

# Departmental Information

## 2022/23



**HITCHIN BOYS' SCHOOL**  
An Academy Trust

Grammar School Walk, Hitchin, Hertfordshire. SG5 1JB  
Tel: 01462 432181 Fax: 01462 440172 Registered in England No. 8286295  
e-mail: [admin@hitchinboys.co.uk](mailto:admin@hitchinboys.co.uk)  
[www.hbs.herts.sch.uk](http://www.hbs.herts.sch.uk)

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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 students 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 child'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 students to contribute £10.

## **BUSINESS AND ECONOMICS**

**Head of Department: Mr Corden**

In Business and Economics, we endeavour to develop an understanding of the business world in which we live, and the impact this has on their lives. We also focus on students' own personal business development – personal finance, employability and careers, which will help them become much more rounded individuals and better able to transition 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 T3, 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.

#### KS5

Students have the option of taking A-level Business or A-level Economics at A level (both using the AQA exam board). Both courses heavily build on students' ability to analyse and evaluate behaviour and decisions in business and economics. These are extremely transferable skills and this allows for progression in Business sector subjects and preparation for university courses in a 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, and it really helps us gain an understanding of the reasons for the current economic volatility.” – 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 Team by arrangement. Students in Years 9, 10 and 11 are offered a careers interview carried out by either the YC Herts Advisor or School Careers Lead.

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 Get Work Ready Day.

In year 12 we have Work Experience week.

The Careers Lead 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 Lead about their child.

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 Faculty: Mr Hassett**

Design & Technology at Hitchin Boys' School has been designed to enable students to gain all round experience which is broad but balanced. Introducing new materials, processes, techniques, problem solving and risk taking. A further insight and greater depth of the subject knowledge prior to GCSE options, future careers within industry, and transferable practical skills for life that will set the foundation for any future designer, engineer or homeowner. Design Technology is far more than a practical or creative subject with its strong cross curricular links to maths, science and geography, it's a subject that is setting students up for careers that haven't been invented yet and giving them valuable and transferable life skills.

In year 7 and 8, students will rotate on a carousel system every 8 weeks, in year 9 this will increase to every 10 weeks. The carousel in Year 7 also includes 'computing' and 'food preparation and nutrition', Year 8 carousel includes 'drama' and 'food preparation and nutrition', and Year 9 includes 'enterprise' and 'food preparation and nutrition'. Throughout the rotation students tasks will be assessed against a student friendly success criterion that appears in students ebooklet or on the individual assignments shared via Google classroom.

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 & use of both hand tools & machinery. Students will have the opportunity to work with a range of different materials and discover the diverse ways that they can be used.

In the '*Technical Textiles*' unit, the students will have the opportunity to work collaboratively with their peers in a teacher-led way as they work through the project, which will help build their confidence within a workshop environment. Students will develop a better understanding into the various materials that they use, by analysing their properties and uses (with links to physics and art within DT), setting the foundation to build upon for the correct technical vocabulary within all areas of DT. In '*The table tennis Bat*' unit students are given more of a creative freedom in what the desired outcome can look like, students focus on Form and Function referring to previous designer companies such as Alessi. This project allows students to develop a better understanding of what a user centred design is by carrying out a case study into paralympic athletes and explore why anthropometric data is needed to design and manufacture a functional product (with links to industry on mass production & maths within DT).

**Year 8** – The two units in year 8 are designed to widen their practical skills by using more advanced techniques & 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.

In the '*Merchandise Pewter casting*' unit, students will be introduced to branding, the simplicity of logo design, melting and pouring pewter which links to chemistry & geography. They will also learn how to incorporate CAD and CAM and learn about the impact of new emerging technologies within industry and their effect. The students will be involved in class and individual demonstrations and will be encouraged to reflect back on what they have previously learnt from the year 7 design process, which in turn will enable the students to self-lead and make progress.

In the '*Precious plastics*' unit, students will develop an understanding of how materials are sourced and how to make more sustainable products. Students take recycled plastics and design and create a new usable and marketable product. Students will develop innovative design skills by sketching, modelling, analysis and prototyping. Students will create their own success criteria based on prior projects setting requirements that need to be met.

