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The Middle School is large, cosmopolitan, and vibrant. Every student is urged to be curious, creative, critically aware, and to develop their interests and talents to the full.

The Sevenoaks School Middle School curriculum is designed to develop the life of the mind. We have a broad range of academically ambitious courses that prepare students well for the International Baccalaureate Diploma Programme in the Sixth Form.

Breadth is central to the Sevenoaks ethos and a key principle underpinning the IB. So too is coherence. We have designed a structure for the Middle School curriculum to embody our educational vision: the Sevenoaks School Diploma. As with the IB Diploma, a unique core connects and informs a balanced range of subjects, assessed through a combination of qualifications (IGCSE and GCSE).

Our Middle School curriculum aims to inspire, challenge, and satisfy the intellectual curiosity and open-minded approach to learning that characterises a Sevenoaks student.

Jesse R Elzinga
Headmaster
The Middle School years are characterised by a significant growth in independence. Taking account of this transition is vital as students develop learning attributes they will need for the IB Diploma and their lives beyond school.

There are specific ways in which we nurture students’ capacity for learning more independently. The Core courses teach students how to think critically about themselves and the world around them, and interrogate ways in which knowledge can be questioned as well as acquired. The Middle School Diploma places emphasis on learning that takes place outside as well as inside the classroom, and invites students to recognise the importance of personal and interpersonal qualities that make a significant difference to the way they approach school life and how they collaborate with others.

In addition, embarking on IGCSE courses requires development of skills in revision and review, research and note-making, as well as personal organisation, time management and keeping fit and healthy.

Our Middle School study skills programme attends to these elements and more. Delivered through a mixture of assemblies, tutor group periods, classroom teaching and one-off training sessions, students increasingly acquire reflective habits, greater awareness of how they learn and what they need to do to learn better. Developing capacity for self-regulation therefore becomes a defining characteristic of teaching and learning through these years.

The Middle School study skills programme contributes therefore to the development of students who move from Year 11 to 12 and from Year 13 into the wider world more fully resourced and as more fully rounded human beings.

Mark Beverley
Director of the Institute of Teaching and Learning
Our curriculum in the Middle School is designed to nurture knowledge, skills and personal attributes essential to the development of principled, ambitious and committed young people. A set of seven core values shapes the way in which students learn both inside and outside the classroom and takes account of the inter-relationship between intellectual and emotional, personal and interpersonal dispositions. They are defined as follows:

- Creativity
- Independent Learning
- Critical Thinking
- International Awareness
- Collaboration
- Self-awareness
- Social Responsibility

These core values permeate all aspects of our curriculum, from examination courses through to the pastoral and co-curricular programmes; they promote a way of thinking about learning that prepares students for the IB Diploma, as well as university and the workplace. The Sevenoaks School Diploma presents a focus for this; students are asked to record the way in which they learn, and to document their progress throughout all aspects of their Middle School life.

The classroom experience for our students in the Middle School invites engagement with a wide range of subjects, each designated to equip students with depth of knowledge and understanding. In addition, our curriculum promotes interdisciplinary thinking so that students are asked to transfer knowledge and skills from one subject across to another. Through these means, the Middle School Curriculum provides an holistic academic profile: one that is analytical and creative, challenging, ambitious and fun.

Rachel McQuillin
Head of Middle School
The core principles of the curriculum in Years 9-11 foreshadow those of the IB Learner Profile. We want our students to develop a range of knowledge, skills and attitudes that will prepare them effectively for the years ahead. This means that each course, in different ways, seeks to develop the following values:

**Creativity**
Students are encouraged to think imaginatively and to be adaptable. They try out different solutions and evaluate their strengths. They are encouraged to see existing situations in new and different ways.

**Independent Learning**
Students learn to think for themselves. They develop a natural sense of curiosity and ask thoughtful questions. They acquire skills in research and enquiry. They learn how to manage their time and take responsibility for their own progress.

**Critical Thinking**
Students acquire the ability to comprehend, analyse and synthesise information. They explore strengths and weaknesses of multiple answers and question assumptions. They argue points of information persuasively and learn to solve problems in different ways.

**International Awareness**
Students develop knowledge of ideas, issues and themes in a real world global context. They explore ethical, social and political contexts and the relationships between them. They identify ways in which notions of justice, tolerance and peace can be realised.

**Collaboration**
Students learn in collaborative, cooperative ways, both as leaders and as members of a team. They acquire effective communication skills and understand the importance of active listening. They learn to negotiate, compromise and show consideration for alternative points of view.

**Self-awareness**
Students develop understanding of themselves and the way they learn. They are taught to prioritise and to be resilient in the face of challenge. They aspire towards intellectual, emotional, physical and spiritual wellbeing.

**Social responsibility**
Students explore the implications of moral and ethical decisions. They acquire a principled, compassionate worldview and are sensitive to the needs of others. They exhibit honesty, personal responsibility and a sense of commitment in all areas of school life.
THE

SEVENOAKS

SCHOOL

DIPLOMA
“I am delighted to see a school taking such clear steps to emphasise and celebrate crucial aspects of education, absent from performance tables but vital to a happy and successful life. The recording of achievements beyond the curriculum, and pupils’ reflections on them, provide pupils with a substantial base of confidence and self-awareness to which they can refer for years afterwards.”

Lord Lucas, The Good Schools Guide
The Sevenoaks School Diploma is a unique, bespoke programme that gives focus to the holistic, integrated nature of our Middle School curriculum. It presents students with an opportunity to record many different elements of school life that can sometimes go unnoticed, to develop personal qualities and attributes that make them more fully rounded people, and provide them with the means to learn more effectively.

