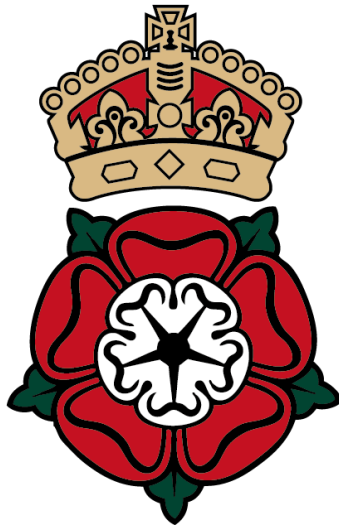


Royal Grammar School, Guildford



Third Form Curriculum

Options Booklet

2023

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Introduction

The Third Form curriculum offers access to all of the aesthetic, creative and literary, human and social, linguistic, mathematical, moral and spiritual, physical, scientific and technological areas of learning.

The curriculum is also balanced, with a substantial allocation being dedicated to our boys' physical and mental wellbeing. Games, Physical Education, ExAd and our Life Skills programme provide the boys with an important opportunity to develop further skills, in a supportive environment.

In addition to studying a series of compulsory academic subjects, boys entering the Third Form will also study six optional subjects that they have chosen during the Second Form.

Towards the middle of the Third Form, our boys will be asked to indicate what GCSEs they wish to study, and they will receive support from the school in making these decisions.

The RGS offers GCSEs in all of the optional subjects contained within this curriculum booklet, and in addition offers GCSEs in Academic Physical Education and Computer Science.

Other than for those students wishing to study a particular language at GCSE, it is not compulsory to study any of the optional subjects in order to study them at GCSE. The focus of the Third Form curriculum is to develop a love of learning without some of the constraints that examination specifications demand in later years.

Overview

The Third Form curriculum will be structured as follows:

Subject	Period allocation
Core compulsory subjects	
English (Literature and Language)	4
Mathematics	4
Biology	2
Chemistry	2
Physics	2
Modern Foreign Language (French or Spanish)	3
Options (choose 6 in total)	
Pool 1 (minimum 2)	
Art	2.5
Drama	2.5
Design Technology	2.5
Music	2.5
Pool 2 (minimum 3)	
Geography	2.5
History	2.5
Religious Education	2.5
Latin	2.5
French / German / Greek / Spanish	2.5
Other compulsory lessons	
Games	3
Physical Education	1
Computational Thinking	1
ExAd	1
Personal Development	2
Total	40

In order to accommodate this optional structure, the School uses a '10-day' timetable. In practice, this means that those optional subjects chosen will be taught for 2 periods in one week, and for 3 periods in the following week.

Optional subjects

Boys will have a free choice from the Option pools, subject to the following constraints:

- Boys must select **six** optional subjects in total.
- Boys should choose a minimum of two, and a maximum of three, subjects from Pool 1 (Art, Drama, Design Technology and Music).
- Boys should choose a minimum of three, and a maximum of four, subjects from Pool 2 (Geography, History, Religious Education, Latin or French/Spanish/German/Greek).
- If a boy intends to study a particular language at GCSE, they must elect to study it in the Third Form.

Please note:

Geography is a somewhat content-heavy subject at GCSE and begins to teach some of the material in the Third Form. Whilst it is possible to select it as a GCSE option without having studied it during the Third Form, this might be considered unusual.

Art

Art is a perfect complement and antidote to your academic studies. We have designed the Third Form lessons to be as enjoyable as possible by choosing stimulating, engaging and fun projects that appeal to students with all levels of artistic talent. Students will enjoy a creative challenge and learn new skills which will be of benefit to them in many other areas of their lives.

Each of the three terms is devoted to one of the following overarching topics:

- Linear Perspective;
- Ceramic Sculpture;
- Creative Digital Media.

In this technological age, the ability to edit digital photography, create digital images and develop your skills in visual presentations is vital for effective communication and you will be based in our Digital Media Suite learning to use *Adobe Photoshop* and *Google SketchUp* like a professional.

