, such as ArcGIS
- To demonstrate the importance of field work to geographical investigation
- To encourage evaluations of findings, through discussion and debate, by making reasoned and balanced judgements on the geographical issues being studied.

## What does the course cover?

The emphasis is very much on providing Third Form Geographers with an experience that is enlightening and inspiring, and that offers a traditional balance of skills as well as knowledge and understanding. Throughout the course, pupils' progress is assessed through extended writing, short-answer style questions, decision making exercises and enquiry-based tasks.

## Global Threats: what does Geography look like today?

This introductory topic explores the main contemporary geographical issues facing humanity on a global, national and local scale. Pupils focus on population growth, disease, terrorism, plastic ocean, super volcanoes and the changing urban landscape.

## Is the world a better place?

This topic has been inspired by the book *Factfulness* written by one of the Head of Department's heroes, the late Hans Rosling.

## What is the Geography of the Middle East?

This topic explores the geopolitics of the region, human rights, the sustainability of places like Dubai, as well as investigating the dryland and rising sea levels on a global scale. This module explores global weather and climate systems, how they change over time, and the contrast between hot and cold environments.

## Globalisation and Bristol Enquiry

Through fashion, trade and chocolate pupils explore the conflict between people and profit in order to gain an understanding that local, unsustainable actions can have global consequences. As part of this unit, pupils undertake fieldwork in Bristol to investigate its global links of the past and how it is achieving its aim of being a global city of the future by improving its sustainability credentials. The work undertaken enables them to learn the various methods of primary data collection using technology, such as Survey123 for ArcGIS. Pupils also study other key geographic skills to help with future fieldwork that is undertaken at IGCSE and A Level.

## Recommended reading

*Factfulness* by Hans Rosling

*10 Billion* by Stephen Emmott

*Prisoners of Geography*

by Tim Marshall

*Fighting the Banana Wars and other*

*Fair-Trade* by Harriet Lamb

# History

“Pupils display high levels of self-understanding, self-esteem and self-confidence within the classroom and more widely around the school.”

*Independent Schools Inspectorate, 2023*

We aim to ensure that pupils in the Third Form enjoy their study of History, as this is key to doing well. We look at 19th, 20th and 21st century History across mini units set in Britain, Europe, America, Africa and Asia. Developing a sense of History’s ‘point’ relative to the world we live in today and building analytical skills, to prepare pupils for success beyond this year.

During the Summer Term, there is an annual Battlefield Trip. We spend four days visiting exactly where our 702 Old Cheltonians fought and fell in the First World War. This makes History ‘real’: we can see their names, the trenches, the front lines, we find barbed wire and ‘pigtails’ still scarring the territory, and we also get to appreciate the friendliness of the French and Belgian towns that ‘hosted’ the conflict, staying in Tournai in Belgium. We visit individual lone graves, and places like Tyne Cot, the Menin Gate and Thiepval where tens of thousands are remembered together.

## What does the course cover?

We start by considering: why study History – and why do historians ask questions, and sometimes ones that some people don’t like, about the past? This leads us into examining the choices made over which ‘bits’ of History are studied and why, as we begin to argue for the significant events, people and changes of the early 21st century. Conflicting interpretations on this have been constantly on the front pages, thanks to the growth of movements like Black Lives Matter, environmentalism, and the debate over imperialism and reparations.

We debate more generally choices made around memorialisation and commemoration, uncovering further the ‘politics’ of history,

before investigating what it was that made the First World War a ‘Great’ War.

The First World War is then linked to an expansion of our studies across time and continents, to look at cases of arguable genocide within the American West, Cambodia and Rwanda.

In the Summer Term pupils start the Edexcel IGCSE with 1920s America. Investigating the significance of cinema as a contributory factor in the ‘roaring’ of the ‘Jazz Age’, assessing this before ending with film-making inspired by Busby Berkeley and Harold Lloyd.

By this point Third Form pupils can argue why History matters; how it might at times be ‘used’ to fit an agenda and why we must therefore always seek to think critically. Alongside this, we aim to build capacity for empathy, sense of the diversity and richness of human experience over time, and sheer enjoyment of History as a subject.