The Diploma works in the following way: students can record any one-off or short-term activity or experience they wish as a record of their learning, but they are also asked to take more detailed account of their participation and contribution to an activity over a period of time. Activities are grouped into the following four categories:

- Making and Performing
- Service and Social Impact
- Physical and outdoor education
- Academic engagement

When involvement in a particular activity from one of the above categories has taken place over a more sustained period, students write a reflection on the way it has informed, shaped or developed their learning, as well as approach the relevant teacher or tutor for accreditation.

The Diploma therefore asks students to make formal record of their learning in the Middle School, both inside and outside the classroom. However, it also aims to encourage students to reflect on and take account of the learning that takes place through all the activities they engage in and experiences they have.

In order to receive a Diploma at the end of Year 11, students are required to have participated in at least one activity from each of the four categories in each year (9, 10 and 11). Students will qualify for a Diploma with Distinction in one or more areas of activity if they have shown evidence sustained commitment to (usually over a term) and engagement in an activity. This encourages students to develop and pursue their particular passions throughout the Middle School years.

Through the Diploma, we seek to value, recognise and celebrate those vital things that are not measured by exam results, and that ultimately are more important for success in learning, the workplace and life: the ability to create, collaborate, lead, empathise, be self-aware and socially aware and show commitment. Provided they fulfil the core requirements, at the end of Year 11 they will be rewarded with a Diploma Certificate and a transcript that describes their journey through the Middle School years and the full nature of their achievements.
THE CORE
THE CORE: Core Critical Thinking

At the heart of the Middle School Curriculum is a unique set of courses taken by all students.

These Core Critical Thinking (CCT) courses begin in Year 7 and culminate in the Sixth Form with IB Theory of Knowledge (TOK).

The CCT courses have two main strands. Firstly, they develop understanding of religious, philosophical, social and political areas of interest. Secondly, they nurture skills in critical thinking and reflection.

10 Ideas that Changed the World in Years 10 and 11 explore and evaluate nine significant ideas that have had powerful, disruptive and formative effects on the contemporary world.

These include:
- Fake News
- Right and Wrong
- Gods
- Freedom
- AI

Students apply the critical thinking skills they have acquired to questions such as:
- Why might people believe in false facts/fake news even if they have been proven to be untrue?
- How free are we?
- How does the language that we use reflect and affect our thoughts and behaviour?
- Can machines think?

The course culminates with the students writing an essay in which they argue for the tenth idea they think should be added to the course.

These courses address content that is stimulating in its own right, and at the same time develop in students transferable skills in analysing, interpreting and evaluating issues that feed directly into all subject areas.
PSHE in the Middle School builds on the foundations laid in the Lower School.

The aims of the programme are to develop pupils’ self-awareness, confidence and resilience, allowing them to make informed decisions and take responsibility for their actions. It is also interested in the development of notions of respect, empathy and independence, and to make students more aware of the diversity of life in the wider world.

PSHE works with Systems of Belief, Critical Perspectives and Ten Ideas, to promote the spiritual, moral, social and cultural awareness of the students. This is achieved through shared topics with academic subjects – for example, joint Drama and PSHE play performances and Sex and Relationship Education covered in both Biology and PSHE.

Years 9, 10 and 11 PSHE lessons are delivered by a team of experienced staff in form classes once a fortnight. The scheme of work follows the model of provision recommended by the PSHE Association, a spiral structure that revisits the following three areas, in increasing complexity, over the three years:

- Health and Wellbeing
  (Keeping healthy, healthy lifestyle)
- Living in the Wider World (Community)
- Relationships (Friendship, empathy)

Lessons are supplemented by termly PSHE Awareness Weeks, regular assemblies and visiting speakers talking on a variety of topical subjects.

There are strong connections between the PSHE programme and the school Health Centre, and the school counsellors provide a vital resource for individual pupils in need as well as leading group workshops on topics such as Wellbeing.

Students are regularly consulted through anonymous questionnaires on lifestyle choices and this allows us to monitor behaviour and address current issues. Parents are kept informed about topics through the termly PSHE newsletter which is posted on the parent pages of the school website.

Regular parent seminars with visiting speakers are hosted throughout the academic year.
The core physical education programme fulfils two key aims.

1. To enhance the physical literacy of every student through ‘PHYSICAL’ modules.

2. and foster character attributes through physical activity, the ‘MENTAL’ modules.

PHYSICAL – Through modules in athletic development, co-ordination, athletics and striking/fielding we are looking to enhance long term development and raise athletic potential.

- Athletic Development – enhance students’ physical literacy and understanding of specific training.
- Athletics – developing and refining technique of Athletic disciplines.
- Co-ordination – students discover the principles of co-ordination-based games and are exposed to a variety of activities.
- Striking and Fielding – students learn generic techniques that are applicable to a range of sporting disciplines.

MENTAL – Through a concept-based curriculum, we focus on nurturing personal attributes to enhance wellbeing through physical activity.

- Think – students are encouraged to collaboratively understand and solve tactical problems.
- Communicate – students explore different types of communication and leadership styles.
- Reflect – students are asked to reflect, set goals and explore resilience.
- Independence – students are asked to independently research and lead on fitness classes.
SPANISH  
ECONOMICS  
SPANISH ORAL  
ENGLISH  
ENGLISH  
PHYSICS  
BIOLOGY  
LATIN LITERATURE  
LATIN LANGUAGE  
HISTORY  
HISTORY  
PSYCHOLOGY  
MATHS  
MATHS
THE SUBJECTS
Aims
The Art course aims to equip students with the ability to develop an independent and informed body of personal work, drawing on individuals’ interests, strengths and passions.

