

The Curriculum in Block 3

Courses starting in
September 2009

June 2008

BEDALES SCHOOL

The Curriculum in Block 3

The taught curriculum in Block 3

Most of this booklet describes the work that takes place during formal lessons in Block 3. This work is intended to consolidate students' prior learning, introduce new areas of study and look forward to the requirements and opportunities of GCSE and the new Bedales Assessed Courses, which will run in Blocks 4 and 5 from September 2006. In Block 3, students are introduced to a variety of teaching and learning styles, encouraged to find the modes of working which are most effective for them, and expected to exercise a high degree of responsibility over the organisation and conduct of their own work.

Students in Block 3 meet a wide range of learning environments. Subjects are set in a variety of ways so that very few pupils will find they have identical timetables. Teaching takes place in separate classroom blocks and students move around a good deal during the school day. A high level of independence, flexibility and organisation is therefore essential to ensure that students arrive to lessons punctually and properly equipped, and adjust quickly to working with many different teachers and fellow students.

Private study

In addition to work in the classroom, students are given prep to complete in their own time, according to a weekly timetable. Prep can be done at various times in the week, a proportion of which will be supervised. The work to be done at any particular moment is not prescribed, and students have to allocate their time and prioritise their work according to their own programme and their own needs. During the course of Block 3 it is expected that each student will establish effective working habits and an appropriate balance between academic work and other pursuits.

Guidance and support

A student finding difficulty with a particular subject or piece of work should seek guidance from the subject teacher, who will offer advice on an individual basis. Guidance on organisation will be given by Tutors and House Staff, who will be informed by subject teachers or Heads of Department of any shortcomings over academic discipline. In such cases discussion, emphasising the need for the student to take greater responsibility, or illustrating strategies to overcome particular problems, will generally be sufficient; sometimes more formal measures such as a daily report sheet or evening detention may be imposed. For students with specific learning difficulties, Learning Support lessons may be arranged; there is an extra charge for these.

Assessment and reporting

Students are regularly assessed through a variety of means appropriate to different subjects. These may range from short tests and written assignments to class presentations, practical projects and longer end-of-topic or end-of-year tests. Once or twice a term all students are given marks showing their attainment and application in class work and prep for each subject. These marks are discussed at a whole staff meeting. Students doing particularly well are referred to the Headmaster for commendation, and suitable measures are considered for those who are a cause for concern, either through their own lack of progress or through their impact on the work of others. Following this meeting, tutors discuss current progress with all students and are in touch with parents. Parents' meetings for Block 3 are held in the Autumn and Summer terms, and written reports are provided each term.

Individual tuition

As well as the Learning Support referred to above, individual tuition is available in a wide variety of musical instruments and singing, speech and drama, tennis and (on an *ad hoc* basis) in various modern foreign languages. Individual lessons are scheduled in periods specially reserved for the purpose, which are also used for music practice and private study; students are not withdrawn for these purposes from any timetabled lessons.

The wider curriculum

All students in Blocks 3, 4 and 5 take part in the daily Activities programme, (see page 14). From the moment they enter the school, students are also encouraged to take part in the wider life of the community. They may represent the school in competitive sports, join a choir, orchestra or band, take part in drama performances or write for the school newspaper. They can see a variety of exhibitions and performances in the Gallery and the Olivier Theatre. They can take part in the school's voluntary service programme in the local community, join one of the groups raising money for charity or take up an opportunity to develop a new initiative in the school.

Who to contact

During the first part of the academic year, House Staff will combine the pastoral and tutorial roles and will be the first point of contact for any questions about the student's personal or academic welfare. During the course of Block 3 each student will be assigned to a Tutor, who will be concerned particularly with the student's academic progress and extra-curricular programme. Thereafter, any questions about a student's academic programme or progress should be addressed in the first instance to the Tutor, who will refer to subject teachers for more detailed information. Any questions on the content of a particular subject should be addressed to the relevant Head of Department, whilst general questions about the content and structure of the curriculum or timetable should be referred to the Director of Studies.

Curriculum choices in Modern Languages and Classics

In nearly all respects, students all follow the same curriculum in Block 3. However, a choice is available in the areas of Modern Languages and Classical subjects.

The following subjects are available:

French; German; Spanish; Latin; Classical Civilisation; English Language

The French and Latin courses assume prior study of the language. The German, Spanish and Classical Civilisation courses will not assume prior knowledge.

All students are required to choose two subjects from this list, including at least one modern language. Able linguists who wish to combine Latin with two modern languages are able to do so.

