



RUGBY SCHOOL

F BLOCK  
**CURRICULUM GUIDE**  
2021



# CONTENTS

2. INTRODUCTION

3. CHOICES FOR THE F BLOCK CURRICULUM

4. CHOICES FOR F BLOCK ENRICHMENT

5. CLASSICS

6. LATIN

7. CLASSICAL GREEK

8. CREATIVE ARTS

9. ART

10. DESIGN & TECHNOLOGY

11. DRAMA

12. MUSIC

13. ENGLISH

15. HUMANITIES

16. GEOGRAPHY

17. HISTORY

18. PHILOSOPHY & THEOLOGY

19. MATHEMATICS

20. COMPUTER SCIENCE

21. MATHEMATICS

22. MODERN FOREIGN LANGUAGES

23. MODERN FOREIGN LANGUAGES

24. OTHER LANGUAGES & NATIVE SPEAKERS

25. SCIENCE

26. BIOLOGY

27. CHEMISTRY

28. PHYSICS

29. BEYOND ACADEMIC DISCIPLINES

30. CHAPLAINCY

31. LEARNING DEVELOPMENT

32. FLOREAT

# INTRODUCTION

We believe that the F Block year is a crucial one for establishing the intellectual habits necessary for success at Rugby School and in the world beyond. Our focus is, therefore, threefold. We aim to engage our students in a broad and rigorous academic experience: offering intellectually challenging and demanding material in all of their subjects. We also aim to allow students the freedom and opportunity to find and develop their academic passions. Finally we begin the process of developing the dispositions necessary for our students to become empowered and autonomous: to make reflection a habit; to think creatively and critically; to find resilience and resourcefulness in the face of challenge and failure; and to be confident with collaboration and with stepping out into the intellectual unknown. We believe that taking intellectual risks and making mistakes are essential parts of learning; that always getting it right suggests that an individual is operating within their comfort zone and not making the most of opportunities to learn. We call this set of dispositions our Rugby Learner Profile, and much of what we do with our curriculum in the F Block is with the aim of embedding it into the way our students approach their education.

In addition to their timetabled lessons, our students will be engaged in an extensive programme of cross-disciplinary enrichment taking them beyond the boundaries of the classroom environment. They will spend time with our staff in the evenings and participate in off-site learning activities. They will keep a learning journal, making weekly entries and discussing them with their tutors during their individual tutorial meetings. They will be challenged to develop both an individual and a collaborative project for presentation at the end of the academic year, and will participate in discussions about the process and progress of their journals and projects with members of staff, senior students and their peers. Through this process, students will be faced with work for which they will have no obvious or immediate solution; and will be required to co-operate with their peers and invest in each other's success. Along the way they will encounter failure, and in doing so, with guidance and encouragement, begin to develop the qualities necessary to respond purposefully to setbacks and challenges in the future.

# CHOICES FOR THE F BLOCK CURRICULUM

Over the course of the F Block year, students study English, Mathematics, Science (Biology, Chemistry, and Physics), History, Geography, Philosophy and Theology, Art, Design and Technology, Drama and Floreat. They must also choose one Modern Foreign Language: French, German, Italian, or Spanish. In addition, all students have a weekly tutor period.

Students must choose any two further subjects from the following list. All of the subjects listed are able to cater for beginners and students with prior experience unless otherwise stated.

- French (not available to beginners)
- German
- Italian
- Spanish
- Latin
- Classical Greek
- Music\*
- Computing
- Learning Development\*\*
- Extra Mathematics (invitation only)\*\*\*

\*Music Scholars must take Music as one of their options. Music Scholars may also choose Music as their second option for the benefit of supervised, timetabled practice time, or for the scheduling of instrumental lessons; this is strongly encouraged for scholars learning three or more instruments.

\*\*Learning Development is an option available for those students with English as an Additional Language (EAL) or Specific Learning Needs (SEN).

\*\*\*Extra Mathematics is only available to those students who would benefit from the consolidation of basic mathematical skills. Students will be advised by the Head of Mathematics to take this option where appropriate.

# CHOICES FOR F BLOCK ENRICHMENT

Over the course of the F Block, all students will be asked to engage with three areas of academic enrichment. The purpose of these sessions is to provide opportunities to extend and develop intellectual passions and curiosity, to break down the barriers that classroom teaching creates between subject disciplines, and to further encourage the dispositions we aim to establish in our students. These experiences will feed into the decisions that students make about their project work in the second half of the academic year.

