



**A GUIDE TO
LIFE IN THE
SHELL YEAR
AND THE
LOWER SCHOOL
CURRICULUM**

2021-2022



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Introduction

This booklet is a 'guide' in two meanings and is designed to fulfil two functions. It is an official statement of our Shell Curriculum, containing information about structure and subjects. It is also intended to be a useful handbook for pupils, giving them advice to help them make a successful start to academic life at King's—a 'survival guide'.

The guide contains sections written in dark blue which are directed to the pupils. They should certainly read all of these carefully.

We hope that pupils will read the non-boxed sections too. They should bring a copy of the guide with them to school. Pupils and parents will be able to access the electronic version (occasionally updated) at any time on the website.

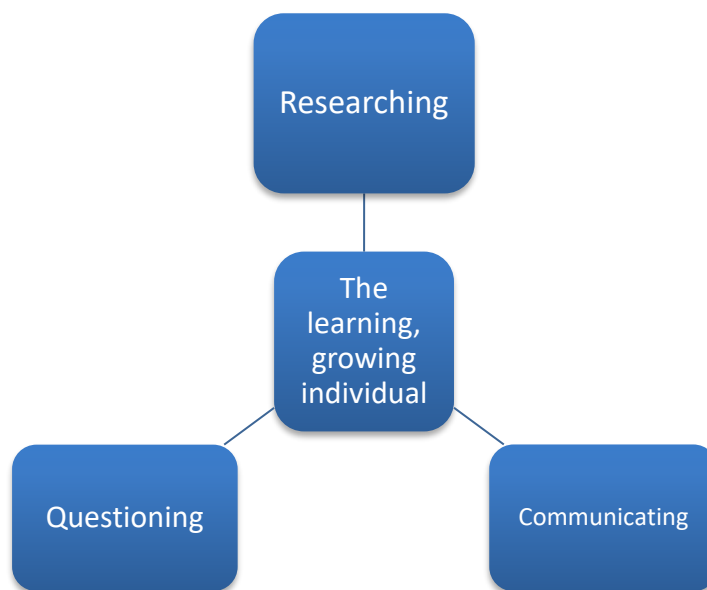
Although this booklet is largely concerned with curriculum matters, we do not limit our understanding of the curriculum to academic pursuits alone. It may seem clichéd, but we genuinely aim to educate 'the whole child', so any discussion of that education must include those aspects of school life that were once called 'extra-curricular'. We prefer to use the term 'co-curricular' for these wider aspects of school life. In addition, the curriculum in its widest sense does not stand alone: the pastoral system underpins everything we do. Therefore, we have included sections on the co-curricular and the pastoral system, without ever claiming that this booklet is a full explanation of either.

Five years at King's passes very quickly. Pupils starting in the Shells are embarking upon a challenging voyage that will see them acquire many new skills, develop new talents and attain public examination results taking them forward to the next stage of their education, and then on to the first stage of their careers. They will have very busy lives. They will experience a few bumps along the way, but the system of pastoral support is designed to pick them up and point them in the right direction. Indeed, there are lots of people here to help them.

For us, with perpetual changes in the structure of public examinations, new syllabuses and programmes of study, the growth in (mobile) digital technology and the development of new methods of assessment, the pedagogical scene is changing all the time. However, some things remain constant, notably our desire to provide what is best for our pupils, to educate their spirit in its fullest sense and to preserve something of the excitement and sense of wonder in education that Albert Einstein described "opening up yet another fragment of the frontier of beauty..."

There is no doubt that our pupils are exposed to a vast number of new fragments of information every day. To help them come to terms with this fast-moving and accessible world, and pull them together into lasting and worthwhile knowledge, we have developed our [Core Themes](#), outlined below. In so doing, we include two less usual aspects to the Shell curriculum: a [Global Perspectives](#) course and lessons called the [Digital Curriculum](#) (replacing what used to be called ICT). In short, the study of Global Perspectives is a research course, not one that is taught. Teachers will provide information, guidance and offer opportunities for seminars, presentations and debates, but the onus is upon the pupils to work both independently and collaboratively. In their Digital Curriculum lessons, they will discuss and practise many of the skills they need both for their studies at King's generally and the Global Perspectives course in particular, and also for academic success and employment in this part of the 21st Century. Coding (programming) is taught to all Shells as part of the DC course, enabling the choice of Computer Science at GCSE if desired.

Core Academic Themes



Researching

The school promotes a spirit of enquiry beyond the confines of our pupils' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop a joy in learning for learning's sake.

Questioning

Information doesn't mean knowledge and knowledge doesn't always lead to deeper learning. In today's world with information everywhere, it is essential that our pupils are challenged in the classrooms, debating chambers and forums to turn what they have discovered into something useful, meaningful, and lasting.

Communicating

Sharing education is fundamental: it aids, reinforces and deepens learning. Pupils live together and are encouraged wherever applicable to work together in a supportive and vibrant community. They learn the skills of creative expression through art, drama, music and sport as well as understanding the power and responsibility of the written, digital, and spoken word.

Luke Bartlett, Deputy Head (Academic)
lgb@kings-school.co.uk

The First Few Days of Term

Advice for pupils

The beginning of a new term at a new school can be both exciting and daunting. On a site as large as King's the first worry is, "How will I know where everything is?" We are very aware of this and in the first few days both staff and older pupils will spend quite a lot of time guiding you from place to place.

Your first experience of school uniform will be at tea on your first day and there are people on hand to help and to check that all is well. After tea, you will have a Shell Year photograph and then you will attend meetings about sport and music. At some point in your first full day, a baseline test is held. This is not a test to be prepared for or to worry about. We use this, along with your entrance examination marks, to get an idea as to your strengths and weaknesses. It does not affect your set placing or anything else but it is very helpful for us. It is also a national requirement of schools to track progress.

Your House (boarding or day) is your base, around which much of your life at King's revolves. Within the House your academic base is your desk and it is important to keep it organised so it is a good work station! As you will see from the different subject details, you will have quite a number of files, which should be clearly named and labelled. You should also start off with sufficient A4 file paper and a set of pens, pencils and mathematical instruments. The full list appears at the end of this booklet. You will need to have a strong bag to transport your books and files.

Many in the boarding houses will have boarded before, but the majority will not. There will be lots of pupils finding this a very new and exciting experience, and older pupils will always help you through the initial days. As Shells, you come from a large number of feeder schools, all with very different experiences. You will find yourself making new friends: in fact, you should aim to make new friends.

One of your first impressions is that you will have much more freedom here, but you will also have greater responsibilities in terms of the organisation of your day and your work. As you will see from this guide, academic work is taken seriously and you are expected to be prepared for lessons and to complete all your set work. Your first goal should be to keep up to date with your academic work and to make sure you know where your classes are. If you ever feel the workload is getting out of control, you should immediately ask for help from your tutor.

In all Houses the most important people are the Housemaster/mistress, the Deputy Housemaster/mistress, the Matron, and your Tutor. These are the people who will be looking after you every day. Your Tutor will help guide you through all aspects of your time at King's. He/she will have about ten pupils in his/her tutor group across several different year groups, and will discuss a great variety of academic matters with you over the years. During this time you will get to know one another very well.

- Don't hesitate to ask if you don't know where to go; there are lots of people who will help you.
- Make sure that you have all the right equipment, as suggested after each subject. This should include sufficient files, paper, pens and pencils, and the correct calculator.
- Name all your stationery in advance.
- Once here, settle into your academic work quickly and keep on top of the set preps.
- Be prepared to be busy and get involved.
- Let your Tutor, Matron, Housemaster/mistress or Deputy Housemaster/mistress know of any issues that are worrying you. They really are there to help.

I look forward very much to welcoming you to King's in September.

Robert Harrison, Head of Lower School (Shells)
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The Pastoral System

The King's School, Canterbury is a school founded on the principle of a Christian ethos, based on outstanding pastoral care of young people. The School is centred on these values and we work hard to achieve a special, happy atmosphere but also to offer the supportive systems necessary for the best possible care of all of our young people. Therefore, pastoral care is an essential part of the School's ethos and is central to the success of the pupils in the school.

Central to this is the **House System** and Housemasters and Housemistresses are ultimately responsible for the pastoral care of the pupils, and it is they who are the first point of contact should you have any concerns. The **Tutor System**, which has existed at King's since 1886, is there to give support to Housemasters and Housemistresses. The majority of the academic staff are attached to a house and have a tutor set drawn from a single house. The Tutors meet their group formally in a timetabled period once a week and at other times informally in the House and in various social contexts. A system of Interim Reports and Interim Grades (Traffic Lights) enables regular monitoring of academic progress, so that any problems may be identified, and, after discussion, action can be taken. A Tutor will build a relationship with their tutees which will encourage and nurture their wider interests and participation in the co-curricular and cultural life of the school. The Tutor will also oversee the Pupil Log and his/her work in Global Perspectives. Members of the Academic Review Team (Deputy Heads and Heads of Year) also look at pupils' work on a regular basis.

Each house also has a **Matron** who works with the Housemaster or Housemistress in looking after the pastoral and medical care of the pupils. School based assistant matrons cover those times when house matrons are off duty.

The **Health Centre**, which is run by a team of fully qualified nursing sisters, gives continuous twenty-four hour cover throughout the term. The nursing staff are always happy to be consulted and can refer a pupil to one of the local GP practice doctors who hold surgeries each weekday at the School Health Centre.

The two **School Chaplains** are responsible for worship and services in the Cathedral and in the School. They also exercise a pastoral role in being available to pupils, of all religions or none, as friend and counsellor. They guide a team of Chapel Wardens who are senior pupils who, alongside carrying out practical responsibilities at services, have been trained in listening skills and who are also available to talk to anyone who seeks support.

The team of **School Psychotherapists and Counsellors** are available to talk to pupils about anything. Pupils can contact them confidentially to make appointments, or house staff can refer on their behalf.

The school's **Life Coach** is available one day a week to work with individual pupils who are seeking to find their own sense of direction.

The **Peer Listening Scheme** consists of a number of senior pupils who volunteer to be listeners for anyone: they are fully trained and are supervised by pastoral staff throughout the process. Many pupils seek them out as a 'listening ear'.

The **Deputy Head (Pastoral)**, Miss Tanya Lee, is available to give support to any pupils regarding any matters of pastoral concern. She oversees, trains and supports all of the departments listed above. She has a broad range of resources available and can direct the pupil to the most appropriate. Miss Lee is also the Designated Safeguarding Lead (DSL) and leads a team of deputy DSLs.