**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 computer aided design.

In the '*Flat Pack Device holder*' unit, students will be presented with a storage problem that they will need to solve. Limitations to one piece of MDF, no adhesive and only a laser cutter to use, this will make students think outside the box. Students will learn how industry can differ through production methods and form a better understanding of how companies like IKEA meet the demands regarding; budget, safety, customer needs, etc. They will learn how to utilise the area of their allocated material through tessellation and figure out how the pieces will join together in innovative ways.

'*The Architect*' unit has been designed to broaden students' understanding of DT away from the norm of product design. Students will acquire skills to create and read architectural working drawings, be influenced by past designers/ movements and develop concepts through more advanced technical drawing techniques. They will explore the wide range of materials, understanding their uses and properties. They will investigate how forces, stresses and reinforcement can either weaken or enhance a material before creating their own scale model.

#### **Homework:**

Homework will be set on Google Classroom where appropriate according to the whole-school policy and will involve research, designing, planning, and evaluation work in each project. Areas of success and for development will be identified throughout, recorded and reviewed.

#### **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 child'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 students to contribute £10 per annum.

#### **GCSE and A level:**

Design & Technology are optional elements of the School's Curriculum 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 paper and Component 2 is the non-exam assessment component (coursework), which is a research, design and make project and portfolio. Students also have the option to take Design and Technology/ Product design at A level which can then lead on to further education in related subjects including engineering, architecture, product design etc. This course also consists of two components, each worth 50% of the qualification. Component 1 is made up of 2 externally examined papers and Component 2 is the non-exam assessment component (coursework), which is a client focussed design and make project and portfolio.



## **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

Most 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

Drama is taught for one a week 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 other subjects.

### 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, as well as explore a playtext, *The Terrible Fate of Humpty Dumpty* and explore Crime and Punishment. 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 peer pressure through the play *DNA* and stereotyping through the play, *FACE*. 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 *The Wedding Singer* and *Sweeney Todd*. The upcoming production for 2023 is *Young Frankenstein*.

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 students, most recently being Trestle Theatre who collaborated with the students to create a piece based on the Suffragette movement. We also host a House Drama evening in the Summer Term, where students 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 operates out of the newly built J Block. All 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, multimodal 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.

Ms Robertson runs a KS3, 4 and 5 lunchtime film club with the provider “In to Film”. Students who participate, will be encouraged to both watch and make films. Students are also encouraged to write reviews for competitions.

## **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.

Parents are asked to donate towards the cost of basic core ingredients used in the practical work, although allowances 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.

### **Key stage 3 food preparation and nutrition.**

In year 7 and 8, students will rotate on a carousel system every 8 weeks, in year 9 this will increase to every 10 weeks.

The course is practical and creative which focuses on providing students with the necessary practical skills and nutritional knowledge they will need before considering a level 2 Hospitality and Catering course.

#### Break down of courses

Year 7 - Practical Skills including cooking methods and demonstrations, Food and kitchen safety. Theory and discussion on food nutrition and healthy eating.

Year 8 - Continuing skills and methods of planning and cooking.

Year 9 - Developing organisational skills and more advanced cooking techniques and cooking methods. Food provenance and 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 when appropriate and 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 of KS3 the students' work is continuously assessed both verbally during the lesson and by the classroom teacher where relevant, with a formative assessment at the end of each theme and a 'recording from observation' examination at the end of the year. Areas of success and for development will be identified throughout, 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).

### Lower School Curriculum Overview

Geography is taught to all students 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. In the summer term students will look at the economy and explore the concept of globalisation. 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. Finally in the summer term we cover environmental issues, including climate change.

**Year 9** - The autumn starts with the popular module of 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 students opting for the course each year. Students will learn the AQA GCSE specification and cover topics such as Physical Landscapes in the UK, Hazards, The Living World, 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 to the coast for all Year 10 Geographers in March/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 a compulsory trip to a coastal location and Stratford, London to ensure the requirements of the Non-Examined Assessment are met. Previous overseas and planned trips for our students include: Iceland in 2008, 2010, 2016, 2019 and a planned trip for October 2022; tours of China in 2012 and 2014 and 2018, in a joint venture with the Business/Economics, Photography and Music departments. A Geography trip to Costa Rica has just been completed in April 2022 and we are planning to return in 2024.

