

CLIFTON COLLEGE PREPARATORY SCHOOL



Curriculum Summary 2011-12

Year 8

YEAR 8

Curriculum Summary

This booklet is a curriculum summary for Year 8 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly with the Heads of Department.

Mrs J Molesworth
Deputy Head Academic

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CURRICULUM ORGANISATION

At Clifton, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children.

There is a wide range of sport, activities and extra-curricular clubs which children can take part in. When allocating children to classes, consideration is given to previous academic achievement and in certain cases, friendship groups. At the end of the academic year children are placed in new forms on the basis of recommendations made by all teachers using grades, modular assessment and end of year exams.

In addition to form and subject teachers, personal tutors play an important role in encouraging and supporting children's achievements. Tutors are allocated on a House basis and it is their role to meet their tutees on a weekly basis to address a range of academic, personal, social and health issues. Tutors closely monitor and evaluate the progress of children in all aspects of school life. You will find a tutor comment written on the Interim Progress Report, the End of Term Progress Report and the End of Year Report. If you have any queries about your child's progress, the tutors will be pleased to help.

To encourage children for their achievements, we have a system of "good works" given by teachers, and the opportunity to see the Headmaster ("see HM") for exceptionally good work. In the case of children producing unsatisfactory work, the work may need to be repeated or children may be put into detention after school on Friday.

In Year 8 the children are expected to complete an hour of prep most days of the week (a prep timetable is provided). This will consist of two subject-related thirty minute preps, and in addition we would recommend that children read on a daily basis.

Please find below an outline of Assessment and Reporting at the Preparatory School for Year 8.

Michaelmas term

- Reports
 - Interim Progress Report at half term
 - A half term report for any new pupils, written by tutors
- Parents' Evening
 - Parents' Forum in the first half of term devoted to passing on information, with an opportunity to meet teachers informally

Lent term

- Reports
 - Interim Progress Report at half term and the end of term
- Exams
 - Module exams as appropriate and Mock Exams in English, Mathematics and Science
- Parents' Evening
 - Appointment times to meet core subject teachers and informal meetings with teachers of other subjects

Summer term

- Reports
 - Interim Progress Report at half term and an end of year report
- Exams
 - End of year in exams in all curriculum subjects



ENGLISH

Head of Department: Mr G Barrow

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories and poetry; ability to use the School Resource Centre and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is an integral part of the curriculum. Crucial to our aims is a coherent purpose and method which ensure continuity between years and Key Stages and keep the teachers confident of their role in the process of progression, and hence in their ability to communicate a series of basic skills and strategies to the children. The principles of formative assessment are vital in helping the children and teachers evaluate and monitor the progress of teaching and learning.

Visits from storytellers and authors often provide an exciting stimulus.

There is a range of Levels of Achievement targeted at each Key Stage; we aim to help as many pupils as possible to achieve at least an overall Level 4 in their KS2 exams (SATs) at the end of Year 6. Years 7 and 8 are the first two years of Key Stage 3 which finishes after the first year (Year 9) in their next school. The class work and exams are a conscious preparation for the kinds of writing and response required in GCSE and the final Year 8 exams are set and marked jointly by us and by the Upper School.

Year 8

This is the second year of working towards Key Stage 3 and subsequently GCSE. The Coursework Folder is a crucial classroom element in the year; the contents are assessed by the teacher and then sent to the Upper School for their level assessment or sent on to another school where required. These folders will contain a selection of the children's written work – a few pieces may be prepared using the IT facilities – with the purpose of illustrating each pupil's progress in a range of written work. Priorities include: a) the need to meet and appreciate a range of poems in readiness for the 'My Favourite Poem' speech and essay in the Spring term; b) continued concentration on response to private reading, including book reviews; c) expansion of writing skills to include analysis, retrieval of research, letter writing, persuasive, creative, personal experience, diary writing and literary criticism. Always included is some work on selected Shakespeare plays – currently Macbeth – character study and awareness of the many and different kinds of text – including non-fiction media – according to purpose and intended audience.

Progress in Reading and Writing skills is assessed by regular Interim Reports, ongoing level monitoring and by school examinations in January and external exams in May or June – Common Entrance or Clifton College Transfer Entrance Exams or, in some cases, the Scholarship Exam.



MATHEMATICS

Head of Department: Mr P Clear

The Curriculum of the Mathematics Department is based on five main items. Chief among these is the National Curriculum, now encapsulated in the National Numeracy Strategy, which is a dominant factor in all planning. The other items are the main primary age text New Heinemann Mathematics; the main secondary age text (Essential Mathematics); the Scholarship level syllabus of Clifton College and the Common Entrance Syllabus. The last of these takes a relatively minor role overall as the examination has not been used internally at Clifton since Summer 1998.

Pupils enter Year 4 largely working at N.C. Level 2–4, with the majority working at Level 3 or higher and will follow a course which will take them steadily through the National Curriculum, so that the most able will comfortably attain Level 5 at Key Stage 2 assessment and that the majority (aim 95%) will attain Level 4 or above. At the end of Year 8 the aim is that the least able pupils will be at least working towards Level 5 and that the most able will be at least working towards Level 8, having comfortably attained Level 7.

Throughout the system, emphasis will be placed on the skills of numeracy, and Mental Arithmetic is to be given an increasingly high profile, with written calculations being delayed until the level of competence of the children is suitable for their introduction. The use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques, and the use of computers is to be given an appropriate role, particularly for investigative and statistical work. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability, thus the difference between most and least able will inevitably increase more rapidly with time. It is policy also that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at good pace, with an increasing independence of method gradually moving them away from reliance on pencil and paper techniques.

It is also policy that if there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.



