



WITHAM HALL

CURRICULUM
INFORMATION

2026-2027





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 a 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, along with revision of a variety of topics. This will be followed by the weekly focus topic, taught through modelling, practice, questioning, and play. Once a week, pupils will complete a mental maths test and a 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 comprising 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 stimuli, 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 the Lincolnshire Schools Poetry Competition, the BBC Radio 2 500 Words 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, the team also includes Mr Chapman, who together 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

Children in Years 4 to 8 will have a starter activity at the beginning of every lesson. These starters consist of five retrieval questions designed to strengthen pupils' recall of key facts, methods, and topics previously studied. Regular retrieval practice helps to improve long-term retention, build confidence, and ensure that essential mathematical knowledge is readily accessible when tackling new concepts.

Pupils who require additional support may work outside the classroom for part of the lesson with specialist assistance before returning to complete independent work within the classroom. All work is carefully differentiated to ensure that every child is challenged appropriately and able to fulfil their potential.

In Mathematics, we use a range of online resources, worksheets, and textbooks to support learning and meet the needs of all pupils. Pupils have access to MyMaths and MathsPad, where teachers regularly set tasks to reinforce classroom learning, consolidate key skills, and provide extension opportunities. Prep work is used to consolidate and develop the learning that has taken place in lessons, helping pupils to build confidence and deepen their understanding. All work is carefully matched to pupils' individual levels of understanding, ensuring that every child receives the appropriate support and challenge to make excellent progress.



How can parents support their child in Maths?

Parents can support their child by helping them learn their times tables and encouraging the use of mental calculation strategies. Everyday activities such as counting games and cooking provide excellent opportunities to develop confidence with numbers, estimation, and measurement. Parents can also help by reinforcing units of measurement and ensuring their child knows the names and properties of common shapes, including polygons and quadrilaterals. Pupils have access to all of the online resources used in school, which can be accessed at any time to support independent learning.



What are we studying?

Year	Michaelmas	Lent	Trinity
5	Place value Rounding Negative numbers Addition and subtraction Perimeter Area Multiples and factors Metric measures	Multiplication and division Fractions Squares and cubes Multi-step problems Decimals	Percentages 3D shapes Volume Angles Data collection Data representation Time
6	Place value Four operations Rounding Factors, multiples and primes Order of operations Fractions Coordinates	Decimals Metric measures Perimeter, area and volume Sequences Angles Basic algebra (set 1 only)	Percentages Averages and range Ratios 3D shapes Data representation
7	Negative numbers Decimals Order of operations Properties of number Fractions Perimeter, area and volume	Algebraic expressions Sequences Percentages Ratio Angles	Equations Algebraic graphs Transformations Average and range Probability Set 1 may also cover Pythagoras and Simultaneous equations
8	Properties of number Prime factors Fractions Algebraic expressions Equations Percentages Data Representation Probability	Area and volume Circles Algebraic graphs Ratio Transformations Speed, distance, time	Exam preparation
8C	Algebraic expressions Simultaneous equations Factors and multiples Pythagoras Bearings 3D shapes Nth term Average speed	Standard form Algebraic graphs Algebraic formulae Arcs, sectors and circles Algebraic proof Geometric proof	Preparation for UKMT challenges



SCIENCE

Dr Isaac and Ms Lee have exciting plans in our purpose-built, state-of-the-art laboratories, Gurdon and Newton. Pupils are encouraged to undertake investigations using ideas and methods covered in lessons. 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.



What are we studying?