- Patterns of Health and Disease (Geography and Biology): understanding how disease differs around the world, how it is spread and how it affects people's lives. Sessions will include understanding the different types of disease, how they are spread and how countries respond to disease crises such as Ebola and Malaria. It will involve the interpretation of real time data and live bacteria. Students will also take a trip to London to understand the history and pattern of disease around the city.
- Mission to Mars (Physics and Chemistry): team challenges include building and launching rockets, Martian egg drops, Martian remote control rovers and analysing rock samples. Work on the five challenges will culminate with more activities run by the National Space Academy at the Space Centre in Leicester.
- Encryption, surveillance and the development of espionage (Computer Science, History and Mathematics): this will involve an exploration of the technology and mathematics behind encryption and surveillance as well the consideration of the development of espionage across time including the work undertaken at Bletchley Park.
- Creative Writing (English): sessions will involve workshops and readings with contemporary writers, such as the award-winning poets Joelle Taylor and Rachel Long. Students will create and read from their own anthologies, inspired by the work of visiting writers.
- The Creative Process in Action (Art and Design): a look at structures and architecture in both the built and natural environments with the intention of developing a habitable shelter and sustainable artworks.
- Culture, History and Language: in the Advent and Spring term cycles, students will be given taster lessons in some of the many languages spoken by the Rugby School community, including Japanese, Russian and Punjabi. At the end of each cycle, students will spend a day at the Confucius Institute in Coventry, learning about Chinese language, history and culture.
- The Greek Chorus (Classics and Drama): students examine the nature and role of the ancient Greek chorus, exploring this fascinating element of Greek drama through a series of workshops organised jointly by the Classics and Drama departments.

## CLASSICS

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# LATIN

## AIMS

The study of Latin promotes linguistic aptitude, demands forensic analysis and introduces students to a culture which has shaped our own. Students will not only be learning Latin but will also improve their ability to learn and understand other languages, including English. The process of learning vocabulary lists and grammar tables and applying this knowledge to unseen material develops a range of essential skills. The stories and topics challenge students to question their own culture and beliefs and stimulate intellectual and moral discussion.

## NATURE OF THE COURSE

In the F Block, we cater for students who have done a significant amount of Latin, as well as those who have never studied it before. Students are set according to prior experience. Taylor’s *Latin to GCSE 1* is covered in full, but is supplemented with various other resources, particularly for more experienced sets. The textbook follows the story of the Trojan War, the Roman hero Aeneas, the early kings of Rome and the birth of the Roman republic. The course has a natural progression to the OCR GCSE in Latin.

## ENRICHMENT OPPORTUNITIES

Every year the department organises a trip to some of the great sites of antiquity. Previous visits have taken students to Rome, Pompeii, Greece and Croatia.

The Junior Arnold Society invites external speakers to address younger students as well as providing opportunities to learn more about Greeks and Romans through strategy games, Latin and Greek Scrabble, and making mosaics, swords and shields.

Each year the department takes students to a Latin Reading competition. We also enter students for national essay competitions and the Linguistics Olympiad.

# CLASSICAL GREEK

## AIMS

Students with true linguistic aptitude and an interest in the foundations of Western culture will thrive in the study of Greek. Many students who continue to enjoy Greek throughout the school have not studied it before coming to Rugby; those with experience and complete beginners are equally welcome. Students will improve their ability to learn and understand other languages and develop essential skills through the process of learning vocabulary lists and grammar tables and applying this knowledge to unseen material. The study of historical and cultural material will introduce students to some of the greatest characters, events and ideas in history.

## NATURE OF THE COURSE

The course follows Taylor’s *Greek to GCSE 1*, supplemented with other resources for those students with prior experience. Beginners start with the Greek alphabet and quickly move on to basic verb and noun forms. Different chapters in the book concentrate on stories with one source or subject (e.g. Homer’s *Odyssey* and Alexander the Great), offering an introduction to Greek culture along with language study. The course has a natural progression to OCR GCSE Classical Greek.

## ENRICHMENT OPPORTUNITIES

Every year the department organises a trip to some of the great sites of antiquity. Previous visits have taken students to Rome, Pompeii, Greece and Croatia.

The Junior Arnold Society invites external speakers to address younger students as well as providing opportunities to learn more about Greeks and Romans through strategy games, Latin and Greek Scrabble, and making mosaics, swords and shields.

Each year the department takes students to a Latin Reading competition. We also enter students for national essay competitions and the Linguistics Olympiad.

# CREATIVE ARTS

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## ART

### AIMS

F Block students experience art making using a wide range of methods and materials including Painting, Drawing, Mixed Media work, Printmaking, Ceramics, Photography, Textiles and Computer Graphics. They also establish an understanding of Art and artists and are involved in a number of projects with several specialist teachers. The expectation is that students produce a comprehensive portfolio over the year that expands their understanding of this subject and also helps them to make informed decisions regarding GCSE choices.