Safeguarding plays a central and integral role in everything we do here at The King's School. All staff are trained in safeguarding matters regularly. There is a designated safeguarding team of specially trained people who are available to respond to any need and pupils have access to this team at any time.

Matrons

A very important member of the house team is the House Matron who will help you to settle in and who will support you in all the practicalities of everyday life in the boarding house such as laundry and additional food supplies! She is also someone who you can talk to if you are worried about anything or if you are not feeling very well. Matrons cover for each other when they are off-duty and you will soon discover where to find neighbouring Matrons should you need them.

The Health Centre

The Health Centre is centrally located for all Houses on Lady Wootton's Green (between St Augustine's and the Cathedral Precincts) and is staffed by fully-qualified nurses day and night. You are encouraged to see your Matron in the first instance, but you may also self-refer to the Health Centre should you wish. The local surgery, the Canterbury Medical Practice, sends two GPs to us to run daily surgeries in the school Health Centre: Dr Tina Crook and Dr David Gregory. Early in your first term you will attend the Health Centre for a medical, which is a general health check. This is nothing at all to worry about and a great opportunity to meet the nurses and look around the Health Centre. There are beds in the Health Centre for those who are too unwell to attend lessons, but unable to go home. The Health Centre also helps to ensure that all pupils' routine vaccinations are up to date.

The School Psychotherapists and Counsellors

We have a team of School Psychotherapist and Counsellors who are available for consultation. They are based in the Old Grange. You may arrange to see them in absolute confidence should you wish. You will be shown early on where to find them and details of how to make contact with them are available on House noticeboards and in the Calendar. It is important that you find this information as you will also find alongside it information about where else you can go for help and advice should you need it.

The Pastoral Office

If none of the people or departments named above can help you, or you want to speak to someone different, then you are always welcome to come to see me, or anyone else based in the Pastoral Office, to talk through anything at all. You will find the Pastoral Office up the main staircase of the Old Grange building in the heart of the school. Here you will also find Mr Thornby, the Head of Boarding Practice, and Miss Fraser, the Pastoral Co-ordinator.

Tanya Lee, Deputy Head (Pastoral)
pastoral@kings-school.co.uk

Academic Life

The curriculum at King's has strong academic roots. It emphasises and relies upon what is best in traditional independent school education: scholarly excellence supported by a caring pastoral and tutorial system, and a wide-ranging co-curricular programme. However, it is continually adapting and reacting to the changing demands of modern education: new subjects are added, new teaching techniques adopted and there is an increasing awareness of the need to provide programmes of study that match individual needs and skills.

Learning & Teaching

Learning at King's is an active, dynamic experience, taking place as much outside the classroom as within.

The teaching aims to develop autonomy and positive motivation among the pupils. This is not just to help them pass exams, but to help prepare them for a world where they will be expected to come to judgments and make (and defend) decisions.

The role of the teacher is, therefore, to motivate and support learning, not necessarily to stand and deliver information (though there is always a time for that). Teachers are expected to put the pupils first, focusing upon their needs and listening to them, but at the same time challenging and stretching them.

Just as learning doesn't only take place in the classroom and laboratory, so teaching is not physically restricted. The intranet VLE (Virtual Learning Environment), is a vast resource area hosted in Microsoft Sharepoint and Teams, which also facilitates rapid interaction between teachers and pupils, as well as between pupils. The nature of life at King's also means that this dynamic relationship continues in the Houses in the evenings as well as through the vibrant out-of-hours seminar, talks, and societies programme.

All Shell prep (homework) is set via Teams – each class in each subject has a separate Team, so you will be part of about 20 Teams. The work set is able to be checked on a central list, and marked completed as you do it. You will learn to become, and will need to be, adept at prioritizing and managing deadlines in this fast-paced busy environment.

Advice for pupils

Different teachers conduct their lessons and arrange their classrooms in different ways. Above all, every classroom and study should be a comfortable learning environment, a place where you are challenged but where you are not frightened to question and make mistakes. The same goes for your peers. In fact, we like to think that this concept of communal respect is very much a feature of King's:

- Respect yourself: give yourself the chance to develop and flourish
- Respect your teachers—they respect you
- Respect others in your class
- Respect your environment

The Structure of the King's Week

The structure of the week may change as necessary, eg with staggered lesson starts, staggered break times in Autumn 2021 to abide by current UK government guidance.

Our two-week timetable has different patterns to the lessons in Week A and Week B, but the same pattern outside the academic timetable. Lessons are 35 minutes long with most taught as doubles.

Monday to Friday mornings comprise seven lesson slots (Wednesday has six) one of which is designated for Lunch. Afternoon lessons take place on two of the six afternoons, Tuesday and Friday for the Shells, whereas the early to mid-afternoons on Monday and Thursday are allocated to games.

Example timetable based on September 2020; the Shell lesson times in September 2021 will differ in minor respects to this:

Shells		p1	p2	p3	Break	p4	p5	p6	p7	Cent
	0835-0855	0855-0930	0935-1010	1015-1050		1115-1150	1155-1230	1235-1310	1315-1350	1355
Monday	Prayers								Lunch	
Tues	Prayers							Lunch		
Wed	House						Lunch			
Thurs	Prayers								Lunch	
Fri	Cong. Prac.							Lunch		
		0835-0910	0915-0950	0955-1030		1055-1130	1135-1210	1200-1300	1300 onwards	
Sat		1 or 5	2 or 4	3		4 or 2	5 or 1	Lunch		

Central Hour	p8	p9	p10	Late Hour	Supper	House meeting	Prep
1350-1450	1450-1525	1530-1605	1610-1645	1700-1845	1800-1910	1915-1925	1930-2100
	Games						
	Activities		Tutor				
	Games						
wards	Games						

The times shown called 'Central Hour' and 'Late Hour' are available for academic clinics, music and drama rehearsals, society meetings, talks, getting prep done, reading, resting and socialising, depending on your commitments.

Saturday lessons will start at 9am in September 2021 to match the start times on other days of the week. It is important, whether a day or boarding pupil, to be on time and at the lesson venue at least one minute before the scheduled start of the lesson. There are penalties for lateness, which is always recorded, and followed up by the tutor and housemaster/mistress.

Advice for pupils

Timetabled periods are compulsory. You need to be well prepared for your lesson and you should not be late. If you know you are going to be absent or late, you should contact your teacher in advance (by email) and, after the lesson, ensure you have caught up the work covered and have done the prep set.

Contacting teachers by email

Teachers appreciate being asked or warned about lessons you may have to miss, but when emailing you must be formal and courteous, eg:

Dear Mr/Mrs/Dr/Miss/Ms Smith,

I am sorry but I have to miss your lesson on Saturday because we are leaving for the match at Hailebury at 11am. I will copy up the notes from Charlie and give him my prep to hand in.

Yours sincerely,/Regards, Thomas

The Lower and Middle School Curriculum

The broad **Shell (Year 9)** curriculum provides a wide-ranging educational experience embracing both traditional and modern elements and establishing a sound foundation for GCSEs/IGCSEs and further study.

In the **Removes and Fifths (Years 10 and 11)**, all of our pupils prepare for at least **nine (I)GCSEs**. Those taking the three separate sciences take **ten**, as do those taking Greek with Latin. Therefore, a few who take three separate sciences plus Greek with Latin take **eleven**. The top French, Mandarin, German, Italian, and Spanish groups usually take the IGCSE at the end of the Removes and continue with more advanced study in the Fifth Form.

Year 9 Shell	Years 10 and 11 Remove and Fifth Form
English Mathematics Biology Chemistry Physics Two Modern Foreign Languages ¹ from: French, German, Mandarin, Spanish, EAL ('English as an Additional Language') or Learning Support Art Design & Technology (DT) Classics ² Digital Curriculum (DC) Drama Geography History Music Life Matters (PSHE) Physical Education (PE) Religious Studies (RS) Research & Reading Skills (Library)	<p><u>Core GCSE or IGCSE subjects:</u> English Language English Literature Mathematics Sciences³ A Modern Language⁴</p> <p><u>Optional GCSE or IGCSE subjects (three of):</u> Art Photography Latin <u>or</u> Gratin⁵ Classical Civilisation Computer Science DT: Engineering <u>or</u> Product Design Drama Geography History (a second) Modern Language⁶ Music Physical Education Religious Studies</p> <p><u>Other (non-examined) subjects taken by all:</u> Physical Education (PE) Personal, Social & Health Education (PSHE)</p>

¹ Shell modern foreign languages at different levels: beginners, experienced or advanced in the languages mentioned

² Shell classics: all pupils study Latin to some extent, whether beginner or advanced; some sets also study Greek; all sets study some classical history and literature.

³ Removes/Fifths, sciences: either the Double Award (two IGCSEs) or the Separate Sciences (three IGCSEs)

⁴ Removes/Fifths core modern language, one of: French, German, Mandarin or Spanish (one year of prior study required for these languages) or EAL

⁵ Removes/Fifths: Latin (one GCSE) *or* Greek with Latin (two GCSEs)

⁶ Removes/Fifths second modern language, one of: French, German, Mandarin or Spanish (one year of prior study required)

Forms and Sets

In the Shell year pupils are roughly setted in two parallel groupings for maths and English, independently for sciences, Classics, and the modern languages but for the Humanities subjects (history, geography and RS) pupils are taught in **forms**. Within each band, pupils will be organised partly alphabetically, partly to ensure a good balance of boys and girls, and partly on the basis of their Classics choices. There are **ten Shell sets or classes** in most subjects.

Advice for pupils

A B C D E F G H J K

These letters will not reveal which band your form is in, and that is not something to worry about. Everything is done to put you in a form where you will thrive academically and socially. We do try to mix you up so there aren't too many from one Prep School or too many from one House in a form. Therefore, you will soon start to make new friendship and learning groups.

Whilst you are likely to remain in the same form for the Shell year, the form structure is not used in the Remove where you will find yourself in many different groupings and sets.

Although you will move from lesson to lesson you will soon find your way around and there will be plenty of people to help you – but you still need to be organised. Please see the checklist at the end of this booklet.

Preps/Homework

Shell pupils are set 18 preps (homework) per week. Each prep should demand and receive 30 minutes of focused work, and occasionally more where time allows. Shells are allowed to 'guillotine' their prep if they have genuinely worked hard for 30 minutes, at least, and have other school commitments or other work due as well. Shells should develop a sense of priority, and they need to be well-organised to manage the overlapping deadlines of 18 preps each week.

