

Departmental Information

2021/22



HITCHIN BOYS' SCHOOL
An Academy Trust



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ART, DESIGN AND PHOTOGRAPHY

Subject Lead: Miss Rainbow

Welcome to the Art, Design and Photography Department. There are four members of staff in the department led by Miss Rainbow and one technician. The Art Department contains 2 large art rooms, photography room with darkroom and a kiln/ceramics room.

Art and Design

For years 7, 8 and 9 all pupils are encouraged, within the first term, to look at visual language in which pupils concentrate on the formal elements of art. The work undertaken is designed to address the Attainment Targets laid down in the National Curriculum for Art, concentrating on four main areas which are: Explore, Create, Understand and Evaluate.

Number of teaching periods per week: (One hour periods) Year 7 - 1.5; Year 8 – 1; Year 9 – 1

Year 7 - Pupils work on the theme 'Relationships'. This theme will be developed through various units of work throughout the year. We hope this will encourage an enthusiasm for Art, the development of skills, an awareness of techniques and the understanding of other artists and cultures. Activities will include, at various times: drawing, painting, printmaking, art history, collage, sculpture and ceramics.

Year 8 - Pupils at this level are currently working on the theme 'Contrasts'. They communicate a need to make their imagery far more spatially convincing at this stage of their development. Having initially explored the concept of light in Year 7 to communicate volume, spatial depth is investigated at this stage through the introduction of both linear and aerial perspective. These pupils will go on to explore spatial and atmospheric colour contrasts as well as other contrasts, which exist in their perceptions of optical illusions and impressions.

Year 9 - Working more independently, students undertake two mini GCSE projects, fine art and photography, to provide students with a greater understanding of the possibilities for GCSE options. Pupils learn how to develop initial ideas through to creating final pieces after refining and modifying ideas started earlier in the course. Students will then move on to looking at the theme of Pop Art and Society. The emphasis for this year is the design process, development of ideas, investigation, and technical competence, use of materials and evaluation of their work. Pupils are encouraged to employ and develop the basic visual elements alongside further exploration of design principles, using more advanced methods and techniques. The range of themes and processes explored in KS3 provide the boys with a strong foundation for GCSE Art and Design or Photography, if chosen.

Years 10 and 11 - Art and Design (Fine Art) is an option at GCSE. The Pearson Edexcel GCSE (9-1) in Art and Design consists of two components. Component 1 (60%) is a non-examined assessment component (coursework), which students will work on from the beginning of Year 10 through to Christmas of Year 11, addressing 2 themes to demonstrate skills in recording, developing, refining and producing a final outcome. Component 2 (40%) is an externally set assessment component which students work on for 12 weeks prior to a practical examination of 10 hours.

Details of extra curricular activities:

We have regular art clubs and open our room at lunch allowing pupils to discover new and exciting art forms including photography and ceramics. The art department have designed and painted scenery for every production shown at HBS. This includes: The Wizard of Oz; Bugsy Malone; Oliver; Dracula Spectacula; Calamity Jane, Sweeney Todd, The Producers and Spamalot. All pupils enjoy visits to galleries and have benefited from visits to: Manchester, New York; Italy; The Henry Moore Foundation; Tate Modern; Tate Britain and The Saatchi Gallery.

Homework:

Homework is set in line with the whole-school policy and focuses on critical and contextual understanding of Artist, Craftsman and Designer through the use of google classroom. Homework is designed to support the

learning from within the classroom, to extend independent learning and develop research and application of knowledge.

Method of assessment:

Throughout all KS3 years the students' work is continuously assessed, with a formative assessment at the end of each theme explored and a 'recording from observation' examination at the end of the year.

Details of special equipment or clothing needed with approximate costs:

An 'art box' of equipment to use at home may be beneficial. Suggested contents would be a set of soft drawing pencils, soft-blend coloured pencils, oil pastels, a range of collaging papers/magazines etc. glue (PVA and Pritt Stick) and scissors.

Parents are asked to donate towards the cost of the materials used in their son's projects, although exceptions will, of course, be made for those experiencing financial difficulties. In the current year, we asked parents of Year 7, 8 and 9 boys to contribute £10.

BUSINESS AND ECONOMICS

Head of Department: Miss Heinonen

In Business and Economics, we endeavour to develop an understanding of the business world in which we live in, and the impact this has on their lives. We also focus on their own personal business lives – personal finance, employability, careers, which will develop them into becoming much more rounded and more able to translate into their adult lives. Business is continuously focused on decision making, students are problem solving and making business related decisions in every topic we teach, teaching them the ability to become more resilient problem solvers and decision makers in their lives.

Facilities and Resources

Business and Economics is based in three main teaching classrooms, Room T7, N4 and C1 (in the Sixth Form Centre). These rooms are fully equipped with interactive whiteboards, visualisers and audio-visual systems.

Examination Courses

KS4

GCSE Business: Students of our Edexcel GCSE in Business will take a critical approach to business and economics, focusing on topics such as building a business, business communications, and the extent to which business and economic activity can be ethical and sustainable.

Btec Level 2 Tech Award in Enterprise here students can explore what it means to set up and run a business enterprise, as well as develop key skills and gain an insight into the sector.

We also offer Cambridge Nationals iMedia award where Students are introduced to a range of essential techniques used in the creative and digital media.

KS5

Students have the option of taking A-level Business or A-level Economics at A level. This allows for progression in the Business sector subjects and preparation for university courses in the related field.

Some quotes from former students of Business Studies

“It’s fascinating to see what we’re taught in the classroom come to life in the real world, in a way we’re lucky to be experiencing the credit crunch first hand” – Yr 13 Business Student

“We tend to learn in interesting ways, role plays, group work, games, etc, but it’s really cool to discover you’re learning whilst having fun!” – Yr 10 Business Student

“I’m really glad I chose Business Studies as it opens up a lot of different pathways for me in the future. Right now I’m most interested in Accountancy.” – Yr 12 Business Student

CAREERS GUIDANCE

At Hitchin Boys' School we aim to develop each student's full potential and prepare them for their future lives as happy and successful adults. We see it as our responsibility to secure independent careers guidance for our students. We want to support our young people so that they are inspired and motivated to fulfil their potential. Our careers programme is built around this vision and will continue to be modified in line with current Government legislation. Our aims are to:

To enable our students to develop their knowledge about further education, training and employment.
To enable our students to make informed decisions about their future and work opportunities

We deliver CAREERS GUIDANCE AND EDUCATION through our Learning4Life programme, tutor time and Enrichment Day programme for all Key Stage 3, Key Stage 4 and Sixth Form students. In school we offer:

Appointments that can be made for students to receive one-to-one or small group guidance with the Careers Co-ordinator by arrangement. Students in Years 9, 10 and 11 are offered a careers interview carried out by the YC Herts Advisor.

The YC Herts Advisor offers careers guidance to selected students in Years 9, 10 and 11. Students who are in Years 8 to 13 and who are 'Looked After' have termly meetings with the YC Herts Advisor. The YC Herts Advisor is available to students during break and lunchtime on a Friday. Structured events are organised, for example, all students in Year 10 participate in a Get Work Ready day.