Skills
A range of transferable creative skills are formally taught through a foundation period. This aims to develop students’ confidence, knowledge and understanding of approaches to conceiving and developing coherent and creative work.

Content
During a foundation phase, students will experience a broad range of disciplines such as drawing, painting, sculpture and printmaking, digital imaging, photography, ceramics and a full range of mixed media. Beyond this period, the content is determined by the nature of the individual students’ work. For example, some students may focus on digital process, while others might prefer a broader or more traditional, fine art approach.

Enrichment
The Portfolio releases students to pursue their creativity in a supportive, flexible and ambitious creative environment. Contact with a wide range of specialists provides a rich, creative workplace. It is intended that the approach to the creation of independent, accomplished, informed work is ideal preparation for students who decide to pursue their interests through the IB Visual Arts Course.

Examples of work produced in the Middle School can be seen here: www.sevenoaksschoolart.org
Aims
Classical Civilisation at GCSE provides an opportunity to study the Greek and Roman worlds without any study of the Latin or Greek languages. Students will gain an understanding of the history, culture and literature of the Classical world and consider its impact on modern society. Studying such a crucial period of European development helps students understand their own lives through the similarities and differences between their own values and the views and way of life of ancient Romans and Greeks.

Skills
The course is essentially cross-curricular in that it includes literature, art, archaeology, social history, religion and politics. It develops a wide range of crucial transferable skills including literary appreciation and interpretation, source analysis and critical thinking. Students are not expected to know beforehand, or study during the course, any Latin or Greek; as a result we welcome on the course any student with an interest in the ancient world, irrespective of what she or he might or might not have studied previously.

Content
Students explore a series of topics which cover the literature, culture and history of the ancient world. Topics change from year to year, but can include Mythology, Greek Festivals, Roman Religion, Homer’s Odyssey, Mycenaean Society or Women in the Greco-Roman World. These topics engage the imagination of our students while also providing a rigorous basis for the in-depth study of a number of aspects of ancient culture. Students are expected to make links between historical topics and literature, and to compare their own society with those of the Classical period. Exam questions expect knowledge and understanding of the topics studied, plus personal evaluation and opinion. There is no coursework element to Classical Civilisation GCSE.

Enrichment
Although by no means compulsory, students are very much encouraged to take part in the Year 10 Classics study trip to Pompeii and the Bay of Naples, which normally takes place in the Easter holiday or May half term. Students are also encouraged to think beyond the requirements of the syllabus through wider reading and occasional theatre and museum trips. Beyond GCSE Classical Civilisation is an option at Standard Level in Group 3 (Humanities) of the IB Diploma. While the GCSE course is not a requirement for entry to the IB course, it is of undoubted benefit, and the skills gained within Classical Civilisation GCSE are easily transferable to a number of Sixth Form and university courses. As one admissions tutor puts it: ‘Classicists think the pants off issues.’
Aims
The AQA course enables a practical and critical study of drama, engaging students to become confident theatre makers, independent learners, and empathetic, cultured and self-confident individuals.

Skills
Students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons. There is an important balance between the focus on the contribution to an artistic process and the execution of a performance.

Students gain the confidence to perform and communicate in public, but they also learn to collaborate with others, think analytically and evaluate effectively to pursue their own ideas, reflect and refine their efforts.

Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Content
Students develop a range of skills, knowledge and critical appreciation in three main areas: Creating, Performing and Evaluating.

The holistic programme of study encourages students to connect these three areas, maximising opportunities for students to do what they like best – participate in making drama and theatre.

The course begins with a foundation programme to provide a broad and creative overview of drama and theatre. This includes modules in devising presentational and representational theatre forms; interpreting and realising a script; stage design; and critical response to live performance.

Students then tackle the assessment modules with this bank of practical experiences and knowledge. Students are encouraged to think and create more broadly as theatre-makers, not just as actors, but to include appreciation of stage design and directorial concepts.

All students devise drama and explore texts practically from a performing and design perspective. One of these texts they perform or design extracts from; another text they write about from a hypothetical practical point of view. The written exam paper uses a variety of question styles to ask students to combine what they’ve learned about how drama is performed to create meaning and impact, with their practical experience and imagination.

Enrichment
Students’ appreciation of drama and live performance is enriched through the hosting of professional touring companies in the Sackville Theatre, external trips to outside venues, and the use of live recorded productions on various digital platforms.

Students also have the opportunity to extend their skills and experiences through co-curricular opportunities such as the Middle School or Senior Production, or the range of drama clubs and societies.
Aims
The English Language course develops knowledge, understanding and skills associated with reading, writing, speaking and listening in English. It explores language use in different kinds of local and global contexts, drawing on the students' own interests, backgrounds and experiences as a way to encourage a spirit of independent engagement.

Skills
The course nurtures capable, thoughtful writers who can communicate meaningfully and accurately in a range of contexts and for different audiences and purposes. Emphasis is placed on oral as well as written uses of language and students are purposefully taught to present, to listen and to work productively with others. Time is also spent developing intrapersonal skills such as confidence, creativity and ethical integrity.

Content
Students explore a range of fiction and non-fiction texts (including letters, speeches and various kinds of media article). The components of transactional, persuasive and expressive writing are examined, as well as the ways in which language is reflective of culture, society and identity. Typical examination questions will ask students to analyse the way pieces of writing create atmosphere, how rhetorical devices can be used as persuasive tools and the different levels on which texts can be compared with each other. Writing tasks might include composing a letter to a newspaper editor to complain about gender bias in the media, or a story with the title ‘It was a decision that changed my life’.

