



WITHAM HALL

CURRICULUM
INFORMATION

2025-2026





INTRODUCTION

This guide is designed to give parents information about the academic curriculum and how it is delivered at Witham Hall. We continue to build on recent innovations both in and out of the classroom and there is much to look forward to in the year ahead.

While lessons are only one facet of life at Witham, they are the cornerstone on which a Witham education is built. We are committed to continued growth in vibrancy and rigour, and with talented body of staff who are passionate about their respective subjects, teachers are dedicated to planning and delivering inspiring lessons.

The information here is intended to allow parents to see what is covered throughout the academic year, as well as allowing them to see what may be on offer as their children move up the school. There is information here about how we provide support for those who require it, how we challenge the most able and how we stretch each child as an individual for the best learning outcomes. Of course, the benefit of our status as an independent school is that we are not bound by any narrow or faddish curriculum and we are thus able to take advantage of opportunities as they arise. This guide is, therefore, by no means exhaustive or binding, but we hope parents will find it informative and of value.

Year 4 is the year in which our pupils join the Prep School and represents a transition between the two parts of the school. Thereafter, teaching becomes increasingly specialised, and so the information is presented here on a subject-by-subject basis.



YEAR 4

The transition from Year 3 to Year 4 is an exciting time for pupils that presents many new opportunities and challenges. In addition to the increased academic challenges that the curriculum presents, pupils are encouraged to be more independent learners.

At this age, the key subjects are English and Maths; however, pupils also receive lessons in History, Geography, TPR (Theology, Philosophy and Religion) and Learning for Life. Science, Music, French, PE, Computing and Art are taught by specialist teachers.

To ensure a smooth transfer, close links are made between the Year 3 and Year 4 teachers. Year 3 children will be familiar with some of the specialist teachers and will continue to work with the Games staff.



English

Pupils will take home reading books; it is beneficial to read regularly with your child. This can either be reading to them or being read to (or a combination) and asking them questions to check understanding. Once they have completed a reading book, the children are encouraged to complete an AR test; a reading quiz testing their understanding of their book. If a child receives over 90% in an AR test, they will be rewarded with a gold. Children will read regularly in school, including during weekly AR and library sessions.

Pupils will receive weekly spelling tests. In Year 4 we will focus on spelling high/medium frequency words correctly as well as the Year 4 spelling scheme. In prep time once a week the children will have the chance to practise their spellings for the following week's test in a variety of engaging ways. Children are also expected to practise their weekly spellings at home so that they are prepared for the test each week. Spelling lists and practice sheets will be sent home in their Home Book.

Handwriting practice will take place weekly and high expectations are in place for every piece of independent writing.

English will be taught around key, inspiring texts and will often be linked to each term's History/Geography topic.

Reading comprehensions will be weekly, particularly focusing on comprehension and inference skills.

Topics we will cover:

- Poetry: narrative poems and list poems
- Character descriptions
- Setting descriptions
- Adverts
- Story writing
- Non-chronological reports
- Persuasive writing
- Newspaper reports
- Diary entries
- Recounts

Maths

Daily maths lessons will begin with a mental and oral starter and revision on a variety of topics. After this we will focus on the topic of the week, which is taught through modelling, practice, questioning and play. Once a week we will complete a mental maths test and a weekly times table test.

Topics we will cover:

- Place Value
- Addition and Subtraction
- Length and Perimeter
- Multiplication and Division
- Area
- Fractions
- Decimals
- Money
- Time
- Statistics
- Properties of Shapes
- Position and Direction

Other curricular areas

	Michaelmas	Lent	Trinity
History	Maya Civilisation	Tudors	Crime and Punishment
Geography	Europe	India	Our Local Area

Information about Year 4 Science, Computing, Art, Music, Learning for Life and Sport is provided on the subject-specific pages of this booklet.

Educational visits

To help enrich pupils' learning, various educational trips and workshops take place throughout the year. To support our Maya topic we will enjoy a visit to Cadbury World. Later in the year our Tudor topic will come to life with a visit to Burghley House. We have theme days for some of our other topics.

In the Trinity Term, Year 4 will take part in a two-day, one-night residential trip to PGL. This is a fantastic opportunity to take part in lots of fun outdoor activities. It aims to develop team-building skills and gives the children the opportunity to experience a night away from home.



ENGLISH

In the English department, it is our intent to nurture well-read, insightful, inquisitive, and enthusiastic readers and writers, who are confident verbal communicators and attentive listeners. Through the study of English and Drama, our pupils develop the skills of critical thinking, close reading and effective communication preparing them for the Common Entrance examination and beyond. We have created a fantastic and diverse curriculum, which ranges from ancient texts to modern classics. Pupils develop and value their creativity in a curriculum that is varied, balancing a grounding in key works of English Literature with studying the ways in which the English language operates. Children have the opportunity to analyse and explore literature from a wide range of genres, periods and cultures.

As a department, we recognise the importance of students being able to place texts within their historical and cultural context and to recognise their cultural value. Pupils develop an intellectual curiosity and analytical approach, driving them forward to attempt new concepts and in-depth questioning. As well as learning to be astute readers, we highly value creativity and original writing. We don't just want our students to analyse and evaluate, we want them to create the next generation of classics. At the heart of everything, we encourage independent reading outside the curriculum and the ability to make well informed, critical judgements concerning a range of texts.

What are we studying?

In the Prep School up to and including Year 8, the pupils follow a scheme comprised of several elements. They read a variety of non-literary and literary texts, both extracts and complete texts read in class. They are asked to write responses in a variety of forms, responding to a variety of stimulus, such as short answers in response to comprehension passages, articles, reviews, poems and discursive essays. In recent years, pupils have had the opportunity to enter several national writing competitions, including Lincolnshire Schools Poetry Competition, BBC 2 500 Word competition and the Wicked Young Writers Competition. Recognising the importance of reading and writing for pleasure, students at Witham take an active role in recognising and celebrating World Book Day and National Poetry Day.

There are weekly spelling tests of subject-specific and high-frequency words. Increasingly, as they progress through the years, students will be developing their critical analysis skills and ability to write cohesive extended responses to a variety of texts. With an aim to develop sophisticated oracy skills, pupils are encouraged to take an active part in reading out loud, discussing and presenting in class. Likewise, pupils are guided to be sympathetic listeners who listen carefully to the teacher, each other or the audio material we use to complement our teaching and learning. Whenever possible, the study of literature, especially drama, is supplemented by watching adaptations of literature for the screen.



Weekly prep exercises will essentially reinforce and supplement work done in class with a strong focus on the comprehension of non-fiction, fiction, poetry analysis and planning written responses to build towards examinations at Michaelmas and Trinity for Years 5, 6 and 7, and CE and Scholarship for Year 8. The Accelerated Reading Scheme operates in the school up to Year 5 and our children are encouraged to read as widely as possible. We have a well-stocked library to support the pupils in their independent reading. Reading skills are the foundation of a good education and reading is at the centre of Witham.

Outside the classroom there are occasional trips to enhance the pupils experience of the subject. Such excursions have included in recent times visits to Stratford and Cambridge in conjunction with the drama and music departments as well as trips to the local Oundle Literature Festival.

The English team

Led by Ms McCullough, Mr Neilson and Mr Chapman also make up the experienced and enthusiastic English Department. The Learning Support team continues to work closely with those pupils requiring particular support, both inside and outside the classroom.





MATHS

Mathematics is the key to understanding and exploring the world. We aim to create a sense of enjoyment and curiosity about the subject whilst encouraging every pupil to reach their full potential.



Our approach to Maths

At Witham, we employ a variety of lesson styles to ensure thorough and engaging learning. These include the use of example questions, spaced retrieval practice, and regular exposure to past Common Entrance questions to build familiarity with exam formats and develop effective time management skills.

Our department is well resourced, allowing us to meet the needs of every pupil - whether they require additional support for further challenge. All lessons are differentiated, and pupils are placed in sets that best support and challenge them at their individual level.

In Year 8, extra support is offered through formal timetabled lessons and prep sessions. Where appropriate, we extend learning beyond the curriculum, drawing on up-to-date teaching knowledge of IGCSEs and A Levels to stretch our most able pupils.

How can parents support their child in Maths?