After the first fortnight the Shell Prep Timetable will be clear, and there is a Shell Prep Planner given to each pupil to write the schedule and the specific tasks in (or at least mark when set and done). Shell Tutors will offer to help organise your prep schedules. All Shell preps are set through the school's Teams VLE, which the pupils access via the Microsoft Teams app on their tablet, phone, or on their laptop, or any school PC (they will be given instructions on this at the beginning of term).

A typical prep schedule for a Shell pupil:

Mon	Tues	Wed	Thurs	Fri	Weekend
French Physics RS	English Geog Spanish	Biology Maths Latin/Classics	History English Physics	Chemistry French Spanish	English Maths Latin/Classics

Advice for pupils

- Work out your daily prep schedule as soon as possible; ask your Tutor to help you interpret your timetable if necessary
- Your teacher will nearly always expect you to have done your prep in time for the next lesson although, if s/he only sees you once a week, s/he might make other arrangements and set an earlier deadline.
- All preps are set on the VLE: make use of the VLE's student planner app to access your preps
- Some preps are allowed to be submitted electronically, i.e. by email or through the School's VLE but **the default expectation is to bring it to the next lesson neatly written on paper** (since your GCSE exams must be written in ink on paper unless special permission given to type).
- Failure to hand in a completed prep of good quality at the designated time is a serious matter and will be followed up by the teacher and probably also by your tutor and HSM.

Assessment, Rewards and Reports

A separate document on Reporting and Assessment will be available on the Parent Portal in September.

Formal assessment takes place through short end-of-term examinations in November or December (usually only Maths, Modern Languages, Sciences and 'Global Perspectives & General Knowledge' for Shells) and June (all main subjects). Ongoing assessment takes place all the time, through each class discussion, through each piece of work submitted, etc. A feature of King's is that the academic and pastoral sides work very closely together: regular communication between a subject teacher and a pupil's Housemaster/mistress or Tutor is commonplace.

Although we make use of the benefits of electronic systems for reporting and grading, thus enhancing the gathering of data for tracking purposes, there are regular meetings about pupils within houses and our Academic Review Team (Deputy Heads, Heads of Year and Senior Tutor) reviews all grades and comments every three weeks.

Reporting matrix (Shells) – typical schedule

Autumn Term	
Week 4	Interim Grades
Half-term	Interim Report plus Interim Grades
Week 9	Interim Grades
End-of-term	Interim Report

Lent Term	
Week 3	Interim Grades
Half-term	Interim Grades
End-of-term	Full Report

Summer Term	
Beginning-of-term	Parents' Consultation Meeting
Week 3	Interim Grades
Week 6	Interim Grades
End-of-term	Interim Report

Interim Reports

Interim (short) reports replace full reports at many points in the year now. They are published on the Parent Portal. They comprise some or all of:

- Interim Grades in 'Approach to Learning' and 'Quality of Work'
- Subject teacher short comments. Don't expect these to always be complimentary, as at prep school – they are supposed to be constructive and critical to help you improve.
- Tutor comments
- Housemaster/mistress (or Deputy Housemaster/mistress) comments

Interim Grades / Traffic Lights (Shells)

Interim Grades or Traffic Lights are part of the rhythm of the school year. These comprise a grade awarded by the subject teachers represented on all internal documentation by a colour band (details below). These are viewed on-line by Tutors and Housemasters/mistresses and by the Academic Review Team. They are discussed with the pupils and made available on the Parent Portal the following week.


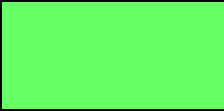



The grades and their associated coloured bands are related to the pupil in the context of his/her set, not the year group as a whole.

Comments from teachers are optional from R and 3 upwards but brief 'Twitter-like' pithy comments are given for all C, P, 4, 5 grades.

'Approach to Learning'

colour representation	Grade	Details/explanation/guidance
Excellent	E	Excellent approach to learning. Written work goes above and beyond that expected; attention and participation in class is excellent; there is strong intellectual engagement.
Good	G	A sound and admirable approach to learning. Preps are on time and thoroughly completed. Class presence is very positive. Organisation good. Pupil is ready and keen to work efficiently in lessons.
Reasonable	R	A satisfactory approach to learning. Most work is complete and on time; class engagement is positive and the pupil is prepared for lessons and gets down to work reasonably well.
Concern	C	Concern about some unsatisfactory aspects of the approach to learning. Written work may not be on time or thoroughly completed; inattention or less than acceptable concentration in class.
Poor	P	Some serious concern about approach to learning, motivation and/or behaviour in lessons.

'Quality of Work'

colour representation	Grade	Details/explanation/guidance
	1	Excellent quality and quantity of work; strong progress
	2	Good quality and quantity of work; good progress
	3	Acceptable quality and quantity of work; some progress
	4	Concern about quality and quantity of work and/or little progress
	5	Unacceptable quality or quantity of work and/or poor progress

Rewards and Sanctions

Rewards

- ◇ **Bene fecits** (online only) are given to pupils for anything (academic or co-curricular) which warrants immediate positive recognition.
- ◇ **Subject Commendations** (online and a commendation card to hand to the Headmaster) are the next stage up from *bene fecits*; they are awarded for sustained or regular *outstanding* work or *exceptional* effort in an academic subject.
- ◇ **Co-curricular Commendations** (online and a commendation card to hand to the Headmaster) are also the next stage up from *bene fecits*, and are awarded for sustained or regular *excellent* co-curricular participation or effort.
- ◇ **Tutor/Housemaster/Housemistress Commendations** (online and a commendation card to hand to the Headmaster) are awarded by the tutor or housemaster/mistress for *outstanding* Interim Grades or Interim Reports or his/her contributions to house/school life. Here *outstanding* can be interpreted in two ways: (i) excellence; (ii) a very significant improvement.
- ◇ **Headmaster Commendations** are awarded at the discretion of the Headmaster with respect to any of the above. These are usually awarded only to older pupils.

Sanctions

- ◇ **Prep Reporting**. The tutor or housemaster/mistress may decide to put a pupil on 'prep reporting'. This is an internal house arrangement that involves a pupil showing his/her prep each evening to the member of staff on duty. In the case of day pupils, this should be the following morning.

- ◇ **Tutor Satis** is recorded online and by means of a card given by the tutor to the pupil to take to all lessons. It should be presented to the teacher at the start of the lesson and collected at the end. The housemaster/mistress should be informed immediately and the pupil should present the *Satis* Card to the tutor on duty at the beginning of Prep each day. The tutor on duty will sign and return it at the end of Prep. The pupil will return the *Satis* Card to his/her tutor after the designated number of days, usually one week.
- ◇ **Housemaster/Housemistress Satis** card is awarded personally by the Housemaster/mistress who checks it daily. For persistent underachievement, lack of effort, or a record of very poor behaviour, the Housemaster/mistress *may* decide to refer the pupil to the Head of Year or member of the Senior Management Team as appropriate.
- ◇ **Headmaster Satis**: an appointment is made by the Housemaster/mistress or Head of Year for the pupil to see the Headmaster.

Luke Bartlett, Deputy Head (Academic)
lgb@kings-school.co.uk

Learning Resources and Support

The Library

The School Library is situated on the St Augustine's site in a beautiful building, offering a quiet working environment for studying and reading. There are over 30,000 books, DVDs, newspapers and magazines, audio books, music, board games and other resources, in both print and electronic formats. A diverse fiction collection provides access to books that both reflect pupils' own world and expose them to the experiences of others. An extensive selection of online resources is available through the intranet, providing academic research materials beyond what a search engine can supply. Laptops, iPads and e-readers are available for use within the Library, as well as desktop PCs and a Mac. Printing, photocopying and scanning facilities are also available.

Reading often and reading widely is a powerful educational tool, both academically and socially. Not only can it expand a person's vocabulary, but it can also help to build understanding and empathy towards new and unknown experiences. There is an extensive collection of fiction and non-fiction reading for pleasure, and initiatives run throughout the year to encourage leisure reading.

Access to information in today's society means so much more than provision of information. We place a great emphasis on teaching pupils how to deal with the world of information that is constantly at their fingertips, whether that be spotting fake news, accessing the credibility of self-published authors, or keeping track of information and taking notes effectively. Library staff deliver training to all Shell pupils, subject-specific workshops are provided as required, and online videos and guides support pupils when one-to-one or group-work is not possible.

Shells may borrow up to six items at a time, for an initial three-week loan period. Renewals can be made at request.

Opening hours:	Monday to Friday	09:00 - 22:00
	Saturday	08:30 - 18:30
	Sunday	11:00 - 22:00

Advice for new pupils:

- Read! Reading will benefit your academic studies by improving your awareness of current issues, increasing your subject vocabulary, and broadening your understanding of global contexts; but it's also just great fun! Reading can take you to exciting places, introduce you to inspiring characters, and help you escape when you need a new perspective.
- Tell the library staff what you're reading, and what you'd like to read. They like to hear your views and often buy things that pupils recommend or request.
- Get familiar with the library early on: there's more on offer than just books!

Philippa Rose, Librarian
pk@kings-school.co.uk

Information Communications Technology

King's ICT provision facilitates much of the teaching and learning at King's. There are Smart interactive touchscreens and visualisers used in teaching rooms; suites of iPads or laptops available for use within academic departments and in the library. All teaching staff have Surface Pro devices now, to help facilitate online education. Every study and study-bedroom is equipped with network ports for each pupil to connect desktop/laptop to the school network, house printer, intranet and internet. (NB Many physical network ports gradually being phased out in houses as they are refurbished, as generally only Wi-Fi used these days). There is an Aruba Secure enterprise Wi-Fi system for connecting several devices per pupil - iPads/smartphones/watches/tablets/laptops in all houses, classrooms, and common areas. Pupils may bring their own desktops, laptops or tablets for use in their houses, within certain guidelines (there are laptop recommendation sheets – school now recommend devices that are Office 365 capable), though the school cannot support these technically beyond basic configuration assistance and advice. We have relationships with local repair shops, however, and can help negotiate good value rates. Each house also has its own IT library facilities for pupil use, as well as Wi-Fi in all studies and common room areas. New pupils will be provided with an IT induction booklet within their first week, which details instructions for gaining access to our network from house study's. Technicians will also be on hand for one evening per house at the start of first term, in order to assist with this, where Covid restrictions allow.