### NATURE OF THE COURSE

This course introduces students to a range of techniques and processes which allow them to practise and extend their skills. Drawing is an important core skill which students will be given ample opportunity to develop. During the course, there will be introductions to a range of further disciplines such as Painting, Printmaking, Ceramics and Photoshop image manipulation. Through a series of projects, students are taught how to make connections between their work and that of other artists and designers. Over the year a portfolio of work is built as preparation for progression to the GCSE course.

### ENRICHMENT OPPORTUNITIES

There are open access sessions throughout the week when students can pursue personal work or gain assistance with classwork.

# DESIGN & TECHNOLOGY

## AIMS

Students’ creative thinking is developed through a series of practical and challenging tasks which increase self-confidence and resilience, the aim being to widen students’ awareness of the importance of design and the use of technology to improve and enhance society. Students are encouraged to build enthusiasm for the act of creating, and foster a willingness to face problem-solving activities. Focus is provided on activities that lead to a wide range of careers in the design field and that provide a firm foundation for subsequent work at GCSE and beyond.

## NATURE OF THE COURSE

The course will introduce students to a variety of designing and workshop processes that will enable them to produce artefacts from a range of materials. Students will be introduced to elements of the design process, refining their own ideas to produce viable solutions to the set briefs. Classwork will be distinct from preps, which will be used to explore other less practical aspects of design. The majority of the work will be practical and will include CAD/CAM as well as more traditional manufacturing processes. Students will be taught correct health and safety procedures involved in using a range of hand and power tools.

## ENRICHMENT OPPORTUNITIES

F Block students have many opportunities to access the workshop and its facilities through the enrichment programme. Students can attend a variety of regular activities such as Engineering Club, The Design Consultancy, CAD skills or Longboard Workshop. Students can also work on personal projects in one of the many drop-in sessions.

# DRAMA

## AIMS

Students are encouraged to play, to create and to explore making theatre as part of an ensemble. Drama exercises fuel their imagination as well as improve confidence and social awareness. Students develop characterisation and improvisation skills as well as a sense of stagecraft. They work creatively in groups to explore different themes and devise original work, which they share in class. We endeavour to improve students’ abilities in public speaking, communication and collaboration. The course provides an insight into how creative and imaginative ideas are realised theatrically for Drama GCSE.

## NATURE OF THE COURSE

As well as pursuing group dynamic work, students explore their ability to employ their physicality and voice to communicate meaning on a stage, both in devised work and with published texts. They are introduced to a history of theatre and explore it practically – from Greek Theatre to Naturalism to Brecht and beyond – situating theatre makers in wider social and cultural movements. They explore how drama is not just a medium for the stage, but can also influence social change. In addition, they also study the basics of mime and character development, which provides a firm foundation for approaches to performance at GCSE.

## ENRICHMENT OPPORTUNITIES

All students are encouraged to attend the weekly drama clubs and to audition for school productions that take place throughout the year, whether they want to perform onstage or work backstage. In addition, many opt to undertake weekly LAMDA lessons on their own, in pairs, or in small groups.

# MUSIC

## AIMS

Students play a wide range of instruments and each year group comes to Rugby with a breadth of different musical experiences. Building on this, students of all abilities are challenged to further their understanding of music theory and skill using music technology (including composition), and their openness and understanding of a range of new and different styles of music. All styles of music are seen as equal and the listening strand of the course will help students consolidate their theory knowledge, put the music they perform into context, and introduce them to skills in aural discrimination and musical analysis.

## NATURE OF THE COURSE

Students develop the inter-related skills of music theory, listening and music technology (including composition). Students have one lesson a week on each of these strands. For example, in one week students may have one theory lesson about musical intervals, a lesson discovering digital effects whilst remixing a pop song using Apple Logic, and one lesson discovering Jazz and the musical aspects that define the style. Students’ own musical interests are factored into the course where possible.

## ENRICHMENT OPPORTUNITIES

F Block musicians can enhance their learning by performing in many of the School’s musical ensembles, musical shows and competitions. F Block students are also welcome at the co-curricular composition hub, aural clinics and theory clinics if they wish to develop their skills in any of these specific areas. Rooms are available through the day and evening for students to practise on their instruments.

# ENGLISH

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# ENGLISH

## AIMS

Students are encouraged to develop confident, fluent and perceptive speaking and listening skills in a range of different contexts. A wide variety of texts are read and analysed and an appreciation of literature in English, both past and present, is cultivated, giving students experience and understanding of novels, poetry and plays. Students will be expected to achieve fluency, accuracy and felicity in writing in a variety of forms and genres.