Year 8	
Sets 3–6	Sets 1 and 2
N.C. Level 4–6	N.C. Level 6–8
	<i>Italics indicate extension material</i>
	All content to left at higher levels and:
+/- fractions; frac x integer, integer ÷ frac	Index laws; +ive/-ive powers; simple surds
Prime factorisation	Significant figures; <i>standard form</i>
Recurring decimals	% changes; reversed percentages
Percentage increase and decrease	Problem solving with linear equations
4 rules of negative numbers	<i>Multiplication of binomials</i>
	Compound measures
Sequence analysis; term to term rules	<i>Gradient and intercept; inequalities</i>
Manipulation of algebraic expressions	Mathematical reasoning and proof
Simple formulae - substitution	<i>Formulae – manipulation, change of subject</i>
Complex linear equations	Simultaneous equations inc. graphical
	<i>Graphs of non-linear functions</i>
Volume of cuboids and rectilinear solids	Volume of cylinders
Area triangle, parallelogram, trapezium	Interior/exterior angle sum
Bearings and scale drawing	Bearings and back bearings
Angles in triangles; angles with parallel lines	Geometrical similarity
Congruent shapes and tessellation	<i>Basic trigonometry</i>
Loci	Combined transformations
Enlargement	Surface area
Travel graphs; drawing graphs	Scatter graphs, correlation
Statistical problems	Frequency polygons
Complementary events, possible outcomes, experimental probability	Compound, mutually exclusive, independent events



SCIENCE

Head of Department: Mr J Edgell

Aims

- To make Science an interesting and attractive subject.
- To provide opportunities for the pupils to develop their skills, creativity, knowledge and understanding of Science through a range of activities, to work quantitatively, use first-hand and secondary sources of information and to develop their use of I.C.T.
- To encourage pupils to think carefully and to ask questions during their work; to communicate their ideas and information in a variety of ways (including I.C.T.), using scientific terms and symbols, SI units, and to demonstrate their scientific knowledge and understanding.
- To relate scientific knowledge and understanding to familiar phenomena and things used every day, to develop awareness of the relevance of Science to their personal health, living things and local environment, how it influences the quality of their lives and how it has contributed to scientific and technological developments.
- (5) To obtain evidence to test scientific ideas and to consider how ideas have changed through time; the reasons for these developments, to see that Science provides explanations for many phenomena and that scientific knowledge and understanding need to be supported by evidence to explain these fully.
- To develop pupils' knowledge and understanding of health and safety when working with living things and materials, to recognise hazards and assess risks to themselves and others.

Science is divided into 4 attainment targets

- Sc 1 How science works
- Sc 2 Organisms, their behaviour and the environment
- Sc 3 Materials, their properties and the earth
- Sc 4 Energy, forces and space

Each is split into 9 levels of achievement. Pupils should be aiming for at least Level 5 in the end of year exams. Pupils have nine lessons per fortnight plus prep and continue to follow the Nelson Thornes' Key Stage 3 course "Spotlight Science" started in Year 7, supported by KS3 Boardworks. They work from textbooks, which are supplemented by photocopied worksheets. Each year is divided into topics. Each topic includes:

- A checklist for each pupil, stating what he or she should now and be able to do by the end of the topic
- A revision quiz to help them revise the topic
- An end of topic test, which can be directly used to monitor progress through Sc 2–4

The pupils will also have a suitable "background reader" textbook to enhance their understanding and help with revision. They are examined formally in June. The target is to attain at least Level 5 (National Curriculum; last year 93% Level 5, 70% Level 6, 33% Level 7).

The scholarship group will follow the same course but at greater depth (and pace) and experience past Scholarship papers as preparation for the exam in May (including a formal trial exam in January).

The topics are as follows

- Autumn term: Populations & Environment, Using Forces, Elements,
- Spring term: Food and Digestion, Earth and Space, Staying Alive,
- Summer term: Light and Sound, Revision (including Electricity Energy, Plants, Chemical Reactions)



INFORMATION AND COMMUNICATION TECHNOLOGY

Head of Department: Miss J Davies

Scheme of Work Overview

Term	Topic	Details
Michaelmas term	Touch-Typing File and Folder Management	<ul style="list-style-type: none"> • Touch typing technique • Folder hierarchy, drives, views, properties, icons • Creating, deleting, renaming, moving files/folders
	Word Processing (ECDL Module 7) Word Processing	<ul style="list-style-type: none"> • Page orientation, page sizes, margins, printing options. Views, magnification, ribbons, menus • File locations, file types. Customizing the application. Automatic hyphenation • Text alignment, formatting, advanced techniques, Autoshapecs, text boxes, customizing styles, bullet points, editing text, headers and footers • Mail merge techniques, page numbering, breaks • Tables – advanced features. Charts and Graphs • Symbols, spell check, cases, indents, tabs, paragraph and line formatting. Images
Lent/ Summer term	Clay Animation	<ul style="list-style-type: none"> • Understanding what animation is • The Planning Process (set/characters/props, plot etc) • Using a digital camera • Adding text, music, sound, transitions, etc
	PowerPoint (ECDL Module 6)	<ul style="list-style-type: none"> • Understanding what makes a good presentation • Creating a basic presentation • Formatting techniques • Using images/charts/tables/graphs • Master slides • Animations and transitions • Presenting options

Assessment

There is one formal examination in ICT and two practical assessments.

Formal Examinations

Timescale	Topic	Type of Exam	Governing Body	Pass Mark
End of Michaelmas term/start of Lent term	Word Processing	Computer based 32 Questions	British Computer Society	75%



Revision booklets will be made for the pupils and we would appreciate any help you may be able to give them in preparation for these exams. All pupils are able to sit a 'practice' exam to give them an idea of the technical wording/look and feel of the exams on more than one occasion. Some of the less able pupils may be given different work rather than sit the formal examinations based on their 'practice' exam results.

Practical Assessment

Timescale	Topic	Type of Assessment	Governing Body	Pass Mark
Lent term	Clay Animation	Project (paired/small group work)	Internal	50%
Summer term	Website Design	Individual project	Internal	50%

The pupils will receive a copy of the marking scheme at the start of this project and will be assessed on their ability to work as a pair/group, the planning stage and the quality of the final product. Hopefully these projects will be on display for Commemoration Day!