French, Spanish, German and Latin can all lead to GCSE courses in Blocks 4 and 5. A Bedales Assessed Course in Ancient Civilisations will be offered in Blocks 4 and 5 from September 2007; Block 3 Classical Civilisation is not a pre-requisite for this.

Notes on Individual Subjects

English

Head of Department - Graham Banks

English is approached primarily through the reading of novels, stories, poems and plays. Pupils are encouraged to think, write and talk lucidly and critically about what they have read. As well as providing stimulus for the imagination and for discussion of social, ethical and personal questions, we hope that the study of literature will increase awareness of the potential of language as a medium of expression. This is developed through detailed examination of how language is being used to precise effect in particular contexts and it is hoped that a growing critical awareness will filter into the pupil's own creative use of language.

The study of the language spreads beyond its specifically literary uses and any examples of English in use are potential grist to the English teacher's mill. Journalism, diaries, letters, biography and travel writing, for example, provide a wide range of writing for study. Over the year pupils will build up a portfolio of written work which will form part of their end of year assessment.

As pupils develop their own writing their work is regularly corrected to improve basic accuracy. We would like to think that most will be familiar with a vocabulary of essential grammatical and literary terms before they reach us, but inevitably some will not be, and therefore some time is spent in Block 3 reinforcing this.

English Language

Head of Department - Graham Banks

There will be a bit of etymology in the Eng Lang course – some Latin and Greek roots and some history of the enlargement of English vocabulary which followed the introduction of the printing press and took classical languages as the main sources. This will only be one section of a course also involving English grammar, phonetics, semantic change and modern usage.

Mathematics

Head of Department - Philip Robinson

Pupils are taught in five sets according to ability. As well as reinforcing fundamental skills, the course provides a firm foundation for the IGCSE and GCSE courses in Blocks 4 and 5. The curriculum areas studied in Block 3 are:

- Number and Algebra (including indices, simple equations, simultaneous equations and sequences)
- Shape, Space and Measures (including the circumference and area of a circle, Pythagoras' theorem, areas of plane figures, volumes of prisms and straight line geometry)
- Handling Data (including mean, mode and median and frequency distributions).

The progress of each pupil is carefully monitored by regular testing and there is an end of year examination. More able pupils are entered for the intermediate Mathematical Challenge, which is a national contest. It is hoped that A set pupils will sit the IGCSE early.

Texts: *Key Maths 9³*
 General Mathematics Revision and Practice by D. Rayner

Science

Biology

Head of Department (and Head of Science) - Gary Skinner

In Block 3 we concentrate on some of the basic biological topics, although all the material studied is eventually relevant to the GCSE examination in Block 5. As well as the content, we stress the development of scientific thinking (hypothesis formulation and testing); facility in report writing and presentation; observational skills (including use of the microscope and field work in the school estate), IT skills (including data-logging) and number skills, including graph plotting.

The topics covered are:

- Cells, Tissues and Organs – a study of the organisation of plants and animals.
- Ecology, including work on the characteristics of life, classification and the use of keys, adaptations to habitat and feeding relationships.
- Nutrition, including diet and digestion.
- Respiration, the chemical processes going on inside living things.

- Ecology, an introduction to biology out of doors.

Assessment is by regular marking of weekly preps, a test at the end of each topic and an end of year examination. In addition, lessons are conducted in an enquiry-based manner, as befits science, seeking evidence, preferably from our own observation, and using experimentation (where possible) to verify hypotheses.

Chemistry

Head of Department – Michael Newman

Chemistry is studied using skills similar to, and co-ordinated with, those in Biology and Physics. At the start of the course, emphasis is placed on developing good practical, observational and recording skills. In addition, good practice in scientific writing and diagram drawing is encouraged. Some experiments will involve the use of ICT and so the possession of a school laptop computer will be a distinct advantage.

The topics studied are:

- Heating things and separating mixtures: a topic designed to bring together knowledge and skills acquired at the pupil's previous school and extend them.
- Elements, compounds and mixtures: the first GCSE foundation topic in which the idea of symbol, valency and formula is developed, together with building up the ability to describe chemical changes using word and ultimately symbol equations.
- Acids and alkalis: Another GCSE topic in which the idea of pH is introduced, vegetable indicators are made and used, and the characteristic reactions of acids and alkalis studied.
- Oxygen and the air: in which oxygen is prepared in the laboratory and a variety of oxides are synthesised and their properties explored, the composition of the atmosphere and pollution are also discussed using a SATIS (Science and Technology in Society) unit.
- Analysis: in which the pupils are taught how to test for the presence of a variety of ions and gases.