Your ability to draw and visualise in three-dimensions will be greatly enhanced with our intensive course in Linear Perspective. You will learn how we perceive depth and space in our three-dimensional world and learn how to effectively 'model' a convincing illusion of volume and space on a two-dimensional (flat) surface. This is a form of technical drawing, which employs drawing instruments, that has always been immensely popular with our students, as it presents a cognitive and an artistic challenge.

Your time in the Sculpture Studio may be amongst the most enjoyable time spent at the RGS as it involves the singular pleasure of playing with mud. To be more accurate, you will learn to coil clay and to slab build it into pots and ceramic sculptures, using forms inspired by both natural objects, such as seed cases, and mechanical objects, such as machinery. You will also learn to use decorative processes such as imprinting, carving and ultimately glazing your creations.

Art in the Third Form at the RGS is both a highly enjoyable experience, and a highly valuable educational precursor to further study in the subject. Excellence is pursued at all times and regularly achieved by our merry band of students. Our team of talented, dedicated, and practising artists who comprise the Art Department staff are very much looking forward to taking you on this exciting journey.

Design Technology

Studying Design Technology in the Third Form will provide you with a broad introduction to a variety of areas of study, some of which you would be able to explore in greater depth at GCSE and beyond.

Electronics

We study electronics and our students develop their practical circuit building skills. You will gain further hands-on experience 'breadboarding' and building prototype circuits both physically and virtually, using software modelling.

You will be introduced to the concept of a systems approach to designing circuits which means that you will be able to add more elements to your designs to incorporate movement in the form of motors and mechanical output. If you have always loved playing with *Lego* and using it to produce machines that move, you will already have a good idea of the kinds of things that can be achieved!

Wood

You will use a wide range of hand and machine processes to produce an acoustic ukulele. This will provide a fun and interesting vehicle for learning about craftsmanship and attention to detail.

All of the project activities that you will undertake will be done according to an overarching philosophy of the iterative design process. You will learn how to go about designing increasingly more complex things by using a step-by-step design process. This will facilitate your creativity and encourage an open-minded approach to your project work.

Drama

Teaching Drama in the Third Form introduces boys to a wide range of new skills and techniques. Our aim is not to train boys to be actors but rather to foster self-confidence, creative thinking, empathy, independence, and imagination through the medium of drama. Over the year we cover a range of both topic / issue and skills-based schemes of work to deliver a holistic approach to the subject as well as giving students practice in essential life skills. The boys work together, often in small groups, to develop ideas and collaborate sensitively and independently when developing them to present to an audience.

Our outcomes, at this stage in the curriculum, are primarily focused on boys learning to communicate effectively and confidently with others and to enjoy the subject. The classes are practical in nature and require boys to engage in a mature and energetic fashion with the lessons. Over the course of the year, we will study:

The Notorious Case of Lizzie Borden: An issue-based unit looking at a historic murder case and using drama skills to explore notions of justice and guilt. The boys will learn exciting ways to investigate and tell the story and make connections with contemporary examples of truth and justice.

Comedy meets Tragedy: In this unit the boys learn and practise working within a range of different genres and styles. As they move through the year, they will be able to analyse why certain structures work best for particular topics and be able to select suitable styles for their own original work.

The Elements of Theatre: Theatre is more than just acting and in this unit we teach the boys how lighting, sound, set and costume function in theatre through practical project work. Boys learn about set design, lighting, and sound in a hands-on, practical way. They will develop their own vision of a play and create the set, sound and lighting to communicate their ideas. As part of this unit we hope to offer all boys the chance to accompany us on a trip to watch, and reflect on, a live performance.

Practitioners and Process: We introduce, through practical workshops, some key “theorists” who developed different methods for performing and creating drama including physical theatre, Brecht and Stanislavski. These approaches further expand the “toolkit” the boys have when creating their own work but also enabling them to have a critical, informed understanding as consumers of live theatre.

Page to Stage: Boys learn how to “decode” theatre scripts and develop communication and personal performance skills through working on short excerpts from contemporary plays. They work on the scripts practically and learn how texts are “blueprints” for production. This analytical approach helps support and develop the skills they require for studying English Literature.