Preps

Pupils are expected to complete preps on a fortnightly basis and will be given access to computers in the houses or in the main building to ensure this does not impact on any potential issues with access at home.



FRENCH

Head of Department: Mr A Durkin

Introduction

The aim is to provide a solid base and promote a lasting interest in French, which will be a useful and marketable tool for our pupils in the future. Pupils have three lessons and one prep of French per week. We use the course book 'Expo 2' in Year 8. This focuses equally on the four skills (listening, speaking, reading and writing). The differentiated material in **Expo 2** is used according to the ability of pupils. There are two textbooks: **Expo 2 rouge** and **Expo 2 vert**. The former course progresses faster through the National Curriculum levels.

Assessments:

End of Module Tests

These test the four skills and are given systematically at the end of each Module.

School Examinations

Year 8 pupils will have an oral examination in May, followed by a reading and writing paper in June. Scholarship examinations tend to take place slightly earlier. We ensure that pupils have a mock examination in the Lent term to give them a 'practice run' for the summer.

Self-assessment

Pupils are encouraged to identify their own strengths as well as the gaps in their knowledge by completing self-assessment sheets at the end of each module. We hope this will help pupils to focus their efforts more effectively when they revise at home.

Linguistic objectives:

Module 4: Manger et boire

Food/French meals/A party/Shops/Restaurant.

Module 5: Voyages et vacances

Countries and languages/Holidays/Past holiday

Module 6: Les copains

Present, past, future/Hopes and wishes

Major grammatical points:

Irregular verbs in the present tense, perfect tense with avoir and être, near future, some parts of the imperfect tense, negatives, prepositions, expressions of time (depuis, pendant, etc.), adverbs, expressions of degree (beaucoup, souvent, assez, très, etc.), relative pronoun *qui*. Comparatives and superlatives (Expo rouge). Different verbs + infinitive (Expo rouge), Je vais/ Je voudrais + infinitive (Expo vert).

SCHOLARSHIP SET

Introduction

Pupils study **Expo 2 rouge**, as the rest of Year 8, but progress at a faster pace. In addition, examination practice is given in listening comprehension, reading comprehension, and writing and there is specific preparation for the oral examination.

Linguistic objectives

Pupils are required to be fluent in the perfect tense, and also to know some parts of the imperfect and future tenses. They are expected to know all the vocabulary included in **Expo 1** and **Expo 2 rouge**, as well as a few added topics from their revision sheets.



SPANISH

Head of Department: Mr A Durkin

Introduction

At the Pre School we aim to give pupils an enjoyable introduction to Spanish. We prepare pupils for our end of year examinations and provide sound foundations for those wishing to study for a GCSE at the Upper School. Nonetheless, Spanish also has obvious uses outside the classroom, not only for foreign travel but as a language that is increasingly used in international commerce.

The course

We follow 'Listos 1'. It is a new KS3 course which follows the most recent National Curriculum guidelines. While it encourages a communicative approach, it also follows a clear grammatical progression.

The Year 8 topics that we will focus upon are as follows:

Módulo 4: En Casa

Describing where you live, your house, your room, your daily routine.

Modulo 5: Mi Pueblo

Describing your town, giving and understanding directions, describing the weather.

Modulo 6: Mi Tiempo Libre

Talking about what you do in your free time and making arrangements to go out.

Grammar

This is integrated into the teaching of the topics above. We aim for children to grasp a good understanding of the following:

- Definite and indefinite articles and an awareness of the importance of gender
- Irregular verbs and regular verbs in the present tense
- Reflexive verbs
- Agreements of adjectives and an understanding of word order
- Question forms and negatives

Use of ICT

We have 'Listos Electrónico', a software package which follows our course book. This offers pupils the opportunity to complete a wide range of tasks. We also use the computers for word processing, oral presentations (using Power point) and we access relevant websites

Studying Spanish in Spain

Pupils in Year 8 have the opportunity to go on a Spanish trip. This year we are going to Rosas, a coastal resort in Cataluña. The days are divided between practical language activities, classroom work and cultural visits, all of which help pupils to gain confidence and skills in the Spanish language.

Assessment – End of Module Tests

Assessment is an integral part of our course. We test pupils at the end of each module. We aim to balance assessment across the four skills, so your child will experience tests for listening, speaking, reading and writing over the course of a term. In addition, we have regular 'mini-tests' to encourage children to learn vocabulary and verbs on a regular basis.

Self assessment

Pupils are encouraged to 'self assess' at the end of each unit. They work through a check list of the skills they should have acquired in the module and they test each other informally in pairs.



GERMAN

Head of Department: Mr A Durkin

We use the course called “Na Klar!” which has a range of very user-friendly ancillary materials – CDs, transparencies for the OHP and independent learning resources. Using a thoroughly modern oral-based course which incorporates the Framework, Na Klar is ideal for Year 7 beginners. It introduces the pupils to the language in sensible steps and new grammatical concepts are first absorbed before being gradually analysed. In addition, use is made of other course materials whereby young learners improve their German via a variety of techniques: games, puzzles, etc. and also encounter genuine German situations and voices. In addition, children are encouraged to present work, making full use of their ICT skills. We also use Echo I in order to vary our resources and broaden the language covered.

Pupils working for the scholarship exam are given a somewhat extended experience, leading to greater familiarity with authentic materials to prepare them for their written exam, oral requirements being well covered by the technique of our course book. There are 3 lessons per fortnight, and children have one written prep of 30 minutes per week as well as being expected to revise vocabulary and grammar regularly.

Assessment

The course is provided with its own regular assessment procedure at the end of each module, where pupils are also encouraged to feed back their own views on their progress. These module tests involve assessments in listening, speaking, reading and writing and enable the teacher to assess the pupils according National Curriculum levels for Modern Foreign Languages.

