



The Ripley Court Curriculum (By Subject)



Revised for 2017/2018

Introduction

This document contains an overview of the work your child will be covering this year. It may also be of interest to you to have a glance at what your child will be covering in the years to come – but do bear in mind that syllabi do change, and so the detail is valid for this year only.

The school aims its curriculum at the Common Entrance at 13+, with steps along the way at the pre-testing time (January in Years 6 and 7). The advantage of aiming at 13+ is that we are able to staff the school with Degree-level experts, adding hugely to the strength and depth of the curriculum.

This is only intended to give you a flavour – it is not the detailed Scheme of Work or full syllabus from which the teachers work – which are documents of considerable size. Heads of Department or Class teachers are always happy to expand on these outlines should you wish.

Andrew Gough

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The Early Years Foundation Stage

THE PRIME AREAS – Early Learning Goals

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

THE SPECIFIC AREAS

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they

add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects, and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes, and use mathematical language to describe them.

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they've learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Specialist Teaching

This is utilised in FRENCH/MUSIC/DANCE/SWIMMING.

Jane Neville/Sue Michaels

Mathematics

Year 1

Number – Counting, properties of number and sequences; place value; estimating; mental strategies; addition and subtraction; problem solving, sets, simple fractions.

Shape, Space and Measure – Length, mass and capacity; 2D and 3D shapes; symmetry, patterns & sequences; direction and movement, money, time.

Handling Data – Sorting and classifying data.

Year 2

Number – Counting, properties of numbers and sequences; place value; partitioning and rounding; fractions; multiplying, dividing ; problem solving and money.

Shape, Space and Measure – Length, mass and capacity; time; 2D and 3D shapes; symmetry Handling Data.

Year 3

Number - Knowledge of symbols - $<$, $>$ and $=$; approximation to nearest 10, 100; equivalence of fractions; 4 rules – addition, subtraction, division and multiplication; money; fractions. Shape, Space and Measure - Length, mass and capacity; Symmetry and properties of polygons; time; position, movement and angle.

Data Handling – Frequency tables; bar charts; Carroll diagrams.

Year 4

Number – 4 operation; money; dimension; fractions, decimal, percentages; number properties, prime, square and cube numbers; time; ordering positive and negative integers; problem solving; place value, column addition and subtraction, long multiplication, long division.

Shape, Space and Measure – Length, mass, perimeter, capacity; area and its formula; 3D and 2D shapes; position, movement and angle.

Data Handling – extracting information; tally charts, bar charts, pie charts, Venn diagrams, and pictograms.

Year 5

Number properties; addition, subtraction and multiplication; prime numbers, exact division, Fractions, division with remainders, area and perimeter, properties of 2D shapes, symmetry, decimals, fractions, decimals, percentages, Cartesian coordinates, angles, geometric drawing, estimation and approximation, negative numbers, simplification and equations.

Year 6

Negative numbers, probability, Fractions = percentages = decimals and parts thereof, powers, rounding and estimation, calculating angles, reflection, rotation, translation; area and perimeter, dealing with data, fractions, geometric properties, like terms, prime factors, solving equations, sets and venn diagrams.

Year 7

Number properties, rounding and use of calculator, bearings, division, circles & pi, brackets and factorisation, equations, ratio and proportion, statistics, percentages, area and volume, Pythagoras, probability, transformations, geometric constructions, algebraic relations.

Year 8 (Level 1 and 2)

Polygons, graphing relationships, prisms and nets, speed, distance, time, arithmetic skills, algebraic skills, expressions and formulae, circles and pi, probability and statistics, geometric skills. Please note – most candidates are prepared for levels 2 and 3.

Year 8 (Level 3)

Polygons, simultaneous equations, graphing relationships, Trial and improvement, forming equations, arithmetical skills, circles, Pi and Pythagoras, prisms and nets, algebraic skills, sequences, speed and rates, advanced angle chasing, probability and statistics, bearings, scale drawings, geometric skills.

David Barratt

English**Year 1**

Ongoing phonics teaching, introducing various phonic rules, consonant digraphs and blends. Handwriting continues to be taught on a daily basis. Creative writing, poetry, comprehensions and dictations encourage children's writing skills. Speaking and listening develops through role play, circle time and whole class discussion. Children read daily to the teacher and at home, and undertake weekly spelling tests.

Year 2

Further spelling and handwriting reinforcement, including punctuation and grammar work. Creative writing skills and comprehension activities. Oral skills are developed through class discussion, speaking parts in the Christmas play and class assemblies. Children read to the teacher and at home daily, and are also encouraged to read widely.

Middle and Senior School

Within Middle and Senior School, a passion for the language is actively encouraged, through the learning of creative and mechanical skills within meaningful and relevant contexts. Exposure to a wide range of fiction and non-fiction texts is consolidated year upon year, as is the ability to express individual ideas, through a range of genres. Confident communication skills are reinforced through Speaking and Listening activities and drama lessons. Regular library visits support learning in all areas of the curriculum. Use of vocabulary books to log individual words is encouraged. A Spelling programme has been put in place for Years 3-6, allowing for 4/5 groups in each year, and including support with a specialist teacher for the lower sets.