## Recommended reading

***The Missing of The Somme***

by Geoff Dyer

***Regeneration*** by Pat Barker

***V2*** by Robert Harris

# Mathematics

In Third Form, pupils learn logical thinking and problem-solving skills in general. Mathematics is taught in ability Sets throughout the Third, Fourth and Fifth Forms. Pupils work with scientific calculators which are needed for examinations. Calculators can be provided if necessary and are charged at the same rate of that of the main retailers. As a basic scientific calculator we provide, at present, the Casio FX991 ES. The Maths Society meets regularly and enables pupils to research and present on mathematical topics largely outside of the syllabus.

**“Mathematics plays a central role in the modern world; it is not only the language of Science and Technology but also a fascinating and challenging subject in its own right.”**

*Brendan Enright, Head of Mathematics*

## What does the course cover?

The syllabus followed is working towards the IGCSE in Mathematics from Edexcel – Pearson Edexcel International GCSE in Mathematics (Specification A) (4MA1). This develops a broad approach to Mathematics which is relevant and appropriate to the many different uses of the subject in the modern world while maintaining the traditional academic rigour. In the Third Form, pupils will recap much of the basic material met previously and then go on to study new material; Algebra and Shape feature strongly in the Autumn Term. As pupils move from the Third Form to the Fourth Form, some pupils may move into a different Set. The top Set in the Third Form aims to sit the IGCSE at the end of the Fourth Form. Typically, pupils remain in the top Set if they are on target to gain a Grade 9 (the top grade) in the exam. These pupils will then go on to sit Further Maths GCSE in the Fifth Form. All other Sets sit the exam at the end of the Fifth Form.

## Recommended resources

**NRICH** by University of Cambridge,  
Faculty of Mathematics

**Mathematics puzzle books**  
by Martin Gardener



# Modern Languages

**“Pupils are excellent communicators; in particular they are articulate and expressive speakers and respectful listeners.”**

*Independent Schools Inspectorate, 2023*

When pupils join the Third Form they have varying backgrounds in both the language studied and the standard reached. Most of Third Form have studied French to Common Entrance, but some have learned Spanish instead. We offer continuation classes in both these major European languages as well as Beginners’ German and Spanish. Pupils study two languages – one as a continuation (usually French) and one as a beginner – Spanish or German. We may be able to offer French as a beginner language, but this is subject to demand.

## **What does the course cover?**

The aims of the Third Form Modern Languages curriculum are to enable further progress in the language studied prior to arrival at College (French or Spanish), and to provide exposure to a second, new language. In both cases, we seek to develop the whole range of language skills, using a variety of materials and methods, and not least, to provide a solid grammatical foundation for subsequent GCSE study. The Spanish and French courses include culture and history as well as the language.

German is also offered at a beginners’ level and it focuses on authentic language put into a cultural context. The course has a topic-based approach combined with clear grammatical progression. The course

encourages grammatical awareness and more traditional methods of language learning such as regular vocabulary learning as well as more interactive and creative approaches.

The department is committed to offering the opportunity to practise language skills in France, Spain and Germany, with trips to Salamanca, Montpellier, and an exchange to Berlin. Pupils are strongly encouraged to attend our regular Modern Foreign Languages’ Society evenings, with events ranging from a crêpe’s night to taster sessions in new languages.

## **Recommended resources**

***Spanish-English Bilingual Visual Dictionary*** by DK

***French-English Bilingual Visual Dictionary*** by DK

***German-English Bilingual Visual Dictionary*** by DK

Reading children’s books such as **Mr Men** in the target language or watching a movie in the foreign language with subtitles are both good ways to improve language skills.





# Music

The aim of the Third Form course is to give a highly varied and enjoyable introduction to a wide range of musical topics which at the same time provide a valuable introduction to GCSE work. The ethos that permeates lessons is high-quality practical music making and engagement, inclusivity, and accessibility. There is a strong vocational aspect to the delivery: during a music lesson everyone in the room is a musician with something to contribute to the class 'ensemble'.

## What does the course cover?

Music is a practical subject and musical learning is about thinking and acting as a musician. This means that music lessons should be about learning in and through music, with music making being the main form of discourse for learning how music works. The Third Form course focusses on developing imagination and creativity as individuals, encompassing any wide-ranging prior experiences of music and helping growth in confidence as musicians. As many forms of performance are incorporated in the course as possible, such as: individual keyboard work, class singing, percussion playing, and forming a class ensemble making use of your own instruments.