## NATURE OF THE COURSE

Each holiday (including the summer before entry) at least one novel is read, and reading is developed throughout term, with a fortnightly library lesson. Teaching revolves around texts chosen by individual teachers to challenge students and develop skills in comprehension, stylistic analysis, and sustained critical appreciation.

By the end of the year, students should have written at least one essay of the following type: analysis of a poem; analysis of a character / aspect of a novel (with use of topic sentences); a discursive essay; a personal essay; a creative piece (usually a story). A Shakespeare play is studied in the Summer term, culminating in a visit to see a performance at the Royal Shakespeare Company, Stratford. Opportunities are afforded to students to gain confidence in discussion and presentation in individual, group or whole-class contexts. Two preps are set every week, which might involve written work, reading or preparation of material for classwork. There are three tests across the year: unseen poetry analysis, persuasive writing, and personal writing.

## ENRICHMENT OPPORTUNITIES

A reading challenge is run in conjunction with the library, with students encouraged to try out new genres and keep a record of what they have read over the course of the year. There is a Creative Writing Club which is open to all year groups and creative writers are also encouraged to enter the prestigious Rupert Brooke Creative Writing Competition, an inter-schools context for budding writers in the Rugby area. F Block students compete in a poetry recital competition and students are also invited to compete in the Junior Debating Competition in the Lent term.

# HUMANITIES

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# GEOGRAPHY

## AIMS

*“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”* (President Barack Obama, 2012).

Geography is a subject that offers myriad skills and allows students to embrace elements of the sciences and art subjects. Its holistic nature means it prepares students for the working world and these flexible aims are what the department focuses upon. Geography is also, almost uniquely, dynamic in its nature. The F Block curriculum is constantly changing in order to help students embrace and understand the issues that face the world in which they will grow up. The course is aimed at student enjoyment and, through that, encouragement of the skills, discipline and interest that exemplify a Rugby School student.

## NATURE OF THE COURSE

In the F Block students embark on a challenging series of short courses taking them away from ‘traditional geography’ and showing them the full extent of the subject. Built around a series of books, the scheme of work aims to engender academic rigour and curiosity. In the Advent term we study the concept of place through *Beyond the Map* by Alastair Bonnett, how it changes and who has power to affect those changes; looking at the intersection of the human and physical components that come together uniquely at a time and space nexus. In the second half of term we dive deeper into one of the shaping forces of place: the economy. We follow Dharshini David as she traces the journey of a single dollar through the global economy and the opportunities and challenges it creates wherever it touches down.

In the Lent term we examine the physical geography of the oceans - inspired by *Our Blue Planet*, we look at this often forgotten part of the water cycle and its importance not only in physical geography but also its role in globalisation. Our second book of the Lent term is *Factfulness* by Hans Rosling; this is not only important for geographers but, in a world increasingly full of fake news and disinformation, Hans guides students through twelve rules that enable us to be more critical of the world, to challenge statistics and let our heads rule our hearts over emotive subjects such as migration, climate change, conservation and population growth. The world is better than it seems and most importantly getting better every day.

We finish the year by looking at two topics that are truly contemporary, constantly in the daily news cycle. First is climate change and the anthropocene - students take on their own investigations as to their impacts and attempt to answer whether we are indeed entering a new epoch shaped by the human race. This topic is a challenge to many students but it provides grounding for complex system theory study further up the school at GCSE and A Level. Finally we finish the term and year with Tim Marshall and his book *Divided*, his follow-up to the hugely successful *Prisoners of Geography*. In his second book Marshall moves away from the physical barriers that divide us and concentrates on the ones we put up ourselves. After nearly 50 years of wall destruction we have started to see a reversing trend. Where does this rise of nationalism come from and is it set to continue?

## ENRICHMENT OPPORTUNITIES

As well as the F Block enrichment in conjunction with Biology looking at Health and Disease there is also the Junior Geography Society with a significant amount of crossover with the Senior Geography society known as GAIA. Upper School students give micro-lectures to F, E and D Block students once a term as well as opening up the Geography magazine, *Compass*, to submissions from the Junior Geography Society. Middle school students are welcome to attend the lectures from outside speakers arranged by GAIA.

# HISTORY

## AIMS

Students are encouraged to engage in their study of History through their own research and fresh ways of looking at sources. The range of topics covered is intended to foster this development. Tailored around the themes of War, Empire, and Social and Political Revolution c.1890-1990, the course allows students to encounter some of the most important concepts in modern European and global history including: nationalism, emancipation, state control, individual liberty, mechanised war, political reform and the search for international order.