Year 3

Children embark on a structured, high frequency, spelling programme with a phonic element, tailored to their pace of progress. Neat presentation is valued and so is actively encouraged, through the repetition of handwriting skills. Building an awareness of appropriate punctuation and essential grammar skills is ongoing. Reading comprehension focuses on teaching children a range of strategies, which enable them to access both explicit and inferential meaning. English Speaking Board assessments, during the summer term, develop communication skills. In order to maximise their progress, children should be reading to an adult at home every day.

Year 4

The Year 4 curriculum involves ongoing spelling reinforcement, handwriting development and grammar. The Christmas Play develops the skills related to performance and further accustoms children to performing in front of an audience. Comprehension skills are developed and creative writing and poetry assignments are generated from class texts, topics and text book exercises. Children are taught the layouts and content appropriate to letter writing. Many children should still be reading to an adult at home every day. Others will enjoy more extensive independent reading, with opportunities to read aloud for expression and intonation.

Year 5

They are involved in further spelling, punctuation, grammar and handwriting reinforcement. In addition, reading and writing skills are often taught within the context of class novels. Deeper levels of understanding are pursued through the medium of whole class demonstrations and discussions. Success in the ESB assessments during the spring term boosts self-esteem and the fluency of oral communication skills. Towards the end of the year, the focus shifts onto examination strategies and extended writing tasks. Some children will still need to read aloud regularly, while others will enjoy reading on their own. Private reading lessons are part of the curriculum, through to year 8.

Year 6

Within Year 6, extension activities explore the creative elements conducive to quality written responses, for a range of audiences. Elaboration through an extended vocabulary and a confident use of grammatical and figurative language is promoted. Graphic organisers and several styles of planning are introduced, encouraging children to reflect upon and extend initial ideas. Reading activities are designed to increase the sophistication of each individual's level of comprehension. Examination skills and strategies are consolidated, in an attempt to prepare children for a range of eventualities. The ability to express innovative ideas through the written word, with clarity, is of principal importance when consolidating handwriting, spelling, grammar and punctuation related skills.

Year 7

Close analysis of class novel and non-fiction texts is key in this year. Literary criticism is a key focus in this year. Reading and writing skills, which will lead to success within the Common Entrance Examination, are actively pursued. Sensitive readers and reflective writers are encouraged to pay close attention to detail and to access deeper levels of meaning. Elaboration is central to the quality of written responses. Independence is promoted through research and reference skills and an increasing awareness of the sources through which information can be accessed. Presentations afford individuals the opportunity to gain confidence, by sharing newly obtained knowledge and experience amongst their peers.

Year 8

Revision of the key skills underpinning fluent literacy is thoroughly undertaken. The planning and writing of well-structured essays, showing evidence of clarity of thought, is practised within closely timed conditions. Comprehension skills are honed and attention to detail is focused on, along with the ability to analyse information. Pupils are taught to appreciate the virtues within the writing of published authors, in the intention that they might replicate their style. Extended research and writing projects often culminate in the opportunity to present their ideas to the group. The looming CE and Scholarship Examinations tend to focus motivation and concentration. A valedictory play, and/or Film production, enables individuals to confidently perform in front of a large audience.

Kate Galloway

Science

Year 1

Harvest, our bodies, light and dark, sound and hearing, growing plants, sorting and using materials.

Year 2

Weather, seasons, electricity, planets and stars.

Year 3

Teeth, healthy eating, materials - keeping warm, magnets, light and shadows, how things grow, forces

Year 4

Safety and Apparatus.

Humans and other animals – teeth, diet and food groups, the heart, exercise, the skeleton, health.

Forces – magnetism, gravity, friction, pushes and pulls.

Materials – properties, thermal and electrical conductors and insulators, solids, liquids and gases, physical and chemical changes, heating and cooling materials, temperature, water.

Cycle variation and classification – keys, vertebrate and invertebrates, flowering plants.

Earth and Beyond – eclipses and shadows, day and night, seasons, orbits.

Year 5

Life Processes - MRS GREN, body organs, life cycles

Forces – using Newton meters, elastic limit, gravity, magnets, compasses, friction, air and water resistance

Separating Mixtures – dissolving, sieving, decanting, filtration, evaporation and chromatography

Space – day and night, seasons, eclipses, phases of the moon, planets, space travel.

Green Plants – Plant growth, photosynthesis, roots and root Hairs, flower structure, pollination and fertilisation, seed dispersal, germination.

Light– materials and shadows, reflection,

Living Things – Habitats, conservation, adaptations, food chains and webs, micro-organisms.

Year 6

Classifying Materials – States of matter, change of state, expansion and contraction, properties, diffusion and particle theory, elements and compounds, mixtures and separation.

Cells and Cell Functions – Plant and animal cell structure, organelle functions, tissues and organs, adaptations of specialised cells.

Changing Materials – Mass conservation, physical and chemical change, solubility and solutions, water, chemical reactions, fossil fuels, pollution

Light and Sound – Light Rays, reflection and refraction, colour and dispersion, sound properties, frequency and amplitude.

Electricity and Magnetism – Series and parallel circuits, voltage and current resistance, specialised components

Green plants – Photosynthesis, structure of leaf, nutrients

Year 7

Humans as Organisms –Digestion, respiration, Skeleton and Muscles, growing up, reproduction, fertilisation and foetus development

Patterns of Behaviour – Reactions of metals and reactivity series, displacement, acids and alkalis, reaction of metal compounds with air and acid, thermal decomposition, oxidation and reduction.