In Year 8 we run a Work Shadowing Day

In Year 10 we have Work Experience week and Get Work Ready Day.

The Careers Co-ordinator and YC Herts Advisor are present at relevant Consultation and Options Evenings throughout the year and in addition parents are welcome to contact the School in order to speak with the Careers Co-ordinator about their son.

A series of fortnightly Careers Talks are delivered by industry professionals.

All students have access to the Unifrog Careers package.

A Careers hub offers a weekly drop-in opportunity to ask questions.

We work closely with Amazing Apprenticeships to deliver information on the ever-changing world of Apprenticeships

Additional resources and self-help activities are available on Unifrog for students to use as and when it is relevant to progression and decision making at school. We raise awareness of careers and employability events through the school website and share information on a range of education and training options including apprenticeships and other vocational pathways with parents. The School's Provider Access Policy sets out arrangements for managing the access of providers to pupils at the School for the purposes of giving them information about the provider's education or training offer.

DESIGN & TECHNOLOGY

Head of Department: Mr Hassett

Years 7, 8 and 9:

Throughout the school year, students will be taught for two hour-long periods per week, for 8 weeks duration this is in four subjects on project-based courses. All lessons are taught in fully equipped specialist workshops and classrooms. All Design and Technology courses will be completed in a printed booklet, developing an understanding of the design process and covering theory.

Students will start each rotation with a baseline test, measuring starting knowledge that will be covered over the next 8 weeks. Throughout the rotation both teacher and student assessment will be marked against a student friendly worded success criterion that appears at the bottom of their booklet. Introducing students at KS3 to a success criteria early on will support them further if they choose to take Design Technology at GCSE, as they will have a better understanding of how to achieve within their NEA (non exam assessment).

Breakdown of course:

Year 7

The two units in year 7 are designed to introduce students to the key areas within the design & make process, establishing basic understanding towards health & safety within the workshop and use of both hand tools and machinery. Students will have the opportunity to work with a range of different materials and discover the diverse ways that they can be used.

Project 1: 'The Steady Hand Game' (working with electronics and polymers)

Project 2: 'The Alessi Ping Pong Bat' (working with manufactured and natural timbers)

Year 8

The two units in year 8 are designed to widen their practical skills by using more advanced techniques and processes. Students will need to know the science behind both units in order for the outcomes to be functional and be visually successful. New materials and techniques will be introduced and a better understanding on how this can improve the design process further. Risk taking and problem solving will direct the outcome with the introduction to mechanical devices within products.

Project 1: 'Mechanical Toy' (working with mechanisms and problem solving).

Project 2: 'Merchandise Pewter casting' (working with metals and CAD/CAM)

Year 9

Within the two units in year 9, students will be introduced to maths in different areas of DT. They will have to overcome problem solving, whilst widening their knowledge to new materials and participate in advanced technical drawings techniques by hand and via CAD.

Project 1: 'Flat Pack Desk Tidy' (working to a user centred design).

Project 2: 'The Architect' (working on communication skills, technical drawing, modelling and scale).

Homework:

Homework will be set on Google Classroom on a weekly basis according to the whole-school policy and will involve research, designing, planning, and evaluation work throughout each project.

Field trips or visits:

Students will have the opportunity to participate in the Rotary Technology Tournament, this covers all KS3, KS4, and KS5. These small groups of students will be up against other local schools competing in a problem-solving challenge, that they will design, create and present to a panel of judges.

Special equipment or clothing needed with approximate costs:

Parents are asked to donate towards the cost of the materials used in their sons' projects, although exceptions will, of course be made for those experiencing financial difficulties. In the current year, we asked parents of Year 7, 8 and 9 boys to contribute £10 per annum.

We also expect boys to be suitably protected during practical lessons and the department provides an apron. It is not necessary to provide eye protection as suitable safety goggles are provided within the workshops.

Years 10 and 11:

Design & Technology are optional elements of the School's National Curriculum Course at GCSE. The Pearson Edexcel GCSE (9-1) in Design and Technology consists of two components, each worth 50% of the qualification. Component 1 is an externally examined exam paper and Component 2 is the non-exam assessment component, which is a design and make project.

DRAMA

Head of Faculty: Mrs Gale

Drama is part of the Creative Arts Faculty and is a vibrant and exciting part of our wider Arts offering to students. We have a regular output of students moving on to universities and Drama colleges to take their studies to a broader, professional level.

Facilities

Drama lessons take place in the Pavilion Auditorium. This exciting new space is equipped with a lighting rig and lighting and sound boards in a self-contained booth. We also have an eclectic mix of props and furniture in our props store room. There are four members of staff in our expanding Drama department.

Lower school curriculum

This year marks an exciting development in the Drama curriculum at Hitchin Boys' School as Drama is established as a standalone subject in Year 7 and Year 9. For the time being, Year 8 will still be taught for 16 hours over the course of the school year on a carousel with Computing and Technology.

Year 7

This is an introduction to Drama through practical exploration. Students learn practical drama skills such as use of facial expression, movement and spatial awareness coupled with Drama techniques. Students are able to apply practical theory to performance in lessons. Each Scheme of Work culminates in an assessed performance. Basic evaluation skills are taught in Year 7, with an emphasis on positivity and ways to improve. This subject builds confidence, resilience, co-operation and empathy.

Year 8

Year 8 builds on the skills and techniques acquired and understood in Year 7. Students learn to perform in the style of Gothic Horror and create their own scenes based on the Darkwood Manor Scheme of Learning. They will further enhance their ability to devise, rehearse and evaluate each other's drama.

Year 9

The Year 9 Scheme of Learning allows us to develop the social awareness and understanding of the students. Among other issues, students will explore the effects of bullying through studying and performing scenes from *The Terrible Fate of Humpty Dumpty*. They will also acquire and hone the skills of teamwork, co-operation and confidence.

Examination courses

From Year 10, Drama GCSE can be chosen as an optional subject. If taken on to A Level in the Sixth Form, frequently it leads to Drama Schools or to Theatre Studies at University. The department currently follows the AQA course at GCSE and A Level.

Extra-Curricular Activities

The School Production, which takes place in the Spring, is one of the highlights of our calendar. Students are involved in all aspects from acting, design, lighting, sound, costume & make-up, stage management and choreography. It is a truly collaborative effort and a real delight. In recent years we have put on *Dirty Rotten Scoundrels*, *Spamalot*, *Cabaret* and *The Wedding Singer*.

Drama club takes place one lunch time a week and the work created in this club is performed for audiences. In the past we have created work with Primary Schools and some work has gone towards the House Drama event in the Summer. If you are a member of Drama club, you will be invited to take part in Arts Week in July. In the past we have invited professional theatre companies into school to work with the boys, most recently being Trestle Theatre who collaborated with the boys to create a piece based on the Suffragette movement. We also host a House Drama evening in the Summer Term, where boys who have attended Drama club can perform their own devised scripts based on a stimulus.