Formal “mock” exams take place in January for Year 8, with an end of year exam in June to allow Transfer to the Upper School or other Independent Schools via Common Entrance. Children who are deemed capable of taking the extended paper for the Scholarship exam to the Upper School sit the Extension Paper.

Development

As a most important European language, German still ranks highly alongside French, Spanish and Mandarin at the Pre. We work in close co-operation with the Upper School where ex-Pre pupils gain very impressive results both at GCSE and A Level.

Attainment Targets

A broad indication of the level expected by June would be:

Year 8 4–5

Progression Plan

Units covered in Na Klar!

Year 8 6–12



Content of the Course: Book I

Module 1: Vorsprung

- Greeting people
- Where people live and come from
- Finding out about Germany, Switzerland and Austria
- Everyday classroom objects
- Asking questions
- Understanding instructions from the teacher

Module 2: Du und ich

- Say and write the numbers 1–31 and 1st to 31st
- Ages, birthdays and dates
- Talk about where you are from and where you live
- Using verbs in the present tense
- Using a dictionary

Module 3: Wer? Wie? Wieviel?

- Talking about your family
- Describing people and saying what they are called
- Give opinions
- Talking about pets
- Use question words
- Say what you have

Module 4: Ich bin einfach so

- Say what colour things are
- Say what other people look like
- Use adjectives
- Say what you and others do not have
- Write a letter about yourself
- Ask questions about someone else

Module 5: Meine Umgebung

- Talking about where you live
- Use the verb wohnen
- Give opinions about where you live
- How the cases work
- Es gibt
- Talk about your room
- Give information about your area

Module 6: Meine Sachen

- Talk about things in your room
- Saying where things are
- Use prepositions
- Talk about fashion
- Say his and her in German
- Express opinions
- Talk about untidiness!

Module 7: Schönes Wochenende

- Talk about leisure activities and hobbies
- Respond to questions
- Talk about hobbies
- Revise days of the week
- Say what you have done or are going to do
- Say what you like doing

Module 8: Hausarbeit

- Talk about housework
- Say how often people do things
- Ask and give the time
- Use word order for variety
- Learn more about telling the time

Module 9: Schule muss sein!

- Talking about school subjects
- Give opinions about school and subjects
- Aspects of German School life
- Talk about school and daily routine

Module 10: Das ist perfekt!

- Say what you and others have done
- Use perfect tense with haben
- Talk about meals
- Say where you and others have been

Module 11: Reisen

- Talk about travel and transport
- Use bigger numbers
- Give directions
- Use zum / zur
- Write a simple letter
- Understand and reply to invitations
- Compare visits and give opinions
- Research an aspect of a German speaking country

Module 12: Feste, Feiertage und Ferien

- Learn about festivals in German speaking countries
- Understand and reply to invitations
- Write a simple letter
- Compare visits and give opinions
- Use of the verb mögen + infinitive
- Practise using different tenses (past, present and future)



MANDARIN

Head of Department: Miss E Cordwell

Mandarin is taken as an option in Years 7 and 8. Pupils with no previous knowledge of Chinese follow the scheme of work detailed below leading to the GCSE exam in four skills in Year 11. It is sometimes possible to accommodate pupils who have an advanced level of Chinese in a separate class, where they follow an accelerated course of study. These pupils usually then take the GCSE exam in Year 8 or Year 9.

Pupils will learn how to use a Chinese word processing package and will have opportunities to practise their oral skills with a native speaking teacher. They will also be involved in cultural activities such as calligraphy and cooking and will celebrate Chinese New Year and Moon Festival with pupils from Chinese speaking countries.

Year 7 use parts of the following course books – Practical Chinese Reader 1, Hanyu for beginners, Chinese for GCSE Book 1, Ni Hao 1 and Chinese Made Easy 1. These books are heavily supplemented with teacher produced material.

Topic areas covered in Year 7 are: Self; Family and friends; Numbers; Dates; Time; Colours; Animals (pets); Opinions (likes and dislikes); Classroom Vocabulary; Countries; Nationalities; Greeting and Entertaining; Food and Drink; Café and Restaurant; Letter Writing; School; Places in the town.

By the end of Year 7 students will have a vocabulary of about 150 characters. They will have a thorough knowledge of pinyin and stroke order and will be able to listen for and to use tones. Students will also be able to use a Chinese dictionary.

In Year 8 more focus is given to character writing. The following course books are used – Practical Chinese Reader 1, Hanyu for Intermediate Students, Chinese for GCSE Books 1 and 2 and Chinese Made Easy 2. As in Year 7 these books are heavily supplemented with teacher produced material

Topic areas covered in Year 8 are: Transport, places, activities, asking the way, professions, clothes, colours, personal description, body parts, weather, school, daily routine, times of day, time phrases, opinions, extended letter writing, dialogue and note writing.

By the end of Year 8 pupils will have a vocabulary of about 300 characters.



HISTORY

Head of Department: Mr N Siddall

History in the Pre is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an enquiry and perception that will be applicable in many other areas and subjects as well. We also emphasise a 'hands on' approach – using artefacts, where possible, bringing in History Workshops with actors to recreate and present characters from the tale and going on trips to such sites as Bath, Glastonbury, Tintern, Chepstow not to mention Bristol itself – in order to bring the subject to life for the children and thereby encourage the same style of historical enquiry. Indeed, it is with this in mind that I have introduced role plays and History Individual Projects (a kids' version of 'who do you think you are?') into the subject. Hopefully, through researching, trying to understand and then enacting or describing a character from history (both ordinary and famous), the whole process will become truly three dimensional – and, in amongst the fun, the level of awareness and understanding will inevitably grow!

As a department, though, we are not always looking backwards. Indeed, we are willing participants in a variety of national and city-wide initiatives and try to absorb the new technology wherever we can, using ICT skills, power point teaching, multimedia resources and the like. This, however, is not that surprising, since, although History is in essence a study of elements from the past, it is this with the future very much in mind. We are *not* the finished article, we do make mistakes, and in the 20th Century alone those mistakes cost millions of people their lives, not to mention the misery of many more who survived. It is, I feel, essential to learn from the errors (and successes) and try to make sure that we – and our children – create a better world in which to live.