Forces and Motion – mass and weight, average speed, density, springs, balanced and unbalanced forces,

Earth and Beyond – Orbits and movement, solar system, seasons, satellites.

Energy – Renewable and non-renewable sources, fossil fuels and electricity production, transfer of thermal Energy, conservation, types of energy.

Classification and Inheritance – Genes, taxonomic group classification.

Year 8

Electricity and Magnetism – Series and parallel circuits, voltage and current resistance, specialised components, electromagnets

Light and Sound – Light Rays, reflection and refraction, colour and dispersion, sound properties, frequency and amplitude.

Patterns of Behaviour – Reactions of metals and reactivity series, displacement, acids and alkalis, reaction of metal compounds with air and acid, thermal decomposition, oxidation and reduction.

Forces and Motion – Mass and weight, average speed, density, pressure, balanced and unbalanced forces, Levers and Moments.

Green Plants – photosynthesis and starch production, growth and nutrients, roots and root hairs, flower structure and functions, carbon cycle and decomposers.

Earth and Beyond – Orbits and movement, solar system, seasons, satellites.

Energy – Renewable and non-renewable sources, fossil fuels and electricity production, transfer of thermal energy, conservation, types of energy.

Living Things – Habitats and adaptation, predator / prey relationships, food webs, fieldwork project.

Green plants – Photosynthesis, structure of leaf, nutrients.

Helen Shaw

French

Aims of the department:

- That pupils enjoy learning French and for them to acquire the language positively and also to extend and give them enough support for them to begin to manipulate the language and to use it in a variety of situations.
- To expand their horizons in the future by enabling them to access to a whole new world of opportunities that the French Speaking World can offer.
- To increase their level of intercultural understanding and to highlight both the similarities and differences which exist between the French and English-speaking worlds.
- To strive to promote cross-curricular links where possible. For example, every year use the ICT suite to enhance their work or to carry out research. Pupils create a project on French speaking countries such as Mali. Maths games are used extensively in lessons as is music. History cannot be avoided when learning about French – one cannot be learnt fully without the other.
- Bringing the language to life and to illustrate the ‘real’ uses of the language they are learning. This is done through the Pen Pal connections which we have established with a School near Bordeaux in France; as well through trips to France in Years 6 and 7 and the French Institute in London for Year 8.
- To assess the children’s progress allows us as teachers to see how we can best support them. End of unit tests, weekly vocab test and termly internal assessments all enable us to get an idea of the support we can offer.

Nursery

For many of the children, their French lessons serve as the first introduction to a foreign language. Through song, dance and games, key phrases and pieces of vocabulary are introduced to the children. The focus here, as with much of the language learning in the lower end of the school, is to foster and encourage enthusiasm for French and the French Speaking World. There is an introduction to French phonics and pronunciation. Children participate in the annual French Day celebrations which allow them to use their new-found language skills with a purpose. Topics covered include: basic greetings, colours, numbers, giving basic information about oneself.

Reception

Following on from the initial exposure to French, the children of Reception are encouraged to participate and express their new-found language skills verbally on a more regular basis. They are exposed to more written French and songs and rhymes are used to aid learning. They begin to form words and experiment with the written word. Topics include: family members, expressing opinions and animals.

Years 1/ 2

40 mins a week. Songs, rhymes, finger puppets, stories. Understanding single words, instructions, and classroom vocabulary. The focus lies on improving oral and spoken confidence with minimal writing to begin with, although we use some “La Jolie Ronde” material, including “La Ronde des petits” and “Les aventures de Minou et Trottime” which eases the children into writing simple words and phrases. Topics supplement the Little Court Schemes of Work and include the World around you and minibeasts.

Year 3

80 mins a week. Focus remains on encouraging confidence in the language and so oral and listening activities are important. Pupils start to have a greater focus on the written word. Grammar is introduced in a more formal manner. Listening and speaking skills are developed.

Topics covered:

- Greetings
- Asking questions
- Where you live
- Domesticated animals
- Wild animals
- The weather
- Adjectival agreement (colours & size)

Year 4

120 mins a week plus one homework. Songs, games and introduction of more grammar Learning and writing of basic words and sentences. Understanding larger texts and extracting useful information from them. Performing longer sketches through role plays. Classes are streamlined after the Christmas holidays and Expo 1 textbook is used. Accuracy becomes a bigger focus as grammar becomes more regular.

Topics covered:

- School items
- Colours (m/f)
- Commands in the classroom
- Items of the classroom
- Clothing, fashion & opinions
- Food & Drink
- Learning about France

Year 5

160 mins a week plus one homework. Songs, games, quizzes. Understanding of short speeches, notes and dialogues. Extension of active vocabulary and grammar (the present tense, the comparative and prepositions) to enable pupils to write longer texts and to be able to talk confidently about themselves, their families, pets and the world around them using Expo 1. There is a more comprehensive use of verbs to give substance to the language they are producing.