As parents, the most important aspect is helping your child to learn their times tables thoroughly and to learn strategies that can help. (Starting at five times something when looking for a multiple bigger than five). Playing counting games (to add nine add 10 and take one), cooking is useful for estimating capacity and mass, helping your child converting unit of measurement (cent-100, mille-1000 in French is linked to this). Make sure your child knows the names of the basic shapes up to a dodecagon and the special names for quadrilateral.

The children have also been registered with Times Tables Rockstars and using this for ten minutes a day will increase your child's speed and recall of the times tables that are so important in many areas of Mathematics.

What are we studying?

Year	Michaelmas	Lent	Trinity
5	<p>Number and place value Addition and subtraction Measures (Perimeter, area and volume) Fractions Multiplication and division Angles Time Arithmetic and worded problems Data handling Metric/imperial conversation</p>	<p>Decimals (place value and arithmetic) Shape (3D, angles and quadrilaterals) Decimals and fractions (ordering and arithmetic) Arithmetic and word problems Measures (capacity) Data Handling Time</p>	<p>Positive and negative numbers Addition and subtraction Transformations (symmetry and reflections) Co-ordinates Percentages Multiples and factors Primes, squares and cubes Multiplication and division Data handling</p>
6	<p>Decimals (place value and arithmetic) Arithmetic Area and perimeter Ratio and proportion Multiplication and division Shapes (including circles) Mental arithmetic methods BODMAS Data handling</p>	<p>Number and place value Fraction and decimal arithmetic Co-ordinates Ratio and proportion Mental multiplication and division Measures (including converting units of measurement) Averages Long division Time and money</p>	<p>Number (comparing and ordering) Ratio and proportion Fraction, decimal and percentage (equivalents and arithmetic) Algebra Shape Multiplication and division Data Handling Factor multiplication and division</p>
7	<p>Number (including negatives) Decimals (comparing, ordering and arithmetic) Perimeter and area Number (including squares, roots and BODMAS) Algebra (expressions, simplifying and substitution)</p>	<p>Sequences (including nth term) Averages Fractions (including arithmetic) Angles and angle rules) Percentages Probability</p>	<p>Co-ordinates and graphs (including $y=mx+c$) Transformations (symmetry, reflections, rotations and tessellations) Equations Ratio Data Handling Shape (isometric drawing)</p>
8	<p>Number (arithmetic, factors, multiples, powers, roots and primes, Standard index form Level 3 only) Angles (in shapes and parallel lines) Percentages Shape (area and perimeter of 2D/3D shapes, volume and surface area) Algebra (simplifying, brackets, expressions and index notation, simultaneous equations and algebraic fractions Level 3 only) Sequences (including nth term, quadratic sequences Level 3 only) Probability Inequalities (Level 3 only)</p>	<p>Graphs (linear and quadratic Level 3 only) Circles Fraction and decimal arithmetic Equations Handling data Ratio and proportion Scatter graphs</p>	<p>Structured revision using questions from past papers at the level your child will be sitting in June</p>
8S	<p>Algebra (simplifying, brackets, expressions, index notation, equations) Pythagoras' Theorem Circles Simultaneous equations Standard index form Inequalities Linear and quadratic graphs Percentages Surface area and volume</p>	<p>Scholarship papers and individual child-centred teaching and then preparing the children for the UKMT Intermediate Maths Challenge (IMC)</p>	<p>A continuation of preparing the children for the IMC in May. Then, investigational work using Mathematics. Independent research on a famous Mathematician, as well as creating games (Maths Murder Mysteries and Escape Rooms) for the younger children.</p>



SCIENCE

Dr Isaac and Ms Lee have exciting plans in our newly-refurbished labs. Pupils are encouraged to undertake investigations using ideas and methods covered in lesson. A strong, practical approach is used to reinforce theoretical concepts and to help visualise outcomes.

An emphasis is placed on the use of technology such as data-logging and virtual modelling to further aid the learning process. Contextualisation of key ideas helps to bring the science learnt into use in everyday life, opening avenues of application and understanding.

Science is taught by specialist teachers in two purpose-built, state-of-the-art laboratories, Gurdon and Newton, opened in 2013.



What are we studying?

Year	Michaelmas	Lent	Trinity
4	<p>Living things in their environment:</p> <ul style="list-style-type: none"> - Classification - Life processes (MRS GREN) <p>Electricity</p>	<p>Sound & hearing</p> <p>Humans and other animals: -</p> <ul style="list-style-type: none"> - Teeth & the digestive system <p>Properties of materials:</p> <ul style="list-style-type: none"> - Temperature & insulators 	<p>States of matter</p> <p>Living things in their environment:</p> <ul style="list-style-type: none"> - Pollution and habitat destruction - Biodiversity - Conservation <p>Feeding relationships:</p> <ul style="list-style-type: none"> - Food chains
5	<p>Circulation, breathing, health & exercise, nutrition, movement</p> <p>Forces:</p> <ul style="list-style-type: none"> - Floating, force multipliers, friction (& friction investigation) <p>Properties of materials:</p> <ul style="list-style-type: none"> - Acid & alkalis (indicators) 	<p>Earth & space</p> <p>Light & seeing</p> <p>Classification & keys</p>	<p>Living things & their habitats:</p> <ul style="list-style-type: none"> - Adaptation - Evolution & inheritance <p>Reproduction</p> <p>Ecology fieldwork</p>
6	<p>Lab induction:</p> <ul style="list-style-type: none"> - Safety, Bunsen Burners, lab Equipment & investigation <p>Cells & microscope</p> <p>Electrical circuits</p>	<p>Properties of materials:</p> <ul style="list-style-type: none"> - Physical changes (state, solutions & separating) & Investigation <p>Energy resources</p>	<p>Properties of materials:</p> <ul style="list-style-type: none"> - Chemical change (including combustion) <p>Reproduction</p>
7	<p>Nutrition (food tests)</p> <p>Gaseous exchange & breathing</p> <p>Cellular respiration</p> <p>Microbes</p> <p>Atoms, Elements & Compounds, Substances, solutions, saturated solutions</p>	<p>Particle model of matter & density</p> <p>Acids & alkalis: pH & neutralisation</p> <p>Chemical reactions:</p> <ul style="list-style-type: none"> - Oxidation & thermal decomposition <p>Magnets & electromagnets (& investigation)</p>	<p>Light</p> <p>Sound & hearing</p> <p>Forces & speed</p> <p>Springs & extension (& investigation)</p> <p>Energy</p> <p>Interactions & interdependences:</p> <ul style="list-style-type: none"> - Feeding relationships <p>Forces: Pressure</p>
8	<p>Variation, classification & inheritance</p> <p>Photosynthesis Oxidation</p>	<p>Gravity & space</p> <p>Environmental chemistry</p> <p>Electricity & circuits</p>	<p>Revision & exam practice</p> <p>Leavers' Programme</p>
8C	<p>8S follow the Year 8 curriculum in an extended and enriched way, tailored to the needs of their particular secondary school.</p>		

To complement, consolidate and extend their work, pupils can use the following resources:

- Pupils' CGP guides or workbooks
- BBC Bitesize website www.bbc.com/bitesize
- Science revision notes
- Seneca revision/learning platform
- Y8 - additional online resources via their devices

Support available in Science

- Lunchtime and prep clinics
- Structured and open revision sessions
- STEM and enrichment clubs
- In class support and additional SEN support



FRENCH

The aim of the French Department is to encourage positive attitudes towards language-learning in an engaging and stimulating environment. At Witham, we help pupils to develop their understanding of French vocabulary and grammar, but most importantly, we give pupils the confidence to communicate, and the language-learning techniques to enable success. At Witham every child from Reception to Year 8 is taught French because we believe that it gives our pupils an excellent opportunity to acquire language-learning skills from the earliest age.

The department is led by Mrs Beeton, who teaches Years 6-8. Mr Candy will teach Years 4 and 5 and a group in Year 8.

A highlight for Year 7 is the annual French trip which provides total linguistic immersion for a week and is hugely valuable in developing their linguistic skills as well as their cultural knowledge and understanding.

How do we cater for pupils' individual needs?

The work takes into account each pupil's individual ability. In Years 6-8, we base our units of work around a challenging text so that pupils have high-quality examples of language to work from. We also use a variety of sentence builders so that even those who find French difficult are able to participate at a very high standard and experience success, thereby gaining in confidence. Pupils who find the subject a challenge are given extra support in a number of ways depending on the work being undertaken.