Devising: The culmination of the year is for boys to devise an original piece of drama from a stimulus, incorporating and demonstrating the techniques and approaches covered in the year. Collaboration, problem-solving and independent work become key to successful performances as well as fostering creativity and pride in their final presentations.

Geography

Geography in the Third Form is divided into two parts:

Part 1: The Geography of Oceans

This course runs for the whole of the Michaelmas Term and looks at a diverse range of themes, including:

- getting to know your continental shelf from the deep abyss with an introduction to the physical Geography of the oceans;
- finding out about the journey of explorers like Robert Ballard, who discovered the wreck of the Titanic and discovered black smokers along the Mid Atlantic Ridge;
- learning about threats to the ocean ecosystem: plastic pollution, ocean acidification and the plight of sharks, threatened by the shark finning industry;
- understanding the causes, effects and responses to modern-day piracy.

Part 2: Hazards

In January, we begin the Hazards topic. This is the first of six topics studied for GCSE. We begin this topic in the Third Form so that there is sufficient time to cover the GCSE course in depth and allow time for revision. The themes covered include:

- an introduction to hazards;
- tectonic hazards: What causes earthquakes and volcanoes? Where do they occur and how can they be managed?;
- atmospheric hazards: causes, effects and management of cyclones.
- extreme weather in the UK;
- causes, effects and responses to climate change.

Greek

Language

Whether it is interest or enjoyment, drama or philosophy, a passion for code breaking or the language of the New Testament, Greek is an intriguing language and culture. Whether you are initially daunted or attracted by the unfamiliar *alphabet* *, students will be reading words in Ancient Greek fluently within a couple of weeks. Indeed, far from being unfamiliar, you will quickly discover how many of our English words have their roots in Greek (over 90% of English words linked to science and technology have either Latin or Greek roots). We cover essential grammar with speed, which results in being able to read stories in Ancient Greek within the first half term. By the end of the first year we will have covered about half of the GCSE Greek grammar and vocabulary. At the end of the Third Form, students will choose whether to sit the ICCG (*Intermediate Certificate in Classical Greek*). Whether or not students decide to continue their Greek studies to GCSE, this is a wonderful opportunity to get official recognition for mastering this stimulating discipline.

Myth **

For many students, their first introduction into the world of Ancient Greece was through the wonderful myths often studied at primary school. We delve further into this rich and intrinsically fascinating tapestry of stories and perfect our grammar by reading about Achilles the legendary Greek warrior, about the hero Odysseus and his adventures with the one-eyed Cyclops, and how Perseus tricked Medusa, who turned men to stone. As Stephen Fry's recent bestseller *Mythos* has shown, not only have these stories endured the test of time, but they are ingrained in so much of Western art, literature and culture.

Ancient History and Philosophy ***

We start the year by learning about the birth of our alphabet which originated with the Phoenician alphabet in about 1500 BC and about the *archaeology* of bronze age Greek civilisations, which gave to heroes such as Theseus and Agamemnon. We go on to explore the birth of *democracy* and *drama* in Athens and explore what made the *Spartan* soldiers such ferocious opponents. We finish the year by studying Alexander the Great, who had established an empire stretching from Macedonia to Egypt and to the Indian Punjab by the time of his death at the age of 32.

* the word *alphabet* is derived from the first two letters in the Greek alphabet, alpha and beta.

** *myth*, is derived from the Greek word for *story*.

*** *history* is derived from the Greek word *enquiry* and was used by the so-called Father of History, Herodotus, to describe his extensive narrative of the Graeco-Persian Wars. *Philosophy* means the study of wisdom. Indeed, the names of most subjects – biology, mathematics, economics etc. – are derived from Greek. *Archaeology* means the study of ancient things.

History

Third Form History gives you an exciting opportunity to understand our present world. We embark on the modern era and begin to consider how our present world has been shaped. The History Department is constantly changing what we teach, based on what our students are interested in, developments within history, our passions and what we think is most appropriate based on current issues.