## NATURE OF THE COURSE

Central to Advent term is study of the 1914-1918 war. Special emphasis will be placed on studying the global origins of World War One including the alliance system; the experiences of combatants; and efforts to break the deadlock of the Western Front. The following term we study the rise and fall of the Apartheid system in South Africa. Background and context are provided through examining the economic and political reasons for European colonisation c. 1890-1945 - the scramble for Africa and competition for a ‘place in the sun’. We finish the year with the story of organised social and political protest - from the Suffragettes to the Civil Rights Movement of the Twentieth Century. Here the iconic figures of Sylvia Pankhurst, Emily Davison, Rosa Parks, Martin Luther King, and Malcolm X are considered.

## ENRICHMENT OPPORTUNITIES

In conjunction with the Maths and Computer Science departments, History runs a day trip to Bletchley Park, the home of British codebreaking and birthplace of modern information technology. This supports the learning of topics in Lent and Trinity terms.

Netflix History, a multi-media history society, is a chance to combine great films with historical discussion and film-making projects.

# PHILOSOPHY & THEOLOGY

## AIMS

Philosophy and Theology is designed to be an academically rigorous subject that considers the ‘big questions’ of life. Our aim is to help students begin to examine and challenge their own beliefs and assumptions of the world, whilst refining their critical thinking, analysis and evaluation skills.

## NATURE OF THE COURSE

Students study six topics over the course of the year. The year begins with an ‘Introduction to Ethics’ followed by ‘Applied Ethics’. The aim of both of these is to introduce students to the study of ethical theories and then see how these may be applied to the dilemmas of everyday life. We then study ‘Religion and Science’ where we question systematically whether the two are fundamentally at odds with one another, or whether some collaboration can be found. There is a topic that specifically looks at prejudice and discrimination and analyses the role that various religions have played. We have a comparative religion topic where we explore in detail the differences and nuances between religious beliefs. We end with the topic of ‘Good and Evil’ where the students are introduced to more Philosophy of Religion as we discuss whether the existence of evil is a convincing enough reason to question whether God exists.

## ENRICHMENT OPPORTUNITIES

The department will be running the Junior Sidgwick Society which meets once a half term to debate philosophical and ethical ideas. We run an F Block essay competition and plan on running a trip to a local place of worship. The department is also intending to introduce ‘The Big F Block Debate’ next year.

# MATHEMATICS

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# COMPUTER SCIENCE

## AIMS

Computer Science concepts are introduced to students from the beginning of their time at Rugby and the department aims to build on and extend all levels of programming knowledge. The F Block course is delivered with a practical approach in mind and learners are required to design and make their own programs. Development of mobile or tablet apps is encouraged which can then be extended to form part of a school-wide Trinity term group project. Theory is also taught to enable learners to develop logical thinking, critical analysis and problem-solving skills so academic computing principles can be applied to real-world systems.

## NATURE OF THE COURSE

The department houses two computer suites which students will utilise throughout their time in the F Block to ensure the documentation and presentation of work in Computer Science and for other subjects is of the best possible standard. The Computer Science course is split into the three main areas and the theory taught corresponds to elements of the OCR Entry Level GCSE qualification:

- Implications of computer use: history of computing, cyber safety, peer-to-peer networking, the impact of the digital revolution, digital entertainment, interpreting real world problems.
- Python development: variables and the IDE, arithmetic and string operations, selection, iteration, validation, arrays.
- Computer systems: entrepreneur projects, portable computing, data representation, hardware and software, binary logic, memory types.

## ENRICHMENT OPPORTUNITIES

Students wishing to further their interest in the subject are invited to attend a trip to Bletchley Park, which directly relates to the 'Implications of Computer Use' unit studied in lessons. The Computing Society runs each week and is split into Lower and Upper Schools sessions. Assistance with academic issues is provided after lessons on a Monday and each Sunday afternoon. Individual enrichment and clinic sessions are available on request.

# MATHEMATICS

## AIMS

The curriculum is intended to build and then extend strong foundations for the IGCSE course. There is an emphasis on developing students' algebra and number-work and we also attempt to instill a willingness to question and explore mathematical ideas independently. Problem solving and the use of mathematical applications in context are encouraged, with support on offer for those students who do not find the subject as comfortable as others.

## NATURE OF THE COURSE

The course material is split into five main areas: Algebra; Number; Shape and Space; Data Handling; and Graphs. Students enter the F Block from a variety of mathematical backgrounds and the department monitors the year group closely throughout the year using tests in conjunction with classwork in order to band the year group. The banding consists of the following:

- accelerated band sets: moving through an accelerated syllabus;
- middle band sets: the majority of students are placed in these mixed ability groups;
- support band sets: reduced in size in order to give greater opportunity for targeted support.