This may take the form of an extra 'help-sheet', a different but related task to the rest of the class, shorter answers, recognising words rather than writing them, writing answers in English as opposed to French, verbal help from the teacher or another pupil, use of a vocabulary sheet or dictionary. Other tasks will allow pupils to extend their linguistic skills further. More able students in any group may be given a different task, based on the same topic, or a more open-ended or extended task, depending on the nature of the work.



What are we studying?

Year	Michaelmas	Lent	Trinity
4	<p>Basics Introductions Family Animals Colours Opinions Christmas</p>	<p>Parts of the body Saying what hurts Designing an alien <i>Bonjour Docteur</i> book Where you live Rooms of the house Describing your house Easter</p>	<p>Food Items of food and drink Opinions about food Menus Prices/numbers recap Visiting a cafe Weather Describing the weather Giving a weather forecast</p>
5	<p>All about me Weather recap Using the verbs <i>avoir/etre</i> Describing hair and eyes Describing personality Describing friends and family Parts of the body Saying what hurts Designing an alien <i>Bonjour Docteur</i> book Christmas</p>	<p>Where you live Rooms of the house Describing your house My town Saying what there is in your town Using the verb <i>aller</i> to say where you go Directions Describing a town</p>	<p>Food Items of food and drink Opinions about food Menus Prices/numbers recap Visiting a cafe Weather Describing the weather Giving a weather forecast</p>
6	<p><i>Je me presente</i> Introducing myself Saying what languages you speak <i>Ma famille et moi</i> Relatives and pets Describing yourself and others</p>	<p><i>Ou J'habite</i> Describing your house Rooms of the house/furniture Activities at home Chores and pocket money Daily routine and time</p>	<p><i>Manger et Boire</i> Meals Eating out Menus</p>
7	<p><i>En ville</i> Places in town/shops Describing a town Directions</p>	<p><i>Temps Libre</i> Sports and Activities Music Reading TV and Cinema Technology</p>	<p>A l'Ecole School day (recap routine) What's in classroom/ bag/pencil case Describe school Opinions and subjects</p>
8	<p><i>Les Vacances</i> Weather Special occasions Describing holidays (three tenses) Countries and nationalities Using transport <i>Les fêtes</i> Celebrating birthdays Past and future Christmases <i>A l'Ecole</i> School day (recap routine) What's in classroom/bag/pencil case Describe school Opinions and subjects</p>	<p>Health Describing injury and illness Visiting the doctors or chemists Giving health advice Speaking topics Revision</p>	<p>Speaking and listening exams Past papers Final exam</p>

Useful websites

- www.wordreference.com
- www.language-gym.com
- www.languagenut.com



LATIN AND CLASSICS

Pupils have the opportunity across the Prep School to engage with the language and literature of the classical world. Taught by Mr Squire, this dead language is very much alive at Witham.

In Year 4, all pupils have Classics once per week during which they will listen to and explore a number of Greek myths including *The Odyssey*. These stories provide basis for so much of Western literature from Percy Jackson to Shakespeare and the emphasis is on developing an awareness of the nature of myths and storytelling and how they change over time. Throughout the year pupils will learn how to listen and develop their auditory recall as well as understanding the key elements of myths and the role of a hero.

Pupils in Year 5 have two lessons per week. They also have one prep per week and exams in both the Michaelmas and Trinity terms. They will use a mixture of Latin Practice Exercises Level One by RC Bass and Mr Squire's own worksheets. The former introduces the basics of Latin and by the end of the year, they will have covered three tenses of verbs, first declension nouns and the subject and object cases. They will be tested once a week on first and second conjugation verbs, first and second declension nouns and possibly adjectives. There will also be the occasional grammar test such as being able to conjugate first conjugation verbs. As this is a mixed ability set, if in doubt, the pace is slower rather than quicker.

Pupils in Year 6 have three lessons per week. They also have one prep per week and exams in both the Michaelmas and Trinity terms. They will continue to use a mixture of Latin Practice Exercises Level One by RC Bass and Mr Squires' own worksheets. They are setted according to ability and so Set One will go at a faster pace, with the aim of finishing the Level One syllabus by the end of the academic year. Set Two will aim to have completed further topics such as the six cases, second declension nouns, adjectives and adverbs. They will have one test per week on either vocabulary or grammar, regardless of the set they are in.

Latin continues to be in ability sets in Year 7 and they also have three lessons plus a prep per week. They have exams in both the Michaelmas and Trinity terms. Tests continue throughout the term, and by this time, they are very used to them! This is where we really start to think seriously about who will ultimately sit a scholarship and as such, the top set will go at an even quicker pace. We generally teach to the upper end of the top set as there is a lot to get through and are very ambitious to play our part in the scholarship success! If a pupil struggles with the pace, it is always possible to move down the following year to the Common Entrance set. We would hope to have completed the Common Entrance Level Two syllabus by the end of the academic year. If there are two CE sets, then the upper one should have completed the Level One syllabus by the end of the year. The lower one does not have to have completed it.

The Year 8 Common Entrance candidates will sit either Level 1, 2 or 3 depending on ability and, to a degree, their chosen school. They will have exams in both Michaelmas and Lent terms. As in previous years, they will be using Latin Practice Exercises Level One (or Two or Three) by RC Bass and Mr Squires' own worksheets. The scholarship set 8C, will sit their scholarships any time between February and May, depending on the school. At the very least they will start the Level Three syllabus in the Michaelmas term (Level Three contains around 80% of any scholarship topic) and then onto the pure scholarship syllabus as well as past papers.

2025 saw the introduction of Classical Greek to a select number of pupils, outside of the timetabled class lessons. This is currently by invitation only but hopefully more will want to join! The aim is to complement their Latin scholarship and most senior schools value this other 'string to their bow'.





HISTORY

History at Witham aims to equip pupils with a genuine interest in the past through rigorous and engaging schemes of work. Students travel through time to explore some of the most famous events, figures and places in world history.

Through their study of past human experience, pupils develop key skills in academic essay writing, critical source analysis and independent research. For each year group, clear progression targets are set against which pupils are monitored to ensure standards remain consistently high. Readings and activity lists for each unit are also provided to help pupils deepen their understanding of any topic which particularly captures their interest.

What are we studying?

Year 5

Year 5 begin their academic year with an introduction to key historical skills and concepts to help prepare them for their journey in becoming Historians. During the Michaelmas Term we will ask the question, "What have the Romans ever done for us?" as we follow the expansion of the Roman Empire and key historical figures. In the Lent term we investigate what life was like in Medieval England and then move forward to Tudor England. We complete our learning journey by applying our new historical source skills to investigate the history of our school.

Year 6

In Year 6 pupils will journey back to Victorian Britain and complete a case study on Jack the Ripper using the methods of the Victorian police to try and solve crimes. In the Lent Term students will undertake an investigation into both World War One and World War Two, focusing on warfare tactics and life on the Home Front. Pupils conclude their studies in Year 6 by moving across the globe and looking at the thematic study of American History.

Year 7

In Year 7 we will cover the Common Entrance Syllabus, focusing on Medieval Realms (1066 – 1485). This will begin with 1066 and the Norman Conquest. We will then continue to move through this time period, looking at topics including the role of the Battle of Bannockburn, William I, and life in the medieval period.

Each term, Year 7 will work to develop their source analysis and essay-writing skills with the help of model essays and useful word banks. Emphasis will be placed on clearly structured argument, appropriate use of evidence and mature academic tone.

Year 8

In Year 8 we will continue with the Common Entrance syllabus. We will begin by studying England's relationship with its neighbours during the Medieval period, with a particular focus on the Battle of Hastings and the Battle of Agincourt. Later in the term we will consider the impact of the role of the individuals Eleanor of Aquitaine and Richard III. In the Lent Term, the year group will visit Lincoln Castle. In the Trinity Term we will focus on revision tailored to the needs of the group.

Some lessons undertaken will focus entirely on exam technique and lessons will also be given over to reviewing essays that have been completed. Essay planning sheets will be provided and will always be available in the classroom; pupils are encouraged to use these if they require help with structure and content, with the intention that this process becomes ingrained as the course progresses.