Topics covered:

- My family
- Animals and pets
- Describing yourself physically & character
- Where I live
- Rooms of the house
- My bedroom
- Prepositions
- Introduction to regular present tense
- What you do in the evenings
- The time
- La francophonie (The French-speaking world)

Year 6

200 mins a week plus one homework. Drama, songs, games, quizzes, surveys. Understanding short articles, longer conversations, and short letters. Pupils become more able to write complex sentences and describe other people's activities and interests as well as expressing their own opinions. An either greater focus on grammar (revisiting the present tense and introduction to the near future and past tense) and how to manipulate it to suit their needs. Learning to write and speak with increased accuracy. This is the first year that a residential trip to either Normandy or Paris.

Topics covered:

- Your town (what there is to visit and do there)
- Asking and giving directions
- Being able to say where you are and where you are going.
- Expressing opinions

- Ordering food and drink
- Morning and daily routine
- School and subjects
- What you do after school
- Sport and hobbies
- Describing what they like to do in their free time. (modal verbs)
- Introduction of near future (aller + infinitive)

Year 7

200 mins a week plus two homeworks. Improvised drama, writing short poems, songs. Speaking short monologues. Understanding formal and informal writing, short stories, extracts from TV and radio. A more rigorous approach to grammar to fully prepare them for the Common Entrance examinations. Writing letters, short articles, reviews etc. Expo 2 'Vert et Rouge', ISEB textbooks and other materials. The second of the residential trips to France (either Paris or Normandy). Greater independence through using tools such as Wordreference.

Topics covered:

- Holidays and free time
- Introduction to the past tenses (perfect & imperfect)
- Weather
- School and daily routine
- Simple health problems
- Understanding tourist information and travel
- The future tenses
- Future plans

Year 8

200 mins a week plus two homeworks. Finalising pupils' preparation for CE and Scholarship exams. Understanding longer discussions, letters, and articles. Able to talk about future and past events, give opinions and reasons. Can write formal and informal letters and articles on a range of topics. This year is very much tailored to the needs of the pupils we teach – they often express areas that they would like to re-visit to ensure success. Expo 2 'Vert et Rouge', ISEB text books and other materials are used. Trip to the 'Institut Français' and a crêperie.

Topics covered:

- The pluperfect

- The environment
- The subjunctive
- Revisiting previous topics (by request)

Allan Hempsted

Latin

Year 5

Autumn

Verbs-1-4 Present tense

Greek mythology and Roman Life

Spring

Nouns 1/2

Subject and Object

Verbs and Noun sentences

Greek mythology and Roman Life

Summer

Adjectives

Adverbs

Prepositions

Conjunctions

Longer sentences

Greek mythology and Roman Life

Year 6

Autumn

Tenses –

Imperfect

Imperatives

Infinitives

Mixed Conjugations

Greek mythology and Roman Life

Spring

Perfect tense

Subordinate clauses

Extended Parts of Speech

Greek mythology and Roman Life

Summer

Principal Parts

3rd Declension

Complex sentences

Greek mythology and Roman Life

Year 7/8 B

C.E. Practice Papers Level 1

Year 7/8 A/Scholars

Autumn

C.E. Practice Papers Level 2/3/Scholarship

Future Tense

Pluperfect Tense

Irregular Parts of Speech

SCHOLARS

Autumn/Spring

4th/5th Declension

Passive Tenses

Comparatives and Superlatives

Deponent Verbs

Irregular Verbs

Irregular Pronouns

Participles/Ablative Absolutes

Indirect Statements/Questions/Commands

Purpose and Result Clauses

Subjunctives

Conditional and Concessive Clauses

Graham Milton

Computer Science

The general purpose is to ensure:

- That the children are competent users of the technology.
- That the children are discriminatory users of the technology – i.e. that they understand how it can be applied, and more importantly understand how it cannot be applied.
- That the children have experience programming and controlling computers directly – the better to understand how they work.
- This is for the formal lessons – there is another tranche of skills acquired when using the iPads.

The current expectations for the children are as follows:

Year 1

Use of the in-class computers to reinforce basic concepts.

Use of the computer suite to acquire basic control skills (mouse, keyboard), icon concepts, and development of control skills. Basic word processing using MSWord.

Year 2

Use of the system – logging on, opening documents, saving documents in home folder, navigating windows and the W2008 network. More advanced use of MSWord, with longer projects. Basic control and programming using LOGO. Basic Internet searches, following links, and use of search engines.

Year 3

More advanced MSWord. Internet searches, following links, and use of search engines. Basic spreadsheets using MSExcel, and production of charts. LOGO programming producing patterns and repetitions.

Year 4

LOGO programming, introducing step-wise refinement. Internet searches. More advanced MSWord tasks – numbering, formatting, use of fonts and styles. Inserting OLE objects into

text. Production of Newspaper front pages and book covers. More advanced use of MSExcel, including charting and formulae construction.

Year 5

MSWord – purpose-led production of advertising flyer, including insertion of OLE objects, sometimes gained from the internet. CLAIT exercises promoting precision and high-powered use of MSWord. Basic Database handling on MSAccess. Spreadsheet use with CLAIT.

Year 6

CLAIT exercises on MSExcel. Charting using MSExcel. Database handling. Theory and architecture of computers. PowerPoint presentations.

Year 7

Use of and construction of a database on MSAccess, understanding data types, collecting information to store and retrieve. Website design and production. Basic web-page design. Computer Hardware project.