Listening to and appraising live and recorded music underpins all the above and the language of the elements of music is used and developed to near-GCSE level throughout the year. This ensures that pupils can talk accurately about music with an appropriate level of analysis and insight, resulting in a more mature understanding of how music works. We encourage pupils to link their thoughts to a consideration of the place and function of music in society. This applies equally to all music, from religious music of the Renaissance to current pop music, and from English folk songs to Javanese gamelan.

Alongside ensemble music making, there are possibilities for individual and paired work. Pupils are encouraged to perform to each other with mini-recital slots included

in lessons throughout the year, and these performances generate useful feedback and learning points. Composition projects are another opportunity for an individual or paired approach. Work is usually completed using industry-standard sequencing and notation software such as Logic Pro and Sibelius, although pupils may prefer to notate their pieces using other forms such as chord patterns, lead sheets, or even through making an audio recording of their own performance.

Music contributes much to the cultural life of College and the Third Form Music course is an invitation to all incoming pupils to engage with music at whatever level they wish. The course functions primarily as a foundation for further study at GCSE. However, the opportunities for pupil centred learning and investigation ensure it is accessible and interesting for all. By the end of the Third Form Music course, Third Form pupils know more about the inner workings of music and its function in the world, as well as being more confident musicians.

**“Our ability to express ourselves has never been more important, and Music continues to allow this in a way that no other subject can.”**

*Shaun Pirttijarvi, Head of Academic Music*

## Recommended reading

***This Is Your Brain on Music:***

***Understanding a Human Obsession***

by Daniel Levitin

***The Cambridge Music Guide***

by Stanley Sadie and Alison Latham

***Musicophilia: Tales of Music and the Brain*** by Oliver Sacks



# Science

It is the mission of the Science Department to ensure that pupils gain the depth of knowledge required to understand science in the real world. We do this by developing the range of skills essential for scientific thinking and the personal qualities needed to build resilient learners and excellent scientists.

Pupils are encouraged to enter national competitions, read extensively and the department arranges trips to conferences to expose them to cutting edge scientific developments and research.

The teaching within the department develops learners who can read scientific literature critically and ensures that they become scientifically literate citizens of society.

Across the three scientific disciplines we develop the essential scientific skills required to plan and undertake investigations and interpret and analyse their results.

Housed in state-of-the-art teaching laboratories, the department is a bright and exciting place to be. We encourage pupils to go beyond the curriculum and pursue the many avenues that science has to offer. As well as offering a stimulating science lecture series, we also have very active student run Astronomical, Eco and Sustainability and Science Societies who meet regularly.

## What does the course cover?

In the Third Form pupils are taught Chemistry, Biology and Physics as separate sciences. Each of the sciences follows a bespoke scheme of work designed to pave the way for IGCSE.

A range of topics are studied across the three sciences which is supported by engaging practical work. In the Third Form the emphasis is placed on establishing a solid foundation of knowledge, developing sound practical skills, and introducing the scientific method. Pupils study a range of topics including, states of matter, the Periodic Table, rates of reaction, forces and motion, astrophysics, living world, nutrition and photosynthesis.

**“Pupils make excellent progress in developing a wide range of knowledge, skills and understanding.”**

*Independent Schools Inspectorate, 2023*

## Recommended reading

***Gulp: Adventures on the Alimentary Canal*** by Mary Roach

***Eating the Sun: How Plants Power the Planet*** by Oliver Morton

***The Disappearing Spoon*** by Sam Kean

***Wonderful Life with the Elements: The Periodic Table Personified***

by Bunpei Yorifuji



# Theology, Philosophy and Ethics (TPE)

TPE is a journey of inquiry into the world. It is an opportunity to explore the 'big questions,' of right and wrong, religion and science, life and death, religion and society and the nature of philosophy. The aims of the Third Form course are to introduce pupils to all three components of TPE, as well as developing their ability to write, think critically, discuss openly, and to appreciate the views of others. TPE becomes a GCSE option so the Third Form course also gives a flavour of what to expect should pupils opt to take the subject going forward.

## What does the course cover?

In the Autumn Term, pupils study an Introduction to Ethics. Using thought experiments such as the 'Trolley Problem,' they acquire a more technical vocabulary to express and debate views on what counts as right and wrong, good, and bad.

Pupils explore the difficult and important topic of Medical Ethics in the second half of the Autumn Term and first half of the Spring Term. This unit shows how relevant TPE is to society and allows pupils to put their ethical terminology into practice in relation to real-life issues.