The history which the children learn here, and the spirit of enquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

Year 8

The Age of Reason/Great Enlightenment, the 19th Century Revolutions (Agrarian, Scientific, Industrial and Socio-Political) and the growth of Empire.



GEOGRAPHY

Head of Department: Mr N Siddall

The study of Geography plays a very important role in education at all levels, as it prompts pupils to take a look at the world in which they live. It provides pupils with an opportunity to investigate the physical and human characteristics of the world and understand the close links between the human population and the natural environment. Geography encourages pupils to think on a wider scale and opens their minds to new and exciting ideas.

The schemes of work for each year group in the Pre have been designed with a view to providing pupils with the maximum opportunity to develop diverse skills and acquire a detailed, extensive knowledge of the world. Although we retain our independence and will sometimes include other elements that we think are important, we have adopted many of the concepts that form the skeleton of the National Curriculum for Geography at Key Stages 2 and 3. As a result, Geography teaching in the Pre focuses on the following:

- Enquiring about our planet
- Developing the skills needed to research and understand key issues in the world today
- Encouraging pupils to express their own views and to draw conclusions from their studies
- Using geographical terminology appropriately and making use of the relevant instruments, resources, equipment and mediums, especially ICT, to facilitate this process
- Focusing on the effect that humans are having on the local and global environment
- Prompting pupils to consider how to improve and better manage their impact on the natural world.

Pupils at Clifton Pre study a wide range of topics in each year group, all the while focusing on the key issues and themes that underpin the subject. In each year group the schemes of work have been designed to incorporate both human and physical geography topics.

Much of the work requires a global view however we ensure that the local area of Bristol and the regions of south west England and South Wales also feature in their studies. Studies of these areas are complimented by fieldwork which is usually undertaken on a day trip. It is during these fieldtrips that pupils are given the opportunity to undertake their own primary research and to enhance their geographical knowledge with first-hand experience of the world around them.

It is our hope in the Geography Department that their geographical studies in the Pre will provide pupils with a growing understanding of the world around them and encourage them to gradually delve deeper into the subject to discover new and inspiring places. We hope that they will become confident and keen to develop a true appreciation of the environment in which they are growing up and the desire, knowledge and skills to maintain and improve it.

Key features of the Geography course for Year 8

Settlement: to include the study of settlement site, patterns, function, development & growth and redevelopment / regeneration. Fieldtrips to The Big Pit mine and Cardiff Bay.

Brazil, a country study: to include investigating the characteristics of a newly industrialising country, the rich / poor divide, key cities and the economy of the largest country in South America.

Rivers: to include the study of rivers from source to mouth looking at key geographical features such as waterfalls.

Flooding: to include the study of the causes and effects of flooding around the world.

Revision: All the above topics plus re-cap of OS mapwork.



CLASSICS

Head of Department: Mr N Siddall

We study Latin for 2 thirty five minute lessons per week during the children's final two years at the Pre. We use the Cambridge Latin Course (Parts 1 and 2) which suits the way in which we now teach the subject – because of its relaxed, accessible style, its general 'balance' and its use of authentic story lines and background and, in the taster Language sessions in Year 6, use *Minimus*, the hugely popular forerunner to Cambridge Latin written by Barbara Bell.

More fundamentally, though, the teaching of the subject is now centred on 3 'bases':

- Language base – wherein Latin is taught as part of an evolutionary linguistic process, leading to Spanish, French and Norman English (and with reference to Italian and many other languages too – yes, even Russian, Swedish and German!). This has the advantage not only of supporting their understanding of modern languages but also of being intrinsically more interesting and rewarding. The children learn to think of language lines rather than the dreaded vocab lists – and actually look forward to trying to work them out for themselves. The amount they retain, as a consequence, is inevitably much improved.
- Logic base – using the structures of the language and the necessary manipulation that translating Latin requires to inculcate a sense of reason and to foster the intellectual discipline that most subjects (academic and otherwise) need.
- Cultural base – looking at aspects of the Roman world not in isolation but in juxtaposition with the modern world, assessing the similarities and differences between the two and considering the reasons behind them. This hopefully will give the children an understanding of i) why we are as we are and ii) the evolutionary nature of social history.

In the classroom, we try to retain as much variety as we can, mixing class teaching with inter-active group sessions (in which they try to work out, for instance, their own language lines and similarity and difference charts), and written work with the oral. In this vein, they will, in addition to mastering the subtleties of the language, also end up designing their own Roman Menus, inventing their own gladiators and, if time permits, making actors' masks and authentic Roman wax tabulae. So, if they start asking for candles or the like, you now know why!

Wherever possible, we also add in a 'hands-on element, taking the children out to the Roman legionary fort at Caerleon (where they see the amphitheatre and imagine the days of the gladiators (!), dress up in Roman legionary costume and explore the baths, barracks and other parts of what is a very good site), the recently renovated (and very good) Museum at Corinium (Cirencester in common parlance) and the remarkable remains of the villa at Chedworth where they can get a real feel of what it must have been like to live here in the days of the Roman Emperors.

All of this seems to create a fizzy, enthusiastic atmosphere in which the old, mechanical (and, dare I say it, sterile) approach has been superseded by something much more in tune with modern times, something which actually makes Latin both relevant and useful – not to mention accessible and enjoyable. The children certainly appear to relish the new approach, and their level of understanding, not surprisingly, has risen sharply – as is shown by the standards they are now achieving in such things as the January and June examinations.

Finally, we maintain a close relationship with the Upper School – who share some of the same objectives (albeit within the necessary constraints of public examinations) – and have introduced a Classical Civilization course in Year 8 with that in mind. This 'continuity', which is further developed by the occasional exchange of teachers, can only be good for the children – and for the continuation of what I believe is an essential 'revolution' in the teaching of Latin.