Progress through the course is assessed by the performance of pupils in weekly prep and through end of topic tests. Other techniques widely employed include question and answer in class and also general discussion, and the use of library reference material.

Physics

Head of Department – Tobias Hardy

The Physics studied in Block 3 is essentially an extension of work at Key Stage 3, although pupils who have not formally followed a KS3 syllabus are at no

disadvantage. The programme forms an integral part of the work required for GCSE in both Dual Award Combined Science and the separate science courses. There is a reduced mathematical demand at this stage and an emphasis upon good scientific practice and developing the fundamental concepts.

The topics studied are:

- Electricity Atomic structure, the electron, electrostatics, applications of electrostatics, electric current, elementary electrical circuitry, mains electricity, electrical power, earthing and fuses, paying for mains electricity.
- Waves and Optics Characteristics of waves, wave motion, the wave equation, light reflection, refraction, diffraction and total internal reflection, the electromagnetic spectrum, communications, optical devices, sound waves, velocity of sound, noise, ultrasound and seismic waves.
- Thermal Energy Transfer Conduction, convection and radiation, insulation and insulators.

The pupils' work is reinforced by regular weekly prep assignments and at the end of each major topic there is a terminal test.

History

Head of Department – Jonathan Selby

Students join us in Year 9 from many schools and have pursued different routes through the National Curriculum Key Stages. By 'shadowing' rather than following the National Curriculum we are able to study topics in greater depth than is allowed for in Key Stage 3. We hope to offer students new experiences by selecting topics from the later stage of the chronological coverage and focusing on the more complex issues. Factual content *is* important but we are also determined to present students with challenging ideas.

We begin the year by examining the subject of History itself and Great Men and Women in History. We look at the contribution of Individuals to History and consider what might qualify some for Greatness. This leads to a brief project by students in which they select, study and present their chosen 'Great' figure from History. In the process they will learn about research : how to use the library, how to use the Internet responsibly and even how to use a book! We then embark on a study of World War One, looking at causes, women's roles in the War, some key individuals (Haig, Lawrence of Arabia for instance) and the campaigns of the Somme and Ypres, leading to a 'Battlefields Tour' in the second term where we visit Belgium and France. Here pupils have an opportunity to trace the History of members of their family and to see how they were involved in the War. Students also follow a brief course of what might be termed 'Citizenship', looking in particular at our Political System. Towards the end of the year, pupils follow topics driven by the interest of their particular set

teacher and the subject varies from set to set. Recent topics have included the Second World War, American History, a study of Empire and the French Revolution. Over the course of the year, we hope to find something that appeals to all students.

In History, we are attempting to develop the student's understanding of the process of historical argument by encouraging them to collect, sift and evaluate evidence. We also aim to improve their skills, such as reading, note-making, the construction of coherent explanations and extended writing, which we hope they will further develop in the BAC and GCSE courses on Twentieth Century World History. A wide range of resources will be used during the year, including ICT software and the Internet, alongside more traditional sources of information. Where possible, we draw on students' knowledge and experiences in other subjects and environments.

Geography

Head of Department - Colin Prowse

There are three basic aims in Block 3. First, to complete the third of three years of work loosely based on the national curriculum and finishing at key stage 3 (age 14). The previous two years were similarly covered at Dunhurst (and probably most other feeder schools). There is therefore continuity. Second, to provide a sound basis in the subject leading into GCSE but without pre-empting GCSE material; the emphasis is on transferable skills and topics not specifically covered at GCSE. Third, to develop a fundamental interest in, and excitement about, the world and to place pupils' knowledge and understanding in relevant spatial contexts.

Partly in response to current DfEE thinking we use two main themes for the whole year – sustainability and globalisation. A variety of topics is covered and partly determined by the interests of the group and current events. Typical topics are; the sustainability of the world's glaciers, the impact of sea level rise, development in LEDCs, free-trade, fair-trade and resource management.

The focus in the Autumn term, in which the whole block have a trip to Ullswater, is the UK – studied under the title of “Little Britain”. Ordnance Survey maps feature strongly at this point and mapwork skills are practised thoroughly. The Spring term reaches out across the globe under the title of “Big World”. This culminates in a whole day field visit to a globalisation centre (RISC) and a sustainability centre (Living Rainforest) and also involves field work on the school site. The year is capped-off with a personal investigative geographical study (PIGS) giving each geographer a chance to focus on a narrowly defined and specific interest stemming from the taught course. ICT, especially web page use, is intrinsically incorporated into this study.