ENGLISH

Head of Department: Mrs Tanner

Welcome to the English Department at Hitchin Boys' School. As a core subject, we recognise the importance of English in our everyday lives and aim to provide our students with a wide range of learning experiences that will allow students to develop their reading, writing, and spoken language skills across the key stages and hopefully into further education and beyond. Visit our department on Open Day and you will see students engaged in a variety of activities that target the development of these skills.

Facilities and Resources

The English Department currently has 7 full time teachers, with one member of the department also involved in the teaching of Drama. The English classrooms are all equipped with projectors, whiteboards and visualisers. Students also have access to the IT suits, allowing them to engage with, and produce their own, multi-modal texts.

The English Curriculum at Key Stage 3

In each of the years at KS3, students will study a range of fiction, non-fiction, poetry, media, and drama texts. They will be formally assessed each half-term with assessments covering the skills of reading, writing, and spoken language. In Year 7, Years 8 and 9 students will have 3 lessons of English per week. As we are very keen to encourage reading, students will have the opportunity to use the library regularly as part of their English experience at HBS. Recommended reading lists will be provided to students in Year 7.

Examination Courses

We deliver the AQA English Language and English Literature GCSE courses. Each course represents one GCSE qualification.

The GCSE English Language course will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will also be able to develop their spoken language skills, both individually and in group situations.

The GCSE English Literature course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and serve as a preparation for studying literature at a higher level.

Throughout the literature course, students will study a 19th-century novel, a thematically linked collection of poetry written between 1789 and the present day, a modern text chosen from a list of post-1914 prose fiction and drama and a Shakespeare play.

Both GCSEs are two year courses and each is assessed at the end of the course by two written examinations.

The English department also offer Media Studies as a GCSE Option for Year 10.

Extra-curricular Activities

Originally established over 100 years ago, the school's very own newspaper, The Chronicle, has successfully re-emerged over recent years as a voice for the school's budding journalists and photographers who work diligently to produce a high quality publication at least twice a year.

As well as the journalistic opportunities provided at Hitchin Boys' School, the English Department participates in the annual "Youth Speaks" public speaking competition, regularly undertakes theatre and cinema trips in order to enhance the experience of texts studied at both KS3, 4 and 5 and has, over the past years, taken part in the RSCs live streaming of Shakespeare plays from Stratford initiative.

FOOD TECHNOLOGY

Subject Lead: Miss Carty

Welcome to the Food Preparation and Nutrition Department. There are two members of staff in the department led by Miss Carty and one technician. All lessons are taught in a fully equipped kitchen and classroom with computers. All written and homework tasks will be completed by each student.

Parents are asked to donate towards the cost of basic core ingredients used in the practical work, although will, of course be made for those experiencing financial difficulties.

An apron is provided by the department and Health and Safety is taught throughout the lessons.

Detail of how the first three years continue in Year 10 and 11.

The course is practical and creative which focuses on providing students with the necessary practical skills and Nutritional Knowledge they will need before commencing GCSE or Hospitality and Catering study.

Break down of courses

Year 7 - Practical Skills including cooking methods and demonstrations, Food and Kitchen Safety. Theory k and discussion on Food Nutrition and Health

Year 8 - Continuing skills and Methods of Cooking

Year 9 - Developing organisational skills and more advanced cooking techniques and cooking methods. Food preparation tasks linked to Hospitality and Catering

Years 10 and 11-WJEC Level 1 / 2 award in Hospitality and Catering

We offer the WJEC Level 1 / 2 award in Hospitality and Catering for study from Year 10.

During this Vocational course students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip students with the knowledge, understanding and skills, it will allow them to apply the principles of nutrition, sustainability and healthy eating. Students will be expected to cook on a weekly basis and will need to be organised with ingredients.

This qualification will encourage learners to cook and enable them to make informed decisions about food, nutrition and budgeting to allow them to feed themselves and others affordably and nutritiously, now and later in life. It will also allow students to explore sustainability issues related to food issues, including seasonality, food miles and availability, fair trade and freedom foods.

Details of extra curricular activities:

Homework: Homework will be given each week according to the whole school policy and set on Google Classroom and will involve research planning and evaluation throughout the course.

Method of assessment:

Throughout all KS3 years the students' work is continuously assessed, with a formative assessment at the end of each theme explored and a 'recording from observation' examination at the end of the year. Plus end of course summative assessment against target grades. Targets for improvements will be set, recorded and reviewed.

GEOGRAPHY

Head of Faculty: Mrs Graham

Welcome to the Geography department at Hitchin Boys' School. Our subject is an essential part of the curriculum as it enables students to learn about the physical and human world at a local, regional, national and international scale. The curriculum aims to spark a lifelong curiosity and fascination about our planet and ensure that our students will be in a strong position to make sense of the world around them – and to make a difference in this ever-changing world, when they leave school. During your visit you will be able to see lessons aimed at achieving this and students using a variety of resources from the more traditional, such as Ordnance Survey maps, to the modern, such as Google maps on Chromebooks. Relevant links and news items are shared via our Twitter account (@HBSGeog).

Facilities and Resources

We have 5 specialist Geography teachers and 4 dedicated geography classrooms each with whiteboards, digital visualiser and dual whiteboard setup, in addition to Ordnance Survey maps, textbooks, worksheets, DVD & video programmes, photograph sets and satellite images. We have 5 specialist geography teachers to ensure the best possible geographical education.

Lower School Curriculum Overview

Geography is taught to all boys in tutor groups:

Year 7 – 1.5 hour / week with a 20 minute homework

Year 8 – 1.5 hours / week with a 20 to 25 minute homework

Year 9 – 2 hours / week with a 20 to 30 minute homework

Year 7 Students begin by exploring the UK and its place in the wider world and then explore places around the world whilst developing their map skills. Finally in the summer term we cover environmental issues, including climate change. Throughout we are developing skills in using maps, atlases, information and communication technology as well as fieldwork enquiry methods.

Year 8 Students begin in autumn by concentrating on human geography with a focus on population and development with a particular focus on the demographic issues facing China and the continent of Africa. We then move on to physical geography to look at weather and climate before undertaking some local fieldwork to improve the students' geographical skills. In the summer term students will learn about the enquiry process which involves collecting data and learning how to interpret, evaluate and conclude their findings.

Year 9 The autumn starts with the popular module of natural hazards and their range of impacts, followed by a look at global resources in the spring term and then ecosystems in the summer term. Our study on ecosystems completes the Lower School Curriculum with a fieldtrip (if students choose to take geography further at GCSE) with a local trip to an ecosystem.

GCSE – AQA Specification

Geography is a popular subject in Years 10 and 11, with around just over half of the boys opting for the course each year. Students will learn the AQA GCSE specification and cover topics such as Physical Landscapes in the UK, Urban Issues and Challenges, the Changing Economic World and the Challenge of Resource Management. In addition, students also develop their geographical skills from map work to fieldwork.

A Level - AQA Specification

As with GCSE, we are a popular A-Level subject with 2 classes in both years 12 and 13. The A-level is a 2 year linear course with all external exams in June of Year 13. Topics covered include natural hazards, carbon and the water cycles, changing places and globalisation.