The Year 8 academic scholarship candidates will have the opportunity to engage not only with history but also historiography, and to study the work of leading academic historians.

Support and stimulus

All abilities will be catered for with differentiated work - some tasks will be differentiated by task, dependent on ability with other tasks differentiated by outcome. As well as differentiated work, extension tasks will be available to those who complete work early or wish to push themselves further.

All work will be completed in school; however, should you wish to offer extra support to your children, please simply ask them about what they have learned in History. Can they describe and explain the topics they have covered? Talking about the subject can often be the best way to consolidate learning. As mentioned, each pupil will be provided with a guided termly reading list should they wish to develop their interest further.





GEOGRAPHY

The aim of Geography at Witham Hall is to engage pupils with the world around them. Whether it be on a local, national or international scale, pupils will learn about various human, physical and environmental topics. When doing so, each pupil will develop a wonder of the wider world around them and nurture an understanding of their place within it.

Mrs Birch will be heading the Department, as well as teaching Year 6 and the Common Entrance and Scholarship Syllabus to Years 7 and 8. Miss Rule will teach Year 5.



What we will be studying

Year	Michaelmas	Lent	Trinity
5	Hazards and Rivers	Biomes and Across the Equator	Pollution and Fieldwork
6	Iceland and Coasts	Global Locations	OS Mapwork
7	Population and Settlement	Transport and Industry	Rivers
8	Coasts and Weather	Environment and Fieldwork	Revision of all CE topics
Ongoing	Locational knowledge acquisition (a CE and National Curriculum requirement)		





Support available in Geography

The Geography department recognises that each pupil is unique and consequently has their own learning needs. These needs can be determined by a combination of the following factors:

- Academic strengths and weaknesses
- Areas of interest
- Level of confidence
- Social development
- Preferred style(s) of learning

Therefore, effective and appropriate differentiation is vital if each pupil's needs are to be fulfilled.

Differentiation in Geography takes place in the following ways:

- Setting in Years 7 and 8
- Varying levels of verbal questioning targeted at specific pupils during whole-class teaching.
- Amount of teacher-led 'scaffolding' provided for pupils when producing work.
- Speed of progression across and within lessons.
- Mixed ability pupil groupings - more able pupils within a group can support less able pupils.
- Similar ability pupil groupings - pupils within the group can work at a pace and level that suits their requirements.
- Questions and tasks suited to the ability and learning requirements of pupils.
- Varying expected learning outcomes.

Some pupils at Witham Hall receive additional learning support with, for example, their literacy or numeracy. Where this is the case, the Head of Geography works in conjunction with the Head of Learning Support to determine the most suitable strategy to maximise each pupil's achievement in Geography.

For those requiring greater challenge

Pupils of all ages are encouraged to take an active interest in real-life news and current affairs - stories almost always relate to geographical themes. They should also try to find out about the places they visit on their holidays. Very able geographers in Years 7 and 8 are set additional research tasks and scholarship exam papers.

Online geography quiz games can be found at:

- <http://www.triviaplaza.com/geography-world-quizzes/>
- <https://www.seterra.com/>.

How parents can support their children's learning

Pupils' learning can easily be supported by quizzing children (e.g. the required Global Locations knowledge), displaying a map of the world in their bedroom, having an atlas at home and discussing news stories.



RELIGIOUS STUDIES

Religious Studies provides an opportunity for children to develop morally, spiritually, socially and culturally. In RS lessons, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning, purpose, problems within society and their own experience. There is never a bad time to consider the biggest questions in life.

What we will be studying

In Years 5 and 6 we undertake a tour of the world's major religions.



Year	Michaelmas	Lent	Trinity
5	<p>Pilgrimage Enquiry into journeys carried out by religious people - motivations of the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey: Jerusalem Walsingham Kumbh Mela Hajj Lourdes</p>	<p>Rites of Passage Baptism</p> <p>Confirmation</p> <p>Comparison of birth and naming ceremonies in Islam, Judaism, Hinduism and Humanism</p> <p>Bar Mitzvah</p> <p>Sacred Thread Ceremony</p> <p>Comparison of marriage ceremonies</p> <p>Easter Stations of the Cross</p> <p>Similarities between the Easter Story and The Lion, The Witch and The Wardrobe</p>	<p>Judaism The Torah</p> <p>Shabbat</p> <p>Synagogue</p> <p>Hanukkah</p> <p>Pesach</p>
6	<p>Islam Muhammad</p> <p>Mosque</p> <p>The Five Pillars of Islam</p> <p>Quran</p>	<p>Places of Worship Compare the Anglican and Baptist Church</p> <p>Hindu worship at home and at the Mandir</p> <p>Compare Reform and Orthodox Synagogues</p> <p>Gurdwara</p>	<p>Buddhism The life of Siddhartha Gautama</p> <p>The Three Jewels</p> <p>Buddhist beliefs: The Four Noble Truths The Eightfold Path How do Buddhists see the world?</p> <p>Being still: Relaxation and visualisation</p>

In Year 7 we will be embarking on the Common Entrance course in Theology, Philosophy and Religion, starting with the Theology element.

Human Responses to God

The following themes will be looked at using the texts listed below:

- human nature - what are people like?
- human responses to God and His commands - how do people react to God?
- human responses to creation
- requirements of discipleship and responding to God
- different types of vocation
- the nature of belief, faith and commitment
- consequences of faith and disobedience

Michaelmas	Lent	Trinity
<p>Texts</p> <ul style="list-style-type: none"> - Adam and Eve (Creation and the Fall): Genesis 2:4 - 3:24 - Cain and Abel: Genesis 4: 1-16 - Abraham: Genesis 22: 1-19 - David: David and Bathsheba: 2 Samuel 11: 1-17; 12: 1-14 - Nathan's Parable 	<p>Jewish Practices and Ceremonies</p> <p>Rites of Passage</p> <ul style="list-style-type: none"> - Birth ceremonies - Bar and bat mitzvah - Marriage <p>Dietary and food laws</p> <ul style="list-style-type: none"> - Kosher and trefa - Kashrut laws 	<p>Jewish Practices and Ceremonies</p> <p>Worship</p> <ul style="list-style-type: none"> - public acts of worship - home worship on the Shabbat - prayers - clothes

Year 8 will continue with the Theology, Philosophy and Religion syllabus.

Michaelmas	Lent	Trinity
<p>Texts</p> <ul style="list-style-type: none"> - Zacchaeus: Luke 19: 1-10 - The Centurion: Matthew 8: 5-13 - The Rich Young Man: Mark - The Call of the Disciples: Luke 5: 1-11 - The Good Samaritan: Luke 10:25-37 - The Lost Son: Luke 15: 11-32 	<p>Jewish Practices and Ceremonies</p> <p>Origins and meaning of festivals:</p> <ul style="list-style-type: none"> - Rosh Hashanah and Yom Kippur - Pesach - Hanukkah <p>Synagogue</p> <ul style="list-style-type: none"> - religious features and layout - reasons for separation of men and women <p>Law</p> <ul style="list-style-type: none"> - Tenakh (the written law) and Talmud (the oral law) - Torah in worship <p>Visit to the National Holocaust Centre</p>	<p>Revision</p>



MUSIC

The Music Department aims not only to teach children about the theoretical nuts and bolts of music's creation and performance, but we also aim to encourage every child to reach their own musical potential, whatever it may be. Children should leave Witham Hall with a sense of the universal manner in which music informs lives, along with their own developing, individual musical tastes and skills.

All children have the opportunity to receive individual musical tuition in a variety of disciplines, and the wide range of school ensembles gives everyone the chance to play or sing with others.