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/carers 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.

## **The Super Curriculum – Inspirational Independent Study**

### **Purpose and Rationale**

At Hitchin Boys' School we firmly believe that students should study a breadth of subjects that develop them into well-rounded individuals. Each curriculum area has comprehensive schemes of work in place that ensure students acquire substantial knowledge and understanding within each subject. We also provide opportunities for students to read around the subject, conduct research into key areas of study and be creative. However, we

recognise that there is only a finite amount of time in the school day and we do not want this to restrict the extent to which students can deepen and further enrich their learning.

To ensure students continue to develop their learning outside of the classroom, we have created a Super Curriculum that provides inspirational tasks, activities and opportunities for students to engage with outside of school. These activities can take many forms including reading, watching videos online, downloading podcasts, attending lectures, visiting museums or entering academic competitions. These are created by subject teachers and designed to complement the curriculum students' study in school. It provides students with the opportunity to deepen their knowledge and understanding of a subject, field or discipline that they may have an existing passion with or a curiosity about. Whilst the completion of Super Curriculum tasks is not compulsory, we highly recommend that every student should engage with an area that interests them.

As students work from Year 7 to 13, they will have the opportunity to build up a strong portfolio of Super Curriculum tasks. In an ever more competitive world, it is key for students to be able to demonstrate the opportunities and independent study they have taken outside of their academic studies. Further details can be found [here](#).



## **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

Students are assessed once a term using a variation memory recall tests as well skills based assessments (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:**

#### **Autumn Term:**

Roman Civilization

Islamic civilizations Abbasid Baghdad Caliphate and the Silk Road

Anglo-Saxon England

#### **Spring Term**

The Battle of Hastings

The Norman Conquest, William I

Henry II vs. Becket

King John and Magna Carta

#### **Summer Term**

The Middle Ages - Life and religion in the Middle Ages,

- Who was drawn to Jerusalem (1095)
- The Crusades The Black Death and Peasants Revolt

### **Year 8:**

#### **Autumn Term**

Tudors and Stuarts

- Henry VIII and the Reformation
- The Boy King Edward VI
- 'Bloody' Mary I and her treatment of Heretics
- Elizabeth I and the war with Spanish
- The English Civil War and England as a republic under Cromwell.
- Black Tudors

## Spring Term

A study of the world 1500-2000

- Sugar through time
- Industrial revolution
- The East India company
- Meanwhile Elsewhere - Mughal India and was it doomed to fail?
- The African Kingdoms Benin & The Bronze's controversy
- How did the slave trade grow and develop and why was it abolished?

## Summer Term

- The British Empire and India, what were the problems it had and why did it eventually lead it to its collapse.
- How did the abolition of the slave trade affect African Americans in the USA?
- Why did the Civil rights Movement grow and develop and how successful was it?

Year 9:

## Autumn Term

- The Twentieth Century World – This would include a study on the First World War,
- The rise of Fascism/Communism in Europe and the dictators who governed them. Including a study of the lives.

## Spring Term

- The life of an everyday person in Nazi Germany and Communist Russia, looking at how the Nazi's would change the lives of the people throughout their time in power.
- Comparison of the lives of people in a dictatorship to the issues growing in Britain in the 1930's.
- The causes of and the lead up to the the Second World War including key battles and the reasons why the Nazi's lost the war in 1945.