Enrichment
Students are taken beyond the requirements of the examination syllabus through theatre trips, our Middle School Literary Society and Verve, our creative writing magazine, as well as lots of in-class focus on independent reading, and exploration of the language of film, media and political texts that reflect and shape the way we 'see' the world. The English Language course represents an essential part of students' formative development and teaches a wide range of skills that are necessary for study in the Sixth Form and at university, and for the workplace.
Tennessee Williams
The Glass Menagerie
Aims
The GCSE English Literature course provides a rigorous and stimulating exploration of a variety of ambitious literary works from different genres, traditions, places and periods. Its aim is to promote enthusiastic and independent-minded students who are at ease in the discussion of and writing about texts.

Skills
The course nurtures capable, thoughtful writers. Students are encouraged to write structured and analytical essays with clear, well-evidenced and focused arguments. Emphasis is placed on oral as well as written approaches to literature; students are taught to discuss, to listen and to work with others. Attention is paid to the development of research and presentation skills. Students are encouraged to develop an ability to respond critically and independently to features of content and style, to speak and write about text with clarity and insight, and to develop an enthusiasm for reading.

Content
Students explore a wide range of literary texts. Students will study at least four texts across all genres and historic periods, including Shakespeare, and at least one text from another culture. As well as the detailed class study of a set texts, students work on an independent project that introduces them to some key literary movements and genres. From this they are encouraged to pursue their own reading interests. The emphasis is on the student’s ability to construct an independent, well evidenced and analytical response.

Enrichment
Students are taken beyond the requirements of the examination syllabus through theatre trips, our Middle School Literary Society and Verve, our creative writing magazine, as well as lots of in-class focus on independent reading. The course represents an essential part of students’ formative development and teaches a wide range of skills that are necessary for the Sixth Form, university and the workplace.
Aims

The Pearson Edexcel IGCSE Geography course is about the earth’s landscapes, people, places and environments. Students understand their own lives in a global world and face vital global issues. Geography is an academically robust subject which promotes a lifelong interest and about how the world works.

Skills

Skills focus on knowledge with understanding, data analysis, problem solving, decision making and enquiry. Geographical Information Skills (GIS) and presentation skills are integral to the course.

Content

The Physical Geography component of the course consists of two topics:

- **Hazardous Environments** is about three different natural hazards that threaten people: tropical cyclones, volcanic eruptions and earthquakes. Is it possible to predict when they will occur? What can be done to minimise their destructive impacts?
- **Coastal Environments** studies the coast, its landforms and the processes that produce them. Coastal ecosystems are very important, resource exploitation is just one of a number of conflicts as development and conservation come face to face. How do we ‘best’ manage the coast?

The Human Geography component of the course consists of three topics:

- **Economic Activity and Energy** is about a range of economic activities that provide people with work; they help countries to develop and become more prosperous. Economic activities and lifestyles in the modern world are demanding more and more energy. How should we generate this energy – by using non-renewable or renewable resources?
- **Urban Environments topic**: Over half of the world’s population now lives in urban areas. Urbanisation brings benefits but also serious costs. Different strategies are needed to deal with the challenges of urban living including sustainable urban living. Will this result in an improved quality of life for all?
- **Global Issue is Globalisation and Migration**: Globalisation is one of the most important processes affecting the world today and migration is one of its main outcomes. Content includes:
  - The factors encouraging the growth of the global economy.
  - The major player in that economy.
  - The push and pull factor responsible for today’s huge migration flows.
  - The impacts of globalisation (TNC’s, migration flows, global tourism).
  - How can migration flows and global tourism by countries at different levels of development be managed?

Both exam papers consist of a mix of multiple-choice, short structured questions, data-response and extended open-ended questions. There are no essay style questions. Fieldwork enquiry is assessed in the exam. There is no coursework element.

Enrichment

There are two one day ‘local’ geographical field trips: a coastal enquiry trip to East Sussex and an urban enquiry trip to East London. There is a six day ‘awe and wonder’ residential trip to Iceland. There are Y10 and Y11 Geography Extension Clubs.
GLOBAL TRENDS
Wealth & Health of Nations

Life expectancy (years)


Senegal

GDP per person (GDP/capita)

1820 1840 1860 1880 1900 1920 1940 1960 1980 2000 2020
Aims
Learning Greek provides students with a varied educational experience; the language elements of the course encourage clear thinking and logical problem-solving, the literature elements promote interpretation and creativity, and the subject as a whole encourages an enthusiasm for the personalities, ideas and achievements of the ancient world. Students will always be studying Greek alongside Latin, giving able and enthusiastic candidates the opportunity to gain an extra GCSE-level qualification.

Skills
Taking a GCSE in Greek encourages students to develop a competence in translating and understanding the Classical Greek language, and as a result, improve problem-solving in all disciplines. It asks them to make an informed and personal response to the literature studied, which could be extracts from a Greek tragedy, the Histories of Herodotus or Homer’s epics, the iliad and Odyssey. They gain a broader perspective on the cultural and linguistic heritage of Europe, and develop a systematic approach to grammar and meaning in all languages, including English. It also develops a deeper understanding of today’s issues through the discussion of ideas prevalent in Classical Greek times and their influence on modern civilisation.

Content
The course is divided into language and literature sections. Students will improve their linguistic skills and be tested on these via translation and comprehension, and will also be asked to evaluate and interpret the Greek literature extracts they have studied in class. Set texts change from year to year, but recent selections have included Euripides’ version of the sacrifice of Iphigenia before the Trojan War, Lucian’s crazy account of his trip to the moon, Herodotus’ descriptions of Egyptian culture and crocodiles, and Odysseus’ adventure with the Cyclops. There is no coursework element to Greek GCSE.