What we will be studying

Year	Michaelmas	Lent	Trinity
4	Vocal work: finding our voices Steady pulse: Dance and rhythmic activities Junior Choir weekly for all Whole class ocarina Instruments of the orchestra	Tudors: Let's make Tudor Music! Junior Choir weekly for all Whole class ocarina	Music for Dancing Junior Choir weekly for all Whole class ocarina
5	Vocal work, more complex repertoire and pupils begin part-singing Cyclic Patterns: exploring rhythm and pulse Junior Choir weekly for all	Continuing vocal work Pentatonic scale improvisation and composition work Exploring rounds and harmony Junior Choir weekly for all	Journey into Space: Exploring soundscapes and <i>The Planets</i> Junior Choir weekly for all
6	<i>Stars hide your fires</i> : performing together Sonic Battle <i>Macbeth</i> musical theatre piece	Songwriter: Exploring lyrics and melody <i>Stone Soup</i> rhythm project Singing <i>Friday Afternoons</i>	Rehearsing class performances (Keith Barlett's <i>Rodeo Rascal</i> , Dave Brubeck's <i>Unsquare Dance</i>)
7	Vocal canon compositions 2 part singing	Theme and variations	Scales and modes/beginning improvisation Keyboard skills Ukelele cont.
8	Jools Holland <i>Cool Keys</i> jazz project 12 bar blues Keyboard skills cont.	Ukelele	Prepare for Leavers' Concert

Weekly school ensembles

- Junior Choir: All pupils from Year 4 and 5
- Senior Choir: Selected pupils from Years 6-8
- Drum Ensemble
- String Orchestra
- Guitar Ensemble
- Rock Band
- Year 2 Choir
- Year 3 Choir
- Big Band
- Fluteenies
- Reeds Group

Individual tuition

Children have the opportunity to receive individual tuition in the following instruments: Voice, Piano, Violin, Viola, Guitar, Bass Guitar, Ukelele, Drums, Saxophone, Clarinet, Flute, Trumpet/Cornet, Trombone, Euphonium. Lessons are taught in the music school by a team of visiting staff. Pre-Prep pupils are taught at a fixed time, whilst Prep pupils are taught on a rolling timetable to minimise disruption to academic lessons. Timetables are displayed on digital boards, and it is the pupil's responsibility to check the time of their lesson each week, and attend promptly. They must write it in their prep diary, seek out any member of staff whose lessons they will miss as a consequence, and have their

diary entry signed by that member of staff. The pupil is expected to find out about and 'catch up' with any work missed due to musical commitments. Parents can see their child's musical commitments on SOCS every week.

Pupils are prepared for ABRSM and RSL examinations when appropriate which are taken in school. Individual music reports are written at the end of the Michaelmas and Trinity terms. Any requests for tuition are made through the form on the school website. There is a range of school instruments available to hire, although it is encouraged that parents buy instruments for their children when it is clear they are going to stick at it!

Performance opportunities

Individuals and duettists perform in termly Informal Concerts and pupils have the opportunity to play in regular Performing Arts assemblies. Ensembles play in concerts such as the Christmas Celebration Concert, as well as contributing to Speech Day. Instrumentalists take part in Band/Orchestra days at Uppingham and Oakham Schools, and choristers sing all school services, in addition to choral days at Oakham, Uppingham and other locations. The choir often entertain the elderly in the locality through visits to care homes at Christmas time.





ART

This year pupils will be working through a series of thematic projects which will cover the foundations of a visual vocabulary, imaginative and creative journeys, links and connections with the work and practices of artists, designers and craft persons, and exploration of a variety of both two and three-dimensional techniques. Emphasis is on careful observational drawing, development of ideas and successfully realising outcomes within varied time scales depending on pupils' skills, abilities and creative path followed.

Extra challenges are provided for pupils who would like to advance their skills through extra tasks linked with their current project or competition. Year 7 have the opportunity to progress onto an advanced Art and Design course providing a pathway to workshops and Art scholarships.

Year 4

- Introduction to Art and Design
- Chagall and Surrealism
- Rural life, the circus, birds and angels
- Butterflies and flowers
- Peter Adderley and the seaside art
- Sea, lighthouses, boats and towns
- Wassily Kandinsky and colour
- Seasonal crafts and design

Year 5

- Maurits Escher, pattern and optical illusion
- Antonio Gaudi. Architecture, mosaic and sculpture
- Reptiles, colour and camouflage
- Dragons and mythology
- Van Gogh, landscapes and architecture
- Seasonal crafts and designs

Year 6

- Henri Rousseau and the jungle
- Endangered animals and poaching
- Egyptian Art, Pharaohs and Goddesses
- Gustav Klimt, decoration and portraiture
- Seasonal crafts and designs

Year 7

- Salvador Dali, realism and surrealism
- Pollution, recycling, fashion and sculpture
- Sea-life, fish and the oceans
- Masks, tribes and cultures
- Seasonal crafts and designs

Year 7 Advanced Art course

- Natural and man-made objects
- Pop Art, portraits, packaging and sculpture
- Fruit, colour and pattern
- Van Gogh, sunflowers and landscapes
- Alexander McQueen, nature and fashion
- Seasonal crafts and designs

Year 8

- Hundertwasser.
- Nature, pollution and the environment
- The Greenman and the spirits of nature
- Landscapes. Turner, Constable and Monet
- Street Art, Banksy and graffiti

Year 8 Art Scholarship course

- Creatures, painting and sculpture
- Birds, flowers and fashion
- Self-portrait and artists styles
- Natural and man-made objects
- Artist research and inspiration book
- Sketch book work







COMPUTING

Our bespoke IT and Design Centre provides an outstanding facility for pupils throughout the school. A varied and expanding programme is in place, both on the timetable and outside of it. Across all year groups pupils will also undertake a variety of IT projects that will support the work covered in the textbooks. They will also have opportunities to practise their touch-typing using English Type Junior and Senior. For some of the year groups, opportunities will also be provided to practise their Atom Learning skills.

Year 4

Year 4 will follow the 'Oxford International Primary Computing – Book 4' scheme of work. In the Michaelmas Term, pupils will learn that computer power improves how devices such as TVs and cars work, how computer and technology improve the way people work and about computer storage and why it is important. They will also learn how to find information using a web search, how to spot unsuitable content and behaviour on the internet and how you can report your concerns if you see content or behaviour that upsets you.

In the Lent Term, pupils will learn how to plan and write a program that asks a question and gets your answer, how to plan and write a program that uses variables to store values and how to plan and write a program that uses a test to control what happens. They will also learn how to make a program to meet a requirement, how to improve a program by adding extra features and how to create an interesting user experience with program inputs and outputs.

In the Trinity Term, pupils learn how to create a new text document, how to change the look of a document, how to add headings and tables of contents to a document, how to edit a document with others and how to check spellings within a document. They will also learn how to store number values in a spreadsheet, how to use spreadsheet functions, how to create spreadsheet formulas using cell references and how to make pie charts and bar charts that show number values.

Year 5

Year 5 will follow the 'Oxford International Primary Computing - Book 5' scheme of work. In the Michaelmas Term, pupils will learn how digital devices can be connected to make networks, what the internet is and what services it provides and how the internet helps us work together in the modern world. They will also learn how to find information on the web and describe the sources you use, how to choose information you find on the web and

give reasons for your choices and how web search engines select and show useful information.

In the Lent Term, pupils will learn how to plan a program that includes a loop, how to use conditional loops and counter loops and how to use random numbers in a program. They will also learn how to use conditional loops and counter loops to control the movement of a sprite, how to make changes to a program to meet a requirement and how to use x and y coordinates to set a position.

In the Trinity Term, pupils will learn how to plan a photo shoot for a project, how to take good photos using a digital camera, how to improve photos using a computer and how to combine photos in a document to create an illustration to go with your text. They will also learn how to store text and number values using a spreadsheet, how to use spreadsheet formulas to calculate results, how to use a spreadsheet to help manage a business and how to explore the effect of changes to values.

Year 6

Year 6 will follow the 'Oxford International Primary Computing - Book 6' scheme of work. In the Michaelmas Term, pupils will learn what a robot is and how it works, what control systems can and cannot do and what robots can do now and how they are developing. They will also learn how to act respectfully when using a computer, how to create a simple web page with text and images and how to review and improve your web pages.

In the Lent Term, pupils will learn how to make an algorithm to solve a problem, how to find and fix errors in an algorithm, how to adapt, improve and reuse algorithms and how to turn an algorithm into a program. They will also learn how to make a program that controls the movement of objects on screen, how to use conditions and tests to make objects avoid obstacles, how to store useful commands in modules and how to assemble modules to create a working program.

In the Trinity Term, pupils will learn how to plan a survey and data collection, how to use digital devices and applications to collect data, how to use software applications to analyse data and how to use software applications to create and deliver a presentation of your survey results. They will also learn how to store data in a structured table, how to sort records into alphabetical order, how to filter a data table to show selected data, how to use data validation to check for errors, how to use lists to make data entry easier, how to use spreadsheet formulas to do calculations and how to use logical tests to produce results.