ART

Head of Department: Mr J Grice

The Art Department frames its activities around three key issues: Visual Literacy; Assessment and Recording; and Further Opportunities. Our philosophy for teaching Art places a strong emphasis on the acquisition of a visual literacy. Children are directed to act on their looking, structuring their perceptions in ways that lead to a broad range of outcomes in a variety of media. Drawing is taught as a key skill.

Building concepts, forming expectations, developing skills and awareness and encouraging children to think, appreciate, imagine and feel more fully, forms a progression which is monitored with formative and summative assessments linked to National Curriculum Programmes of Study and the Attainment Target for Art.

Further opportunities are sought in terms of developing and extending children's knowledge and skills, and will often involve working with an Artist in Residence, listening to a visiting speaker, going to museums and galleries, working from unusual environments, etc. Our strategy includes active response to Artists and Art Movements, understanding the key features of major styles and periods in Art History by working critically through appraisal and reflection, sometimes making cross-curricular links with History, Classics, etc.

Talented pupils are fully stretched by entry into the school's Art Scholarship process, starting in year 7 and continuing throughout year 8. Assessment is based on practical tests, interviews and submission of a portfolio of work. Extra curricular time for Art is found during the week not just for Art Scholars but for all interested children.

Year 8

Landscape, still-life, portrait and figure-work provide the focus for analysis and enquiry into the structure and nature of the visual world. Holiday assignments give children the opportunity to observe and record from the environment at home and abroad. The importance of thorough research and preparation in the form of drawing, writing, photography and trial solutions is highlighted by the requirements of GCSE and is collected and presented with the final result whenever desirable. Quality of outcome is continually stressed at this stage and pupils showing outstanding talent have their abilities fully stretched by entry into the Clifton College Art Scholarship process.



DESIGN AND TECHNOLOGY

Head of Department: Mr S Webb

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the school

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. The department runs a scheme of work which is based on the Qualifications and Curriculum Authority (QCA) document produced by the government. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

The aims of the Department for Year 8 are achieved through the projects below:

Project 1

By Year 8 the pupils should have a good deal of knowledge on the mechanism needed for project work, namely the design process. Graphics and practical skills are advanced through theory and practical demonstrations. The major project is to design and make a working model of a robot. It is to use hydraulic, electronic and mechanical systems. This is a complicated task, which requires each pupil to produce a well-considered design proposal with each specific section of the practical work. A considerable amount of theory will be covered and examined during the year. Control technology will be used for all advanced projects. This may include radio control programmable micro-chips, infra-red and logicator.

Project 2

The second project for year 8 is to design and make a pair of board shorts. The skills from year seven are transferred and upgraded to allow a far more complex pattern and method of working.



MUSIC

Head of Department: Mr D Crabtree

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments with some 340 children making use of the facilities. There are many groups and ensembles, an orchestra, string orchestra, swing band, brass group, senior and junior sax groups, flute choir, scholars group, oboe group, string training orchestra, quartets, trios and pop groups. There are also opportunities for performance at special events and concerts. The choir is a major focal point, singing not only in Chapel but at special events. There is also a junior training Choir.

In the classroom, all pupils are taught the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key stage 3.

Year 8

- Revision of basic notation – note names of both treble and bass clefs, including ledger lines
- Revision of chords and chord sequences (I to VI)
- An introduction to composition of complex melody – 16 and 32 bars – leading to the establishment of set chord sequences
- Introduction to compound rhythmic concepts with the use of 6/8, 9/8 and 12/8 time signatures for advanced rhythmic composition, including the use of various percussion instruments
- A study of “texture” to enhance composition, including experimentation with various textures leading to comparative analysis, in groups
- Learn the essential workings of the recording studio
- A study of the fundamentals of guitar, keyboard and drum kit as tools of composition
- Use of Cubase software to enhance compositional skills
- Composition of pop song in a set group
- Perform and record completed compositions
- Detailed analysis of various genres, through listening, to enhance aural understanding, with an introduction to the key landmarks in the history of Western music



DRAMA

Head of Department: Mrs A Joyce

The primary aim of the Pre Drama department is to help pupils to grow personally and socially. We encourage inter-personal skills and self-awareness. We hope to provide an enjoyable experience where their self-confidence and ability to communicate positively will flourish and many life skills will be learned through Drama activities. In this way their self-esteem will rise.

Organisation

Pupils have one Drama lesson per week (or a double a fortnight) in our studio which is situated in the main teaching block. The room has a small performance area with lights and curtains.

Lessons

The emphasis is on Drama in Education with some Performing Arts and Media Studies. Lessons are designed to achieve many objectives which include:

- building confidence, self-esteem, self-awareness, inter-personal skills, adaptability
- learning to work independently, collaboratively, under pressure, to task, responsibly
- improving speaking, listening, reporting, explaining, persuading, remembering
- working with script, outlines, verbal and written instructions, poems, stories, pictures, sounds
- developing imagination, creativity, quick thinking, observation, sensitivity, appreciation
- understanding analysis, assessment according to criteria, positive feedback, censorship
- appreciating preparation, practice, refining, improving, comedy, dramatic tension
- using forum theatre, proscenium arch, stagecraft, acting techniques
- enjoying performing, characterisation, in role, improvisation, role play, mime, movement

Activities

During their five years of Drama with about thirty periods in each they will experience many different dramatic activities. Themes will also be repeated and developed so that the students can appreciate their own progress and achievement.

Year 8

In the Autumn term of year 8 we embark upon a Macbeth Workshop. In the Lent term we concentrate on Speech Communication skills. Both tie in with their English course but also explore a wide variety of drama experiences. The Summer term focuses on Presentation skills and Creativity.