## Summer Term

- The mistreatment of Jews in Germany from 1933-1945 including the Holocaust.
- How did the world change after 1945? The decolonisation of the British Empire (causes and effects) The partition of India and the aftermath. How did migration change the racial landscape of Britain after 1945 (the Windrush generation and Asian migration 1945-onwards)
- How has the perception of other minority groups changed over time? We examine the history of LGBTQ+ and how they have been perceived and treated across time from ancient civilizations through to the present day
- Homework Project (students need to research and create a presentation on a major world event in the 20th century).
- Students can choose from
  - **The Apartheid** - Why were a minority of people able to dominate a majority for so many years?
  - **The Arab Israeli Conflict** - Why did the Arab-Israeli conflict begin and why is it still ongoing today?
  - **Northern Ireland** - How did religion become such a dividing issue that it almost tore a country apart and still does today?
  - **The Cold War** - Why was the world on the Brink of Nuclear war for 46 years? What were the 'flashpoints'? How did it all end?
  - **China** - Was China a real 'People's Republic'? What happened to China after WW2? How did Mao go from a military leader to the Dictator of China in 1950? What were some of his policies and how did the people react to them? What happened at Tiananmen square? What was the Velvet Revolution and why was it so significant?

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

In Year 10 pupils will 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 1954-75. All papers focus on examining student's knowledge as well as their ability to evaluate interpretations from different historians.

Your child 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 to make a difference.

This will help your child 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 child will gain an 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 child 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.

### **A Level**

**Syllabus:** Edexcel Route D

### **Year 12**

**Paper 1:** Britain 1785-1870 - Democracy, Protest and Reform

**Paper 2:** The Unification of Germany

### **Year 13**

**Paper 3:** Civil Rights in the USA 1850-2008

**Coursework:** How significant was Dr Martin Luther King in the advancement of civil rights to African Americans in the years 1954-1965?

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

## **ICT AND COMPUTING**

**Subject Lead: Mr Mudaly**

In Computer Science 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**

In addition to every student having a Chromebook we also have three large dedicated computer suites for students to access.

### **Key Stage 3**

All students 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 through the use of Scratch.

**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, 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.

**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** – An introduction to Python, a text based programming language. 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.

**Website Development** - Investigating the principles of website development. Considering SEO, links, pages media and threats on the internet.

### **Key Stage 4**

At Key stage 4 we offer **Creative iMedia**. 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 various digital industries.

The course comprises of 4 units over 2 years, two of the units are mandatory:

**R093: Creative iMedia in the media industry**

**R094: Visual identity and digital graphics**

As well as:

**R097: Interactive digital media**

**R098: Visual imaging**

### **GCSE Computer Science**

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

#### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

#### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

### **Key Stage 5**

#### **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:

Unit 2 - Creating Systems to Manage Information and

Unit 3 - Social Media in Business and

The **Extended Certificate** in Year 13 has a further 2 units:

Unit 1 - Information Systems

Unit 6 - Web Development.

#### **Computer Science Club**

Students across all year groups can join our exciting and ever evolving computer science club that provides students with opportunities to engage with physical computing. They are challenged to develop solutions through the application of programming and model building in projects that involve robotics, coding and control systems.

## THE MATTOCKE LIBRARY



*Big Dave, the Library Lion*

Mrs Baugh and Mrs Rushton endeavour to create a welcoming, safe, and fun environment for all HBS students. They are members of CILIP, the librarians' professional body, and part of the North Herts Schools Librarians' Group who meet regularly to share support, ideas, and resources.

From year 7 through to year 13, we offer all of our students support to find books for reading for pleasure, research, and homework, we also assist with study skills, and technical support.

The library isn't just a place to read or work, it provides a safe space for many students who just want to escape the hurly burly. There is a warm sense of community amongst the regular library users, and older students will always offer help to younger students in need.

For students who are dyslexic, or who are not confident with reading, the library has a range of books that they can enjoy without being faced with a sea of text. We have an ever expanding graphic novel section with titles ranging from Marvel and D.C. superheroes to the Brontes and Shakespeare. There is a wide range of books from Barrington Stoke, a publisher that specialises in dyslexia friendly books, including full texts of A Christmas Carol, Dr Jekyll and Mr Hyde, Animal Farm, and Of Mice and Men. Our most recent Ofsted report mentioned the SEN support that the library offers. You Can Find out more about Barrington Stoke here: <https://www.barringtonstoke.co.uk/>

Throughout the year we hold competitions, quizzes, and whole school events such as World Book Day and book fairs, and this year for the first time we will be running a Whole School Read.