NB The process is greatly simplified if pupils ensure that their laptops or desktops have all current Windows or Mac updates installed, and a fully updated anti-virus programme, upon arrival at the start of each term.

The King's website provides links for pupils to access their school Office 365 mail, school file storage areas, (pupils each have a 1TB One drive space, as well as access to all Office 365 apps on multiple devices via their school license), iSAMS portal, Sharepoint, Teams, Video media system and other resources from anywhere in the world. The Sharepoint Intranet is now the dominant central school resource, backed up by our multimedia server, Planet Estream, which provides sound and video clips and films, arranged by subject, accessible at any time to King's pupils. In addition, there is a new Parent Portal – My School Portal - where reports, guides, sports information, calendar, online forms, emails and letters are available – this is the main source of routine communication with parents.

All pupils are provided with internet access from their room, which has suitable filtering applied according to year group. As all pupils now connect to the internet via mobile devices – and most can access 4G or 5G signals that the school cannot filter – parents must help in the education of their children as to what constitutes safe browsing (e-safety lessons are taught at the start of the Shell year). Internet access, e-mail and ICT resources are provided subject to our acceptable use policy, to which all users must adhere. There is a network access control device called Aruba Clearpass, which pupils have to register with at the start of the year. This checks laptops and desktops for software legality, presence of an updated anti-virus program and other criteria, before allowing them on to the network. If this scan fails, the pupils will be advised as to how to rectify the problem themselves. If unable to do so, they can bring it to the IT support department for assistance. King's has strong multimedia resource provision, with digital still and video cameras available, suites of Apple Macs in the Music department and high-end 4k PCs in the Art/photography departments, with Adobe Cloud suite available for pupils, plus a 32-track digital recording studio in the music department.

The IT support department exists to provide the best possible provision of service to both staff and pupils at King's. We are based in Milner Hall and our door is always open for IT assistance or advice. There is also an on-line help facility, on Sharepoint Intranet, with guides available for most aspects of IT provision.

Robin Falcon, Director of IT Systems
rf2@kings-school.co.uk

Advice for pupils

Phones are essential at times, but smartphones, while powerful research and communication tools, can be extremely distracting, and damaging socially and educationally if overused.

Shells are allowed to bring **one phone** to school (more than one will lead to confiscation and posting home) and must register that number with their housemaster/mistress. **One** other device is allowed to have a wifi login, preferably a laptop (unless permission sought and the device registered). **Phones should not be the latest model**, nor too expensive, since a basic phone or basic smartphone is all that is needed, and some are lost or damaged in the normal course of life at any school.

Shell boarders hand their phones in before bedtime each evening by 9.45pm to ensure that 'blue light' does not affect sleeping patterns, and that socialising stops and that everyone can get a good night's sleep. Day pupils and their parents are asked to run a similar policy at home so that pupils do not have phones or technology available in sleeping areas and are not communicating with each other after 9.45pm as a hard deadline.

If a phone is brought to an academic lesson, **it must be placed into the phone tray provided** so that no phones are accessible, visible or audible during lesson time. Failure to hand the phone in without being asked is likely to lead to confiscation until 5pm the following day (collect it from Lattergate reception).

Learning Enhancement & Study Skills

(i) Those with specific learning difficulties

The School does not have a specialist unit to give continuous extra teaching to those with *significant* learning difficulties. Those pupils with *mild* difficulties (such as certain levels of dyslexia, slow processing etc.) can be provided with appropriate specialist help depending on their level of need. This would usually be given in a 1:1 or small group lesson, once a week.

(ii) The academically gifted pupil

It would be quite wrong to suppose that learning support is only applicable for those with difficulties. The academically gifted child also needs careful nurturing. Banding and setting naturally help departments to produce schemes of work that differentiate according to ability. In addition, departments (and Tutors) will always look for ways to stretch and stimulate the most able.

(iii) General support for study skills

Teachers and Tutors will endeavour to provide guidance and encourage good study skills. In addition, all Shells will be taught effective revision and study skills, through the Life Matters programme. Comprehensive information is also available in the Learning Enhancement section of the school intranet.

Those pupils deemed to require individual support and guidance may be referred to the Learning Enhancement, where members of the teaching staff have particular expertise and experience. Any pupil who feels the need for support may self-refer to the Learning Enhancement department. Housemasters, Housemistresses and Tutors will always be informed, and support will be arranged outside the timetable (a pupil does not need to miss lessons). Most pupils will also receive reports on their progress via the school 'Traffic Lights' system.

Advice for pupils

Generally, it is always good to be proactive about your learning. This means that if you have a problem with any subject or prep, don't sit back and do nothing:

- You should tell your Tutor or teacher and explain what you are finding difficult. S/he will provide help and advice
- If you are still having problems, your Tutor may contact Learning Enhancement who will look into the matter and organise support
- Alternatively, you can contact Learning Enhancement yourself either through the button on the VLE, or by emailing: crt@kings-school.co.uk

Pupils requiring extra time in examinations

Evidence of need must be confirmed by a history of provision during the exam course within the school, supported by assessments from a specialist teacher at the school holding a qualification recognised by the Joint Council for General Qualifications (www.jcgg.org.uk). All applications for extra time, or other access arrangements in exams, must be made through the Head of Learning Support, Mrs Camilla Titterton.

Candidates who require extra time due to medical problems/conditions must produce a letter annually from their consultant/doctor confirming the problem/condition and this will be held on file. A new letter is required prior to each exam session.

In rare and exceptional circumstances, GCSE candidates who entered the United Kingdom less than three years before the time of the examination, with no prior knowledge of the English Language, may be allowed 10% extra time for use of a bi-lingual dictionary, providing there is verifiable evidence of need provided to the Learning Support Department.

For further information/clarification please contact either the Examinations Officer or Learning Enhancement Department.

Camilla Titterton, Head of Learning Enhancement
crt@kings-school.co.uk

Sue Reid, Examinations Officer
ser2@kings-school.co.uk

Co-Curricular Life

Co-curricular activities are an integral part of the King's offering, and the time that we devote each week to sport, music, drama and our Activities Programme reflects the importance that we attach to these areas. On your first day, new pupils are fully briefed on how music, drama and sport operate at King's, enjoying plenty of protected time within the busy School week.

Sport for Shells and Removes takes place on Monday, Thursday and Saturday afternoons at the Recreation Centre/Blore's and at Birley's Field. Most matches (home and away) take place on Saturdays, and we consider representing King's at 'C' and 'D' team levels to be just as important as playing for the 'top' teams. There is a variety of sports available as you move through the school but in the Autumn Term the major sports are rugby for Shell boys and hockey for Shell girls. Sport is compulsory on three afternoons for all Shells and indeed all pupils at King's.

King's has a very strong and active performing arts tradition. Pupils have the chance to audition for choirs, ensembles, orchestras and plays, and there are a large number of musical and theatrical productions throughout the year (at House, year-group and whole-school levels). The new Malthouse Theatre (opened in 2019) is a particularly exciting development for those keen on dance and drama. With the Inter-House Song competitions, academic challenges and enthusiastic Friday evening debates, there are many opportunities to get involved.

Our wide-ranging Wednesday Activities Programme ensures further balance in the School week, fostering the development of important personal qualities and encouraging pupils to broaden their horizons. For their first two terms Shell pupils follow a structured programme which introduces them to different areas of School life which they may not have already experienced (such as fencing or rowing). They also learn new skills and participate in activities such as juggling as well as mini-excursions including a guided tour of the Cathedral. In the Summer Term, they get to make their own choice of activity from a carefully selected list of options, including the chance to join the school's Combined Cadet Force. As pupils progress through the School, greater freedom of choice is offered and they are encouraged to choose wisely each term from over 40 very varied activities that include Community Service, Model United Nations and other pursuits, many of which can be used to support the Duke of Edinburgh's Award Scheme, should they wish to participate in this.

Whilst a number of the School societies that meet over the course of each week are subject-specific and primarily for the Sixth Form, keen younger pupils are usually welcome to attend their talks and meetings and there are some groups (such as the Shell Symposium, the Junior Blaxland Society and the Junior History Society) that are specifically aimed at the lower years. Other groups, like the Chess Club, appeal to all ages. Though voluntary, the School's clubs and societies, some of which are pupil run and/or have links with other schools and local societies, are encouragingly well-attended.

Advice for pupils

- Aim to take full advantage of the co-curricular programme. There is a great deal going on. You will be busy and, sometimes, tired, but you should never be bored
- You must keep an eye on notice-boards and your emails for information about sports, music, drama and other activities
- If in doubt about what to do, ask your Tutor or Housemaster/ Housemistress

Greg Hunter, Deputy Head (Co-curricular)
gah@kings-school.co.uk

Academic Subjects

English

Shell English introduces students to a wide range of literature across poetry, prose and drama. The course is designed to develop the students' ability to write in a variety of styles, to a high level of accuracy, and above all to imbue them with a passion for literature and a love of words.

Students have five lessons of 35 minutes per week and a number of additional preps set outside of this time. Three of the lessons are dedicated to the study of set texts. The fourth lesson is dedicated to grammar and the fifth is a separate, dedicated reading lesson. In this students are given to pursue their own independent reading, with the help of reading lists and advice from their teacher. At regular intervals, students will be asked to write a detailed review/article about one of the books they have read.

Throughout their three terms as a Shell, students will study a mix of poetry, prose and drama in a curriculum designed to set literature in its historical and cultural contexts. In the Autumn term, all Shells study the Charles Dickens classic, *Great Expectations*, using this as a springboard to learn how to study a novel. As Dickens spent so much of his time in Kent, there will be an emphasis here on the writer's life. Students will also study units on Dickens and film, and life in Victorian England. This term will also introduce students to a variety of non-fiction writing, including magazine articles, letters and speeches.

The emphasis shifts to poetry in the Lent term. This term invites students to be time travellers on a whistlestop tour of poetry through the ages. Texts taught include Beowulf, Romantic poets and Victorian poets. A whole week is dedicated to Chaucer; students will follow the journey of Chaucer's pilgrims in the *Canterbury Tales*. The unit ends by widening the net to look at poems from around the world, by writers including Chinua Achebe, John Agard, and Maya Angelou. Along the way, they will learn the skills needed to analyse poetry with rigour and precision.