Extra-Curricular Opportunities

We offer a compulsory weekend field course in Dorset for all Year 10 Geographers in April/May to enable students to collect data in both the physical and human environment and to aid the Coastal Landscapes module.

Year 12s attend the compulsory Lake District course to ensure the requirements of the Non-Examined Assessment are met. Recent overseas trips for our GCSE and A-Level students include: Iceland in 2008, 2010, 2016, 2019; tours of China in 2012 and 2014, and again in 2018, in a joint venture with the Business/Economics, Photography and Music departments. A Geography trip is planned to Iceland in October 2022 and then a cross circular trip to Costa Rica is also planned for 2022. When possible we are keen for students to learn outside the classroom, we use the plantation on the school site for our ecosystems module, Hitchin town centre for fieldwork opportunities and we also have storm simulation plots on site which students use to investigate the impact of changing landuse on water cycle processes.

HIGH PERFORMANCE GROUP

Background

All of our students have their own abilities and talents. We are fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and encouraged to develop to his or her full potential.

Identification

HPG students are identified using the following criteria:

Clearly defined individual Department set criteria

For some academic subjects, departments will look at the following, but it is only a guideline:

1* for effort on progress check and

CAT score of at least 129 in any test or a nomination by a Head of Department, based on that Department's own clearly defined and agreed criteria.

The register of HPG students is updated regularly by the HPG Coordinator(s). Letters are sent home to parents of those students identified.

Provision

Three modes of provision exist: acceleration (tackling study material earlier), enrichment (increasing breadth of study) and extension (increasing depth of study).

Teachers will provide a suitable level of challenge for every student in their classroom. To ensure full inclusion it is necessary to extend and motivate the brightest students. Departments will grasp opportunities to produce differentiated materials for those with a real aptitude for their subject.

Teaching and learning strategies that are incorporated into planning for HPG students will benefit all students. "A rising tide raises all ships." We should strive for demanding objectives for all, rather than simply bolting on extension activities for higher achievers.

Classroom provision for the HPG is monitored by Heads of Department and Senior Leadership Team, as part of the on-going cycle of lesson observation and work sampling.

Challenging experiences for the HPG outside the normal timetable include: musical, drama, artistic and sporting opportunities, master classes and enrichment days, field trips and visits, lecture programmes and conferences, national and regional competitions, summer schools.

The policy and actions in-school should be complemented by parental/carer involvement. It will be the joint target of school and parents/carers to ensure that:

- a) aspirations are high but not unreasonable;
- b) there is agreement on the range of aptitudes and abilities held by a given child;
- c) opportunities are welcomed and supported by all involved.

HISTORY

Head of Department: Mr Philippou

Number of teaching periods per week:

Year 7 and Year 8 - 1.5 hour per week

Year 9 – 2 hours per week

Homework:

Homework is set according to the whole-school policy. It may involve research, reading or writing tasks or revising to consolidate learning.

Method of assessment:

Years 7, 8 and 9:

Formative assessment of lesson contributions and homework with National Curriculum Attainment Target Testing once a term (testing pupils subject knowledge and history skills: source evaluation, interpretation, causation, change and continuity)

Details of field trips

Trip to World War One or Two Battlefields (November/July) – offered to year 9 pupils.

Trip to Berlin, Krakow and Wroclaw (October) - offered to pupils in years 10 and above

Day trip to the Victorian workhouse in Southwell for year 12

Conferences for year 13 historians / Government & Politics students

Details of special equipment needed: None

Current programme in National Curriculum Key Stage 3

Year 7:

Medieval England –

The Norman Conquest and the Battle of Hastings.

Life and religion in the Middle Ages,

The role of the monarchy and their responses to the Black Death and the Peasants' Revolt

The Crusades

Year 8:

Great Britain 1500-1750 – the Tudor and Stuart reigns, the English Civil War and Glorious Revolution

Great Britain 1750-1900 – developments in transport, industry, agriculture, political participation and the British Empire.

Black peoples of the Americas – focussing on the slave trade in the United States from the early 1500's, the abolition of the slave trade continuing onto the Civil Rights movements of the 1950's and 1960's.

Year 9:

The Twentieth Century World –

The First World War and Britain between the wars,

The rise of Fascism/Communism in Europe and the dictators who governed them

The Second World War

Post war Britain. Topics include The Cold War 1945-74, decolonisation of India, Apartheid and South Africa, the conflict in the Middle East, etc

Details of how the first three years in this subject continue in years 10 and 11 (GCSE):

In Year 10 pupils are offered a choice to study Crime and Punishment through time with a particular focus on the Whitechapel murders of Jack the Ripper alongside a depth study on early Elizabethan England 1558- 1588.

In addition, students will undertake a second paper, which focuses on International relations in the years 1945-1991. In year 11 pupils study a modern world study of the USA from 1945-75 alongside a study of the Vietnam

War 1969-75. All papers focus on examining student's knowledge as well as their ability to evaluate interpretations from different historians.

Your son will understand how the relationships between the people and leadership have developed over time (the changing nature of punishment from William the Conqueror to the present day), making you more aware of the importance of these relationships, so you can make informed decisions about how can make a difference.

This will help your son to appreciate the challenges and successes (e.g. the abolition of death penalty) of how you can actively participate in the shaping of your local/national international community.

Your son will gain and understanding of the impact that religion, politics, war, the economy, technology and ideas and other institutions and major events (e.g. the Vietnam War) have had on society both at home and in the wider world, and be able to appreciate and consider strategies for coping with the forces/influences beyond the individual's control. This will help you to learn from the successes/failures of the past and to navigate current and future events/ institutions/ processes (e.g. the church) to help to ensure a better society today.

Your son will develop a better understanding of individuals/groups and the contribution they have made to society today (e.g. Martin Luther King Jr) both on a local and global scale in both a positive and negative way (e.g. the reign of Elizabeth I). Having this level of understanding would inspire you to see how you as an individual or as part of a group can participate positively in the shaping of your society.

Syllabus: Edexcel Route A

Resources include textbooks, worksheets, videos, DVDs, and web resources. All history rooms are equipped with whiteboards and some visualisers.

ICT AND COMPUTING

In ICT and Computing at HBS we continue to expand and expose students to technology and its impact on their lives, as they have begun to do so since primary school. In exploring and investigating technology, both hardware and software, students are introduced to the common concepts and terminology associated with the subject which has become the vocabulary of their generation. Students have the opportunity to discover how technology is used and adapted within various aspects of both personal and work life. Considering case studies and real life examples.

Facilities & Resources

We have three large computer suites for students. We also have over 300 laptop computers distributed

Key Stage 3

All boys have discrete ICT/Computing lessons in Years 7, 8 and 9. The planned schemes of work will cover the following topics.

Year 7

E-Safety – Students will be able to identify the dangers and threats that exist in using computers and the internet. Data security, cyberbullying and social networking will be discussed and explored.

Fundamentals of algorithms– Students will develop computational thinking toward programming by investigating the purpose algorithms. Students will investigate algorithms, decomposition and abstraction. They will also explore algorithms to search and sort data.

Spreadsheets – Students will be able to use spreadsheets to enter, format and manipulate data to generate information for different purposes.