Assessment is via regular preps (about 30 minutes per week), associated month's marks and tests at the end of topics. There is an end of year exam similar in format to a GCSE paper.

Modern Languages

Head of French: Virginie Godet
Head of Spanish: Ruth Carpenter-Jones
Head of German: Rebecca Parkyn

French

In Block 3 all pupils, except those with no prior experience of the language at all, study French and the great majority carry on to GCSE. They are streamed into 5 sets, according to ability and prior learning experience. This allows the pupils to work at their own pace and, whenever appropriate, to catch up and spend more time on areas of work which may have been missed. This streaming is never final, can usually be reorganised when it is in the best interest of a pupil, and does not affect the GCSE grade they may obtain.

We follow the *Tricolore 3* course (Nelson). Most topic areas are covered in the course of Block 3: Geographical surroundings, Home, Hobbies, Travels and visits to France, Family, School life, Holidays, Health, Friends, Clothes. Each set however is taught according to its needs, without any pressure on finishing the book, and some new topics might be introduced to exploit particular opportunities. The aim of the programme is to consolidate and to build on what they have studied so far, making solid bases for their GCSE studies, while motivating and interesting them in the language and the culture of the country. The four skills (speaking, writing, listening and reading) are covered and more than one skill is used in each lesson. Use of the target language is widely encouraged in the classroom, and a large part of the course makes use of oral skills.

Every week, pupils are given a learning prep (vocabulary or grammar) followed by a test. Those who do not produce a satisfactory test, are required to do a re-test. A short written prep is also given weekly.

German and Spanish

Beginners' courses in German and Spanish are offered in Block 3; these courses can be combined with the continued study of French. This arrangement makes it possible to combine Block 4 GCSE and BAC courses in modern languages and classical subjects in a number of ways. For more details, please see the note on curriculum choices on Page 3.

Classics

Head of Department – Julian Spencer

Latin

The aim of the Block 3 Latin course is to consolidate the work students have done at their prep schools and further develop their understanding of Latin so that they are well placed to continue it to GCSE if they choose to do so. Formal

training in grammar and exercises to develop fluency in reading Latin are supplemented by the use of audio-visual and ICT resources. Latin's influence on English and other European languages is stressed throughout the course. As well as the Latin language the course explores many aspects of Roman and Greek civilisation, including mythology, entertainment, art and history.

Most students will have studied Latin to Common Entrance standard at their previous schools. It is possible for beginners or those below CE level to join the course, but a prior consultation with the Head of Classics is recommended in such cases.

Greek

Classical Greek is available outside the timetable either purely for fun or to lead to public examinations, and a small number of students in recent years has taken GCSE, AS and A2 levels with great success.

Classical Civilisation

Classical Civilisation is offered to all those entering Block 3 as an alternative to Latin or a second modern language. Many students have previous knowledge of Greek mythology, and the course builds on this through the study of the poems of Homer. Historical figures such as Alexander the Great and Julius Caesar, and topics such as Roman Britain and Athenian democracy, are studied to demonstrate how Greek and Roman culture still exercise a powerful influence through language, politics, philosophy, architecture and the visual arts. The work of the classes is carried out through a variety of means: reading and discussion; group work; oral presentations; ICT; videos; and more formal written exercises.

Information Technology

Head of Department – Karen McCathie

ICT is taught throughout Block 3 by specialist staff using the school's networked computer facilities and the wireless laptops from the "Bedales Laptop Scheme". During the year we aim to develop ICT skills for use across the curriculum as well as introduce the students to the study of ICT as an academic subject. At the end of the year, academically ambitious students may choose to study the AS level course in ICT which will give them an AS qualification instead of a GCSE in Block 5. Other students who wish to develop their practical skills further, may choose the European Computer Driving License (ECDL) course resulting in the BCS Level 2 Certificate, giving them equivalent points to a grade B GCSE. This practical route can be continued further into Level 3 skills. AS and A2 Computing, which is the study of Computing Science, is offered in the sixth form. Computing may be taken by students who have not studied ICT with evidence of aptitude.

During Block 3 we cover:

- The use of the school network, Intranet, E-mail and shared resources in accordance with the school's Acceptable User Policy.
- Use of software for Communicating Information – Word processing skills, effective use of e-mail, Presentations, Desktop Publishing, simple Web-page development using raw HTML code as well as web-authoring software.
- Graphics – use of suitable graphics manipulations packages.
- Research – appropriate use of the Internet, advanced searching techniques, security issues and legal issues.
- Analysis of data – Spreadsheet skills using basic and more complex formulae and functions and charting.
- Database concepts – initial Database skills using spreadsheet software and relational database management software.