The library hosts a number of thriving clubs: Warhammer, Dungeons and Dragons, and the BBC (Brilliant Book Club). Throughout the year there are also opportunities to participate in the Carnegie, Excelsior! (graphic novel), and North Herts Schools' Book Awards, all of which give the students the opportunity to contribute their opinions, and in some cases their vote.

There is a team of enthusiastic Student Librarians, our 'Library Champions', who work shifts at lunch and break and help us to develop ideas and activities and to promote the library around the school.

Our library management system, Accessit, is so much more than a database, it is also a useful research tool and a way for students to communicate with the library wherever they are. You can explore it for yourself here: <https://uk.accessit.online/htc02/#!dashboard>

## BOOKBUZZ

Early in the new school year, every student in year 7 will be able to choose a book completely free from a selection provided by the Book Trust as part of their Bookbuzz programme. You can find out more about The Book Trust, including information about Bookbuzz and reading lists, here: <https://www.booktrust.org.uk/>

You can follow us on Twitter to see what we're up to, and to read interesting articles that we find @HBSLibrary.

Finally, here are just a few things that some of our students have to say about their library:

*"It's a safe and comfortable place where everyone is welcome and there are lots of books for everyone."* (Jack)

*"We are surrounded by books, books, books. What's not to like?"* (Zach)

*"The librarians are friendly and helpful."* (Lucas)

*"It's a great place to go when you're bored, there are clubs and you can do homework with your friends."* (Kieron)

*"It's a peaceful place with 1000s of books to choose from, and limitless opportunities."* (Seb)

*"It has a sense of hospitality that is not quite like anywhere else."* (Joe)

*"It allows you to live different lives, and you can learn almost anything from a book."* (Jamie)

## **MATHEMATICS**

**Head of Department: Mrs Stapleton**

### **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.



## **MODERN FOREIGN LANGUAGES**

**Head of Department: Mrs C Johnson**

Welcome to Modern Foreign Languages at Hitchin Boys' School. Every student 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 students 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 students will continue with their study of French (2 hours per week) The majority of students will also start a second language (German or Spanish – 2 hours per week). students 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 students will be offered the chance to study Spanish in Year 8 instead of French.

At the end of Year 8, students 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. students 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, students 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, students 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 students 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 students 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 students in the lower school, a German Exchange and a bi-annual trip to Germany. Following a successful "Japan Day" in which the students were introduced to the culture and language of the country, a group of 30 students went to Japan in the summer of 2017. Students 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 student 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 students 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 students 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 students 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 students 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, The Wedding Singer* and *Sweeney Todd*. 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, Blues 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 students 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 student 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 students 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, see <https://www.hertsmusicservice.org.uk/music-lessons-in-hertfordshire/help-with-music-fees.aspx> for further details.

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](mailto: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**

**Head of Department: Mr Cornell**

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 Astroturf, 5 outdoor tennis courts (2 floodlit), 3 rugby pitches, 2 cricket pitches, Gymnasium, Fitness suite (Due Sept '22)

### **Programme of Work**

All students are timetabled for 2 one-hour periods per week.

Throughout the year all students will participate in: Rugby Union, Hockey, Athletics, Cricket, Health Related Exercise, Basketball, Gymnastics, Badminton, Tennis, Cross Country, Table Tennis and Volleyball.

### **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. HBS Leadership Award in Year 11
4. A Level Physical Education in Year 12 and Year 13

### **Extra-Curricular Activities**

There is plenty of opportunity for students 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.**

**In 2022 our U15 rugby team won the National Vase at Twickenham, our U18 hockey squad reached the T4 National Final at the Nottingham Hockey Centre and our trampoline squads finished as National champions and runners up at their respective age groups.**

We run very successful teams in the following sports: Rugby, Hockey, Cricket, Athletics, Badminton, Cross Country, Basketball, Tennis, Table Tennis, Swimming and Golf.

**Students 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. At Hitchin Boys' School there are 2 classes in both Year 12 and Year 13.