Year 8

E-Safety – Students will be able to identify the dangers and threats that exist in using computers and the internet. Data security, cyber bullying and social networking will be discussed and explored.

Fundamentals of algorithms– Students will develop computational thinking toward programming by investigating the purpose algorithms. Students will investigate algorithms, decomposition and abstraction. They will also explore algorithms to search and sort data.

Data Representation – Developing an understanding of how data is stored using binary is a key topic of Computing. Students will understand familiar terms like Gigabyte and what it really means to them.

Python Turtle – An introduction to Python, a text based programming language, using a familiar context of controlling an on screen turtle. This enables students to become familiar with the Python platform and learn basic programming concepts.

Year 9

Computer systems – Students will gain understanding of the various components that make up a computer, with knowledge of how various hardware and software functions with a computer.

Python – Students will develop their programming skills using python, developing their skills and knowledge of the syntax used as well as furthering basic programming concepts.

Networks – A brief introduction to understanding what a network is and how they are set up. This includes some of the hardware required.

Key Stage 4

At Key stage 4 we offer Btec Level 2 Tech Award in Digital Information Technology. This course allows students to get the chance to produce a practical response to a digital brief, and gain valuable skills for a future in the digital industry.

GCSE Computer Science

In addition to the IT qualification, we run the AQA GCSE Computer Science course. This covers the following units over the two years:

Fundamentals of algorithms
Programming
Fundamentals of data representation
Computer Systems
Networks
Cyber Security
Impact of digital technology
System development

Students are required to carry out a practical project, set by the exam board (NEA) which does not currently count towards the final grade. (Refer to AQA website for any update). The main assessment is through two written exams at the end of the course.

Key Stage 5

At Key stage 5 we offer

AQA A' level Computer Science.

This specification is designed to:

allow students to demonstrate knowledge of the fundamental principles of the subject
develop problem-solving abilities in a computing context using an algorithmic approach
demonstrate knowledge of programming through a problem solving scenario
develop an understanding of the hardware and software aspects of Computing

Edexcel BTEC Level 3 Information Technology.

The Certificate in Year 12 has 2 units: Creating Systems to Manage Information and Social Media in Business and the Extended Certificate in Year 13 has a further 2 units: Information Systems and Web Development.

Access to Computers

Break and lunchtime access to computers is available for pupils who wish to work or develop their skills. Pupils may also use the ICT suite after school whilst members of staff are on the premises.

THE MATTOCKE LIBRARY

The library is open daily from 9.00am - 4.30pm (3.30pm Fridays), when either Mrs Baugh or Mrs Rushton, or sometimes both, are available to provide advice and support. Boys can use the library at any time during open hours, and many take the opportunity to use the computers, and the support of the library staff, to complete their homework. Far from the silent libraries of the past, our library is a vibrant, inclusive, safe space where we aim to foster a spirit of inquiry and imagination.

All HBS students can borrow three books at a time which they can keep for three weeks, and they can choose from an extensive selection of non-fiction as well as fiction. We have a range of 'Super Readable' books from Barrington Stoke which are specifically designed for readers with dyslexia, as well as shorter books to encourage boys who may not be confident readers.

All year 7 boys will have one English library lesson a week, but are obviously welcome here whenever we are open. We provide an induction lesson, and from then on are always on hand to help with research for homework or just general interest.

For anyone interested in the history of HBS, we hold the school's archive which dates back to the 1890s, and welcome any opportunity to answer questions about all aspects of it. We receive several requests a year from former pupils and their relatives to help with their own family research.

We run whole school activities for World Book Day in March, hold quizzes and run competitions throughout the year, and in September hold a Scholastic Bookfair giving boys the opportunity to buy books whilst also raising money to buy books for the school. As part of the North Herts Schools Libraries' Group we participate in the North Herts Schools' Book Awards, when groups from each participating school read a shortlist chosen by their librarians then come together at an event in March to vote for their favourite. Just as this ends, we begin the CILIP Carnegie Medal Shadowing. This is an opportunity for boys to read and discuss the Carnegie shortlist chosen by librarians nationally, as well as having the opportunity to contribute reviews and artwork to the website. For fans of graphic novels, we join in with The Excelsior Award when again readers' choice is key to deciding the winners

We promote and display new acquisitions to the library, as well as having displays promoting books relating to particular events and notable days throughout the year. We also have a regularly changing display of focussed areas of interest, which is always popular and aimed at broadening the reading experience.

We are happy to help any parent who wants to contact us for support or recommendations. For updates on what we are doing, and interesting articles, follow us on Twitter, @HBSLibrary.

MATHEMATICS

Head of Department: Mrs Freeman

Our Aims:

The Mathematics Department aims to actively engage students so that they become successful learners and successful in life. We aim to achieve this through our teaching and the extra-curricular activities we run. We do this on a daily basis by:

- Having high expectations of all pupils.
- Generating a culture of cooperation and mutual respect between pupils and staff.
- Celebrating success at a class and department level.
- Encouraging pupils to take responsibility for their own learning.
- Developing and fostering an on-going interest for the subject.
- Using a range of teaching styles and approaches.
- Reflecting on and developing our own practice as a department and as individuals.

Curriculum:

Lower School Curriculum: Our schemes of learning cover all content outlined in the Key Stage 3 National Curriculum. We focus on developing fluency with mathematical content, but we also give a significant focus to reasoning and problem solving to encourage learners to develop their depth of understanding within the subject. Throughout the lower school curriculum there are specific links to careers within mathematics and maths across the curriculum.

Key stage 4: Our year 10 and 11 learners work towards the OCR GCSE (9-1) Mathematics J560 (<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>). This GCSE qualification encourages students to develop a positive attitude towards the subject and recognise the importance of mathematics in daily life. Students build on a sound base of conceptual understanding to apply mathematical techniques in a variety of authentic contexts.

Key stage 5: Students who opt to continue with mathematics in year 12 and 13 work towards the AQA A-Level Mathematics (<https://www.aqa.org.uk/subjects/mathematics/as-and-a-level/mathematics-7357>). Maths is one of the biggest facilitating subjects and it's essential for many higher education courses and careers. We want students to see the links between different areas of maths and to apply their maths skills across all areas. We also offer learners the opportunity to study A-level Further Mathematics, which can be particularly beneficial for learners that wish to go on to study a maths related degree at university.

Assessment: We formally assess all learners once a term, but they will also complete short topic tests once a fortnight to allow us to regularly monitor pupil progress. All assessments are followed up with learners and suggested areas for improvement are communicated to learners.

Homework: In years 7 and 8 learners should expect to receive one piece of homework per week that should take no more than 30 minutes to complete. Year 9 upwards will likely receive no more than two pieces per week. We subscribe to MyMaths, an interactive, online teaching and homework website, which will often be used to set homework, but can also be used by learners to revise and consolidate their learning.

Equipment: Each pupil is expected to have a ruler, protractor, compass and calculator. The school bulk buys scientific calculators and these are available from our stationery shop.

Extra-curricular activities: The School takes part in the Mathematical Association's Maths Challenge at all levels. We also enter Junior teams into the team challenges. Throughout each academic year we offer various cross-curricular STEM events and projects and the opportunity for year 9 and 10 students to take part in events at local Universities.