We recognise that students start Block 3 with a variety of IT experiences and knowledge, but each student will finish with the skills which can then be used as a platform for further development. We aim to make pupils confident users of ICT but many will become highly competent and eager to extend their knowledge.

Art & Design

*Head of Design – Ben Shaw
Head of Art - George Hatton*

In Block 3, the Art and Design Departments come together to introduce pupils to a wide range of techniques and concepts by running five-week courses in six areas. Three are run by the Art Department (Painting and Drawing; Pottery and Sculpture) and three by the Design Department (Resistant Materials, Textiles and Graphics with Systems).

Art

The Art Department offers pupils the opportunity to investigate and gain experience in the following areas:

- Aesthetics. Investigation of the basic elements of all Art. Colour, Line, Shape, Pattern, Texture, Form.
- Impression. Objective visual analysis of the natural and manmade environment.
- Expression. The personal response to ideas and feelings.
- Communication. Investigation of the third major symbolic field, the communication of ideas that cannot be achieved by language or number.

- Manipulation. Direct intervention in shaping the world around us through the manipulation of materials.
- Environmental. The development of a critical awareness of the environment.
- Art Historical and Social. A look at ideas in their context.

It is intended that during the course pupils should gain some experience of a wide variety of techniques, materials and processes.

In the 2D Art area these techniques include basic print-making and work with various types of paint media and coloured inks, oil pastel and coloured pencils. In Pottery, pupils experiment with coiling, pinching, slabbing, inlay and sgraffito. In the Sculpture area the basic principals of modelling in 3D will be explored as well as assemblage and the building of structures. Group and individual project work is designed to develop some of the basic skills learned in Blocks 1 and 2, and at other schools, and to lay the foundations for future development. However, the main objective of work in Block 3 is to develop in all pupils, whether they will continue with an involvement with Art or not, some element of visual awareness and creative thinking.

Design

Resistant Materials

The course is designed to give experience with the basic hand tools and some machine tools that are found in the workshop. In the one or two small projects that are undertaken, emphasis is placed on accuracy and safety. There is always an input from the pupil into the designing of the work although it is rather limited in this first year.

Textiles

The course is designed to give the pupils an introduction to textiles and related techniques which use textiles. This is achieved through the development of one project. The techniques covered include dyeing, printing, painting and sewing by hand and machine.

Graphics with Systems

The course gives the students an opportunity to experience the use of Computer Aided Design and Graphics Software in preparation for later years. Students will apply their knowledge to the design of a board game using ICT based techniques. The games will also require the design and production of a PIC microprocessor driven electronic device such as a timer or dice. This will need to be programmed using computer control software then constructed and tested using traditional electronics tools.

Music

Head of Department - Nicholas Gleed

The Block is divided into four non-streamed classes, each taught for one period per week throughout the academic year.

Many different experiences and skills are brought together with the aim of increasing pupils' understanding and enjoyment of Music. We believe Music to be a *visual* as well as *aural* experience and therefore illustrate discussion and listening with appropriate video images. Recognising that Music concerns personalities, we create space for teachers and classes to "free-wheel" within a lesson, respecting preferences and incorporating suitable tangents. This approach to a very broad study of Music may form the basis for a future GCSE or Bedales Assessed Course.

Systematic teaching of notation at this age would be too basic for the able, and inconsequential for the less able. However, where appropriate, a short study of notation may be included.

In class time, and during some practice sessions, Music Scholars and other advanced students will study composition in small groups with suitable tutors.

Drama

Head of Department – Joanna Murphy

As part of the Block 3 core curriculum, Drama seeks to establish good practice for group work, encourage a love of theatre as well as lay the foundations for those who wish to continue with drama as a Bedales Assessed Course.

The year is divided into different stages which open up various aspects of the subject including improvisations, script work, devising and performing. Pupils also have the opportunity, outside lesson time, to get involved with the technical aspects of the theatre, through wardrobe and stage crew.

Throughout the year we aim to see self-confidence growing through pupils' greater understanding of group dynamics, of the expressive nature of not only the voice but the whole body and in a growing awareness of the impact we make on each other as individuals and groups. We also aim to maximise the opportunities presented by the Olivier Theatre programme by linking work whenever appropriate.