Year 8

Design project using Flexicad. Project on the History of Computing. Programming in Basic. Production of the School's digital photographic annual.

Notes:

1. Important topics need to be revisited annually.
2. At all stages the theory and architecture of computers is referred to, so that the children gain a sound understanding of how it works, and “what is going on in there.” This also develops their troubleshooting ability.
3. Other teachers are at all times encouraged to use the computer suite where apposite. The Computer Science syllabus is sometimes changed or moved ad hoc to give children skills required by other departments.

Andrew Gough

History

The teaching of History at Ripley Court aims to stimulate an interest in the subject, and encourages pupils to see that history is all around them, and that they can access it. To support this the department arranges a variety of trips, and hosts visits from people of interest. We hope this is something that pupils will take with them when they leave school.

Until Year 8 the syllabus is primarily English History taught in chronological order so the pupils can develop a sense of how history has progressed and where they belong in it.

Bearing in mind the requirements of GCSE, Scholarship and Common Entrance, which emphasize interpretation of sources and the application of historical knowledge, we encourage the skills needed to evaluate, analyse, interpret, organize and empathise with historical information.

The syllabus is not prescriptive, it will change depending on what might be of interest to a particular group at a particular time, for example emphasis will be laid on the teaching of World War One between 2014 and 2018.

Year 1

The Stone Age, castles and children in Victorian times.

Year 2

Great Fire of London, Remembrance Day, famous men and women, women and children of World War II.

Year 3

Ancient Egypt, Invaders and Settlers: the Romans, Anglo-Saxons and Vikings.

Year 4

The Middle Ages: the Norman Invasion, knights, castles, feudalism, monasteries, the reigns of notable monarchs and famous events.

Year 5

The Tudors: Monarchs, the Mary Rose, Voyages of Discovery, religious changes, the Armada, social history.

The Stuarts: the Gunpowder Plot, Civil War, Fire of London, Plague.

Year 6

Evidence: types of evidence, working as a detective to find what we can learn from sources.

The Agricultural Revolution, the Industrial Revolution: new machinery, factory life, children at work, slums, disease, work houses, poor laws.

Transport: roads, canals, railways, the impact of the coming of the railway to Woking

A selection from: The Slave Trade, American War of Independence, the French Revolution, British Empire

Local history: a guided walk of Ripley

Year 7

World War One: causes, life at the Front, peace and the consequences

The changing role of women in society: role in the wars, suffragettes

The Russian Revolution

Hitler and the causes of World War II

Year 8

Common Entrance Course - Britain 1066 – 1500

The Norman Conquest, Henry II and Thomas Becket, King John and the Magna Carta, the Black Death, the Peasant's Revolt, Henry V and the Battle of Agincourt.

Scholars – as above and a study of general historical topics and themes

Will Hollis

Religious Studies

Religious Studies at Ripley Court covers a broad range of topics and issues. It is a vital part of the curriculum, for it fosters not only an understanding and appreciation of how and why people worship; what creates feelings such as awe and wonder, but it also develops an awareness of the world around us through the study of relevant contemporary issues. The curriculum encourages pupils to actively seek out opinions from a variety of angles, and in turn learn to develop an intelligent, unprejudiced way of thinking.

In all years, reference is made to links with moral behaviour and contemporary issues. Children are encouraged listen to and appreciate the views of others and create their own opinions on moral issues and use reasoning to broaden their understanding of each topic.

Year 1/ 2

Religious themes are developed and interwoven into the topics under discussion. Major Christian festivals are observed, and comparative examples from other religions are introduced.

Year 3

Autumn: Building on Little Court teaching, pupils study the popular Old Testament stories from Noah's Ark to the leadership of Israel. The birth of Jesus is studied in the last two weeks of term.

Spring: Pupils hear and retell some of the parables Jesus told. Study of the Easter Story.

Summer: An introduction to Sikhism.

Year 4

Autumn: Building on Year 3 Old Testament studies, pupils further their knowledge of the patriarchs.

Spring: Pupils explore the life of Christ, from his childhood, incorporating work on John the Baptist, to an introduction to the miracles.

Summer: An introduction to Islam.

Year 5

Autumn: Old Testament themes of leadership and morality are covered, beginning with the story of the Ten Commandments and following with a chronological study of Israel's leaders. Major prophets are examined, with extra consideration of their differing qualities.

Spring: The lives of Moses and Joseph are studied in depth this term.

Summer: An introduction to Hinduism

Year 6

Autumn: Pupils deepen their awareness of the meanings of Biblical stories, also taking into account other influences (for example, Creation stories around the world). The Old Testament is studied from the Creation to the Tower of Babel. This year, most pupils are expected to work from the New English Bible rather than the Children's equivalent. Pupils consider the world's wrongs through analysis of the words of Amos. They are also encouraged to put this into a modern context through comparing Amos to Martin Luther King.

Spring: An introduction to Judaism

Summer: The themes of the New Testament are studied, with a contextual study of Jesus' life in Palestine. Pupils also study Jesus' ministry, his impact and the opposition he encountered. Key events of Jesus' life (Birth, Baptism, Temptations, teachings and miracles) are studied in light of this. Pupils also consider more of Jesus' parables, learning how and why they were used.

Year 7

The first year of the main Common Entrance course; children deepen their knowledge of the meanings of Biblical stories and events, as well as understanding the contemporary issues, famous people and world affairs that link in.