Macbeth workshop	Speech communication	Miscellany
In role and improvisation	Tuning and playing the voice	Making a presentation – Dragon's Den
Working with script and producing a scene	Eye contact and body language	Collaborative and independent working
Mime sequence and stage fight	Supportive listening and assessing	Creative thinking and teamwork
Playing drunk and playing mad	Preparation, practice and performance	Creating a TV commercial
Creating tragedy and humour	Constructing a speech	Awareness of marketing strategies
Soliloquy and updating scenes	Speaking with passion and energy	Life skills and coping with pressures
Balloon debate and discussion	Introduction and acceptance speeches	Verbal and non-verbal communication <i>contd</i>



contd Macbeth workshop	Speech communication	Miscellany
Placing Macbeth in context (cc History) Written outcomes and outlines Enjoying and understanding Macbeth Appreciating Shakespeare's plot and writing	Conducting a media interview Giving a talk with illustrations Making a news programme Characterisation and role play	

Opportunities for Drama related activities vary a bit but for Year 8 we try to provide:

Autumn term	Lent term	Summer term
Upper Pre play and rehearsals LAMDA activity Debating activity Visiting performers Theatre visits Chapel reading	Poetry Speech presentations LAMDA Activity Drama activity Debating activity Visiting performers Theatre visits Chapel reading	Visiting performers Theatre visits Chapel reading

Their 60 minute periods allow plenty of time for preparation and performance during Drama lessons. The Upper Pre play is a full-scale musical performed in the School's Redgrave Theatre. The most recent productions were Godspell, Smike and 'Pandemonium'. We try to include all the children who are really keen so casts are usually around 60 and others are involved in the technical side. Rehearsals are twice a week after school, until the week before the play when they intensify and we move into the theatre. They all take part in a Celebration of Prose in the Lent term. This involves choosing and reading a book (best done in the Christmas holidays); writing and learning a short synopsis; reading a passage of about 20 lines chosen from a selected and prepared chapter; answering three questions on the book, synopsis or reading. They are prepared for this in Drama and English lessons. It is delivered in front of their form using good communication skills. Some are chosen from each class to perform for the whole year group in the hall.

Drama offers a wealth of opportunities for pupils to develop whilst enjoying themselves. Our aim is to encourage and help them to achieve this.



RELIGIOUS EDUCATION

Head of Department: Mrs J Whatmough

Pupils receive Religious Education throughout the School. As a compulsory part of the National Curriculum for all pupils this subject is a valuable component of the academic life of the School.

The aim of the department is to promote the spiritual and moral development of our pupils in the light of world religions, with particular emphasis on Christianity. We want our pupils to know and understand the beliefs and practices of Christianity as well as two other religions and to develop informed opinions of their value to themselves and to others.

At Key Stage 2 and 3 (Years 4–8) pupils receive two periods of Religious Education per week. The themes explored include beliefs, celebration, origins and founders, sacred texts, worship and ethics. Key Stage 4 is the responsibility of our pupils' secondary schools.

Year 8

Pupils in Year 8 are examined at the end of the Summer Term. Modular tests are administered at the end of the Michaelmas and Lent terms as topics are completed. The criteria used to mark both tests and examination are knowledge, understanding and evaluation. We hope to help our pupils to develop these necessary skills in the classwork we undertake.

Term 1

The examination of the birth and spread of Christianity from the Day of Pentecost to the present day.

Term 2

Celebrations in Christianity, Judaism and Islam – an examination of the annual festivals and rites of passage in these three major world religions.

Term 3

A brief exploration of Hinduism, Buddhism and Sikhism: Basic beliefs; Holy writings; and Place of worship.



PHYSICAL EDUCATION

Head of Department: Mrs L Hardy

Aims and objectives

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active life style and continue with physical exercise in their later years.

We aim

- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential
- To develop each individual's personal levels of co-ordination, fitness, flexibility, skill, speed, stamina and strength
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation
- To teach that there is a place for fun and competition
- To experience individual, partner and group participation in both competitive and co-operative situations
- To encourage co-operation, teamwork, planning and decision-making
- To appreciate the importance of valuing the contributions of others whatever their level of ability
- To learn to evaluate and comment on performance
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene

Time allocation

- Year 8 have one double period of Physical Education per week.

Staffing

All teachers in the department are specialist trained.

Year 8 Course Content

Michaelmas Term		Lent Term		Summer Term	
Swimming	Games Skills	Gymnastics	Health-related fitness	Athletics	Tennis

Swimming

The children learn and work on:

- Stroke development – Front crawl, Back crawl, Breaststroke and Butterfly
- Individual standards – against the clock
- Fitness training
- Waterpolo
- Life saving (including basic life support – CPR)

Games skills

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:



Invasion Games	e.g. Basketball
Net/Wall Games	e.g. Tennis, Volleyball, Badminton
Striking/Fielding Games	e.g. Cricket, Rounders

Emphasis is placed on the development of motor skills and hand-eye co-ordination to improve individual skills in sending, receiving, striking and travelling with a ball and in understanding the strategies linked to playing games.

Health-related fitness

- The importance and benefits of exercise
- The importance of warm up and cooling down
- Target zones – improving cardio-vascular fitness
- Location of major muscle groups on the body and their function
- Learn how to use gym equipment safely
- Experience endurance and stamina training

Gymnastics

Pupils are taught to perform a variety of skills from the following skills categories:

- Travelling
- Balancing
- Flight – including vaulting

Emphasis is placed on the aesthetic qualities including body tension and extension, changes in body shape, level, speed and direction of movement.

Pupils practice, refine and repeat increasingly complex movement sequences on the floor and on the apparatus. They work both individually or with a partner and are encouraged to perform to a limited audience.

Athletics

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.



GAMES

Head of Boys' Games: Mr John Digby

Head of Girls' Games: Miss L-J Loynton

The Games programme complements the school's PE programme and offers the pupils a wide range of sports. Whilst PE lessons are form based and therefore of mixed ability and co-educational, Games sessions are ability based and divided into boys' and girls' sports.

Staffing

Although not all staff are specialist trained, those taking major games are experienced coaches and most staff will have had in-service training in the major sports. We try to maintain a very good pupil:staff ratio and generally this is at about 15:1, often less.