Enrichment
Although by no means compulsory, students are very much encouraged to take part in the Year 10 Classics study trip to Pompeii and the Bay of Naples, which normally takes place in the Easter holiday or May half term. Students are also invited to think beyond the requirements of the syllabus through wider reading and occasional theatre and museum trips. It is necessary to have studied Greek at this level in order to take it in the Sixth Form, where it is an option at both Higher and Standard Level in Group 2 (Languages) of the IB Diploma, and can also be taken as a second language in Group 6.

However, the skills gained within a Greek GCSE course are transferable to a huge range of subjects within the IB and beyond. As one employer puts it: ‘I think Classics graduates are probably better than those of any other discipline.’
**Aims**
The course aims to produce thoughtful, inquisitive and well-informed students with powers of critical analysis that are essential to understanding and interpreting the modern world in terms of relationships between countries, the difficulties of maintaining and developing peace and the impact of this on the development of music, literature and living conditions.

**Skills**
The study of history enables students to develop the ability to communicate ideas fluently, clearly and confidently, verbally and in writing. Students will be able to critically analyse texts, information and argument to offer informed and reasoned arguments in order to make nuanced judgements. Conducting research using different types of tools and sources, gathering, sifting, interpreting, analysing and organising information is essential to developing in-depth historical knowledge. Students develop an open-minded approach to the potential usefulness of different perspectives and to the insights that may be offered by the use of different disciplines; the willingness to adopt, where appropriate, a multi-disciplinary approach to historical problem-solving.

**Content**
The course is designed to give an understanding of the main events of 20th Century world history and to develop the written skills of analysis, explanation and evaluation. The main topics include peace-making after the First World War, the League of Nations, the Great Depression, the origins of the Second World War, the Cold War, including the imposition of Communism in Eastern Europe, the Cuban Missile Crisis and US intervention in Vietnam, and the rise and fall of the apartheid regime in South Africa. A depth study on the USA 1919-41 covers the political, economic and social changes which ensures understanding of how economic boom and bust changes the culture of a country for generations.

**Enrichment**
Beyond GCSE, as well as helping to produce thoughtful, well-informed, critical students, the IGCSE course is an excellent preparation for the study of IB History, whether students wish to study the Medieval or the 19th and 20th Century options.

There is a study trip to Washington, Philadelphia and New York for Year 10 students; this complements the work on the US depth study as well as US involvement in WW1, WW2 and the Cold War.

Our Middle School History Society discusses and develops issues raised as part of the taught curriculum looking at content and concepts that place the course in a wider historical timeline.
the middle school curriculum at sevenoaks
**Aims**
The study of Latin both improves students’ problem-solving and linguistic skills via a systematic study of the Latin language and develops a more general understanding of the ancient world through reading selections of literature by Roman authors. These two aims – increasing students’ understanding of language in general and giving them an appreciation of Roman literature and culture (which are so crucial to the development of Western society today) – make Latin GCSE a highly respected qualification at university and beyond.

**Skills**
GCSE Latin will therefore enable students to improve, at an appropriate level, competence in reading Latin, and, as a result, develop more general linguistic and grammatical awareness; to read, understand, appreciate and make a personal response to Latin literature in the original language; to develop an analytical approach to language by seeing English in relation to a language of a very different structure and by observing the influence of Latin on English; to acquire some understanding of Roman civilisation, thereby developing a sensitive understanding of the motives and attitudes of people of a different time and culture, as well as Rome’s influence on the modern world.

**Content**
A substantial proportion of the GCSE grammatical content will have been covered by the end of Year 9. In Year 10, therefore, students will soon begin to encounter unadapted Latin literature and start to discuss the style and content of what they have read. Prescribed set texts change all the time, but previous GCSE literature selections have included Virgil’s account of Dido’s doomed love affair and subsequent suicide, Pliny’s letter describing the eruption of Vesuvius, Catullus’ love poetry, and the Druids’ practices of human sacrifice. The final exam consists of a language paper (comprehension and translation) and questions on the literature set texts which students have studied in class. There is no coursework element within Latin GCSE.

**Enrichment**
Although by no means compulsory, students are very much encouraged to take part in the Year 10 Classics study trip to Pompeii and the Bay of Naples, which normally takes place in the Easter holiday or May half term. Students are also encouraged to think beyond the requirements of the syllabus through wider reading and occasional theatre and museum trips. It is necessary to have studied Latin at this level in order to take it in the Sixth Form, where it is an option at both Higher and Standard Level in Group 2 (Languages) of the IB Hexagon, and can also be taken as a second language in Group 6. However, the skills gained within a Latin GCSE course are transferrable to a huge range of subjects within the IB and beyond. As one employer puts it: ‘Latin and Classics produce a highly ordered mind and the ability to present arguments and cases precisely. Classicists...are proper thinkers.’
Aims
The Mathematics Department at Sevenoaks gives all students a sense of the enjoyment and excitement that comes from a fluent and confident understanding of Mathematics. Sevenoaks Mathematicians appreciate that Mathematics is a tool with which to communicate, describe, explain and predict. We encourage collaboration and promote rigorous mathematical thinking, and a flexible approach to problem-solving.

Skills
Mathematics is an interconnected subject in which students move fluently between different mathematical ideas and skills.

Students are encouraged to develop their mastery in all areas; to be able to use and interpret notation correctly, to accurately recall facts, to use terminology and definitions precisely; to discuss problems with their peers and to construct chains of reasoning; to persevere with problems using appropriate resources. Good mathematicians develop the skills of tenacity, determination and creativity.

Content
Algebraic techniques, geometrical reasoning, an appreciation of number and statistical applications are the key strands of the course. Students develop confidence in applying techniques in topics such as geometry, calculus and trigonometry.