Year 7

Year 7 will follow the 'Oxford International Lower Secondary Computing Student - Book 7' scheme of work.

In the Michaelmas Term, pupils will learn how text, images and audio can be stored as digital data by a computer, how to convert between binary and decimal numbers and how to add binary numbers. They will also learn how to recognise the risks and dangers on the internet, how to avoid risks and dangers on the internet and how to use internet content responsibly.

In the Lent Term, pupils will learn how to make programs with Scratch and Python, how to save commands as program files, learn about the differences between programming languages and learn what happens when the computer runs a program. They will also learn how to use conditional (if) structures in Python, how to make Python programs with loops, how to find and fix errors in programs and how to make your programs user friendly and readable.

In the Trinity Term, pupils will learn how to plan a podcast by creating an outline and script, how to record digital audio using your computer, how to edit and improve digital audio recordings using digital audio workstation software and how to use feedback to improve your podcast. They will also learn how to store data in a data table so people can access and use the data, how to generate useful business information from a computer data table and how to use error checks and error messages to block bad data.

Year 8

Year 8 will follow the 'Oxford International Lower Secondary Computing Student - Book 8' scheme of work.

In the Michaelmas Term, pupils will learn about network hardware and how the components work together, how messages are sent over the internet, packet switching, how to connect to a network and how to solve problems with network connections and about cloud storage and other services in the cloud. They will also learn how computers are used to help people learn, how computers are used to make discoveries and how to use online research to help complete a project.

In the Lent Term, pupils will learn how to store a series of items as a list, how to add, delete and edit items in a list, how to look at every value in a list, how to make a menu interface to help the user and how to block bad input to stop the program from crashing. They will also learn how to store blocks of code as procedures and use them in programs, how to create a procedure to find an element in a list and how to compare algorithms used for searching a list.

In the Trinity Term, pupils will learn how to plan a media project using a brief and storyboard, how to choose the right hardware and software for your project and how to record video clips and edit them using video editing software. They will also learn how to analyse data stored in a data table and how to use computer data to help with decision making.



PE AND GAMES

Sport is a fundamental part of the curriculum for children in Reception through to Year 8. There is a comprehensive PE and Games Programme. In Games, children enjoy the major team sports of Rugby, Football, Hockey and Cricket (boys) and Hockey, Netball and Cricket (girls). Tennis is an option as a major summer sport for Years 7 and 8 boys and girls. The fixture list for major teams is full and competitive for all abilities, with parents always welcome to attend. School matches generate considerable support and excitement and our match teas are renowned across the region!

There are many other sports played at competition level including Athletics, Cross-Country, Biathlon, Equestrian, Tennis, Squash, Skiing and Golf. Clubs provide for many other sporting opportunities.

Witham Hall is a beautiful place to be and we are lucky to have our sports pitches, grounds and facilities looked after superbly. Sports facilities include a state of the art Sports Centre, complete with fitness suite, changing facilities, a dance studio and multi-functional sports hall (including indoor cricket nets). Outside we have a full-sized AstroTurf, excellent football and rugby pitches, hard tennis courts and netball courts, a nine-hole golf course, a magnificent grass cricket wicket, an all-weather wicket and cricket nets.



Aims of Physical Education and Games

We aim to present PE and Games in such a way that each activity will be fun, which will lead to achievement and progress, which in turn brings recognition and promotes self-worth.

Specifically we aim to:

- Ensure all our children, through their experience at Witham Hall, take with them a love of sport and physical activity, which will serve them throughout their lives.
 - Develop an attitude of mind that is an important part of sporting success: self-discipline, physical and mental commitment, a desire to win, yet the ability to lose gracefully and a respect for one's opponents and for authority.
 - Encourage team sports in the belief that it is important for children to learn to work as part of a group, and in doing so to be unselfish and supportive, and to develop the team spirit which is vital, not only in sport, but also within life generally.
 - Provide all pupils with the coaching, training and match opportunities which will allow natural talent to develop and provide a skill foundation for future development.
- All children will have similar opportunities and be included in matches at an appropriate level feeling equally valued.

Witham Hall is a member of the Independent Prep Schools Association (IAPS) and our sports fixtures are centred around playing matches against other IAPS schools and taking part in IAPS National Competitions. Please see details of achievements in these competitions on the school website.

As a member school we have been asked by IAPS to remind staff, pupils and parents of the IAPS guidelines associated with coaching, playing, spectating and parental support with regards to sports fixtures. Please see the link on the IAPS website for further details.

Boys' and Girls' Games

Michaelmas Term

Girls: Locally and regionally Witham has an enviable reputation for Hockey; not only playing strongly in regular fixtures but also in competitions. From Year 3-8 the girls learn hockey skills developing their appreciation of match play through small-sided games, mini hockey and then ultimately progress to the full-sided game. There are plentiful matches for teams of all ability levels on Wednesdays and Saturdays (Years 5-8) and Thursdays and Saturdays (Years 3 and 4). Witham also runs its own U10 and U9 Hockey Tournaments and has an annual tour for those at the top of the School. Most importantly, the children receive coaching from a team of staff with significant expertise.

Boys: There is enormous enthusiasm for the game of Rugby at Witham Hall. In Year 3, the boys enjoy playing the six-a-side game and then progress over the years all the way through to the XIII-a-side game. Matches against other schools, for all boys, are arranged on Wednesdays and Saturdays (Years 5-8) and Thursdays and Saturdays (Years 3 and 4). A tour is held in September each year for those at the top of the School.

Lent Term

Girls: Witham offers a Netball programme which starts with evening clubs in the Michaelmas Term and a lunch-time goal shooting club that welcomes all Netball enthusiasts. In the younger years, pupils work towards learning the game of High Five, progressing to the full seven-a-side game in the Prep school. Teams of all ability levels participate in matches on Wednesdays and Saturdays (Years 5-8) and Thursdays and Saturdays (Years 3 and 4). Our teams have achieved much success over a number of years; please see the website for more details.

Boys: From Year 3 to Year 6 the boys play a combination of Football and Hockey on their Games afternoons. They progress from small-sided games to a seven-a-side version as recommended by the FA for children of this age. As well as the U11/10A Team taking part in the U11 Independent Schools Tournament and a tour, Witham also runs its own U11/10 Football Festival for those that might not have the opportunity to participate in other competitions and fixtures for all. In preparation for Year 7, a hockey programme is also run in P.E. and an U11 team is entered into the IAPS regionals on a yearly basis.

In Years 7 and 8 the boys play Hockey; they are prepared for this in P.E. lessons and many are keen and attend evening clubs too. The school normally runs four senior teams; the most proficient enter IAPS competitions and other local mini hockey tournaments and all have regular matches. Please see the website for details.

Trinity Term

Girls: In the summer the girls play Cricket; Trinity 2021 was their first season. Skills are taught during Games afternoons and matches for all ability levels are played on normal and now well-established match afternoons. Teams will take part in IAPS competitions. The senior girls have the opportunity to play Tennis in Games as their major sport, and we have been delighted with their results at well-known competitions.

Boys: The boys are introduced to the game of Cricket in Year 3 and 4 in the form of Kwik Cricket - matches are played in a paired format that allow all the boys to try out all possible roles on the pitch. From Year 5-8 the boys progress to the hardball XI a side format, although at times some B and C teams still use the very useful paired format, even though they are playing a hardball game. For the senior boys, Witham runs its own mini tournament at the beginning of the season and also enters various other competitions, leading to a full and varied programme. The senior boys have the opportunity to play Tennis in games as their major sport. Tennis matches are played against local schools and tournaments are enjoyed at a number of public schools.



PE AND GAMES

PE & Minor Sports

Physical Education

Physical Education plays an extremely important part in the Prep and Pre-Prep curriculums with all pupils having the opportunity to develop physical skills through a large range of activities. Along with developing physical skills through gymnastics and athletics, pupils are taught the importance of health-related fitness, leadership and problem solving skills, and how to co-operate with others. In the Prep School, all pupils are offered one hour of Physical Education every week and in the Pre-Prep 45 minutes. Please see the curriculum map for term by term details.