The final term is a study of drama, more specifically the plays of Shakespeare. Students will study either *Much Ado About Nothing*, *The Taming of the Shrew*, *Henry V*. The emphasis here is on close analysis of Shakespeare's language, but it is also about moving from the page to the stage, looking at how the plays were performed, and studying more modern film versions.

Prep is set regularly and designed to consolidate and extend what the students have covered during lessons. Every half term, students are assessed more formally. They are given an hour in which to complete either an extended writing task linked to the set text, or a summative reading-based assessment, based on either an extract or a whole text.

Advice for pupils

- Read, read, read! Always have a novel on the go, and bring it to lessons.
- When you are set an essay, take time to plan and research.
- Always check work for accuracy of spelling, punctuation and grammar.
- English is about communication. Be prepared to raise, defend and discuss your opinions.

Dr Lilla Grindlay, Head of English
ejg@kings-school.co.uk

Mathematics

Although we essentially follow a three-year course to IGCSE (now the Edexcel (9-1) specification, much of the Shell year is spent consolidating the work that has been covered for the Common Entrance examination, taking each topic to a greater depth and exploring a wider range of applications. Mathematics is taught in sets and transitions between sets are common in the Shell year. There is a common syllabus for the first half of the autumn term, when the initial reshuffle will occur. The pitch of the course will depend upon the nature of each group. Top sets will tackle more challenging or less standard examples, while lower sets will appreciate a larger proportion of time spent on more routine contexts. To this end, different sets use different levels of the same textbook.

All areas of the subject (Using and Applying Mathematics, Number & Algebra, Shape, Space & Measure, Handling Data) are covered, in a cyclical fashion, in the Shell year with the upper sets moving faster and further, being exposed to extension work alongside the standard material.

Sets 1 - 3 might expect to go on to cover the majority of the IGCSE course in the Remove year (studying AQA Certificate Level 2 Further Mathematics the following year) although they will not sit the examination until the Fifth Form. Many pupils in the Shell will be encouraged to sit the 'Intermediate Mathematical Challenge', a national competition which takes place in February each year.

Advice for pupils: DRUMIT - or how to present your work

Date work, both in class and for prep

Rule off after each piece of work

Underline titles etc. with a ruler

Margins should be ruled (about two squares wide), neat, vertical (!) and in pencil.

Inkpen, please, as far as possible

Title: each piece of work should have one, even if it is only the exercise number

A few other pointers:

- Please write 'class' in the margin to signify classwork, and 'prep' similarly
- Any mistakes should be crossed out neatly or ink erased, you don't need correcting fluid
- Make sure corrections you add in later are clearly distinguishable from your first attempts e.g. on right hand side of page
- All graphs and tables should be drawn in pencil
- If you are checking any work in class then use pencil and make neat marks next to the answers
- Perhaps use a bookmark with your textbook so you can find your place again easily next time
- If using more than one column, work vertically down the page and don't zigzag

Stuart Ocock, Head of Mathematics
spo@kings-school.co.uk

The Sciences: Biology, Chemistry, Physics

Science at King's is taught as distinct subjects (biology, chemistry and physics) by specialist teachers in dedicated laboratories. In the Shell year we deliver a course that not only builds on the work done in pupils' previous schools, but introduces new practical skills and rigour in understanding and problem-solving, as well as starting on some important IGCSE material. We aim to stimulate pupils' interest in science, including current issues and the wider context of how science is done and how it impinges on our daily lives.

We follow the Edexcel IGCSE (International GCSE) course which we believe allows us to offer a rigorous, comprehensive and stimulating science education, as well as preparing pupils for A Level sciences and beyond.

More details of the course content can be found under the individual subjects below.

At the end of the Shell year pupils will go into sets according to their ability and motivation. In Remove all pupils are taught the same course in 9 or 10 teaching sets. In the Fifth Form, after some further re-setting, seven sets (approximately) are prepared for the Triple Science qualification (separate IGCSE grades are awarded for Biology, Chemistry and Physics) while the other two or three sets take the Double Award qualification resulting in a double IGCSE grade in Science. Pupils who follow the Double Award route can still study science subjects in the Sixth Form.

Louise Comber, Head of Science

lmc@kings-school.co.uk

Biology

We start the autumn term with an introductory course that enables Shells to develop their biological awareness before embarking on IGCSE topics. The Edexcel IGCSE biology specification provides an excellent wide-ranging understanding of biological science and provides an excellent foundation for biology A level. Lessons are designed to assess, evaluate and extend each pupil's understanding of theoretical knowledge as well as their practical skills. With a strong emphasis on experimental work, we ensure every student is well prepared, confident and ready to explore all aspects of Biology.

During the Shell year we look at the role of individual cells, contrasting a range of functions within the different living kingdoms. We go on to study movement across cell membranes, photosynthesis, classification, ecology and the role of stem cells within research and medical therapy. Within this range of topics, we introduce pupils to a wide range of practical skills, the process of logical deduction that arises out of experimental observation and the philosophy underlying scientific methodology.

While a large number of King's biologists have successful careers in medicine, dentistry and veterinary science, many others make significant contributions to improving our lives and our planet via their work in cell biology and biochemistry. A pupil's love of biology starts early and we see it as part of our role to inspire their interest and encourage their enthusiasm. With environmental disasters, health scares and miracle medical cures reported on a weekly basis, we want to ensure that our pupils can engage with every aspect of biology that will have an impact on their future lives.

Elizabeth Lockwood, Head of Biology

ehl@kings-school.co.uk

Chemistry

The aims of the Shell Chemistry course are to:

- bring everyone to a common standard in terms of theory and practical skills
- provide opportunities for interesting and novel practical work
- provide a sound foundation for the IGCSE course (some of the topics studied in the Shell course will be examined in the IGCSE exams)

In the Autumn Term the emphasis is on practical work in the laboratory. We look at different chemical techniques and make new chemicals such as glass, polymer slime and dyes and we start some of the IGCSE material: separating mixtures and states of matter.

In the Lent Term we study elements, compounds & mixtures, the extraction of metals from their ores and the metal reactivity series.

In the Summer Term we study the preparation and properties of oxygen, hydrogen and carbon dioxide and the composition of the atmosphere. We then move onto looking at the structure of the atom and the sub-atomic particles that all elements are made up of.

Stewart Hayes, Head of Chemistry
sth@kings-school.co.uk

Physics

Physics in the Shell year is designed to introduce pupils to some fundamental concepts and to equip them with the skills that they will need as they progress through the IGCSE course. Initially Shells will undergo a short introductory course aimed to both inspire them in the subject and to equip them with some basic mathematical and practical techniques. Early on in the Autumn Term we will embark on the IGCSE material, using a range of different activities such as practical work, class demonstrations and ICT to enhance the pupils' learning.

In the Autumn Term and the start of the Lent Term we will be studying energy resources and energy transfers.

In the second part of the Lent term and the Summer Term, we will be studying solids, liquids and gases.

Louise Comber, Head of Physics
lmc@kings-school.co.uk

Advice for pupils for science lessons

You need to bring the following to all lessons:

- A ring binder containing your notes (we will issue a suitable binder) pens, pencils, rubber and ruler
- A calculator
- Your textbook (if supplied)

You should also make sure you know all the health and safety procedures of the laboratory, which will be explained in your first lessons.

Modern Languages: French, German, Mandarin, Spanish

In the Shells (Year 9), pupils are required to do **two** modern languages chosen from **French, German, Mandarin, Spanish or English as an Additional Language (EAL)**.

In the Removes (Year 10) and the Fiftths (Year 11), we expect pupils to continue with at least one of these languages to GCSE/IGCSE and stronger linguists will continue with languages programmes in the Sixth Form.

The Languages experience

The aim throughout the Shell year is to teach pupils to enjoy languages and thrive in the language classroom, and equip them with the key skills to communicate effectively in the chosen language, whilst at the same time receiving a firm grammatical foundation necessary for further study to GCSE and beyond.

Teaching is in the target language as far as possible and there is an emphasis on pupil-led oral work in lessons although equal importance is given to listening, reading, speaking and writing skills. Topics covered allow students to talk about themselves, their family and friends, their hobbies, their town, their home and their school. Lessons are varied and differentiated to cater for different ability levels and, where possible, pupils are set according to ability based on Scholarship and CE results. Movement between sets is normal during the Shell year following assessments. Pupils who have not studied French, German, Spanish or Mandarin before (please see below for notes for students considering Mandarin as a language option) can elect to take any of the languages *Ab initio* and will be placed in sets with other pupils without previous experience.

Pupils are encouraged to use the Library, where they can enjoy a good selection of easy readers and the department has a wide range of DVDs and books that are available to be borrowed. In this way, pupils can develop their language skills outside of the classroom.

We also encourage pupils to take part in Homestay or Exchange visits arranged by our 'in-house' agency, Continental Connections. Trips to European destinations run in the Remove year and there are also Chinese cultural trips that take place in the UK.

Course books

Where we use the following textbooks as a basis for instruction we also use a wide range of printed and online materials to supplement our languages courses.

French: Studio 1 and 2 (beginners), Studio 3 (non-beginners)

German: Zoom Deutsch 1

Mandarin: Chinese for GCSE

Spanish: Viva 3 Rojo (non-beginners), Viva 1 and 2 (beginners)

Notes for pupils considering Mandarin as one of their language options

The requirements of studying Mandarin are that pupils have an interest and enthusiasm for the experience of learning a language which is different from European languages; and that they wish to gain a full understanding of this language as well as Chinese culture and customs. Those who have some prior knowledge can be catered for with extension work within the set. By the end of the Shell year, pupils have grasped phonetic spelling, basic Chinese grammar, and rules for writing Chinese characters.

Those with a more extensive prior knowledge of the language (both in speaking and in writing characters) can join this group at a later stage, i.e. in the Removes and should not choose this language option in the Shells.

Bilingual pupils

Pupils who are bilingual in 'Spanish-English', 'German-English', 'Italian-English', 'Japanese-English', 'Mandarin-English' or 'Russian-English' may take off-timetable lessons in addition to the two languages that they choose. Pupils who are genuinely bilingual in 'French-English' may choose French as one of their languages for timetabled lessons or they may choose two other modern languages (and have lessons in French off-timetable).