Maths Workshop: This offers students the chance to work on topics they have found difficult, to complete homework or to practise past papers. This is a lunchtime club that takes place once a week along the maths corridor. It is led by one of our sixth form ambassadors.

MODERN FOREIGN LANGUAGES

Head of Department: Mrs C Johnson

Welcome to Modern Foreign Languages at Hitchin Boys' School. Every boy in the school studies a language with the vast majority continuing up to GCSE level. We offer French, German and Spanish and as you walk around the language area, you will hear lots of boys speaking in a foreign language and really enjoying their lessons. The promotion of, understanding of and respect for other cultures is a major feature of the courses and is coupled with opportunities to explore cross-curricular themes and learn about different cultural facts and traditions.

Facilities & Resources

There are six specialist language rooms, each with its own high quality listening facilities, interactive whiteboard and a set of dictionaries. The department also has access to the school's computer rooms to do language related projects and activities. There are eight language teachers in the department. Four of the staff are French native speakers and one of our Spanish teachers is also a native Spanish speaker.

Lower School Curriculum Overview

All Year 7 classes will study French in their Tutor Groups. They have 3 lessons per week.

In Year 8 most boys will continue with their study of French (2 hours per week) The majority of boys will also start a second language (German or Spanish – 2 hours per week). Boys who would benefit from support in English will not be offered a second language; they will instead follow the Literacy Extra course. A number of these boys will be offered the chance to study Spanish in Year 8 instead of French.

At the end of Year 8, boys will need to choose between two different pathways:

- In path A, they will continue to study both Modern Foreign Languages. In year 10, they will then have the choice to pick one for their GCSE studies or continue to study both.
- In path B, they will choose one of their Modern Foreign Languages, which will become their GCSE language option. Boys will not be able to study a language at GCSE that they are not studying in Year 9.

For those doing Literacy Extra, they would continue with the language they have been studying in Year 8.

Homework

Homework is set in line with the whole-school policy. It will involve a range of tasks, including reading, writing and vocabulary learning. We subscribe to online textbooks and homework websites and these will often be used to set homework.

Curriculum

The areas of experience covered during Key Stage 3 (Years 7–9) will comprise:

- Everyday Activities (home life, school life, leisure)
- Personal and Social life (family relationships, health)
- The World Around Us (home town, climate)
- The World of Work (occupations, money, tourism)
- The World of Communications (social media)
- The International World (travelling)
- The World of Imagination (hobbies, songs, drawing)

Every week, boys will practice all four skills in lessons – speaking, listening, reading and writing.

Digital Courses

French: Studio
Spanish: Viva
German: Stimmt

These digital courses form the basis of the work we cover but are supplemented wherever deemed necessary and appropriate.

It is not necessary to purchase special equipment. A French/Spanish/German dictionary (Oxford Early Learners) would be useful but is not essential.

Method of Assessment:

From Year 7 to Year 9, boys will be continuously assessed with formal assessments throughout the year. There will be an end of year examination in June.

Examination Courses

As part of the School's policy, most boys will study a modern foreign language in Years 10 and 11. We also hope that our most committed linguists will choose to study two languages at Key Stage 4. Classes are grouped by ability.

In Years 10 & 11 we follow the AQA Examination board syllabus. The four skills of listening, speaking, reading and writing are examined. Each skill is worth 25% of the final mark. The three themes covered are

1. Identity & culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

In 2019, 96% of boys who did a full GCSE course in a Modern Language achieved grades 4-9, 84% 5+ and 36% 7+.

Extra-curricular activities

Traditionally, there is an educational visit at Easter to either Paris or Barcelona for boys in the lower school, a German Exchange and a bi-annual trip to Germany. Following a successful "Japan Day" in which the boys were introduced to the culture and language of the country, a group of 30 boys went to Japan in the summer of 2017. Boys also take part in the many other activities that we offer, including a full week of activities leading up to the European Day of Languages. We also offer other opportunities such as attending a language conference, cooking European recipes or watching a play performed by a foreign language theatre company.

MUSIC

Subject Leader: Mrs Strachan

Music plays a central part in the life of the school. Every boy is given the opportunity to learn a musical instrument as well as to sing in the choirs. Termly concerts are performed in the new Pavilion Auditorium and the Choir sings for major events (Carol Services at Christmas and Founders' Day).

Facilities: We have brand new Music facilities, based in the Pavilion Building. Our two main Music classrooms accommodate all class music and serve, with the Auditorium, as rehearsal spaces for choirs and orchestras. Nearby, we have six practice rooms, each equipped with a piano, for group work and in which visiting instrumentalists teach. In addition, we have two grand pianos, in the Auditorium and Main Hall. Both classrooms are equipped with keyboards, and the department also has a set of ukuleles, a number of electric and classical guitars and a wide range of tuned and untuned percussion. There are three members of the teaching staff, a Music Secretary and fourteen visiting instrumental teachers.

Number of teaching periods per week: (One hour periods) Year 7 - 1.5; Year 8 – 1; Year 9 – 1

Lower School Curriculum

Year 7

This is an introduction to music through singing and simple instrumental work. All students are encouraged to make the most of the instrumental opportunities available and to participate fully in all aspects of the subject. Basic notation is taught in Year 7, as well as fostering the ability to recognise instruments, play by ear and produce answering phrases. Pupils listen to a wide variety of music from folk music to pop, as well as music from other countries. Singing, composing and performing lie at the heart of the course, as well as learning theory as a basis for practical work.

Year 8

This year develops the skills, both aural and practical, acquired in Year 7. Pupils develop more complex compositions, with an emphasis on form and texture, based on ideas used by successful composers. Performance is an integral part of the composition process, with boys listening to one another's work and developing constructive criticism. Triads, musical grammar and awareness of musical style are included in studies, although the emphasis remains on the practical creation and performance of music. Students are taught how to improvise and simple score reading is introduced.

Year 9

This year sees a variety of music projects designed to encourage and challenge boys with all levels of musical experience and ability. Students hone their knowledge of harmony and composition and they are challenged to approach composition in new ways by studying the music of contemporary composers. Further listening is encouraged, with a wide variety of music in different forms. Compositions need not always be written down, but a reasonable knowledge of notation is required to enable boys to progress to GCSE if desired.

Examination Courses: From Year 10, GCSE Music can be taken as an optional subject, with lessons before or after school and at lunchtime, or during the normal school day, depending on whether students opt to take Music as an option or an additional subject. If taken on to A-level in the Sixth Form, students frequently progress to music courses in universities or conservatoires. The department follows the Edexcel GCSE and A level courses. A level is taught in collaboration with Hitchin Girls' School and The Priory School. Our success rates at both GCSE and A level are consistently excellent.

Extra-Curricular Activities: Drawn from the Lower School, **Junior Choir** performs a wide variety of music at School Concerts and Carol Services. The **Full Choir**, which performs a wide repertoire of music, comprises boys of all ages plus members of staff for major concerts. The Music Department is heavily involved in the production of an annual musical; in recent years, we have put on *The Producers*, *Bugsy Malone*, *Hot Mikado*,

Dirty Rotten Scoundrels, Cabaret, Spamalot and The Wedding Singer. All students are welcome to participate, either on stage or as part of the lighting, sound or stage management teams.