Pupils who are keen on the different and more minor sports taught within the Physical Education programme have opportunities to further their interest through the Witham Clubs and Activities programme. Additionally, in some of these sports there are chances to compete for the school at local and IAPS competitions. There are enthusiastic staff responsible for the development of these sports.

Michaelmas and Lent Minor Sports

Cross Country and Biathlon: the cross-country runners are out training from the first week of the Michaelmas Term. All children in the Prep School are welcome and competitions at various levels are on offer. For those interested in Biathlon it is expected that they will commit to their own swimming programme outside of school.

Trinity Minor Sports

Athletics: Athletics club is run on Friday evenings and across two different lunch times, welcoming all ability levels. We take teams to local 'meets' and regional competitions. We are thrilled to have had children progress to National level. The inter-house competition for the year is concluded by exciting Pre-Prep and Prep School Sports Days where the children all get to compete in their preferred athletic events.

Tennis: Tennis coaching is very popular, and a team of coaches come to school over four evenings each week; a number of tennis squads also practise weekly.

While the tennis and athletics programme is in full swing in the summer, they would not be a success without a commitment to these sports year round. For example, tennis coaching is offered all year round.

CURRICULUM MAP 2025-26 (subject to change according to circumstances)

Year 4	Core Strength, Agility and Flexibility	Gymnastics (b) Netball (g)	Hockey (b) Gymnastics (g)	Invasion Games	Athletics
Year 5	Hockey (b) Tennis (g)	Gymnastics (g) Hockey (b)	Gymnastics (b) Dance (g)	Invasion Games and Outdoor Learning	Athletics
Year 6	Invasion Games (g) Tennis (b)	Gymnastics (b) Tennis (g)	Gymnastics (g) Hockey (b)	Tennis (g) Hockey (b)	Athletics
Year 7	Basketball	Racquet Sports (g) Hockey (b)	Volleyball	Invasion Games and Problem Solving	Athletics/Tennis
Year 8	Health Related Fitness (g) Handball (b)	Handball (g) Hockey (b)	Volleyball	Badminton (g) Health Related Fitness (b)	Athletics/Tennis



Support for those with additional needs

Our team of sports staff aim to enable each child to achieve his/her potential by providing a curriculum that is broad, balanced and differentiated. The curriculum and planning of lessons takes account of the particular learning difficulties and developmental level of each child. Children's individual needs are identified at an early stage, and thanks to the fantastic support of the Learning Support Team, we are able to adapt lessons appropriately. Much of our teaching is team based, allowing for small ability groups and one-on-one coaching where necessary.

Equally, we seek to support and stretch children who are gifted and talented with differentiated lessons and more advanced skills where they are capable. There are many opportunities for these children to progress and compete beyond the school sports field, venturing into County / Regional teams and beyond.

Fixture information

All children from Years 3-8 will be in a major sports team each term. It is therefore really important to be aware of their fixture commitments. Details can be found on the website (to access SOCS, please click on the Fixtures button on the main menu) and in the School Calendar too. If you are unsure of how to identify which team your child might be in please email the Director of Sport and they will be happy to help. A few days before each match a team sheet will be produced by sports staff and be posted on the website. This will give you all the necessary details about the fixture departure time, arrival back in school time, contact email etc.

Supporters: We are always thrilled by the level of support that the Witham teams receive at fixtures, both home and away. Please be mindful that some schools do not permit dogs on their grounds and no school permits dogs on any part of their astro, even when part of that might be a supporters' area. Fair support for both teams is crucial. Encouragement of any small progressive steps is vital! Directions to away games, or links to those, are on SOCS.

Transport: We travel to away fixtures mostly using school minibuses driven by trained sports staff. Sometimes a big coach is hired.

Cancelled fixtures: please check the school website for the status of fixtures. On the day of a fixture, we aim to provide a notice there for you at least three hours before the start time of the fixture.

Request to miss a fixture: Should an important family event or medical appointment perhaps make attending a fixture difficult, please email the Headmaster for leave of absence.

Leaving a fixture early: Should you need to take your child early from a fixture directly after play please email your child's team coach in advance of the fixture day. It is expected that children will be present for the whole fixture event - including hosting opposition teams after a game and attending match tea whether that be at home or away.



LEARNING FOR LIFE

One of the fundamental functions of any school today should be to help children develop the confidence to think independently and to educate them on how to stay safe, healthy and be prepared for life's challenges and opportunities.

At Witham this is done in a number of ways, including the provision of 'Learning for Life' lessons in every year group. Through this curriculum pupils develop the knowledge, skills and attributes they need to manage their lives now, and in the future. It aims to help them thrive as individuals, family members and members of society. From making responsible decisions about drugs and alcohol to succeeding in their future jobs, this fundamental part of their educational journey helps pupils to manage many of the most critical opportunities, challenges and

responsibilities they will face when growing up.

Critically, the Learning for Life curriculum will also help them succeed in all areas of school life. The topics covered help children achieve their potential by supporting their wellbeing and tackling issues which can affect their ability to learn, such as anxiety and unhealthy relationships. It will also help them develop valuable skills and aptitudes - such as teamwork, communication and resilience - that are critical to navigating the modern world.

Core Themes

- Health and wellbeing
- Relationships
- Living in the wider world

What we will be studying

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
3	Friendships: Making and maintaining healthy friendships; Similarities and differences	Emotional Wellbeing: Expressing and managing every day feelings; Seeking support for self or others	Staying safe: Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	Economic Wellbeing: Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	Physical health: Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home
4	Friendships: Managing conflicts and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	Staying healthy: Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help	Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	Growing and changing: Growing up; Puberty, including periods and wet dreams; Sleep <i>The Conversation</i> <i>Stamford Workshop:</i> <i>Growing Up</i>	Economic wellbeing: Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
5	<p>Respect and bullying: Mutual respect; Sharing points of views; Stereotypes; Types of bullying and how to get help; Discrimination</p>	<p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p>	<p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM</p>	<p>Careers: Career types; challenging career stereotypes; Enterprise project</p> <p>Cross-Year Group with Year 7</p>	<p>Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others</p> <p><i>The Conversation Stamford Workshop: Mental Health</i></p>	<p>Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>
6	<p>Personal Identity: What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities</p>	<p>Media literacy: How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<p>Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made</p> <p><i>The Conversation Stamford Workshop: Relationship and Sex Education</i></p>	<p>Friendships and staying safe: Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p>
7	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitations</p>	<p>Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Substances: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use</p>	<p>Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>Cross-Year Group with Year 5</p>	<p>Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p>Friendships and diversity: Respectful relationships and conflict resolution including online; Equality, diversity and tackling prejudice; Bullying, including online</p>
8	<p>Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p>	<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse</p>	<p>Attitudes to Mental Health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health</p> <p><i>You Before Two Workshop: Sexual Consent</i></p>	<p>Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p>



LEARNING FOR LIFE

Curriculum Organisation

Children receive their entitlement for 'Learning for Life' in the form of one dedicated lesson per week in each year group, and through a spiral curriculum which demonstrates progression.

Additionally, there is a strong cross-curricular element. The Science curriculum covers some elements of health and sex education and health and safety elements; Sport and PE covers elements of health-related fitness, aerobic activity, warming up muscle groups etc.; Computing provides additional opportunity to explore online safety and where to find support; and RS some elements of prejudice and other moral dimensions/dilemmas.

In the Pre-Prep lessons are taught by the Class Teachers, and in the Prep Department all lessons are taught by either the Deputy Head Pastoral or members of the senior pastoral team. Lessons are enriched with a number of other opportunities, including:

- Theme and enrichment weeks/days
- Visitors, e.g. The Conversation Stamford talks on growing up and puberty to Year 4, mental health workshops in Year 5, and RSE talks in Year 6; Elevate talks to Year 8; road safety workshop for Pre-Prep; Bourne Food Bank; and other charitable organisations
- Residential and day visits, e.g. Year 7 French Trip, Year 8 Residential, sports tours, music and drama trips etc.
- Assemblies
- Small group work, individual support, e.g. mentoring, counselling, food committee, prefect meetings etc.
- The 'Pastoral Hub' displayed in the Prep Building
- Fundraising



Relationship Education and Relationship and Sex Education

It is now a statutory requirement that all children in primary education receive Relationship Education, and all secondary age children receive Relationship and Sex Education. Parents are the prime educators for children on many of these matters, but undoubtedly the best outcomes are served by a partnership between school and home. The key building blocks of healthy, respectful relationships are built into the Learning for Life curriculum, with additional resources available to parents and pupils over a variety of mediums including website links, guidance booklets and parent information meetings which will take place prior to any sex education elements being presented to pupils.