## ENRICHMENT OPPORTUNITIES

- Intermediate Mathematical Challenge, currently for accelerated band sets only.
- Intermediate Mentoring to prepare for Olympiad and Kangaroo competitions.
- Team Mathematics Challenge, which is a national competition run by the UKMT.
- Junior Maths Society, which provides team training and other items of mathematical interest.
- FOPT mathematics (an extra mathematics option, arranged by invitation from the Head of Mathematics for students who need further support). These extra lessons replace one of the Option subjects on the timetable.
- Mathematics Clinic support.
- History, Computing and Mathematics cross-curricular enrichment.



# MODERN FOREIGN LANGUAGES

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## MODERN FOREIGN LANGUAGES

### AIMS

We aim to promote enjoyment of language learning, not just for exam success but also for confident communication in a foreign tongue. We focus on oral presentation skills as well as real-life written tasks. We value accuracy when it comes to reading and listening, and we do as much as we can to support students in achieving this aim. Teaching the cultural values of countries where these languages are spoken is also vital to us and we do so by using literature, films and authentic resources. We place emphasis on grammatical accuracy, but ensure that communication skills are not neglected; to this end, most of our teaching is done in the target language.

### NATURE OF THE COURSE

It is possible to pick one, two or three modern languages in the F Block. We offer French to students who have prior experience of learning French. If you have not studied French before, we advise you to look at taking up one of our other languages from scratch; students can choose between German, Spanish and Italian. We also welcome students who have some prior experience of learning German, Italian and Spanish. Where possible, language students are set according to their language level. We encourage all students to visit a country where one of their chosen languages is spoken during the course of their studies in the Middle School. It is expected that native or near-native speakers choose from the other languages that we offer, not their specialist language.

### FRENCH

French is, along with English, the only language spoken on all five continents. Not only is the ability to speak French a considerable advantage for the international job market, but French is also the language of culture, travel and international relations. Students studying French in the F Block will build on their prior experience of the language and study many aspects of Francophone culture, such as music, film, history, geography, current affairs and literature. Students in the F and E Blocks have the opportunity to participate in a trip to the Opal Coast during the first week of the Easter holiday.

### GERMAN

German is less difficult than its reputation suggests and it is one of the most important global languages given Germany's position as the fourth biggest global economy. Beginners can expect to make rapid progress, quickly learning to describe themselves, their families, and activities they enjoy in their free time. Past, present and future tenses are covered later in the year too, along with variations in word order and cases. Beginners in German tend to enjoy the language so much that they carry on to IGCSE and beyond. Students also look at modern German culture, including films, cultural events and major cities.

### ITALIAN

Italian is an enjoyable language to learn. Its beautiful sound recalls the richness of the artistic and cultural heritage which has made Italy a sought-after tourist destination over the centuries. Nowadays, fashion and luxury products as well as the gastronomic industry place Italy amongst the most important economies in the world. Those students who are beginners make a quick start to the language and can progress rapidly. Students relish reproducing the sounds of Italian language and learn to talk about themselves and their families. The F Block course provides a very good grounding in Italian grammar and students are set up perfectly to start the IGCSE course the following year. Those with an interest in Italian can continue with the language in the Upper School. The use of the language in real-life situations is strongly emphasised through the course content along with the exploration of modern Italian culture, including festivals and events, traditions, major cities and regions, music and films.

# MODERN FOREIGN LANGUAGES cont.

## SPANISH

Spanish is a beautiful language! Furthermore, it is a fun and rewarding language to learn; you can make progress quickly, particularly if you have some knowledge of French, as there are many similarities. If you have had the good fortune to visit any Spanish-speaking countries, you will recognise how warm and friendly people tend to be, and how effusive their response to those attempting communication in Spanish. Spanish is spoken in twenty countries by 450 million people, and is probably the language you are most likely to encounter. Travel and business to and with Hispanic countries continue to develop, so some knowledge of the language is always useful, and there is a likelihood you will get the chance to practise your skills sooner or later in life. Most of our F Block classes are *ab initio* but with an increasing number having started in previous schools, we make provision for that too. We run a biennial trip to Valladolid for Lower School in the October Exeat.

## ENRICHMENT OPPORTUNITIES

We offer a variety of activities including: European cooking, book clubs and language-specific talks from experts in their field. Every year, we welcome the Onatti Theatre Company to the School, who perform three foreign language plays to Middle School students of French, German and Spanish. We hold an annual poetry recital competition during the summer term. We also run an annual French trip to the Opal Coast at the end of the spring term.