The **School Orchestra** provides players of all levels with the opportunity for performance of a wide variety of works. We also have Jazz Band, Brass Group, Chamber Choir, Big Band, String Group, Clarinet Group, Saxophone Group, Rock Band, Percussion Group and Classical Guitar Group.

Visiting Musicians and Performance Opportunities

The Music Department regularly invites visiting instrumentalists to give workshops and performances for our pupils. The annual Music Competition takes place in the Spring term and allows a large number of players to perform to an audience, both as soloists and in small groups. A distinguished visiting adjudicator comments on all performances. Trophies are awarded to the winner of each group and to the most outstanding. Trophy winners perform to a larger audience in the Spring Concert.

A recent innovation has been the introduction of music tours for some of the groups. We have taken members of the choir to Germany in October 2013, Paris in 2015, Italy in 2016 and Krakow in 2018.

Instruments: The school owns a number of instruments which are available for short-term loan to boys who are starting to take lessons, but whose parents are not sufficiently certain to undertake the purchase of an instrument: the only requirement is that parents insure them on their own policy. At the same time certain firms operate schemes whereby initial hire can, after a few months, be converted into outright purchase. Instrumental teachers are happy to give advice on these matters and frequently know of good second-hand instruments that are available.

Private Lessons: All instrumental lessons are organised on a rota where possible, so that each boy is released from a different period each week. By this means there is no detriment to academic work. Individual private lessons are either 30 or 20 minutes in duration. Individual lesson fees are applicable and all of our visiting teachers are pleased to give any help or advice that may be required. In addition, we are always glad to hear of boys who have lessons outside the school and who would like to join in musical activities. Remission of fees is available on application to Hertfordshire County Council, tel: 0300 123 4048 or apply online at www.hertfordshire.gov.uk/freeschoolmeals - scroll down to 'Extra Help - Music Lessons'.

There is a policy in place to assist with a proportion of the fees for GCSE and A-level students.

Applications for Music Lessons should be sent to the Music Office or emailed to music@hitchinboys.co.uk. Please note that a full half-term's notice in writing (or fee in lieu) if a student wishes to discontinue his instrumental or vocal lessons.

PHYSICAL EDUCATION

Physical Education is compulsory throughout the school from Year 7 to Year 11

Facilities

Sports Hall, 4 Indoor Cricket nets, 3 Outdoor Cricket nets, Floodlit Astro turf, 5 outdoor tennis courts (2 floodlit), 3 rugby pitches, 2 cricket pitches, Gymnasium

Programme of Work

All boys are timetabled for 2 one hour periods per week.

Throughout the year all boys will participate in: Rugby Union, Hockey, Athletics, Cricket, Health Related Exercise, Basketball, Gymnastics, Badminton, Tennis, Cross Country and Sports Science (Yr9).

Examination Courses

In addition to the compulsory core P.E. lessons, the Department offers varying examination courses:-

1. GCSE course in Physical Education at KS4 or Cambridge National Sport Studies Level 2.
2. Short Course in GCSE P.E. in Year 11
3. Level 2 Sports Leaders Award in Year 11
4. A Level Physical Education in Year 12 and Year 13.

Extra-Curricular Activities

There is plenty of opportunity for boys to participate in activities outside the normal timetabled day. Sports practices take place either before school, during lunchtime or after school. The school enjoys a high reputation and we can compete with the best in the county at all age levels.

We were the 2017 National Champions in athletics and have been voted into the top 1% in the country for sporting achievement by Schools Sports Magazine. We recently represented England in the World Athletics championships coming 13th in the World.

We run very successful teams in the following sports: RUGBY, HOCKEY, CRICKET, ATHLETICS, BADMINTON, CROSS COUNTRY, BASKETBALL, TENNIS, TABLE TENNIS, SWIMMING AND GOLF.

Boys are expected to represent the school when selected. Matches take place after school and on Saturdays as well as during school time.

PSYCHOLOGY

Head of Faculty: Mrs Graham

Introduction

Psychology is a popular option at A level across the consortium of the three schools in Hitchin. Students choose this subject because:

- It complements a wide range of other subjects, both arts and sciences.
- It enables the student to develop a wide range of transferable skills that are highly sought after by prospective employers.
- It is specifically applicable to a wide range of careers. The more obvious examples are clinical psychology, counselling, educational psychology, occupational psychology and sport psychology. Psychology also provides a useful preparation for nursing, physiotherapy, health visiting, occupational therapy, teaching and training, market research, personnel and business management, the police force, music and art therapy.

The subject is taught at all three schools in various option blocks during the week. Whilst most students take Psychology at their 'home' school, sometimes their choice of A levels means they have a subject clash and they join a teaching group at one of the other schools. We work closely with the psychology teachers at the other two schools and all teach the same specification (AQA). This means that if students change their A levels courses during their time in the Sixth Form, it is possible to change to a teaching group at one of the other schools. There are currently two year 12 and two year 13 groups who have all their psychology lessons at this school.

When you visit the Sixth Form Block on Open Day, you may well see one of the psychology groups in action. Lessons consist of direct teaching, lots of discussions on a variety of topics, individual and small group exercises, debates, videos, and independent research activities.

Facilities and resources

We currently have one full-time specialist psychology teacher and a teaching room in the Sixth Form block, which is used primarily for this subject. We have a variety of books in the classroom and library, as well as magazines, journals and videos relevant to psychology. Students also have access to laptop computers for use in lessons and in their private study periods when working on individual and small group research tasks.

RELIGIOUS STUDIES

Head of Faculty: Mrs Graham

Religious Studies provides pupils with a systematic knowledge and understanding about major world religions, and worldviews, philosophical and ethical themes, which give life value. Our curriculum aims to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, practices, values and traditions that are followed in our multicultural society. Religious studies interlinks with so many other subjects such as History, Geography, Art, Science, English and Music. When you visit us you will be able to see pupils engaged in discovery, be it learning how religious traditions came to be or debating whether certain actions are right or wrong.

Facilities and Resources

The Department has three specialist teachers and we have two main well equipped teaching rooms.. We like to see religion in action and the Department has run a number of school trips over the years to Israel, Egypt, Italy and more recently, India.

Lower School Curriculum Overview

RS is taught to all boys: Year 7 – 1 hour per week, Year 8 – 1 hour per week, Year 9 – 1 hour per week. Year 10 and 11 also study Religious Studies as part of their 'Personal Development' lessons which they have once every two weeks. Students explore the world's major religions through different themes and ultimate questions.

Year 7: Key Beliefs, Identity and Belonging, Sources of Wisdom and Worship

Year 8: Prejudice and Discrimination, Festivals and Pilgrimage, Can Religion Save the World?

Year 9: Has Jewish Identity Survived the Holocaust?, The Problem of Evil and Suffering,

Year 7 will have the opportunity to visit two places of worship as part of their summer unit of learning each January, Year 9 visit synagogues in Northwood to meet Holocaust survivors as part of organised events to coincide with Holocaust Memorial Day.