English as a 'Additional Language' (EAL)

English as an Additional Language (EAL) is offered to those pupils who are competent in English but who would benefit from extra support before starting the more demanding GCSE curriculum in Remove. They may have studied in the UK for only a year or two or this may be their first year studying here. They may lack confidence in speaking, writing or in comprehension activities or may need extra support with academic grammar or vocabulary. These classes aim to support pupils linguistically and academically, raising confidence as well as communicative ability, helping them to adapt to school in an English-speaking environment. Pupils will have timetabled EAL lessons in a group, consolidating listening, speaking, reading and writing skills and covering a range of topics. Additional 1:1 support may also be available for those who need it.

Advice for pupils for modern languages

Learning a language is very exciting and enjoyable, but you have to be organised and efficient. Therefore:

- Do always bring your textbook to lessons, as well as writing paper, pens and pencils
- Do get into the habit of taking down new vocabulary in class without being prompted
- Do keep your files in good order
- Do check prep deadlines carefully, since late work is not acceptable unless there is a very good excuse
- Always write out corrections of marked written work (otherwise you risk remembering only what you first wrote, rather than the teacher's correction!)
- Do not be shy to practise oral work with a friend!
- Do try to travel to the country where the language is spoken whenever the opportunity arises: this always makes lessons feel more fun and purposeful
- Make the most of online and other digital resources which can be fun and very helpful

Hester Davies, Head of Modern Languages, hcd@kings-school.co.uk

Begoña Garces-Ramón, Head of Spanish, bg-r@kings-school.co.uk

Lixin Liu, Head of Mandarin, ll@kings-school.co.uk

Art & Photography

The Shell art and photography courses provides pupils with a foundation course for the study of art and design. The termly thematic projects are designed to support a range of abilities and introduce pupils to a variety of different media, techniques, and materials. Alongside improving their practical skills, pupils will learn to develop, refine and record their creative ideas by exploring the work of other artists.

Pupils are encouraged to be experimental, to work from observation as well as imagination, and to develop their ideas from the beginning to the end. Self-expression and creativity are encouraged, enabling pupils to build confidence and a sense of individual identity.

Advice for pupils

Art isn't just about how good you are at observational drawing- no matter what your practical ability is, you can benefit from studying art. Why is it important to study art?

- Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards.
- When you study art, you learn to work both independently and collaboratively.
- Art education can help with developing skills and ways of working that will benefit you in the future in whatever career you choose.
- The leading people in any field are those who can think creatively and innovatively. Making and participating in the arts aids the development of these skills.
- Studying the arts teaches determination and resilience. It teaches us that it is okay to fail, to not get things totally right the first time and to have the courage to start again.
- Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us.

Isobel Dutton, Director of Art
iad@kings-school.co.uk

Classical Subjects

The Classics department believes that the study of Classical language and culture is valuable in itself, as it provides, along with the potential for pure interest and enjoyment, many transferable skills such as precision and clear thinking which remain useful in the modern world. Every pupil at King's, therefore, takes Classics in the Shell year. They study:

- either the Latin language (to varying extents from 1/3 to 2/3 of the lesson time, depending on the set) alongside Classical Civilisation topics
- or Latin & Greek languages alongside Classical Civilisation topics.

Another important part of the course is the Shell Classics Project, for which all pupils learn how to research and reference a topic of their own choice.

After the Shell year, Latin, Greek and Classical Civilisation become optional subjects for GCSE.

Questions about the Classics options may be directed to Matt Browning, Head of Classics, mwb@kings-school.co.uk. The following options are available to Shell pupils:

Classics – Latin and Classical Civilisation

There is more to studying Latin than conjugating verbs. The benefits of studying Latin at any level are many and various:

- it instils a rigorous approach to study, with the emphasis on accuracy and attention to detail
- it deepens the understanding of English through looking at how the two languages work in different ways
- it helps in the acquisition of other modern languages.

There are also subsidiary benefits to studying Classical Civilisation:

- Its broad scope allows students to explore a range of aspects of the ancient Greek and Roman civilisations. These include mythology, religion, history, culture, art, architecture and literature – fascinating topics in themselves but also cornerstones of so many facets of modern societies. If we understand where we came from we can better comprehend where we are.
- It engenders cross-disciplinary skills, with particular emphasis on using evidence to substantiate arguments – a vital skill in many (particularly arts) subjects when moving on to more advanced levels of study.

The Shell Classical Civilisation course at King's begins with the study of the Ancient Greek societies of Athens and Sparta, continues with an overview of Greek Drama and a work by one of the great tragedians, before finishing with the examination of various topics related to Ancient Rome.

This challenging and very rewarding course should therefore provide a firm basis for future study for all King's pupils.

Many pupils will have studied Latin in their prep schools but beginner courses in Latin will be available for the significant number of Shells who are coming to Latin for the first time.

Pupils may choose to study Latin and/or Classical Civilisation in Remove and Fifth to GCSE.

Classics – Gratin: a combined Greek and Latin course plus Classical Civilisation

Those who have a strong background and proven ability in Latin are chosen for this option by the Deputy Head (Academic) and the Head of Department. The sets are divided between those who have already studied Greek and those who do not.

Advice for pupils

- Bring your imagination to lessons
- Have an interest in reading, writing and researching
- Listen carefully to instructions
- Be organised and bring the right text books and equipment
- Hand in preps punctually
- Set your work out neatly and on a clean page (for translations, on alternate lines)

Pupils study both languages in one timetabled allocation of periods and have the option at the end of the Shell year either to continue with both languages to GCSE, or to continue with one language to GCSE level. Progress in the languages is rapid. A unique feature of both the Latin and Greek GCSE is the opportunity to study literature in the original language.

Classical Civilisation at GCSE (no language study included) is also a popular option.

Matt Browning, Head of Classics
mwb@kings-school.co.uk

Design and Technology

During the Autumn Term all Shell pupils will follow an introductory ‘taster’ course involving designing a product, solving practical problems and developing making skills. At the end of this introductory course Shells will choose whether they wish to continue studying Design & Technology for the rest of the year or, if they prefer, opt to focus on a different subject.

Shells that choose to study Design & Technology for the entire year will develop their design and making skills using graphical communication techniques, hand and machine tools, Computer Aided Design (CAD), Computer Aided Manufacture (CAM) and computer programming. By the end of the year pupils will have developed the skills and knowledge necessary to prepare them for the GCSE course.

It is important to note that in order to choose Design & Technology at GCSE level Shell students must have followed the full, year-long Design & Technology course.

Advice to pupils

Not all pupils will have experienced Design & Technology in their previous school, and all of the Shell projects are designed with this in mind, so that both experienced and inexperienced pupils will make progress and be successful.

The Shell curriculum is also designed to give Shells a ‘taste’ of what Design & Technology involves, so that they can make an informed decision about whether they wish to make this subject one of their GCSE option choices.

Health and safety is an important aspect of Design & Technology. Pupils will be shown how to safely use a range of tools and machines. It is essential that pupils only use the department’s tools and machines once they have been shown how to use them by a King’s School Design & Technology teacher or technician, regardless of whether they have used identical or similar machines in their previous school.

Pupils will need to bring to lessons a pen, pencil, ruler and eraser; all personal protective equipment will be provided by the school.

Matthew Rolison, Head of Design & Technology
mjr@kings-school.co.uk

Digital Curriculum

As technology becomes increasingly embedded in our day to day lives, it is appropriate to reflect these developments in our educational practices. At King’s, we embrace the new opportunities that mobile technology offers, educating our pupils with regard to best practice and ensuring that they have the skills of discernment, critical evaluation and technical competence to support and enhance their learning through the curriculum. Acquiring the ‘skills at the point of learning’ is essential, and we have therefore moved away from ICT classes, which have traditionally taught office-suite-competence in isolation from the subjects being covered within the Shell programme.

Following an introductory programme (that ensures pupils are aware of the school's Acceptable Use Policy as well as the practical issues that relate to the school's network), digital curriculum lessons, over the year, work in a symbiotic partnership with the core subjects. Essential skills using Microsoft and Adobe applications will be covered, enhanced with research skills (including bias, reliability, specificity, and plagiarism) and aspects of online safety. Serving as a foundation for students who go onto study computer science, there will also be a focus on programming and computational thinking including robotics, logic systems and computer number systems. Coding will be taught as part of this programme to all Shells which, as well as being a hugely important introduction to the algorithms and systems that now govern our lives, also enables the choice of Computer Science IGCSE in Remove.

By the end of the Shell year, students will have developed both confidence and competence in their ability to use a variety of tools from the 'digital platform'. These skills will help them research, draft, refine and present their work and provide invaluable programming and problem-solving experience.

Lisa Cousins
lc@kings-school.co.uk

Drama

This course provides an introduction to, and foundation for, the study of drama at King's. It promotes the development of imagination, creativity, confidence and communication, and encourages self-awareness and mutual respect. These valuable skills are necessary for effective group work, both within the drama studio and beyond. Classes are practical and involve a mix of scripted, group devised and improvisational work, with different forms of dramatic stimuli used as starting points for creative exploration. The Shell Drama course ensures that the necessary groundwork is covered to enable subsequent formal study at IGCSE level.

Advice for pupils

Drama is an exciting and enjoyable course designed to give you an initial grounding in all the techniques you will require should you choose to continue with the subject at IGCSE. The course also offers a chance to develop your communication, presentation and acting skills.

The course includes sessions focused upon acting, directing and creating your own pieces. No previous experience is necessary, just a willing and enthusiastic approach.

Rebekah Beattie, Head of Drama & Theatre Studies
rjb@kings-school.co.uk

Geography

This course provides a bridge between Common Entrance and IGCSE Geography. It is designed to give pupils the experience of studying the subject at a variety of levels. The department is keen to ensure that all will be able to see more of the world in which they live, to explain many of the current issues affecting the world, and to speculate as to how it might change. The subject is taught using a wide range of techniques, including opportunities for independent research and use of ICT. The principle underlying the department's philosophy is to enhance the 'joy of discovery and understanding'. We aim to show pupils the 'awe' of the world in which they live and provide them with the tools to make sense of it and appreciate it. This is achieved within our theme for the year: 'the future of the world'.

Autumn term

We start with an overview of the geography of India (including plate tectonics, the formation of the Himalayas, and the geography of the monsoon season) and China (including population and economic growth). We finish the term with a look at the wide range of natural hazards that impact Man (including wild fires, hurricanes, earthquakes and tsunamis), with a particular focus on current events.

Lent term

We study 'Extreme Cold' as our main theme, learning about life in the tundra as well as the reasons for different climates across the globe, glaciation, the formation of snow, and the causes and effects of avalanches. We finish the term with a focus on Antarctica.