Enrichment
Students go beyond the syllabus studied using problems from websites such as NRICH and UKMT, which foster creative thought. All years can take part in National Mathematics Competitions, with a significant number qualifying for follow-on rounds. Lunchtime and after school sessions support any student wishing further to develop their Mathematics.
the middle school curriculum at sevenoaks
Aims
The Modern Languages courses focus on developing students’ ability to understand and communicate effectively in the target language as well as offering insights into the culture and civilisation of the countries where the language is spoken.

Skills
Students study the language developing four key skills: listening, reading, writing and speaking. We lay considerable emphasis on promoting our students’ ability to speak and write accurately in the target language as well as to understand both native speakers and authentic texts. A sound command of grammar is an indispensable element in the four skills and an essential requirement for the study of languages beyond Year 11.

Students will develop the ability to identify main points as well as details in a variety of types of spoken messages or texts. In speaking students will progress from transactional conversations to initiating and then developing conversations and discussions. In both speaking and writing students will build their capability to narrate events factually and imaginatively as well as express and justify their points of view.

Content
The programme of studies explores areas of experience such as everyday activities, the world around us, personal and social life and the world of work. The course offers another dimension: the international world, which allows students to explore cultural aspects of the target language society and to keep up to date with current affairs in the countries where the language studied is spoken. It is designed to help students build the expected cultural knowledge for the study of IB language courses.

We do not expect students who are already fluent in a language to choose it as part of the curriculum although they might sit the exam in Year 11.

Enrichment
Spending time in the target-language country is of paramount importance. It gives a huge boost to students’ confidence, particularly in their speaking and listening skills. Staying with a family as part of an exchange or a study trip is the most effective means of enhancing linguistic skills and of experiencing the culture.

Those who study French will have the opportunity to participate in a French exchange in Year 9. In Year 10 we offer study trips and exchanges for those students who study German, Spanish, Mandarin and Russian.

In addition to trips and exchanges there are various clubs for students to join, which all help to develop a wide range of skills.
Aims
The Music course encourages the study and appreciation of all forms of music, fostering students’ aesthetic development and creative skills as well as developing students’ critical responses to music. It will increase students’ knowledge and awareness of Western classical music and traditions of music from around the world.

Skills
The course encourages students to use their musical experiences to create their own music and to develop their enjoyment of the performing situation. The course works alongside individual instrumental or vocal lessons, requiring students to perform regularly throughout the course both on their own and in groups. The group work involves small ensemble work (one to a part) and large ensemble work (in a larger group appropriate to the student’s interests) and it is a requirement of the course that all students take part in the Choral Society. Being so involved develops students’ aural skills, reading skills and general musical perception. In addition to this, much time is spent teaching the students analysis skills so that they are able to listen to a piece of music critically and evaluate it in an informed and disciplined way, both orally and in writing.

Content
Over the two years, students work on two contrasting compositions. This often springs from initial exercise work done in a class situation but students are not constrained by this and are encouraged to explore their own creative instincts and interests. They also work on two prepared performances, one as a soloist and the other as a member of individual a small ensemble. In practice, they will cover many more performances than two and simply select the best for final moderation. Much of this work is started in the classroom situation but quickly becomes work which the students work on themselves in their own time. As a result, much of the classwork is spent on listening and analysis skills in which the students study in detail principally Western Classical Music composed between 1600 and the present day as well as two traditions of world music, selected by the exam board.

Enrichment
The music department provides an Aladdin’s cave of musical opportunities for students at Sevenoaks School, ranging from solo opportunities to opportunities as part of an ensemble of more than one hundred participants, incorporating styles ranging from classical to contemporary music. It is expected that students who take the Music course will fully immerse themselves in this programme of opportunities and performance and in so doing, develop not only a genuine and deep love of music making but a confidence and resilience that will serve them in their present and later life beyond the music classroom.
the middle school curriculum at sevenoaks
**Aims**

It is the aim of the Science department to create a learning environment which makes the study of science a positive and enjoyable experience for all students. Through well-designed studies of experimental and practical science, we aim to provide a worthwhile experience for all students that will enable them to acquire sufficient understanding and knowledge to become confident citizens in a technological world. They will be able to take or develop an informed interest in matters of scientific importance, and will be suitably prepared for further studies in and beyond the Sixth Form.

**Course content and structure**

Each science class is taught Physics, Chemistry and Biology separately. We follow the Edexcel International Examinations syllabus for IGCSE in all three sciences; this leads to three separate grades at IGCSE. The ‘real world’ applications of all three sciences are stressed throughout the course. In addition, students are introduced to topics which are relevant to current scientific research. From the courses we follow, students are made aware of the importance of science in the 21st century.
The core aim of Biology is to foster lifelong curiosity about the living world. More specifically, the course seeks to broaden and deepen knowledge and understanding of key biological concepts, applicable to everyday life and further study. It is also concerned with the development of transferable scientific skills, including creativity required for practical design, hands-on practical competence, IT proficiency for data presentation and analysis and critical evaluative abilities.

Biology is not just about learning a list of scientific terms, as we feel there now needs to be a greater emphasis on problem solving and application of scientific principles. We believe that practical skills are key to the development of a good biologist so that students can understand how experiments are designed; this includes the need to collect sufficient, relevant data to allow for meaningful analysis and critical evaluation of their findings. The ability to use the scientific method to solve problems and answer questions is essential in developing investigation skills and stimulating interest in the subject.