In the second half of the Spring Term pupils learn about Religion, Justice and Punishment, a module which looks at what gives life human life value, how humans should be treated, and the extent to which justice is given in relation to different crimes through the punishments meted out to convicted criminals.

In the Summer Term pupils are taught an Introduction to Philosophy. Through thought experiments, some of the key ideas in Western philosophy will be discussed and explored. Pupils learn about Plato's Cave, as well as considering whether computers can think.

**"Pupils develop excellent communication skills throughout the school. They relish regular opportunities to discuss and debate in lessons."**

*Independent Schools Inspectorate, 2023*

## Recommended reading

***The Philosophy Book***

by Will Buckingham et al

***A Little History of Philosophy***

by Nigel Warburton

# Learning Support and English as an Additional Language (EAL)

**“EAL pupils make exceptional progress over their time in the school.”**

*Independent Schools Inspectorate, 2023*

## Learning Support and EAL

Cheltenham College aims to support every pupil's learning and actively seeks to identify and to provide for a pupil's individual learning requirements. If a specific need has been identified at their previous school, it is essential that parents or guardians inform the Head of Learning Support and provide copies of any reports.

At the start of the Autumn Term, Third Form pupils take a series of standardised tests of literacy skills. The screening tests provide up to date school-based data about reading, writing and spelling and help to identify a pupil's strengths and any areas of difficulty. Teachers also monitor performance in lessons and class tests and refer pupils where further support may be required.

If standardised test results indicate a difficulty with literacy skills, the Head of Learning Support discusses strategies for support with parents and staff. A pupil may also be referred to the Learning Support department by a Teacher or Tutor, for monitoring, further assessment or for individual support.

Pupils can seek advice or support of their own accord, usually on a drop-in basis in the first instance. Where it is felt that longer-term support would be beneficial, parents are consulted and regular extra lessons can be arranged.

Progress is reviewed each term so that lessons stop when skills have developed and a pupil is ready to work more independently. Lessons take place at times that do not result in pupils missing their subject classes and are given by teachers with relevant qualifications and experience. There is a charge for regular one-to-one lessons.

A list of pupils who have specific individual learning needs is published confidentially to staff and the database provides support information for Teachers.

These records inform Teachers, Tutors, Housemasters and Housemistresses of appropriate support strategies. Regular training keeps Teachers up to date with current developments in supporting learning needs.

Revision and study skills are developed through whole-school learning skills programmes.

## EAL at College

If English is not a pupil's native language and they are need support, they have English as an Additional Language lessons when their peers are learning another language.

In the Third Form, there are three lessons per week which are taken together as a class. EAL lessons aim to equip pupils with the necessary skills and confidence in the use of English language to allow them to integrate successfully in the mainstream curriculum.

The detail of lessons depends on any group's particular needs, as identified through diagnostic testing. However, the focus of the lessons will be on enhancing all four skills: listening, reading, writing and speaking. Vocabulary building and strengthening of grammatical accuracy are key, and lessons address this with an integrated approach. The department supports not only EAL pupils' learning of the language, but also what they are covering in other subjects. To this end there is a strong cross-curricular approach and a focus on developing effective study skills, 'learning to learn'.

Individual one-to-one lessons, for which there is an extra charge, are also available if there is need for further support. Those identified with needs are encouraged to take extra lessons and the parents or guardians are informed. Work is regularly reviewed and the teacher makes suggestions and set targets for the term ahead.