Summer term

In the final term we begin by studying climate change and the enhanced greenhouse effect, before moving on to the geographical issues relating to extreme heat and deserts (including, droughts, heatwaves, desertification, desert landforms, and aeolian processes), concluding with a look at the precious resource of water and the resulting threat of 'water wars'. Each pupil is encouraged to reflect on the year's course and formulate his/her own vision of 'the future of the world'.

Advice for pupils

All you need in Geography is an open mind, willing to discuss ideas and listen to others. It is important that you have:

- An awareness of different places and cultures
- An enthusiasm for current world events
- An interest in travel and seeing the world
- An inquisitive approach, wanting to find out more, why, etc.

For Geography in the Shells, you will need to bring the following:

- Pen, pencil, highlighter, and ruler.

You will be supplied with an A4 book to take notes and do your prep in. This will be handed in to your teacher every week, and will be returned to you the following lesson.

Freyja Dolan, Head of Geography
fsd@kings-school.co.uk

Global Perspectives

Throughout the Autumn and Lent Terms, alongside their standard work, Shell pupils are asked to carry out their own critical and academic research under the general title of Shell Global Perspectives. They focus upon four increasingly important global areas, testing the information they acquire through robust debate and critical evaluation. Pupils are largely, but not exclusively, directed towards material relevant to the developing world. The countries selected in 2019 were South Africa, China, Brazil and India.

Rather than study within the traditional academic subjects, we want our pupils to think differently and synoptically. The main feature of this GP course is that it is entirely research-based and not taught. Teachers are not required to deliver information, but to be available to the pupils for inspiration, guidance and correction in the capacity of their role as pastoral tutors. They are supported by their tutors, by their subject teachers, where applicable, and by the skills they learn in lessons. The library staff provide workshops to assist pupils with their research skills. I am also on hand to guide them wherever necessary.

Instructions and guidance (for both tutors and pupils) are delivered centrally through the school's Intranet/VLE. The pupils also keep a (critical) progress blog on what they've discovered, done and learnt. This is supervised by, and discussed with, their tutor.

The first part of the course is designed to help them get used to working this way, to begin to show independence and initiative. In the second half of the Autumn Term, all Shell pupils attend the annual Shell Global Perspectives Lecture, which aims to make the students think globally about topics they not have considered before. It is delivered by an expert in the field of one of the selected countries as selected for that year.

At the end of the first term, Shells all have a multiple-choice exam on Global Perspectives & General Knowledge, which ties into making them more aware of what is going on in the world around them. It tests their knowledge of local, regional, national and international news. Alongside this, there is also a Shell Inter-House General Quiz, which is identical in style to University Challenge with starter questions on the buzzers and then bonuses allowing for conferring in the teams of four. Between these two knowledge-based events, we are challenging the students to be more aware of the events which are taking place in the world globally.

In the second term, Shells produce a research project presentation broadly based upon the specification for a Level 2 Extended Project. The presentations are assessed in a final by external judges. Some pupils also choose to submit optional essays in order to improve their written skills. This is often then useful for those that wish to acquire the Level 2 Extended Project qualification in the following year, which is worth half a GCSE. Evaluative titles for their presentations and essays are submitted in advance for approval; pupils are asked to keep their progress blog up to date with reflective comments about what they are learning and how. The presentations themselves should contain the following:

- a (critical) review of sources used
- an extended and coherent discussion
- a conclusion relating back to the title

The course concludes with the Grand Final where one Shell is elected by their house to present in front of the entire year group, as well as external judges. This takes place in the Malthouse Theatre, and is a great opportunity for the Shells participating to hone their speaking skills.

Some examples of essay titles chosen by recent Shell speakers:

- Can the leadership of China balance the economy with the need to control pollution?
- To what extent does equality exist between female and male athletes in South Africa?
- Is the discrimination towards women in India due to the country's culture?
- How could a US-China trade war affect us all?
- To what extent is Bolsonaro a danger for the Amazon rainforest given his environmental policies?
- Should the English Premier League be worried about the Chinese Super League?
- Can an effective social media campaign defeat the influence of a powerful corporation?

Advice for pupils

- Keep looking at the GP Intranet pages for material and instructions
- Be prepared to do your own research; don't always wait to be given tasks
- Keep a record (blog) of what you've done and how/whether you have learnt anything
- Always try to consider 'critical questions'
- For the exam at the end of term, make sure that you are reading newspapers and news websites
- Don't put off planning your presentation and researching a topic. This will need to be submitted by the end of the Lent Term
- Plan and research it carefully beforehand, submitting your title for approval in good time
- Discuss, analyse and evaluate your work with your tutor
- Enjoy the challenge of taking yourself out of your comfort zone

Robert Harrison, Head of Lower School (Shells)

rtmh@kings-school.co.uk

History

The first aim of the Shell History course is to provide an experience that is both enjoyable and stimulating. We hope that this will encourage as many pupils as possible to continue with the subject to IGCSE and beyond. The second aim is to give pupils a foundational knowledge of some key historical events and issues that have shaped the modern world, and the third aim is to develop pupils' skills of historical analysis and evaluation so that they are ready for the demands of further study in History and other subjects.

In the Autumn term pupils will study the First World War. This includes a study of the historical debates over issues of nationalism, imperialism and militarism and how short-term and long-term causes led to the war. Then the nature of trench warfare and the reasons for the end of the war as well as the terms of the Treaty of Versailles and its effects are studied. We aim to give pupils an understanding not only of how the war developed in terms of weapons, technology and battles, but to understand the causes of the war and its consequences, as well as the way in which it shaped the course of the twentieth century.

In the Lent term pupils will study the legacy of the British Empire. This begins with exploring the origins of the empire and develops into examining its impact on people living at the time and in the longer term, including the way in which the empire ended and its implications for the countries involved. It will include a case study of the end of British rule in India and the role played by Mohandas Gandhi, as well as engage with the issue of historical interpretations and debate around why the British Empire is so controversial. The course ends with investigating the way in which

migration to Britain has influenced British life and society, and links up with recent events such as the Windrush Scandal and the Black Lives Matter protests over depictions of slavery and those connected with it.

The Summer term will be taken up with a special study focused on how people have campaigned for equal rights. Pupils will be taught an overview of three different case studies (women's campaign for the vote in Britain; the campaign for equal civil rights by black Americans; the campaign to end Apartheid in South Africa). They will then choose one of these studies to research in greater detail and will produce an essay on their chosen topic. This will count towards their end of year exam.

The exact mix of teaching methods varies according to individual teachers, but pupils are introduced to a wide range of approaches that include independent study, class presentations, discussions and debates, documentary excerpts and films. ICT is often used by pupils for the research and presentation of work and we encourage them to make use of the library and the excellent online resources available for historical research through the links on the library website. Historical skills, such as the evaluation of source material and the structuring of coherent written arguments, are also developed.

Advice for pupils

Read! There are many novels, as well as history books, that can provide an insight into the events that we will study in Shell at King's. Here are some ideas:

All Quiet on the Western Front, Erich Remarque (a German soldier's perspective on the First World War)

Private Peaceful, Michael Morpurgo OKS (First World War children's novel)

A Long Long Way, Sebastian Barry

A Very Long Engagement, Sebastien Japrisot

Regeneration, Pat Barker

Vera Brittain, Testament of Youth (memoir, now also a film)

Black and British – a short, essential history, David Olusoga (two versions of this, this is a shortened one for younger people)

H. Strachan, The Oxford Illustrated History of the First World War and The First World War (accompanies the Channel Four documentary series)

There are also many documentaries and films. We will provide you with a full list at the start of the Shell year.

Claire Anderson, Head of History
cea@kings-school.co.uk

Music

The Shell Music course is designed to meet the needs of pupils with a wide spectrum of prior knowledge, offering a broad introduction to music and music technology. Pupils experience a range of musical styles through listening and appraising, as well as working on their musical literacy and completing practical and creative computer-based projects using the Music School's Mac-equipped classrooms.

In the first term, pupils are encouraged to consider the role of the different elements of music and the various ways in which music can be notated. They become familiar with industry-standard notation and digital audio workstation software (Dorico and Logic Pro) and gain some basic knowledge of music theory (or expand upon their existing knowledge).

Pupils choosing to continue with the Music course in January study the topics of minimalism, the blues, film music and popular music through a series of listening/appraising tasks and practical composition projects, as well as continuing to improve their musical literacy by working on differentiated music theory tasks.

Whether they are already experienced performers or have never studied music before, all pupils will be able to benefit from the course.

Advice for pupils

You don't need any prior experience in music to get something out of these lessons.

You will just need to:

- enjoy listening to all types of music
- enjoy using music software
- enjoy recording and manipulating sounds
- work effectively in groups

Greg Swinford, Head of Academic Music
grs@kings-school.co.uk

Life Matters (Personal, Social, and Health Education)

Life Matters is a compulsory part of the curriculum from Shell through to Sixth Form and it is our belief that all pupils benefit from it hugely. Life Matters (LM) courses aim to help our pupils prepare for real life issues and encourage them to make mature and considered decisions when dealing with personal and social situations both now and later in life. It considers a variety of topics including personal values, healthy lifestyles and sex and relationships; LM follows a spiral curriculum developing core ideas in greater depth year on year as pupils mature.

Teaching

- LM is taught to the Shells as part of the curriculum
- Each Shell set has a double timetabled lesson of LM each fortnight.
- As a general rule, no prep is set, and the pupils do not sit an end-of-term/end-of-year examination.

Academic staff lead the majority of lessons and try to foster an environment in which pupils are encouraged to take an active involvement in class discussions, and where they feel comfortable asking questions and contributing their ideas. Support is available from the Health Centre and from the Learning Enhancement department, amongst others. The school also uses external expert speakers to present a variety of topics such as staying safe online, relationships and drugs.

Methods and Organisation

We educate the pupils using a variety of methods and materials including video clips, games, group discussions and debates as well as factsheets and articles.

The Shell Course

- Rules, values and expectations of the King's community. Service to others, kindness, volunteering. Who can help?
- Equality, racism and the role of the bystander.
- Resilience and mental health issues.
- Maslow's hierarchy of needs. The importance of a healthy lifestyle and positive thinking.
- Identity and self-esteem.
- Social media and e-safety.
- Introduction to careers and Unifrog.
- Gender inequality and harassment.
- Sex education including safe sex, contraception, consent and healthy relationships.
- First Aid training.
- Smoking, vaping, alcohol and other drugs.
- Gender identity and sexual orientation, respect.