Those who are particularly keen on acting have many opportunities to audition for both student-directed plays, the main school play which usually takes place in the Autumn Term and the Junior play (Blocks 3 and 4) at the end of the Summer Term.

P.E. and Games

Head of P.E. and Games – Frank McMorrow
Head of Girls' P.E. and Games – Sonia Cartwright

All pupils in Block 3 follow a compulsory programme of Physical Education and can choose between Outdoor Work and Games. P.E. is a core curriculum subject and is taught partly in co-educational and partly in single-sex groups by specialist teachers within the main timetable. Each Block 3 pupil has two double periods per week. Activities include badminton, health and fitness, swimming, tennis and athletics, and pupils are able to make full use of the excellent facilities in the school.

Games are more specialised and take place on two afternoons for Block 3. Our aim is to develop successful teams and still to allow maximum participation. The major games are football, hockey, basketball, tennis and cricket for boys and hockey, netball, tennis, rounders and athletics for girls. There are regular fixtures for these sports and students are expected to play when selected.

Outdoor Work

Head of Department - Peter Coates

Outdoor work on the school estate is available to Block 3 pupils in the afternoon, and can be taken as an alternative to games. All students will have a short introduction to Outdoor Work as part of the PSHE programme. The work is varied; pupils might undertake particular projects, such as building barns, making a pond or creating natural sculptures. Otherwise they might, seasonally, make jam or chutney, plant trees, do hedging work, or, continually, undertake gardening and livestock management tasks. There is also a weekly opportunity to bake bread.

Religious Studies

Head of Department – Alistair McConville

John Badley, the school's founder, claimed that "if the Bible is to be accepted or rejected as a religious document it should be done so from a thoroughly informed viewpoint". In keeping with this, the Religious Studies course aims to critically evaluate the key claims made by the Bible about God, human nature, human origins and human destiny, contrasting this worldview with other religious and non-religious perspectives. There will be an investigation made into the relationship between science and religion.

Personal and Social Education

Head of Department – Sarah Chubb

PSHE is delivered by a carousel system, with each group spending half a term with one teacher. This system enables us to play to the strengths and interests of our teachers and allows us to modify the course content when necessary. There

are two strands to the course, one dealing with personal issues, the other with broader themes. Within the former, the students receive and discuss health information relating to the following: mental health, safe sexual practices, the misuse of recreational drugs and the use and misuse of alcohol. We aim to combine solid scientific facts with an appreciation of the emotional and social issues raised by these topics. Within the broader strand, we discuss community values and various aspects of Citizenship. Using a flexible curriculum of current affairs, we explore national and international politics, economics and human rights. In addition, all students spend half a term with the Outdoor Work Department. Throughout the year, we provide a selection of outside speakers to enhance our syllabus.

For further information about any aspect of the Bedales curriculum please contact the Director of Teaching and Learning, Stephen Farrow, Bedales School, Petersfield, Hants. GU32 2DG; Telephone (direct line) 01730 711555; email sfarrow@bedales.org.uk .

Activities

The Activities programme runs before supper on Mondays, Tuesdays, Thursdays and Fridays and after supper on Mondays, Wednesdays and Thursdays. Students make a choice of activities each term and are encouraged to select a varied menu, including time for study and recreation, the development of special skills and interests and the opportunity to explore something new.

The Activities on offer change each term and vary from year to year. The programme for 2006-7 included:

Aeromodelling	Greek
Aikido	Hockey
Arts Publicity	Hydrotherapy
Art studio	IT for preps
Asian Cooking	Jazz Ensemble
Astronomy	Jewellery Making
Athletics	Judo
Badminton	Junior play rehearsals
Baking	Karate
Basketball	Library
Basket-weaving	Making Cards
B-Daily (School newspaper)	Meditation & Relaxation
B-Sci (Science magazine)	Music practice
Blacksmithing	Photography
Bread making	Playing Blues
Bridge	Pottery
Carriage Driving	Radio controlled modelling
Chamber Orchestra	Relaxing Reading
Chamber Singers	Rounders
Chess	Sailing
Choir	Self-defence
Community Service	Spanish & French films
Concert band	Spinning and knitting
Cooking	Stage Fighting
Country Walks	Supervised study
Cricket	Swimming
Debating	Tap Dance
Design workshops	Tea appreciation
Diving club	Tennis
Drama games	Textiles workshop
Duke of Edinburgh's Award	Touch rugby
Film club	Wardrobe
Film-making	Watercolour painting
Flash - animation	Yoga
Football	
Girls' Football	