The topics that we currently teach are:

The development of modern warfare. You will consider case studies from the Napoleonic War up to the Second World War to understand the impact the technology had on warfare and the development of *total war*. This not only considers how wars were fought, but also the impact that this had on civilian populations

The Holocaust. This is one of the most important topics that you will study in your time at the RGS. This is a very emotive topic and you will be dealing with very complex issues, not only understanding what happened, but considering why it happened and the choices that individuals made. We look at a wide range of case studies to build up your understanding one of history's most tragic events.

How ordinary people won the right to vote. At the beginning of the modern era, very few people could vote, with it restricted to only wealth, landowning men. The overwhelming majority of the population had no say in how their country was run. This topic allows you to understand how people in Britain have fought, and made sacrifices, in order for all adults today to have the right to vote. Following on from the previous unit, you will consider Chartism and how working-class men campaigned for the right to vote, before considering the women's suffrage movement and the role of the Suffragettes and Suffragists in campaigning for women's right to vote.

Teacher's choice. All the History teachers are passionate about our subject and we want to share this with you. This gives us the opportunity to tailor your lessons to a topic area that we are particularly interested in, or a topic that as a class you want to study.

History is a subject that teaches you critical thinking and gives you confidence in expressing your opinions. In lessons, there are lots of opportunities for debate, as we wrestle with challenging questions. There is a mixture of extended writing, alongside shorter and more creative responses to some of the issues that we study.

Latin

Latin is long-respected and intellectually-challenging subject which ironically has never had greater relevance in a world which is defined by flexibility and transferable skills. As an inflected language, Latin demands absolute accuracy and strict precision, skills our students often need to develop. It embeds the key skills which are inherent in programming and coding: logic, analysis, and patterns. Through the study of language and rhetoric, Latin teaches our students the skills to persuade and engage, an advantage in every career.

As well as the linguistic challenge, lively, insightful debate are at the heart of our philosophy and our course provides fertile ground for topical discussions around politics, democracy, racism and xenophobia, gender issues. The subject provides an insight into the very foundations of our historical, cultural, literary heritage and this breadth is one of the great strengths of the discipline.

Language

By the end of the Third Form, students will have covered the majority of the GCSE grammar and vocabulary. Students develop their proficiency by reading entertaining and gripping stories, as we follow our hero Quintus as he endeavours to protect the King of the Regnenses from traitors and villains. Murder, fraudulent wills, plot twists, unexpected deaths, and comic turns... all the while covering the major uses of the subjunctive, participles and the ablative!

Ancient History and Archaeology

The Third Form course is based in the provinces of Rome and Judaea under one of the most paranoid and bloodthirsty of the Roman Emperors, Domitian. We study the tactics, siege engines and weapons that made the Roman army so successful and learn how it ruthlessly crushed opposition at any cost, including the Jewish rebellion at Masada. We study the evidence from the camps across Hadrian's Wall to help us imagine what life was like for these men who served at the very edge of the Roman Empire and what motivated them to join up from across the empire from Iraq to Croatia. We also explore modern methods of archaeology and use these skills to attempt to solve a 2,000-year-old murder mystery on Hadrian's Wall. Finally, our course takes us to the heart of the empire in Rome, where we look at how the emperors successfully used 'bread and circuses' to control the people, including the ultimate symbol of Flavian propaganda, the Colosseum.

Modern Foreign Languages

With the dominance of English in the modern world and the age of machine translation, it may come as a surprise that the idea of being “multi-lingual” has never been more popular, nor more sought after. Even with borders closing, leading job site *Indeed* has found that the demand for people with foreign-language skills has risen by up to 40%. But language learning is so much more than job opportunities and the future – it’s the enjoyment and challenge of learning a new language and the excitement of communicating with people from another country and experiencing the new culture.

Choosing to study new languages has been shown to enhance creative thinking and mental agility, regardless of the level of ability; students become more flexible in how they think, because they begin to imagine phrasing something in a different way in that other language. It is this experience of learning and enjoying a second foreign language which will help to open so many doors, both inside and outside of the classroom.