Zoe Allen, Head of Life Matters
zta@kings-school.co.uk

Physical Education (PE)

The Shells PE programme aims to cover the main areas of the National Curriculum whilst also developing skills in a range of activities including swimming, gymnastics, girls' cricket, futsal, spikeball, volleyball and badminton. There will be a focus on how to warm up and cool down and the benefits these have on performance. We also aim to give Hockey, Netball and Lacrosse some extra attention in the Autumn Term to help develop their skills in time for the Lent Term. Furthermore, Shells will be introduced to the different components of fitness before learning how to train themselves. Shell PE is not just focused on the physical, but the cognitive as well, elements of anatomy, physiology, sports psychology and skill acquisition are interwoven throughout the course and students will learn these elements through a practical medium. Additionally, PE facilitates the development of student responsibility for health and fitness as well as encouraging moral development, leadership, teamwork and cooperation with others.

There are four full time teachers in the PE department who teach both academic and core PE. They are ably assisted by a number of talented sports graduates who join King's post university for 1-3 years. Lessons take place in the Recreation Centre with co-educational groups of mixed ability.

Pupils are expected to attend lessons with all appropriate kit and **school ID cards** to access the Recreation Centre and to attend lessons even if they are put off-games owing to injury or recovering from illness, as they can still participate in a variety of ways.

Advice for Pupils

You will need to have the following:

- ❖ School ID card
- ❖ PE Kit as laid out in the uniform list
- ❖ Non-marking lace-up trainers
- ❖ The ability to arrive at every lesson on time, ready to put 100% effort into every activity that you take part in

You will need to bring **both swimming kit and PE kit to your first lesson** as you will be taking part in a swimming proficiency test. More details will be given to you at your first PE lesson

Kate Batty, Head of PE
kvb@kings-school.co.uk

Religious Studies (RS)

While Religious Studies begins with the exploration of religion and religious beliefs, the subject involves far more than this. It is a wide-ranging discipline that challenges pupils to understand and consider alternative perspectives on matters of contemporary concern. In the process students develop a deeper understanding of their own attitudes and values and develop their critical faculties and independence of thought. This contributes to their preparation for life in a pluralistic society and as members of the global community, while at the same time developing their academic skills, and hopefully whetting their appetites for further study. We aim to create an atmosphere of sympathetic learning and personal evaluation in which the pupils can develop enquiring minds and flourish in academic confidence.

The Shell year sets out to uncover the often-forgotten historical background to social issues of contemporary concern, in order to allow students to reflect on the range of problematic questions that these raise. In the Autumn Term we examine issues highlighted by the Black Lives Matter movement; in the Lent Term we explore the threat posed by climate change; and in the Summer Term we look at the history of religious belief in Britain and Canterbury and consider how some themes examined in the first two terms play out locally (details below). Over the course of the year, pupils will study and evaluate elements of many world religions and will also explore the growth in secularism.

Teaching involves a variety of methods ranging from formal instruction and group activities, to informal discussions and out of classroom opportunities. Pupils are always encouraged to ask questions, to discuss ideas and to share opinions. Preps will take different formats, but pupils will often be given GCSE-style questions to familiarise them with the requirements of the mark schemes and to give them a realistic understanding of what is required at GCSE. In the first term, specific time is set aside for teaching the research skills necessary for future academic success. And in the final term, we broaden out some of the topics for discussion into history and geography, in order to give pupils a general introduction to the GCSE year, whatever their option choices.

Autumn Term

‘Whitewashing’ and Christianity

- Images of Jesus as white have come to dominate the way he is depicted. We explore the reasons for this and the moral difficulties it raises. We also consider the broader social and aesthetic questions concerning the relationship of art to its subject matter. What is the purpose of religious art in particular? And should it aspire to historical accuracy?
- Alternative depictions of religious scenes are explored and their messages discussed and we examine the argument that Jesus today allies himself with the oppressed and black. A key question here is does God take sides?

Religions and Colonialism

- Beginning with the history of colonialism we examine the relationship between Europeans and the peoples and lands that they colonised with focus on the role of religious belief in this process.
- Some of the features of traditional African religions are explored, including the Creation stories, and comparisons with Christianity are made.
- Many missionaries argued they were doing God’s work by spreading the Christian gospel and this was often used to justify both colonialism and slavery. At the same time, Christians and secular thinkers have condemned colonialism as essentially exploitative and have questioned the morality of imposing alien religious beliefs onto a traditional culture. We look at their arguments.

- Related questions explored are those of whether statues of slave traders in Britain should be removed and whether reparations should be paid to the descendants of former slaves.
- In the final weeks we turn to the civil rights movement in America and the UK and explore some of the ways issues forged in colonial times have played out in the 20th and 21st centuries.

Lent Term

Creation stories & the environment

- We pick up again on different religions' creation narratives in order to reflect on the value that these confer upon the created world and what they suggest about the relationship between human beings and the world.
- A key question to investigate here is the accusation that Christianity has contributed to the exploitation of the environment.
- We consider the Christian notions of stewardship and dominion, as well as Buddhist and Hindu beliefs concerning reincarnation and karma, and consider whether such beliefs encourage a more positive attitude towards other creatures.

Civil disobedience

- We examine different means of political engagement to affect change with focus on civil disobedience and direct action, and consider the moral and political questions that arise from (particularly) young people's work to influence policy on the environment. Key questions here are what kinds of actions are justified and why?

Animal Rights

- Finally we examine the question of humans' relationship with animals and the ethical debate over animal rights.

Summer Term

The pre-history and history of religion in Britain & Canterbury

- In the Summer Term we turn our attention to local archaeology and history in order to reflect on how religious belief is influenced by cultural and geographic factors and to understand the way that Canterbury/Kent fits into wider religious developments.
- Our investigation of this past involves trying to unearth the nature of pre-Christian religious beliefs. In the process pupils reflect on the nature of evidence, and what it is that makes sources both credible and potentially misleading - such as when using Roman sources' claims about Celtic beliefs.
- Where there is no written record, we consider what we can safely assume and what conjectures we can make, for example about beliefs of those who built ancient monuments. We also consider the extent to which those outside a religion can understand it.
- We look at what is known of the Roman temple in Canterbury and also about the introduction of Christianity to Britain with the Romans. The mission of St Augustine and the history of Augustine's Abbey are also explored, as are local developments in Christianity, Judaism and Islam as revealed in the architectural record.
- Pupils will also reflect on the nature of monasteries and monastic life within Christianity, Buddhism and more broadly.
- It is hoped, Covid restrictions permitting, that we will also be able to explore the museums and ancient buildings locally to give colour to these investigations.

Daniel Cardinal, Head of Philosophy & Religious Studies

dc3@kings-school.co.uk

Academic Work: Summary of Advice for Pupils

A positive attitude

- Enjoy your work.
- Always be positive about what you can do. Don't get into the wrong mind-set: your brains can acquire new skills and you can acquire new talents if you practise them, but only if you practise them.
- In lessons you should try to interact with your teachers and engage with the subject material. If you are prepared to put in the effort, you will usually get good results.
- Lots of people are here to help you. Please ask your teachers if you are unsure of anything. If you are still unsure or having difficulties, please tell your tutor.
- Remember your manners.

Knowledge

- Learn your timetable. At least, make sure you copy it out on to your calendar. Carry your calendar with you at all times.
- Know when your preps are. Make sure you do them on time and give them to the teacher when required.
- Aim to find your way around the school as soon as possible. Always ask someone if you are lost. Everyone is willing to help.

Equipment

- You must make sure you have all the books and files you need for each session when you leave your House to go to lessons. There isn't time to go back to your House between lessons.
- You must carry your laptop/tablet (if you have one), books, files, stationery, etc. in a strong, clearly named navy or black bag.
- Do not use your phone when walking around the school or in academic time; if you bring it to lessons, hand it in at the start without being asked.
- Some subject teachers will provide exercise books for you to write in. Others will expect you to do work on A4 paper and to insert it into files; others will expect it to be done electronically. Make sure you have enough files and paper. Keep your files tidy.
- You must take the right equipment to every lesson. Please look at the subject guidelines in this Guide. You should always have a pen, pencil and paper with you (and a calculator for maths and some science lessons).

Stationery List

Required items

- Pens (fountain pen, preferably, plus liquid ink pens. Not cheap biros – not good for handwriting or quality presentation).
- Pencils
- Pencil sharpener
- Highlighters (three colours is sufficient)
- 30cm ruler
- Scientific Calculator (phones or watches cannot be used as calculators)
- Protractor
- Rubber eraser
- A4 lined paper (often in a pad)
- A4 ring binder files (some are provided but you will need to bring them – small type preferred)
- File dividers
- Modern Language dictionaries (large Collins recommended)

Name as many of these as you can!

Some Useful Contacts

Mr P J M Roberts	Headmaster	01227 595527 headmaster@kings-school.co.uk
Mrs E A Worthington	Senior Deputy Head	01227 595507 eaw@kings-school.co.uk
Mr L G Bartlett	Deputy Head (Academic)	01227 595510/595771 lgb@kings-school.co.uk
Miss Tanya Lee	Deputy Head (Pastoral)	01227 595560 tl@kings-school.co.uk
Mr G A Hunter	Deputy Head (Co-curricular)	01227 595757 gah@kings-school.co.uk
Mr R T M Harrison	Head of Lower School (Shells)	rtmh@kings-school.co.uk
The Revd L R F Collins	Senior Chaplain	01227 595613 lrfc@kings-school.co.uk
Mrs C R Titterton	Head of Learning Enhancement	01227 595758 crt@kings-school.co.uk
Mrs S E Reid	Examinations Officer	01227 595510 ser2@kings-school.co.uk
Mrs G V Hone	Academic Assistant	01227 595510 gvh@kings-school.co.uk
Miss P K Rose	Librarian	01227 595608 pk@kings-school.co.uk
Mr R Falcon	Head of IT Systems	01227 595699 rf2@kings-school.co.uk
Mrs J McLeod	Music Administrator	01227 595556 music@kings-school.co.uk
Dr Julian Karolyi	Head of University Admissions	01227 595550 jrk@kings-school.co.uk
Mr Patrick Killeen	Information Systems Officer	01227 595647 pwk@kings-school.co.uk
Ms Hazel Cornell	Digital Records Officer	01227 595776 hrc@kings-school.co.uk