Autumn and Spring: The near-sacrifice of Isaac, The Ten Commandments, David and Jonathan, David and Bathsheba & Nathan's Parable and Solomon's Wisdom.

The passages are used to link biblical material to the values and -morals of contemporary society and enable pupils to see study of the Bible as relevant to their experience of today's world. These passages include issues of sibling rivalry, dysfunctional families, friendship, citizenship, ethics and morality.

Summer: The Temptations of Jesus, Jesus and outcasts, Zacchaeus, The woman and Simon the Pharisee, The call of the disciples, The rich young man, The request of James and John, The Miracles of Healing; The paralysed man and Jesus heals a crippled woman on the Sabbath.

(Again, the texts are followed up with a study of relevant world affairs that enable pupils to link these stories to modern day issues.)

Year 8

In this year, the programme of study is similar to year 7, with relevant contemporary issues studied in relation to each Bible story. The scholars may study a separate course, depending on the requirements of their entry school.

Autumn and Spring

Who was Jesus?, Peter's declaration, The Transfiguration,

Parables: The Good Samaritan, This is the first year of the main Common Entrance course. The subject splits into two sections: Theology and Philosophy.

For Theology, the set texts are: Creation: Genesis 1:1 – 2:4, Adam and Eve (Creation and the Fall): Genesis 2:4 – 3:24, Cain and Abel: Genesis 4: 1-16, Abraham: Genesis 22: 1-19 The call of Moses: Exodus 3:1-17, Passover: Exodus 12: 1-13, Crossing the Sea: Exodus 14: 10-31, David: David and Bathsheba: 2 Samuel 11: 1-17; 12: 1-14, Elijah: at Zarephath: 1 Kings 17:8-24, Elijah at Carmel: 1 Kings 18:19-39, The Paralyse Man: Mark 2: 1-12, The Calming of the Storm: Mark 4: 35-41, The Feeding of the Five Thousand: Mark 6:30-44, The Call of the Disciples: Luke 5: 1-11, The Good Samaritan: Luke 10:25-37, The Lost Son: Luke 15: 11-32, Zacchaeus: Luke 19: 1-10, The Centurion: Matthew 8:5-13, The Rich Young Man: Mark 10: 17-27, The Transfiguration: Mark 9: 2-13, The Crucifixion: Mark 15: 22-39, The Resurrection: John 20: 24-29.

Candidates are expected to know and understand the selected texts and have the necessary skills to evaluate the role of the biblical material in relation to the theological themes of God's relationship with the world and Human responses to God.

In Philosophy students will be looking at the great thinkers and their ideas, as well as taking a deeper look at the study of ethics. Some of the topics covered will include: What is a persuasive argument? What is real and what is illusion? Can God's existence be proved? Do the ends justify the means? What is happiness? What is justice? Is civil disobedience justified? Is there existence after death? Whether the use of war is justified? What is punishment for? What are the limits of freedoms? Who are the marginalised and how should they be treated? Are humans morally responsible for their environment?

Candidates may study these topics from any religious tradition or none. They will be expected to know and understand the philosophical arguments for and against each topic. The Lost Son, The Sower, Jesus' Teaching;

The sentence, Crucifixion, burial and the Resurrection

Summer: The Creation, The Nature of Man and the Fall, Cain and Abel and Revision.

As part of the Common Entrance Course, students are expected to undertake a research project of their choice in relation to Religious Studies. This promotes their independent learning and gives them a chance to study a particular topic of interest in more depth. This Coursework is then sent off to their prospective school, and forms part of their overall C.E. Result.

Will Hollis/Sian Bates

Geography

The teaching of Geography throughout the years at Ripley Court reflects a desire to stimulate curiosity about the natural and human world. As a consequence of that aim the pupils are introduced to information dealing with people, places and different environments.

In the context of the modern world, the teaching of geography supplements the concept of environmental education, and increasingly the awareness of sustainable development. There is special regard to the understanding of physical and human landscapes, exposure to different societies and cultures, combined with global awareness.

The range of skills, including fieldwork, map work and source analysis are paramount in a balanced curriculum. Experience at working with maps, atlases, photographs, written and visual materials are building blocks in the encouragement of sound reasoning and analysis.

Year 1

Mapping and Direction/ Rainforests/ Studying the sources of bananas.

Year 2

Island life comparison, using 'Katie Morag' books. Transport and Travel, Environmental issues, looking at a seaside environment and the features specific to this. Map and Globe work.

Year 3

Autumn Term – using Atlas' to identify continents, oceans and different countries from around the globe. Compass and Map reading skills. To understand and undertake a traffic survey. Christmas around the world.

Spring Term – A study of India and the small village of Chembakoli.

Summer Term – To understand the importance of water in our lives.

Year 4

Autumn Term - Developing the use of maps and understanding the key features they show us. Detailed study of the UK looking at the major cities and physical features.

Spring Term - Investigation of all Natural Hazards - the causes, effects and impacts of such events on both LEDC's and MEDC's.

Summer Term – Investigating two locations – one hot and one cold – and comparing and contrasting the two. (Australia and Antarctica).

Year 5

Autumn Term - A study of one European country (Italy) and comparison with one from Africa (Kenya), to include physical and human aspects illustrated by these examples.