Time allocation

All major games and years 4, 5 and 6 have three afternoons, and some will have an additional team practice night. In the Lower Pre there is an Outdoor Pursuits Activity (Rambling) available on a Games afternoon for a small group of pupils not in a major game.

Major Sports

Lower Pre (Boys)	Yr 4 and 5 Yr 6	Rugby, Hockey, Cricket Rugby, Hockey, Cricket
Lower Pre (Girls)		Hockey, Netball, Rounders, Tennis, Athletics
Upper Pre (Boys)		Rugby, Hockey, Football, Cricket, Tennis, Athletics
Upper Pre (Girls)		Hockey, Netball, Tennis, Athletics, Cricket

Other sports on offer which are usually part of the after school Activity programme include: Gymnastics, Dance, Football, Fencing, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics and Swimming.



PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Head of Department: Mrs M Byas

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum. This is indeed very important, as the foundation subject, Citizenship, puts further demands on an already busy schedule.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

Year 8

We aim to cover the following from the National Framework incorporating:

- Understanding yourself
- Citizenship
- Keeping healthy
- Developing relationships

Michaelmas term

Values
Self-esteem
Families
Drugs education

Lent term

The power of advertising
Fair trade issues
Gambling

Summer term

Sex education
Alcohol education



SPECIALIST LEARNING SUPPORT

Joint Head of Department: Mrs E Broadley/Mrs H Palmer

The Coach House aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are disadvantaged in any of a wide variety of ways.

Specialist Learning Support

Clifton has a dynamic and highly respected Specialist Learning Support Department and an English language Support (EAL) Department.

In order to support children who need extra help, either through a variety of specific learning difficulties, such as Dyslexia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of three approaches may be employed.

- The pupil may be withdrawn from classes to be given individual help by a specialist teacher, in the learning support department.
- The pupil may be supported within the mainstream classroom either by a second teacher or a classroom assistant, depending on the nature of the support required.
- A combination of both of the above.

The English Language Support (EAL) Department supports those foreign students who have particular difficulties with English. Pupils are provided with one to one or small group tuition designed to help them improve their English and access the mainstream curriculum more successfully.

Identification

Identification of children who are “at risk” is achieved through screening administered by our Specialist Teachers or by an Educational Psychologist. On the basis of the assessment obtained the children may be given individual specialist support as detailed above.

Reporting

All Coach House children have an Individual Education Programme (IEP) prepared for them by their Coach House teacher. This IEP will set out the learning programme and targets for the term.

All parents, whose children are new to the Coach House, are invited, during the first term, to spend time with us during a lesson so as to observe, discuss and be made aware of the style of teaching that will take place and how best they may help.

An updated IEP is sent out regularly and Coach House teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback.

Inclusion

The school believes that only if the Specialist Learning Support department is integrated within the mainstream can it be fully effective. Thus, the Coordinators and Coach House teachers are encouraged, at the school’s weekly staff meetings, to discuss progress and concerns for individual children. Coach House staff inform staff of specific learning difficulties such as Dyslexia, Dyspraxia, Asperger’s Syndrome and Attention Deficit Hyperactivity Syndrome and how best to support the individual in the classroom.



Facilities

Coach House has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist support programme extremely seriously and, as a consequence, are given a generous budget to allow the department to keep itself at the forefront of new initiatives.

Charges

When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Coach House, a charge is made.

Children's needs vary enormously, but as a guideline most children require two specialist lessons of 35 minutes per week. For those who require support both in Literacy and Numeracy, this may rise to four lessons.

Inspection

The school is regularly inspected by the Council for the Registration of Schools Teaching Dyslexic Pupils (CRESTED). In May 2006 CRESTED contacted parents at random and the Inspector noted comments such as “...**‘brilliant’, ‘fantastic’ and ‘excellent’**. **One parent spoke of the growth in confidence of her son and the amount of positive feedback he received during his school day, especially from Coach House staff. Another felt that her son had changed beyond all recognition. All praised the work of the Coach House tutors.**”

The inspector summed up by saying, **‘I have no hesitation in recommending that the school’s re-registration be approved.’**



ACTIVITIES

Head of Department: Mr D Pafford

The activities and clubs in the Pre continue to blossom and flourish. We now offer something like forty-two different activities in our Saturday Morning special, including such weird and wondrous pursuits as Clay Animation, Touch typing, Hot beads, Disco Jockeying, Ultimate Frisbee, Model Railways, Scottish Dancing, Science Club, Junior Newsround, Mountain Bikes, Textiles, Kite flying, Basket making and Pop Lacrosse - not to mention the various Pop Groups whose imitations of the latest sound can often be heard echoing down the Avenue! There are also roughly sixty clubs, groups and other activities that take place during the week - many musical, many sporting and many purely cultural. Highlights include Horse Riding, Golf, Fives, Fencing, Chinese Corner, Rock Climbing, Real Tennis, Cooking, Chess, Judo, Drama Workshop, Language support, ICT, Badminton – and Fitness, which you probably need to do in order to keep up with all that is on offer!

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix.

In addition, we have activities on a Monday afternoon for those children whose talents do not necessarily lie on the rugby pitch or the netball court, a week of Activities for our Year 8 pupils in the period after their Transfer Exams – and a whole plethora of House-based activities.

The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. To make this process all the more efficient, we have now brought in Pupil Activity Profiles which will be used to record, monitor and, if necessary, guide their choices. I am optimistic that this will eventually be developed in Butcombe and the Upper School so that, by the time they reach the Sixth Form, they will all have experienced a really impressive array of activities and pursuits – which will stand them in good stead, not only for the dreaded UCAS form but also for the adult years that follow – and have the paper chase to prove it.

Indeed, it is small wonder that the inspectors in the last inspection praised the school for the breadth and depth of this part of its curriculum. They, like us, clearly appreciated the benefits to all the children!

Not that we are stood still, though. Time moves on and fashions and needs continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!

■ **Clifton College Preparatory School**

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