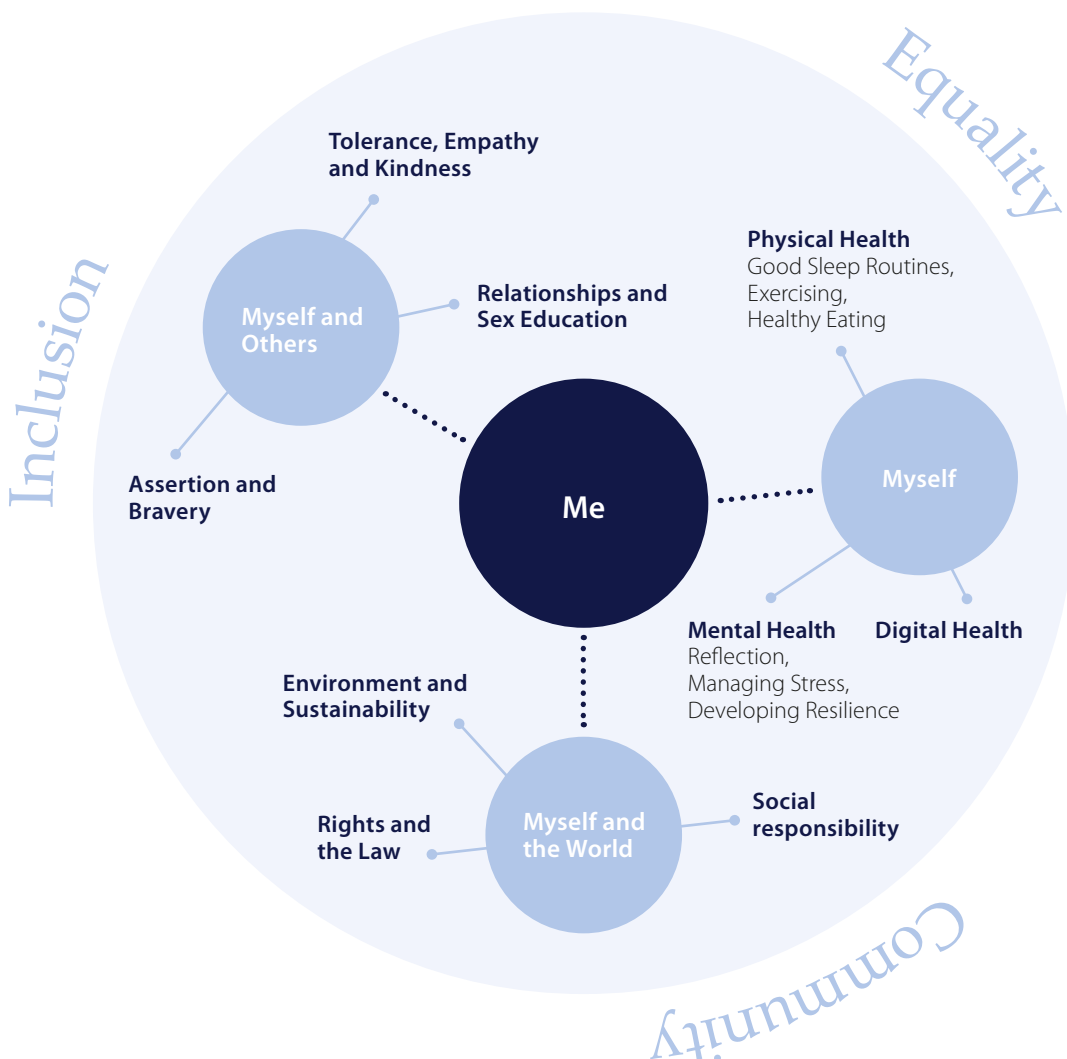
# Floreat

**FLOREAT encapsulates key Cheltonian characteristics:**

- Failure is feedback for learning
- Look after health and wellbeing
- Open to opportunities and to others
- Resilient: reflect and improve
- Effort brings reward
- Ambitious in all areas
- Trusted and learn for themselves

The Floreat programme helps pupils flourish holistically by developing emotionally, socially, and growing in their understanding of themselves, others, and their world.

Through the programme, we explore a personal response to the issues that affect our lives. This helps pupils understand our values and goals, which is vital to success in developing personal potential. Through reflection and discussion, pupils are encouraged to develop resilience, build strong and positive relationships, feel confident to contribute to their community and achieve a sense of purpose.



# The Chatfeild Roberts Library

The Library is a stunning space combining fabulous period features with cutting edge resources to create a welcoming and calm ambience for both study and relaxation. Based in the centre of the campus, the Library holds thousands of books – both fiction and non-fiction, daily newspapers and a variety of current magazines. Seating options include worktables, armchairs, sofas, and beanbags.

Non-fiction resources encompass books and online databases. Print material is organised according to the Dewey Decimal System, with our online resources being accessible via links on the Library page, which is accessed via the internal IT systems. The Librarian and Library Assistants are here to help pupils find pertinent

information, and become responsible, ethical consumers and communicators of information.

For those who enjoy a challenge, the College Reading Diploma is intended to improve literacy by promoting reading for pleasure. The Diploma has three levels: Bronze, Silver, and Gold. Each level is completed by reading books from the reading list, and badges are awarded on completion. Pupils who successfully complete all three levels are awarded a tie.

The Library is open until 9pm from Monday to Friday and all day at the weekend. All year groups are welcome before lessons, during morning break, at lunch time, and after school.



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