French

This exciting and challenging course will enable the boys to study a wide range of topics such as the family, school, and town, and become rapidly proficient in a range of tenses. The boys will always be encouraged to develop their own ideas and opinions when speaking and writing in French. A strong grasp of the grammar of the language is crucial in the first year, but there is also an abundance of opportunities to practise their communication skills and discover a wide range of interesting facts about France and other French-speaking countries.

German

Drawing on the linguistic skills which they have already developed in Latin and French or Spanish, the boys will surprise themselves with their rapid progress in German. By Christmas, they will be able to talk and write confidently about themselves, their families, and their homes, and will have developed a strong grasp of German word order and the case system. By the end of the year they will have learnt how to communicate clearly in a range of tenses. Throughout the year, there will be many opportunities for the boys to expand their interests beyond the syllabus and to learn about German culture, films, and festivals. The curriculum is designed to provide the boys with an essential foundation to embark on the IGCSE course with confidence.

Spanish

Reflecting the lively and vibrant nature of Spanish and Latin-American culture, the course is designed to be engaging, fast paced and fun! Based on both *Listos* 1 and 2, there is a strong emphasis on learning how to communicate in a range of everyday life situations. Hispanic culture is explored and enjoyed in lessons, films, and extra-curricular activities and boys will have the chance to explore aspects of both Spanish and Latin American cultures during every unit. Topics covered include the family, home, town, school, hobbies, and food and, whilst importance is placed on grammatical understanding, there is also a strong emphasis on cultural awareness and the ability to communicate effectively in Spanish.

Music

Music is a universal language that embodies one of the highest forms of creativity. The curriculum is designed to nurture boys' creative minds. We engage and inspire boys to learn in and through music, not solely about music. The Music Department has a commitment to excellence and encouragement of all boys to increase their self-confidence, creativity and sense of achievement. As boys progress, they develop a critical engagement with music, allowing them to compose, listen and appraise with discrimination.

Throughout the year, boys will foster transferable skills, such as teamwork, communication, critical thinking, problem solving, confidence, autonomy, tolerance and empathy. Ultimately, we want our boys to have a passion for music and find great joy in this creative subject.

Why do we enjoy listening to music? Using examples from various musical traditions, based on the concept of Ground Bass, we learn about simple melodic and harmonic structure: the essential ingredient of a successful composition. The boys have the opportunity to write and perform their own music.

What makes the perfect song? Most of the music we listen to, has lyrics. In this unit, we study how musicians combine words with melodies to create the perfect song.

All that Jazz – exploring Jazz and Blues: the root of all pop music! The boys explore the history, origins and social context of the development of Blues in the southern states of the USA. The Blues Scale introduces a new melodic resource on which we improvise using ostinato and riffs. The conclusion of the Unit will be the writing and performance of our own 12-bar blues.

An Introduction to Music Technology – the digital world of Music. Music technology is about composing or creating music and sounds, through the use of electronic hardware and computer software. This Unit emphasises the practical elements of music technology. Using our suite of Macs, we learn the basics of BandLab, Logic Pro and Sibelius and the boys will perform and record their own compositions.

Music and the Stage – a practical collaboration with the Drama Department: Music for film and games reinforces the power of the drama on the screen. Working alongside the Drama curriculum, we will compose and record a soundtrack to accompany a murder mystery suspense drama.

Religious Education

Third Form Religious Education is a bit of a departure from the First and Second Form courses, or from what is often studied in the final years of Prep School Religious Education. Our course is deliberately set up to introduce both some of the broader issues in the study of religion as well as continue the philosophical, ethical and religious approaches that boys will be familiar with. The course is also constructed to introduce boys to all of the writing and evaluative skills that lead to success in studies beyond the Third Form, as well as an introduction to some of the ideas that are explored in more depth in later study.

In the Third Form we focus on four topics:

Science & Religion

- Why is science so successful?
- Origins of the universe, origins of life, miracles – the conflicts between science and religion.
- Can we reconcile science and religion?

Philosophy of Religion

- The philosophical debate about the existence of God.
- Ancient and modern arguments for religious belief.
- Evil, suffering and the case for atheism.
- Is “God” a meaningful idea?