Spring Term - Study all aspects of the water cycle and water treatment (Bough Beech).

Summer Term - Investigation into Rainforests, looking at different species and climates, and also comparing them to other exotic environments e.g. coral reefs.

Year 6

Autumn and Spring Term - The geomorphological aspects of rivers and coasts. OS map work and Grid Referencing.

Summer Term - The sustainable development of Brazil. Investigate Fairtrade and imports and exports.

Year 7

Autumn Term - Developing knowledge of our position in the world and the key climate differences around the world, with reference to specific weather features. OS map work.

Spring Term – Human Geography: Population and Settlements

To compare UK figures against countries around the world and to understand what each term means. Look in detail at different settlement patterns and land uses with examples from places around the UK.

Summer Term - Plate tectonics; volcanoes and earthquakes with examples from MEDC's and LEDC's to compare. Global location will also feature heavily; major cities, major deserts, major mountain ranges, major rivers, continents and oceans.

Year 8

Autumn Term - The geomorphological aspects of rivers and coasts. River Tillingbourne Fieldwork Investigation that is worth 20% of final CE grade.

Spring Term - Investigating the different economic activities in the world. Looking at key environmental issues of today. Transport and Industry - to look in more detail at the transport networks around the UK.

Summer Term – Recap all topics from Year 7 & 8 and prepare for Common Entrance.

James Brooks

Music

All pupils at Ripley Court receive Class Music lessons. In Little Court this is structured but relatively informal, with emphasis on singing, action songs, class instruments and simple

composition (Years 1&2). Pupils also gain a basic grounding in the Kodaly technique and musical solfège.

Years 3-8 develop various skills: aural, note reading, keyboard playing, composition, computer technology and singing. They have an introduction to music history and theory, try out various instruments in our exciting new free “taster” scheme for instrumental music and listen to differing musical styles.

Having progressed through the school, pupils should be musically literate, have a good level of musical appreciation and competent keyboard skills.

EYFS/Reception

The EYFS/Reception music lessons start by bringing music back to the basics of noise, sound and rhythms relating directly to basic number patterns. Pupils are given the chance to see how their approach to making sound can begin to effect ‘musical sounds’ (such as blowing, shaking, rattling, tapping, shaking etc.) Pupils begin to learn simple notation in the form of a junior Kodaly scheme (te, ta, te-ah etc).

Year 1

Songs (including rounds), action songs, class instruments, rhythm coordination.

Year 2

Introduction to class keyboards and computer technology (MuseScore software), basic notation skills, simple notated composition, class group violin lessons, class singing. The students will learn about the families of the orchestra and the instruments that belong to them.

Year 3

Class keyboards (for reading music and performance in class), use of computers/Ipads with Garageband, basic notation skills and composition, listening, composer of term (Clapton, Mozart), class singing, learning about and free group lessons on the flute.

Year 4

Developing use of class keyboards, guitar playing, use of computers for developing notation skills and composition, listening, musical styles (e.g. Concerto, Reggae and world music), composer of term, class singing and free small-group lessons on brass instruments/cello.

Year 5

Class keyboards including chord awareness (and symbol use), use of computers/iPads for further developing notation skills and more advanced composition, listening, composer of term, musical styles, class singing, guitar playing. The students will study various musical styles including Blues and Roots music and Jazz.

Year 6

Class keyboards – note reading and performance, use of computers, composition, listening, music form, history (e.g. twentieth century), composer of term, class singing, instrument of term, guitar playing. Pupils will look into what it takes to create music from very little stimulus, arrange and then record a finished product using iPads.

Year 7

More advanced class keyboards – note reading and performance, use of computers, composition, listening, detailed work on composer of term including supervised use of Internet, music form and history, class singing, instrument of term, guitar playing. Pupils will look at more contemporary classical music and also delve into the commercial world of music for Film and T.V.

Year 8

Advanced Class keyboards – note reading and performance, guitar playing, extensive use of computers for ensemble layout and arrangement, further notation skills and composition, listening, detailed work on composer of term, including supervised use of Internet, class

singing, instrument of term. Pupils will use iPads as not only a tool for composition but also in performance.

Louie Swift

Art

Art is taught throughout the school, beginning as a class based lesson and progressing to a double lesson in the Art room from Year 5 onwards. All pupils are given the opportunity to discover a wide range of art techniques including drawing, painting, print making, clay work, sculpture, mix media and textile techniques. Pupils gain an appreciation and respond to a variety of artists, artistic cultures, craftsmen and designers.

As pupils develop their skills, their confidence grows and their enjoyment of the subject increases. Selected pupils who are particularly talented and dedicated to the subject are invited to attend the Scholarship Art Group, which is held from 1.00-1.40 pm every Thursday.

Year 1/2

Many formative skills, including painting, cutting, gluing. The use of diverse materials and media are applied to learning. Art is aimed at supporting the themes of the year.

Year 3

Drawing, collage, clay work, model making, pattern, shape and texture, textiles, printmaking. Pupils develop knowledge on colour theory and art supports the themes taught throughout the year.

Year 4

Observational drawing, formal elements, sculpture, collage, textiles and clay work. Pupils study artists work, such as Matisse's paper cut outs.