The Biology IGCSE course is taught over three years. Topics covered include the nature and variety of living organisms, structure and function of living organisms, reproduction and inheritance, ecology and the environment and genetic modifications. Practical skills are vital in aiding the development in the analysis and critical understanding of Biology and we enrich the syllabus beyond the scope of the written curriculum. In Years 9 and 10, students carry out practical investigations where we look to develop aspects of the design, presentation of data and use of Excel for data tables and graph design; this includes analysis and evaluation of data so that by the time they enter the Sixth Form to study the IB, they are more familiar with the needs for internal assessment.

In Year 10 each student will take the Biology Challenge, which is a national competition set by the Institute of Biology; students will gain certification levels of Gold, Silver, Bronze, Highly Commended or Commended, based on their biological knowledge. Also in Year 10, students visit London for a day of interactive talks and demonstrations, highlighting cutting-edge research across the sciences.

Throughout the year guest speakers visit the school, speaking on a variety of topics such as research into multi-resistant TB in sub-Saharan Africa, or the impacts of microplastics in our oceans.
the middle school curriculum at sevenoaks
Aims
Chemistry focuses on the material world around us and incorporates skills designed to shed new light on seemingly everyday objects or processes we take for granted. A keen sense of enquiry is fostered by introducing novel concepts that seem abstract at first. Through practical work, students learn the value of hypothesis and experimentation and begin to critique their own efforts. Analytical skills, including data processing, are developed through both class and practical lessons. Students are able to investigate different ways of solving the same problems in order to find their own preferred approach to challenging tasks.

Content
The Chemistry IGCSE course is taught over three years. Topics covered include: general principles of chemistry, atomic theory, acids and bases, the periodic table, metals, air and water, energetics, bonding, rates of reaction, equilibrium, stoichiometry, organic chemistry, electrolysis and redox. A number of topics teach students the key principles that they will need in other parts of the course while other topics deal with chemistry in context such as understanding the oil and polymer industries or the impact such industries have on the environment. Practical work is used, where appropriate, to reinforce content and understanding as well as highlight the importance of the scientific method.

Enrichment
A number of enrichment opportunities exist throughout the Middle School Chemistry course. Year 9 carry out a crime-scene investigation-style project, not only teaching students valuable practical skills but also introducing the idea of critical thinking and other analytical processes. In Year 10, students have the opportunity to participate in the Royal Society of Chemistry’s Chemistry Challenge which culminates in a national final for successful teams. Also in Year 10, students are accompanied to a series of inspiring STEM lectures to fuel their passion for the subject. In Year 11, there is the possibility for some groups of students to undertake individual project work allowing them an early chance to hone their skills in practical investigation. Year 10 and 11 students also have a weekly lunchtime extension session that allows them to explore the state-of-the-art and well as their own interests.
Skills
In Physics, we aim to stress the process of scientific investigation. Large parts of the course are taught in context, where students learn through facing problems and having to find their solutions, rather than purely collecting information and memorising details. This approach involves a lot of practical and investigative work to encourage pupils to test their ideas, apply knowledge to novel situations and communicate their understanding clearly.

Content
The IGCSE Edexcel Physics course is taught over three years. The course includes eight major topics: forces and motion, electricity, waves, energy resources and energy transfer, states of matter, electromagnetism, radioactivity and astronomy. Our programme allows us to explore some ideas more widely and to greater depth and is designed to interest, enthuse and encourage pupils. Some additional material is also included to help students gain a fuller understanding of the practical uses of the physics concepts they study; earthquakes and resonance, for example.

Enrichment
Students’ knowledge and skillsets are expanded through a variety of extra-curricular activities. Year 9 have the opportunity to spend a week in Florida, looking at the physics behind a wide variety of activities from indoor skydiving to space travel. Year 10 visit London for a day of interactive talks and demonstrations highlighting cutting-edge research across the sciences. Year 11 can participate in the Physics Challenge each year, which offers the best physicists a chance to stretch themselves further. We also run occasional trips to other destinations, such as CERN, help students apply for summer courses and work experience to extend their understanding and host visiting speakers from a wide range of institutions.
the middle school curriculum at sevenoaks
the middle school curriculum at Sevenoaks
Aims
The subject aims to foster creativity, increase practical skills and improve investigation, communication and research abilities whilst working with the latest technology. Three-dimensional design is a way of seeing things and making sense of the designed and built world around us. Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Skills
Students will design, prototype and model or make; products, objects, and environments, using intellectual, creative and practical skills. Students will generate, develop, refine, and record ideas. They will follow their own creative pathway reinventing existing products or inventing new ones. They will improve their creative skills through a predominantly practical course involving materials, techniques, media processes, and technologies.

Content
Discover the way sources inspire the development of ideas relevant to three-dimensional design including how sources relate to historical, contemporary, cultural, social, environmental and creative contexts. How ideas, feelings, forms, and purposes generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client’s expectations, needs of an intended audience or details of a specific commission.

Areas of study could include architectural design, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, 3D digital design, designs for theatre, film and television, stop frame animation. Model making, workshop making, 3D printing, laser cutting, computer aided design, the Adobe suite, graphic communication, experimenting with materials, robotic sculpture.

Enrichment
The department is a hub of independent creative and practical exploration through extended access to the makerspace with technical support. This encourages the development of ideas using the rapid prototyping capabilities of the laser cutter and the bank of 3D printers. Clubs like First tech robotics, coding and adobe club allow further exploration and realisation of ideas. Talks are delivered through the training partnership and our well-established links with Loughborough University’s design engineering department. Trips to the Design Museum and London Gallery visits help to stimulate a wider understanding of the influences on the subject.
Aims
The study of Computer Science ranges from the creative to the mathematical, making sense of the technology which is fundamental to life in the 21st Century. A GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. Students will develop their understanding and application of the core concepts of the subject, including abstraction, decomposition, logic, algorithms and data representation. Students analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They will think creatively, innovatively, analytically, logically and critically. They will understand the components that make up digital systems and how they communicate with one another and with other systems.