Year	Michaelmas	Lent	Trinity
4	Living things in their environment: - Classification - Life processes (MRS GREN) Electricity	Sound & hearing Humans and other animals: - - Teeth & the digestive system Properties of materials: - Temperature & insulators	States of matter Living things in their environment: - Pollution and habitat destruction - Biodiversity - Conservation Feeding relationships: - Food chains
5	Circulation, breathing, health & exercise, nutrition, movement Forces: - Floating, force multipliers, friction (& friction investigation) Properties of materials: - Acid & alkalis (indicators)	Earth & space Light & seeing Classification & keys	Living things & their habitats: - Adaptation - Evolution & inheritance Reproduction - plants Ecology fieldwork
6	Lab induction: - Safety, Bunsen Burners, lab Equipment & investigation Scientific enquiry Cells & microscope Electrical circuits	Properties of materials: - Physical changes (state, solutions & separating) & Investigation Energy resources	Properties of materials: - Chemical change (including combustion) Reproduction
7	Nutrition (food tests) Gaseous exchange & breathing Microbes Atoms, Elements & Compounds, Substances, solutions, saturated solutions	Particle model of matter & density Acids & alkalis: pH & neutralisation Chemical reactions: - Oxidation & thermal decomposition Magnets & electromagnets (& investigation)	Light Sound & hearing Forces & speed Springs & extension (& investigation) Energy Interactions & interdependences: - Feeding relationships
8	Variation, classification & inheritance Photosynthesis Respiration Oxidation Forces: Pressure	Gravity & space Environmental chemistry Electricity & circuits	Revision & exam practice Leavers' Programme
8C	8S follow the Year 8 curriculum in an extended and enriched way, tailored to the needs of their particular secondary school.		

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 develop confident, communicative linguists. Lessons are conducted primarily in French, since it is through sustained exposure to the target language that pupils acquire it. Communication is our starting point, not our end point; pupils are taught to understand and to be understood in French from their very first lessons, with grammatical accuracy developed alongside this, rather than in advance of it.

Storytelling and structured games are central to how we teach. Through co-created stories, gesture, repetition and purposeful play, pupils encounter rich language in a form they can understand and enjoy, long before they are asked to dissect its structure. Consistent classroom routines, conducted in French, give pupils the confidence to use the language spontaneously and for genuine purposes, with the aim of pupils leaving a lesson with something they want to say, not simply something they have been told to say. As pupils progress, these routines are extended and built upon, allowing their French to grow in range and complexity along a carefully planned path.

Cultural richness runs through the curriculum alongside this: pupils encounter French through song, story and, in the older years, literature, giving them a genuine window onto Francophone life and broadening their horizons beyond the classroom.

At Witham, every child from Reception to Year 8 is taught French, in belief that early, sustained exposure to language-learning is of lasting value.

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

A highlight for Year 7 is the annual French trip, which provides a week of total linguistic immersion and is of considerable value in developing pupils' linguistic skills and cultural understanding.

Teaching that adapts to Learners

A lesson built around rich, comprehensible language is, by its nature, responsive to every pupil within it. Lessons are scaffolded to support all learners with ample opportunities to stretch and challenge. Rather than preparing separate tasks for different abilities, we ensure that every pupil engages with the same rich language at the same time, adjusting how that language is delivered, according to need.

Through ongoing formative assessment, including questioning, the use of mini-whiteboards and careful observation, we identify what pupils have understood and respond immediately through repetition, gesturing, adjustment of



pace and extension opportunities for pupils where they are ready for it. No pupil works from a different sheet; every pupil is supported to access the same material at the point they require it.

The comprehensible input approach reduces the anxiety often associated with language learning. Structured, low-stakes participation such as choral response, physical action, games and routines ensures that every pupil can take part without fear of error. Confidence and accuracy are built together, through sustained and meaningful exposure to French in a safe and fun learning environment.

What are we studying?