# OTHER LANGUAGES & NATIVE SPEAKERS

## MANDARIN

If you are interested in learning Mandarin, we can help you arrange lessons, for which there is a cost.

## NATIVE SPEAKERS

Whilst we are happy for students to sit an IGCSE in their native language, we would sound a note of caution. We do not offer teaching in languages other than those mentioned above and so it is the students’ responsibility to prepare to a suitable standard. Furthermore, it is important to be aware that it is not the number of GCSEs that impresses universities but rather the quality of the grades obtained. They may be unimpressed with anything less than a 9 from a native speaker. Often, therefore, it is better to spend more time concentrating on the languages taught on timetable. Students should think very carefully before asking to be entered.

# SCIENCE

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# BIOLOGY

## AIMS

The 21st century is set to be dominated by advances in Biology. Life Sciences play a key role in tackling global challenges that our students will face in their adult lives. F Block Biology develops an interest in and understanding of the living world so that our students can develop into biologically literate global citizens and lays the foundations for them to become leaders in the Life Sciences. We aim to deliver the course content through practical work as far as is possible, teaching the key principles of the scientific method. We believe this approach builds transferable skills that encourages our students to view the world in a critical way and develops resilience and creativity in the pursuit of solutions to problems.

## NATURE OF THE COURSE

The F Block course is an introductory year aimed at developing an understanding of the fundamental principles and skills required to excel in the Pearson Edexcel International GCSE. The International GCSE course is divided into five sections. ‘The Nature and Variety of Living Organisms’ covers the characteristics of all living organisms and compares the major groups. ‘Structures and Functions in Living Organisms’ illuminates unifying themes in Biology, such as the process of diffusion, by investigating the major organ systems of humans and plants. ‘Reproduction and Inheritance’ deals with one of the ways in which information is passed from one generation to the next, how this process leads to variation and therefore how species can evolve over time. ‘Ecology and the Environment’ investigates the interactions between organisms and their interaction with the physical world, including the impact of humans. ‘Use of Biological Resources’ looks at how humans use their knowledge of biological systems to their advantage and introduces students to controversial technologies such as cloning and genetic modification.

## ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- Learn about the care of and how to handle our pair of Royal Pythons and our Bearded Dragon.
- Get involved in the laboratory with Practical Biology Club.
- Take part in national Biology competitions such as the Biology Challenge run by the Society of Biology.

# CHEMISTRY

## AIMS

*“Every aspect of the world today, even politics and international relations, is affected by Chemistry.”* This is a quote from Linus Pauling, the only winner of two unshared Nobel Prizes. Chemistry is the central science and is an obligatory part of the F Block curriculum. The F Block year is an opportunity to teach and develop the higher-level skills required for IGCSE. In particular, this includes the ability to apply knowledge, analyse information and evaluate results. There is a particular focus on experimental skills and study techniques. At the end of the year, our aim is to have given all of our students a tangible academic advantage as they move towards IGCSE.

## NATURE OF THE COURSE

The Pearson Edexcel International GCSE syllabus is well established and universally recognised. Although the course is largely taught in the E and D Blocks, introductory groundwork takes place in the F Block.

F Block topics are:

1. Introduction to Chemistry
2. Elements, Compounds and Mixtures
3. Atomic Structure and the Periodic Table
4. Formulae and Equations
5. The Reactivity Series
6. Gases in the Atmosphere
7. Salts and Solubility

## ENRICHMENT OPPORTUNITIES

We encourage students to think about the subject in context. The following books are recommended and are available from the school library:

Parsonage, Max:       *A Simple Introduction to Chemistry*  
Bryson, Bill:           *A Short History of Nearly Everything*

In addition, students are invited to attend regular guest lectures from active scientists and related professionals. Recently, this included the Nobel Prize winning chemist Sir Fraser Stoddart. The Department also runs an enrichment session related to the space revolution.

# PHYSICS

## AIMS

The course will develop students’ logical and problem-solving skills and ability to apply mathematical skills in a variety of physical contexts. During the course they will gain an understanding of the key concepts of forces, energy, waves and electricity, which underpin all of Physics. Throughout the course students will be developing practical skills in manipulating apparatus and data collection alongside interpreting relationships and using mathematical formulae. Students will begin to gain an insight into the physical laws that underpin our universe on the smallest and largest scales.

## NATURE OF THE COURSE

The course covers material from the IGCSE Edexcel Physics syllabus. It has been split into eight sections: Forces and Motion; Electricity; Waves; Energy; Solids; Liquids and Gases; Magnetism and Electromagnetism; Particles and Astronomy. Students will participate in a number of experiments throughout the course and at the end of each topic they will sit an exam which comprises past paper exam questions and marked using exam board mark schemes.