Social Anthropology & Religion

- The role and function that religion has played in different societies.
- The role of myth, magic and rituals in religions.
- Voodoo, Shamanism & ‘nature religions’.

Research Project

- Group task at the end of the year.
- Research and present on an area from the above topics.
- Groups select their own project and learn research and presentation skills.

The aim is not just to encourage students to know, understand and be able to explain the facts, but also to be able to form their own opinions about these issues and defend them using evidence and reason. At different times lessons might be focussed on responding to written or video stimulus, debating topics, creative group work, student presentations, or writing up discussions and personal viewpoints.

Other compulsory subjects

Personal Development

Third Form Personal Development lessons are a key part of the School's commitment to the Spiritual, Moral, Social & Cultural development of our students. There are two main strands to these lessons: Personal, Social, Health and Moral Education (PSHME) and Spiritual & Moral Development. These two strands are mutually supportive, each drawing on skills and knowledge developed in the other strand.

The course is non-examined, and there is no homework, and no grades or reports. The emphasis is on students engaging with important factual material in order to build the personal skills, competencies and worldview needed for a productive and rewarding future. PSHME content is delivered by Form Tutors, Spiritual & Moral Development content is taught by the members of the Religion and Philosophy Department who also have PSHME training; other specialists are included as appropriate. All lessons aim to promote critical thinking and analysis, self-reflection and character building, and personal wellbeing and responsibility; they also provide opportunity to develop and practise a range of study and presentation skills.

The PSHME Strand

Building on foundational work in the First and Second Form curricula, and leading into the Middle School PSHME programme, the syllabus is based around broad themes:

- **Health and Wellbeing:** includes work on mental health and emotional wellbeing, as well as maintaining a healthy lifestyle. Topics might include managing stress and developing a positive body image.
- **Relationships:** the emphasis throughout is on developing positive and fruitful relationships.
- **Living in the Wider World:** here students will consider employment pathways, making informed financial choices and developing skills that employers value. Media literacy and digital resilience are covered in the context of gaming, gambling and the use and abuse of social media platforms, including pornography and fake news.
- **Reflection:** students will be provided with opportunities to reflect on their progress and development, both in school and beyond, and to set targets for moving forward. Strategies to help achieve the targets are offered.

The Spirituality and Morality Strand

This strand of the Personal Development lessons focusses on the set of beliefs, values, attitudes, experiences and reflections which can give direction, shape and meaning to students' lives. This requires a willingness to look beyond simple materialism, to ask and explore ultimate questions of a moral, ethical and spiritual nature, and to consider how responding to personal challenges can be assisted by having a grounded and coherent moral and spiritual worldview.

There are five topic blocks with which students will engage:

- Creating a Personal Moral Code;
- Addiction & Substance Abuse – an issue in personal and social values;
- Human Rights & Responsibilities;
- Life, Death and Bereavement;
- British Institutions – a journey through law, democracy and justice.

Games

Games is the highlight of the week for many of our students. Our winter programme sees the boys playing rugby or running cross country. Spring is hockey season with an additional option for cross country. Summer allows us to play cricket, with an option to do athletics or tennis. The School has a sports-for-all policy and is keen to ensure that as many boys as possible represent the school in competitive fixtures.

Physical Education

Core PE encompasses a range of different sports and activities, the delivery of which aims to build athletic development, develop game understanding and provide a foundation for theoretical understanding that is developed at GCSE level. Activities rotate on a half-termly basis and include: health related fitness, basketball, badminton, table tennis, striking and fielding and tennis.

Computational Thinking

All boys in Third Form will study one period a week of Computational Thinking. This involves developing the kind of problem-solving skills and techniques that software engineers use to write programs and apps. As part of the course, boys will learn the foundations of Microsoft applications - Word, Excel and PowerPoint - as well as developing the skills for cryptography and game-design using *Python 3*.

ExAd

All students in the Third Form and above take part in the ExAd programme, an outdoor and expedition training programme. The training covers a variety of practical skills and provide the opportunity to gain numerous accredited awards. It will also cover the requirements of the expedition section of the Bronze Duke of Edinburgh Award.