Year 5

Native Americans, 3D design and clay work, developing a totem pole. Ink drawing, painting skills, printmaking, and natural world, such Andy Goldsworthy's sculpture and land art.

Year 6

Natural forms, fruit and Flower drawings concentrating on line, detail, tone and texture, mix media, observational drawing, sculpture and printmaking.

Year 7

Portraiture, figure drawing, wire models, mono printing, studying Artists, including Alberto Giacometti, Julian Opie and Niki de Saint Phalle.

Year 8

Structures and architecture, paper sculptures, clay gargoyles, mono printing, chalk and charcoal observation drawings, self-portraits.

Talei Morris

P.E & Games

At Ripley Court School, the Physical Education department gives all pupils equality of opportunity to participate in a broad and balanced range of activities. All pupils will experience working in both co-operative and competitive situations.

Through enjoyable learning experiences, we hope to foster a positive attitude towards physical activity, a sense of achievement and an increase in self-confidence.

Pupils will be encouraged to work with initiative and make decisions independently of the teacher, whilst working in a responsible and safe manner.

One of the main aims of the department is to help pupils achieve their full potential.

Year 1

Dance movement, gymnastics, games skills, swimming, football.

Year 2

Gymnastics, dance, swimming, football, hockey, striking and fielding games (towards rounders and cricket), and netball.

Year 3

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 4

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 5

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 6

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 7

Swimming, basketball, indoor hockey, athletics, cross country, rugby, football, cricket, hockey, netball, rounders and tennis.

Year 8

Swimming, basketball, indoor hockey, athletics, cross country, rugby, football, cricket, hockey, netball, rounders, tennis and outdoor pursuits.

Steve Brunning and Carleigh Lomath

Food Technology

This is now taught as a separate Subject, from Years 3-8, in one double lesson a week. The focus is on working independently to produce good quality products, which are presented well. Cooking is a useful Life Skill, and pupils will experience a wide range of techniques and cooking methods as they progress through the school. Confidence in the kitchen builds as children learn new recipes and become used to solving problems as they arise. The complexity of recipes increases across the age range, but all years make both sweet and savoury dishes. In addition, evaluation is taught as an integral part of the subject; it gives a valuable insight into learning how performance can be improved when strengths and weaknesses are identified and addressed. Time is spent addressing functions of ingredients and nutrients, together with recipe adaptations.

Year 3 and 4 learn how to cook with fruit and vegetables. They learn more about healthy eating.

Year 5 study carbohydrates, and practical work involves mainly baking, both sweet and savoury.

Year 6 study more complex recipes and techniques, including use of the hob.

Year 7 study foods from around the world. They cook a wide variety of dishes, again a mixture of sweet and savoury. They start to build up a collection of recipes that can be made with confidence in the future.

Year 8 consider how easy it is to make foods that are often bought in the form of take-aways. The aim is to show how easy it is to cook from scratch, and to provide a bank of recipes that they will be able to cook for their families and themselves. They become familiar with adapting recipes to their own requirements.

Tina Judge

PSHEE

The aim of our new PSHEE program is to help the children develop emotionally, but also to ensure that they develop an awareness of the world around them, and become empathetic, responsible and independent members of our society. All students are encouraged to express their ideas and emotions and to formulate questions in a safe learning environment. Lessons are very hands on and enjoyable.

With this in mind, we have organised lessons as carousels; one for years 3 to 5, and one for years 6 to 8. Six PSHEE topics have been chosen, each being taught by a teacher specialising in this area. Each half term, students will focus on a different topic with a different teacher, covering all 6 areas over the course of the year. Each topic has been designed to ensure a logical progression within the topics.

Year 1 and 2 are following the SEAL approach to PSHE. SEAL is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. Topics are being covered in assemblies and then extended in lessons.

Carousel (Y3-5 and Y6-8):

My world, My responsibility - Citizenship:

Year 3 to 8 cover a range of topics such as: identity, being British, core values, stereotypes and diversity, immigrations and refugees, the main British institutions, democracy and the justice system, human rights and the British political system.

Money Matters - Economics:

Year 3 to 8 learn all about money: the value of money, when and why money was created, the creation of the first banks, goods and services, need and want, scarcity, productions, opportunity cost, trade, supply and demand and exchange rates. Students will often work around projects during which they will learn about budgeting, statistic, market research , profits, etc.

Me myself and I – Emotional wellbeing:

Year 3 to 8 learn to recognise and deal with their emotions. They are encouraged to share their ideas and feelings openly and will discuss topics such as divorce, loss and bereavement, shame and guilt, stress and anxiety, disagreeing politely, assertiveness, etc. Our aim is to help our student cope with the difficulties of life if, and when, they come up and, above all, encourage them to talk about it.

Moral me - Ethics:

Year 3 to 8 are encouraged to think about a variety of topics such as good friends, promises, solving a conflict, apologising and forgiving, animal rights and endangered species, celebrating differences, gender equality, fair trade, a right to education and child labour and environmental issues.

My body is a temple - Health:

Year 3 to 8 will learn all about body hygiene, healthy eating, the importance of sleeping, relaxing and exercising, puberty and mental health.

Safe and sound – Life safety:

Year 3 to 8 will learn a variety of safety tips so as to remain safe on the road, at home, on the internet and social media. Year 8 will learn about first aid.

Ariane Chevalley