Students choose this subject because it provides a unique insight into human behaviour, but it is also a popular choice because:

- It complements a wide range of other subjects, both arts and sciences.
- It develops a wide range of transferable skills that are highly sought after by prospective employers.
- It opens doors 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 across the consortium and we work closely with the psychology teachers at the other two schools to teach the AQA specification. At Hitchin Boys' School students learn about a wide range of topics including Psychopathology, Biopsychology and Schizophrenia, that enable them to explore and answer questions like the following;

'How reliable is our memory?'  
'Why do some people follow the crowd?'  
'What can cause a phobia?'  
'How important is our relationship with our parents?'  
'Could we survive without sleep?'  
'What attracts us to other people?'  
'What is it like living with Schizophrenia?'  
'Why are some people aggressive?'

The course also develops students' research skills and their ability to collect, analyse and discuss varying types of data.

When you visit the Sixth Form Block on Open Day, you may see one of the psychology groups in action. Lessons consist of 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 two Psychology teachers in the department 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 these materials and more on their personal devices in lessons and in their private study periods.

## **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 India.

### **Lower School Curriculum Overview**

Students explore the world's major religions through different themes and ultimate questions.

**Year 7 (1 hour a week):** Identity and Belonging, Key Beliefs, Sources of Wisdom and Worship

Year 7 will have the opportunity to visit two places of worship as part of their summer unit of learning each January

**Year 8 (1 hour a week) :** Prejudice and Discrimination, Can Religion Save the World? and Festivals and Pilgrimage

**Year 9 (1 hour a week):** Has Jewish Identity Survived the Holocaust?, The Problem of Evil and Suffering and Ethical Issues.

Year 9 visit synagogues in Northwood to meet Holocaust survivors as part of organised events to coincide with Holocaust Memorial Day.

### **GCSE Religious Studies:**

Students 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

Relationships and Families

Religion, Crime and Punishment

Religion, Peace and Conflict

Year 10 will visit a Buddhist temple to engage in religious beliefs and practices.

Year 10 and 11 also study Religious Studies as part of their 'Personal Development' lessons which they have once every two weeks

### **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 Warman**

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 four laboratory technicians.

### **Key Stage 3 (Years 7, 8 and 9):**

All KS3 classes receive 3hrs of lessons per week.

Year 7 is divided into eight teaching groups based upon their Form Groups, usually with one teacher. Year 8 & 9 is divided into three ability bands. Student progress is monitored throughout the year through end of module assessment. Biology, Chemistry and Physics modules are taught in rotation, and based on the Key Stage 3 National Curriculum.

Yr7 - All classes start with an Introduction to Science, and then study topics from Activate 1 including Structure of the Human body, Cells, Reproduction, Sports Science, Particles & Elements, Chemical reactions, Acid & Alkalis, Light, Sound and Forces.

Yr8 - we follow Kerboodle Activate 2, which includes the topics Adaptation & Inheritance, Ecosystem Processes, Health, Microbes, The Periodic Table, The Earth, Separation techniques, Reactions of Metals, Space, Motion & Pressure, Energy and Electricity & Magnetism.

Yr9 - 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 & Materials, Practical science skills (PAGs), Mathematics in Science, Genetics and Selection, Forensic Science, Environmental Chemistry, Engineering, Ecology, Variation and classification, The Brain & Mind and Astrophysics.

In Year 9 there will be an End of KS3 assessment based on all previous modules studied. The data from this along with the end of module tests and the SATS exam to determine the initial setting for GCSE Science

### **Key Stage 4 (Years 10 & 11):**

We follow the Gateway A examination program from OCR, and offer combined and separate sciences:

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))

Both courses cover a range of scientific concepts designed to build on the foundations made in KS3, and also include the development of practical skills through a wide variety of experiments.

### **Key Stage 5 (Years 12 and 13)**

Study of all three sciences can continue into Years 12 and 13. A-level Biology, Chemistry and Physics are all studied by large numbers of students; there are currently two teaching groups per subject in Year 12 and 13.

Practical work continues to feature heavily in A-level sciences ensuring students have real-world experiences of the concepts they are studying.

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), 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 child
- 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 child'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 Wilson, our SENDCo, and Mrs Mills, our Assistant SENDCo, are always available should you wish to discuss Learning Support for your child 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 students 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.