Year	Michaelmas	Lent	Trinity
4	Basics Introductions Family Animals Colours Opinions Christmas	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	Food Items of food and drink Opinions about food Menus Prices/numbers recap Visiting a cafe Weather Describing the weather Giving a weather forecast
5	All about me Weather recap Using the verbs <i>avoir/être</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	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	Food Items of food and drink Opinions about food Menus Prices/numbers recap Visiting a cafe Weather Describing the weather Giving a weather forecast
6	<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	<i>Où j'habite</i> Describing your house Rooms of the house/furniture Activities at home Chores and pocket money Daily routine and time	<i>Manger et Boire</i> Meals Eating out Menus
7	<i>En ville</i> Places in town/shops Describing a town Directions	<i>Temps Libre</i> Sports and Activities Music Reading TV and Cinema Technology	<i>A l'Ecole</i> School day (recap routine) What's in classroom/ bag/pencil case Describe school Opinions and subjects
8	<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	Health Describing injury and illness Visiting the doctors or chemists Giving health advice <i>A l'Ecole</i> School day (recap routine) What's in classroom/bag/ pencil case Describe school Opinions and subjects Speaking topics Revision	Speaking and listening exams Past papers Final exam

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 a 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 Squire's own worksheets. They are set 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 we 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 Squire's 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 on to 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 begins 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 Tudor England and life in the Stuart period. 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 to solve crimes. Children also have the opportunity to experience Victorian education with a visiting workshop. In the Lent Term students will undertake an investigation into 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 First Crusade, King John, the Black Death, 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 Battles of Bosworth and Bannockburn, the roles of William I and Thomas Becket, and the changing role of women. 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	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	Rites of Passage Baptism Confirmation Comparison of birth and naming ceremonies in Islam, Judaism, Hinduism and Humanism Bar Mitzvah Sacred Thread Ceremony Comparison of marriage ceremonies Easter Stations of the Cross Similarities between the Easter Story and The Lion, The Witch and The Wardrobe	Judaism The Torah Shabbat Synagogue Hanukkah Pesach
6	Islam Muhammad Mosque The Five Pillars of Islam Quran	Places of Worship Compare the Anglican and Baptist Church Hindu worship at home and at the Mandir Compare Reform and Orthodox Synagogues Gurdwara	Buddhism The life of Siddhartha Gautama The Three Jewels Buddhist beliefs: The Four Noble Truths The Eightfold Path How do Buddhists see the world? Being still: Relaxation and visualisation

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
Texts - 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	Jewish Practices and Ceremonies - Rites of Passage - Birth ceremonies - Bar and bat mitzvah - Marriage - Dietary and food laws - Kosher and trefa - Kashrut laws	Jewish Practices and Ceremonies - Worship - 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
Texts - 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	Jewish Practices and Ceremonies - Origins and meaning of festivals: - Rosh Hashanah and Yom Kippur - Pesach - Hanukkah - Synagogue - religious features and layout - reasons for separation of men and women - Law - Tenakh (the written law) and Talmud (the oral law) - Torah in worship Visit to the National Holocaust Centre	Revision



MUSIC

The Music Department aims not only to teach children about the theoretical nuts and bolts of music's creation and performance, but also 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	Cyclic Patterns: exploring rhythm and pulse Junior Choir weekly for all	Continuing vocal work involving more complex repertoire and part-singing. Pentatonic scale improvisation and composition work Exploring rounds and harmony Junior Choir weekly for all	Journey into Space: Exploring soundscapes and The Planets 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 Singing <i>The Elements</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
8	Jools Holland <i>Cool Keys</i> jazz project 12 bar blues Stone Soup rhythm project	Ukulele starter	Ukulele continued

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, Ukulele, 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 at all school services, in addition to choral days at Oakham, Uppingham and other locations. The choir often entertains 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 has 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, Surrealism
- (Circus, animals, and angels)
- Wassily Kandinsky and Henri Matisse
- (Colour, symbolism, collage, and design)
- Peter Adderley and seaside Art
- Seasonal crafts and design

Year 5

- Oriental design, pattern, Esher, and optical illusions
- Reptiles, dragons, and mythology
- Antonio Gaudi, Architecture, mosaic, and sculpture
- Van Gogh, landscapes, and churches
- Seasonal crafts and designs

Year 6

- Henri Rousseau and the jungle
- Tropical birds, flowers, and the rainforest
- Endangered species and poaching
- Egyptian Art, Gustav Klimt, decoration, and portraiture
- Seasonal crafts and designs