GCSE Religious Studies:

Boys can opt to take a full course GCSE in Religious Studies with the AQA examination board and this will involve students considering different beliefs and attitudes to religious and non-religious issues in contemporary British society. The GCSE includes the study of:

Beliefs, Teachings and Practices of Christianity and Buddhism

And then four religious, philosophical and ethical studies:

Religion and Life

Religion and Families

Religion, Crime and Punishment

Religion, Peace and Conflict

A Level Philosophy and Ethics

A Level in Philosophy and Ethics is taught as a consortium with Hitchin Girls' School and The Priory.

The A level aims to ensure students have a thorough understanding of diverse philosophical and ethical viewpoints. Students gain critical and evaluative skills sought by higher education and employers – particularly in law, education, social work, politics, medicine, administration and the media. At A level, the students cover the AQA A level Religious Studies specification which includes the Philosophy of religion; arguments for the existence of God, Evil and suffering, Religious experience, Religious language, Miracles, Self and life after death and Ethics and religion; Ethical theories, Issues of human life and death, Issues of animal life and death, Introduction to meta ethics, Free will and moral responsibility, Conscience, Bentham and Kant. Students have the opportunity to attend conferences on Philosophy and Ethics.

SCIENCE

Head of Science: Mr Cook

The Science Department is housed at one end of the main school building over two floors, comprising ten teaching laboratories. As a practical subject, investigative skills are built into the curriculum from Year 7 all the way through to Year 13. There are currently fourteen Science teachers (two part-time), with specialisms across Biology, Chemistry and Physics, supported by three laboratory technicians.

Number of teaching periods per week: (One hour periods) Year 7 - Year 9 – 3

Key Stage 3 (Years 7, 8 and 9)

Year 7 is divided into six teaching groups based upon mixed ability Form Groups, usually with one teacher. Biology, Chemistry and Physics modules are taught in rotation, and based on the Key Stage 3 National Curriculum. We follow Kerboodle Activate 1. Modules studied include Structure of the Human body, Cells, Reproduction, Chemical reactions, Acid and Alkalis, Elements, Light/Sound, Particles and Forces.

Year 8 & 9 is divided into three ability bands. Student progress is monitored throughout the year, and movement between the bands occurs to ensure students are within groups where they can be best supported and challenged. The students continue to study the three sciences in rotation.

In year 8 they will follow Kerboodle Activate 2 with topics such as Health, Biotechnology, Ecosystems, Adaptations, Metals, Separation, Periodic table, Motion, Energy and Electromagnets.

In year 9 we have developed a new curriculum designed to allow more practical activity, awareness of vocational possibilities within Science and further reinforcing key skills needed for GCSE.

Pupils will study modules on: Plastics, Practical science skills (PAGs), Mathematics in Science, Genetics and Selection, Forensics Science, Environmental Chemistry, Engineering, Ecology, Variation and classification, the Brain and the Mind and Astrophysics. In the final half-term of Year 9 there will be assessment exams based on previous SATs style questions. We begin studying at OCR Gateway Science Suite: (9-1) in the final term of year 9. We will use the data from the module tests and the SATS exam to determine the setting for GCSE Science.

Key Stage 4 (Years 10 & 11) – Based on the students' achievements throughout Year 7-9, and discussions with their teachers, students will either follow:

OCR GCSE (9–1) in Combined Science A (Gateway Science) J250 (sets 2a, 2b, 3a and 3b) or

OCR GCSE (9–1) in Separate Sciences (Biology A J247, Chemistry A J248 and Physics A J249 (Gateway Science)

Key Stage 5 (Years 12 and 13)

Study of all three sciences can continue into Years 12 and 13 and A-level Biology, Chemistry and Physics all being studied by large numbers of students. There are currently two teaching groups per subject in Year 12 and 13, and practical and investigative work continue to be well used in teaching.

All A-level subjects follow the OCR A suite of specifications.

Extra Curricular Activities

- Educational visits including in past years to Whipsnade, London and Colchester Zoos, the Science and Natural History Museums, Science lectures at Universities
- Biology Field trip (Year 12)
- Science Club (Year 7), Rocket club (Year 7-9), HPG activities (Year 7-13), STEM trips (Yr7-13)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Hitchin Boys' School welcomes a mixed ability intake and believes that students with special educational needs should have equal access to a broad and balanced curriculum. We provide for:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory and/or physical.

We believe it is of vital importance to work in partnership with parents/guardians so that students with special educational needs make the best progress. We aim to achieve this by:

- Having an open and positive relationship with parents/guardians on how best to support their son
- Providing clear, user-friendly information
- Recognising the pressures a parent/guardian may be under because of their child's needs
- Acknowledging the importance of parental knowledge and expertise
- Gaining parental permission before referring them to others for support
- Making reasonable adjustments, and being as flexible as we can, to meet your child's needs

Each student on the Support Register will have a Passport, accessible to all teaching staff, which informs staff on how best to support your child. This will include a summary of your son's needs, and strategies that can be used in the classroom. Most support takes place in the classroom, although there are also one to one and small group support offered where it is necessary, and access to specialist support such as the Educational Psychologist, Specialist teachers and the school counsellor.

Further information about the School's provision is included in the '**SEND Information Report (School Offer)**' which can be found on the School's website, together with further links and advice. Please refer to this for further information on how SEND works at Hitchin Boys.

Mr Mat Wilson, our SENDCo, and Mrs Mills, our Assistant SENDCo, are always available should you wish to discuss Learning Support for your son in more detail.

SOCIOLOGY

Head of Faculty: Mrs Graham

Introduction

Sociology is the study of society. You will learn how society works and how it shapes people's behaviour, cultures, identity and opportunities. Sociology provides an exciting opportunity to gain a deeper understanding of the social, economic and political aspects of the contemporary UK, allowing you to raise intellectual and curious questions. Students will reflect on social issues relevant to their own observations and experiences.

Have You Ever Wondered?

Why do some people commit crime? Why is there a pattern of girls achieving higher grades than boys at school? Why is there so much inequality and poverty in the country? These are just some of the questions we will explore

Examination Courses

Key Stage 5 Curriculum: Students follow the AQA curriculum. In Year 12 students undertake the Education Unit with Research Methods and the Family Unit. In Year 13 students undertake the Crime and Deviance with Research Methods Unit and the Global Development Unit

Facilities and Resources

Learning is acquired through a mix of interactive lessons which involve presentations, group work, one-to-one mentoring and independent projects. Students develop a wide range of academic and vocational skills such as: written communication, verbal communication, personal organisation, meta-learning, creativity, critical evaluation and teamwork.

Sociology is taught as a consortium with Hitchin Girls' School and The Priory.

Extra-Curricular Activities

Students are given the opportunity to attend a compulsory seminar lead by a highly experienced examiner of the AQA board. A visited to the annual Hodder Education Criminology conference in London; presented by leading experts, will give students the opportunity to explore real-world insights into criminal investigations, the criminal justice system and discrimination.