Content and Structure
Students will use creative and practical approaches to explore computer systems and computational thinking, algorithms and programming. The course will relate directly to many layers of the technical world around the students, from image processing to network protocols, the world wide web and encryption. Theoretical aspects such as systems architecture, storage, networks, security, software and the impacts of digital technology will be covered, in addition to the fundamentals of algorithms and robust programming using Python. Students will cover the underlying Boolean logic and explore different languages and the Integrated Development Environment.

Methods of assessment
While the course requires that students have the opportunity to program and the course will be taught largely practically, it will be assessed as two written papers with no practical assessment. Programming will be assessed as part of paper two, in the form of pseudocode or a high-level programming language.
THE WIDER SCHOOL
The importance of academic learning at Sevenoaks is a given; our students are exceptional learners and excel in their academic subjects. This is in part a result of our emphasis on experiential learning outside of the classroom and the way our co-curricular programme accentuates learning inside the classroom. A Sevenoaks education recognises the interconnections between the two curricula in order to develop the balanced whole person. This education is paramount in equipping our students with the skills they will need to succeed in the future.

In particular, the co-curriculum focuses on developing our students’ so-called soft skills: resilience, communication, leadership, creativity, empathy and others. Whether it is on the sports field, in the concert hall, in the drama studio or on a mountain, we want our students to work together so they can learn about others, but also about themselves. Experiential learning empowers our students and provides them with a deeper sense of agency by challenging them to step out of their comfort zones and asking them to find creative and collective solutions to problems.

The co-curricular programme provides students with the opportunity to try as many different activities as possible. Our Sport, Music, Drama and Art departments emphasise breadth and depth, and provide opportunities for every student, regardless of ability, to achieve their best potential. We have a large CCF and all of our students complete the Bronze Duke of Edinburgh’s Award, with a high percentage progressing to Silver and Gold. We also offer hundreds of staff and student-led clubs and activities, ranging from Anthropology to Bridge to Coding to Taekwondo and Yoga.

Service, social responsibility and social impact also come under the co-curricular umbrella and are fundamental to a Sevenoaks education. Sevenoaks students understand that they have a duty to others and that giving back to local, national and international communities is a normal part of what we do. Through research, reflection and self-awareness, students are able to create practical and sustainable solutions to issues. This then leads to their active engagement in various service and philanthropic projects whereby they are able to develop critical and strategic skills that allow them to address many social concerns and enact positive social impact.

Embracing challenges, exploring new possibilities, developing lifelong passions and working collectively with others to achieve common goals prepares our students for their future beyond Sevenoaks. This is at the core of our co-curricular programme but, most importantly, all of this is based on the objectives of excitement, fun and smiling faces; the perfect criteria for positive and engaged learning.

**Sally Walmsley**  
Deputy Head Co-curriculum
Every pupil has a Pastoral Tutor. These groups meet daily and the tutor is the first point of contact for parents with any questions or concerns. Pupils will stay in the same tutor group for three years in the Middle School. Each tutor group is part of a Division, led by a Divisional Head.

The tutor will get to know their tutees and their parents. They will monitor pupils’ welfare and progress and listen and advise when needed. They will help pupils settle and get involved and they will set the school’s expectations. They will explain school rules, monitor uniform, punctuality and absence. They will discuss all pastoral, academic and co-curricular achievements and concerns with pupils and their parents.

Tutors meet their tutees every morning and at other times where necessary. Tutor meetings consist of some admin, group discussions, and also one-to-one time. Some days will be screen-free, others may include a fun quiz or game. Two or three times a week Middle School students will attend an assembly run by the Divisional Heads.

In Year 9 the emphasis is on settling into a new environment, making friends, getting used to new work habits and discussing topical issues.

Throughout the Middle School they will also focus on their Sevenoaks Diploma, discussing and reflecting on their own contributions and progress in all aspects of school life (for example in lessons, sports, music, drama, service etc).

The tutor should be contacted if you have any concerns or need to seek permission for absence or notify the school of illness. It is most helpful to be informed of any family situations which may impact on a student or their ability to concentrate and study in school or at home. All information will be handled sensitively but we believe that working together is both safer and more effective. Emails are very helpful for routine passing of information or asking a tutor to give you a call to discuss more complex issues. Teachers are not at their desks for long periods of the day but we always aim to reply within 24 hours. In an emergency it is best to telephone the main reception.

Jon Lidiard
Deputy Head Pastoral
Students follow a mixture of compulsory and selected courses – broadly, they choose a Humanities subject, a Language and two others, as below, to make up their total of ten.

Compulsory subjects are English Language, English Literature, Mathematics, three Sciences and the Middle School Core – Critical Thinking and PSHE.

Students will also take one of the following subjects: Classical Civilisation, Geography or History, and one from the following: French, German, Mandarin, Russian or Spanish.

In addition to the above compulsory subjects students will take two further courses from:

- Art
- Classical Civilisation
- Drama
- French
- Geography
- German
- History
- Latin
- Latin & Greek
  (This counts as ONE course)
- Mandarin
- Music
- Russian
- Spanish
- Technology: Three Dimensional Design
- Technology: Computer Science

Students will take a straw poll in late November. This is an indication of likely choices to assist staffing. Final choices will be made in late January following the Parents Evening. The subjects will be arranged in timetable blocks to maximise the number of choices. Most, but not all, combinations will be possible.

Please note that the provision of courses is subject to sufficient numbers and the availability of resources. Further advice on the curriculum is available from Chris Taylor, Academic Deputy Head (cpt@sevenoaksschool.org).