If parents would like any help in supporting their children at home with these conversations, please get in touch with Miss Rule, Deputy Head Pastoral. Other important information, including parents' rights to withdraw pupils from sex education can be found in the Relationship and Sex Education Policy on the school website.



PREP

Prep is an important means of consolidating the work undertaken in class. We recognise the value of prep in developing self-discipline and independent study habits, as well as investigating topics more deeply, without wishing to overburden pupils to such an extent that it prohibits them from enjoying and benefiting from a myriad of extracurricular activities.

There is a prep session from 1615-1715 on Monday, Tuesday, Thursday and Friday afternoons. For Year 4, work undertaken in these is at the Form Tutor's discretion; however, there will still be the need for spellings and times tables to be consolidated at home. In Years 5 and 6, the number of half-hour preps set for these periods gradually increases in preparation for Years 7 and 8, in which each of the eight examined subjects has a prep per week.

Those pupils who are absent from prep sessions due to other commitments should make up the work as soon as possible, either in the Library in the evenings or at home. Preps are designed to last half an hour each, but it is recognised that not every task can be precisely timed: an extra few minutes here and there will often be repaid not only in its educational value but also in those tasks at other times that take less time than expected. However, pupils regularly and significantly extending this should talk to their form or subject teacher.

EXAMS

Various different forms of assessment are undertaken throughout the School. Clearly, for the youngest pupils this is on a very informal basis in order that staff can monitor progress. However, as pupils progress up the school, preparation for the range of exams that they will face during their school careers becomes an important consideration.

Throughout the School, pupils take standardised tests in English, Maths as well as Cognitive Ability Tests in the Michaelmas Term. The purpose of these is to evaluate not only pupil progress, but moreover the efficacy of the teaching and learning in particular areas of the School. These assessments cannot be prepared for, and the results are not routinely shared as their focus is formative rather than summative.

Years 5 sit internal school exams in the Michaelmas and Trinity Term. These are simply designed to give pupils a taste of preparing for, and working under, examination conditions. This steps up in Year 6 and 7 to exams in November and June designed to give pupils experience of a full exam week. Year 7 sit papers in the eight Common Entrance subjects: English, Maths, Science, French, Latin, History, Geography and TPR. They are intended to assess how much they have understood and can remember of the work covered in Year 7, but equally to give pupils independent exam practice and to allow them the opportunity to make and learn from mistakes.

We talk a great deal about how to prepare effectively for these, exploring various different revision methods. It is very important to emphasise that, at this stage, the results themselves are not of great importance: the purpose is to develop techniques of preparation, revision and exam technique in order that pupils are aware of the particular demands of an exam week.

Year 8 will sit mock exams in November and again in March. These are intended to give pupils further practice and to refine examination technique: a good set of results gives confidence going into the final leg of revision. Not only this, but the School keeps the exam papers from the March exams, and is sometimes asked to send them to senior schools in the event that something goes wrong in the final exams.

In the summer of Year 8, pupils will sit their final exams. Usually, this is Common Entrance, which is taken at Witham in the week following half term and sent to the senior school of choice for marking.



EXAM PREPARATION

Every exam that you face is different and requires different knowledge and skills. However, in general terms, pupils who do well in exams:

- answer the question set;
- demonstrate detailed knowledge and apply it to the question;
- structure their answers, selecting appropriate knowledge rather than just including everything they know;
- look at how many marks are available and make sure that they have included enough detail to gain as many marks as possible;
- demonstrate a clear understanding;
- write legibly and in clear and eloquent English (except in French exams...);
- often show awareness of current thinking and affairs, as well as relevant general knowledge;
- make sure that they have the right equipment for every exam;
- have prepared effectively for each exam.

So how do I prepare for the exams?

In general terms, there are two major areas to prepare: knowledge and skills. The first is the one that requires most revision; the second requires practice. The balance between the two varies from subject to subject. In many subjects, you'll be asked to work on your knowledge outside of lessons in order to practise skills within lessons - for example, revising a topic for History prep in order to prepare for a timed essay in the lesson.

Revision techniques

Revision should be as active as possible. Try some of the techniques below.

- The more times you revise a topic, the more information you retain. Therefore it pays to start revising early.
- When revising, free yourself from all distractions, especially television, music, phones and irrelevant websites. It is better to spend half an hour concentrating fully than three hours with only half your attention.
- Break your revision down into achievable objectives and be specific about which part of the syllabus you wish to revise in every revision session. Give yourself a fixed period of time, know precisely what you want to achieve and how you are going to achieve it. Then, at the end of the session, check that you have achieved what you set out to achieve. If not, why not?
- If you don't understand something, ask! There is no point in learning something you don't fully understand. It is particularly important that if there's something you need to know, or information you need from a teacher, before a holiday, you don't leave it until the last day, which is invariably busy. Plan in advance!
- The basic principle of any effective revision is to take information and to express it in a different form in order to reinforce your knowledge. There are so many different methods of revising. Some will suit different subjects better than others; some will suit different people and learning styles better than others. Your priority is working out what works best for you.
- Remember also that, with both revision and practice required, it is often useful to employ a variety of different methods.

Rereading notes

This is basic and not very active. However, it's useful in the early stages of revision to read over your notes, or the relevant pages in the textbook, to gain an overview of a topic.

Revision cards

- Write out key points from your notes onto index cards. The smallest ones can be pocket-sized and read anywhere. This breaks down topics into short, memorable chunks.
- Use bullet points to keep things short and sharp.
- Relate facts and make links to other facts.
- Colour may help to make key facts stand out.
- A similar effect can be achieved electronically by creating PowerPoint presentations.
- Use pictures and diagrams too.

Post-it notes

- Similar to the above. Those awkward things that you keep forgetting...write each one on a post-it note and stick it somewhere prominent.

Verbal recall

- Ask family or friends to test you on facts or vocabulary. This will help you to keep your mind alert and give you an idea as to how much you know.
- Share ideas with friends and support them when they need it. They should do the same for you!

Mind mapping

- A mind map is a kind of advanced spider diagram that makes good use of pictures, colours and spatial relations.
- Mind maps increase your chances of learning a subject because they stimulate multiple parts of your brain.
- Be as imaginative as possible when constructing mind maps: the more interesting features of your map, the more chance you have of remembering the content.

Mnemonics and Acronyms

- This works well when you need to learn a list of facts or sequence, e.g. ROYGBIV, MRS GREN, MRS VAN DER TRAMP, EGBDF or even SOH CAH TOA.
- Think of your own and be creative!

Online quizzes and apps

- The likes of Yacapaca and the Cambridge Latin Course offer these. They are useful as a means of identifying what you don't yet know.
- There are a number of useful iPad apps available in the '@ school' or 'Exam Time' sections of the App Store.

Audio notes

- Record yourself reading your notes and play them back whenever you like.

Rhymes, rhythms and songs

- Make rhymes or poems for important information that you need to remember.

Using past papers

- This is a method of practise as opposed to revision. It is very important and useful.
- There is a company called Galore Park that sells past Common Entrance and Scholarship papers. Don't buy them. The most effective use of practice papers is in lessons, where you can take an exam under timed conditions, thereby practising your timing and exam technique. It's vital that when you take an exam under these conditions, you haven't seen the paper before. This valuable experience is rendered useless if you've already seen the paper. This is particularly important as for many subjects, the syllabus changes regularly and so there are not many past papers to work on.
- After taking a paper under exam conditions, work through the paper. Think about where the pitfalls lie. Which questions couldn't you answer - and what do you need to do about it now?
- Practising planning essay questions is almost as valuable as writing the essays themselves.

Study skills

- Over the course of the year, we introduce pupils to a number of effective revision methods during Form Time on a Monday morning. Mrs Beeton has produced videos to support each of these techniques; if parents are interested in supporting their children's revision they can access the videos on this page.



WITHAM HALL PREPARATORY SCHOOL

Witham on the Hill, Stamford, Lincolnshire, PE10 0JJ

Telephone: +44 (0)1778 - 590222