## ENRICHMENT OPPORTUNITIES

- Academic support at 6:00pm every Tuesday.
- Mission to Mars enrichment: five team practical sessions building rockets, landing on Mars, Martian rovers and analysing Martian rock samples. This is run in conjunction with the National Space Academy.
- Students should ask their Physics teachers for additional reading and extension material; we have a well-stocked Physics Resources room.
- Physics-based lectures take place at several points during the year and F Block students are welcome to attend.

# BEYOND ACADEMIC DISCIPLINES

**CHAPLAINCY:** Revd. Richard Horner  
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**HEAD OF LEARNING DEVELOPMENT:** Louise Stevenson  
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**HEAD OF FLOREAT:** Lisa Greatwood  
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# CHAPLAINCY

## AIMS

Spiritual Development is a key part of our communal life, with Chapel, Campus and Classroom each making their contribution. The Chaplains take a lead, but all of us, students and staff, are trying to become self-reflective, inquisitive, tolerant, empathetic and well-informed, thus building our personal strength and resilience and forming us into better citizens and better people. The main, but not sole, pillar of this process is Christian faith grounded in real life, broad and tolerant.

## ENRICHMENT OPPORTUNITIES

The classroom is just one arena in Rugby’s vision for Spiritual Development. It is complemented by the rhythm of regular worship in Chapel; by the Chaplains’ ministry within the community; and by the whole moral, spiritual and ethical framework on which our School is built.

Specific enrichment opportunities include voluntary groups such as Christian Forum, Junior and Senior Bible Studies and informal meetings at the Chaplains’ homes, but our aim is that the entire experience of being a member of the community of Rugby School should be an enriching one, rooted as it is in tradition yet responsive to the present, steeped in the timeless traditions and values of the Christian faith. In such a community, we learn a confidence that is not arrogance, humility that is not timidity, and the resilience which comes from honest self-reflection and a selfless attitude of service to others.

# LEARNING DEVELOPMENT

## AIMS

The focus of specialist tuition is on advancing literacy and learning skills, the aim being to raise the standard of written work so that it more fairly reflects innate ability and effort. A structured programme of work is followed which is adapted to meet individual student needs. Specific learning difficulties do not disappear and problems with literacy may persist into adulthood. Despite such learning differences, students can be high achievers and excel in their chosen sphere, as confident and motivated individuals. To this end, we work with teachers and parents to encourage and support students with specific learning difficulties.

## NATURE OF THE COURSE

Although it is primarily intended for students with specific learning difficulties, or for students with English as an additional language, Learning Development is also available to those students whose teachers feel that they need extra academic support.

In order to make learning more effective and realistic, support is, wherever possible, based on or related to, current assignments as we work closely with the students’ subject teachers. Considerable emphasis is placed on building confidence and improving self-esteem. In the F Block, support will be provided in small groups and no charge is made for Learning Development lessons, which are taken as an Option choice within the timetable.

Students who do not have English as their first language may benefit from Learning Development as one of their Options. Classes for English as an additional language (EAL) are provided in small friendly class groups that allow for greater individual support and attention. Through discussion of a wide range of topics students quickly improve their pronunciation and range of vocabulary, and get used to asking questions and giving their opinions. We use video and audio recording to help improve comprehension and the ability to take notes. A graded textbook is used to revise grammar structures and increase written accuracy.

# FLOREAT

**AIMS**

Floreat education equips young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. Floreat education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they may encounter. It has also been proven that there is a very close link between personal development and academic achievement. Our Floreat programme effectively complements the School’s pastoral provision and academic curriculum, and contributes to the fulfilment of the School’s ethos of providing students with a genuinely holistic education.

**NATURE OF THE COURSE**

The F Block have a weekly tutorial with their House tutor in which various Floreat topics will be discussed as well as academic progress and general wellbeing. The Floreat programme also incorporates the Protective Behaviours approach, which is a practical and down to earth approach to personal safety. It encourages self-empowerment. It is achieved by helping people recognise and trust their intuitive feelings and to develop strategies for self-protection. It encourages an adventurous approach to life, which satisfies the need for fun and excitement without violence or fear. The F Block will also have one timetabled Floreat lesson every fortnight in which individual areas can be discussed in more detail. A wide range of subjects are covered over the course of the year, including self-esteem, healthy and unhealthy relationships, career options after school, personal safety and healthy lifestyles. This teaching is complemented by a number of outside speakers.

# NOTES



## RUGBY SCHOOL

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