Year 7

- Salvador Dali, realism and surrealism
- Fantasy footwear and surreal clocks
- Shells, natural structures, and architecture
- Sea life, ocean, pollution, recycling, and fashion
- Seasonal crafts and design

Year 7 Advanced Art course

- Pop Art, portraits, packaging and sculpture
- Junk food and fruit
- Van Gogh, sunflowers, and landscapes
- Alexander McQueen, nature and fashion
- Skulls, boots, flowers, and pineapple.
- (Observational drawing)

Year 8

- Hundertwasser and the environment
- (Art and architecture)
- Spirits of nature, leaves, and foliage
- (Medieval art and the Green Man)
- Landscapes and seascapes
- (Monet, Turner, and Constable)
- Seasonal crafts and design

Year 8 Art Scholarship course

- Creatures, sketchbook, painting and sculpture
- Self-portrait drawing, painting and artist research
- Natural and man-made objects
- (Observational drawing)
- Artist research and inspiration book
- Mixed media landscapes
- Sketchbook work





DRAMA

The Drama Department strives to teach students about the foundations of drama and theatre, whilst ensuring we maintain a safe space for exploration, imagination and freedom.

Years 4, 5 and 6 will have timetabled Drama lessons each week as a whole year group. In the Michaelmas Term, Year 4 will delve into poetry and vocal techniques, as well as adding movement to a poetry performance. Year 5 will be exploring Frantic Assembly's techniques in Physical Theatre and using movement and music alongside each other to create interesting pieces of theatre. Year 6 will be learning devising techniques such as exploring improvisation and using a variety of stimuli to help them create original performances. All students in Years 4, 5 and 6 will learn audition techniques to prepare them for their Junior Play auditions. These will be cast and then worked towards in Drama lessons until the show takes place in the Trinity Term. They will learn rehearsal etiquette, line learning techniques, how to use their voice, body and mind to create characters, how to put on a play, teamwork skills and how to take feedback on board and apply it to their performance.

All students from Year 2 upwards have the opportunity to have individual, partner or group Drama lessons to work towards LAMDA exams.



Senior Play

Years 7 and 8 have the opportunity to audition for the Senior Play at the start of the academic year. The Senior Play takes place towards the end of the Lent Term, with rehearsals held on a Thursday evening. Students will undergo an audition process in acting, singing and dancing, which will determine the casting for the show. Being part of the Senior Play is a wonderful experience for pupils to thrive outside of the classroom and put on their own version of a well-known musical.



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 they can report their concerns if they see content or behaviour that upsets them.

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 they use, how to choose information they find on the web and

give reasons for their 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 their 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 their 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 their 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 their 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 their computer, how to edit and improve digital audio recordings using digital audio workstation software and how to use feedback to improve their 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 their 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 Association of Prep Schools (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. 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 allows 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 curricula, 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 comes to school over four evenings each week; a number of tennis squads also practise weekly.

While the tennis and athletics programmes are 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 2026-27 (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 take 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 and healthy, and how to 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	Making Friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	Mental Health & Wellbeing This unit supports pupils to notice and name different types of feelings and thoughts - and learn simple self-regulation strategies to manage them.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	Safety at Home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Being Healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing and sun safety).	Showing Kindness to Ourselves and Others This unit revisits learning about feelings, and explores the importance of kindness.
2	Mental Health and Wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	Keeping Safe Online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	Me, My Body and Staying Safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	Money and Work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	Keeping Safe Outside the Home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	Looking Back and Moving On Use this unit to consolidate learning - this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to Key Stage 2.
3	Me, My Friends and Belonging This unit explores themes of friendship and respect. Pupils learn about healthy friendships and way to make others feel included.	Mental Health and Wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	Building Healthy Habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making Choices Online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping Safe Out and About This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	Looking Out for Each Other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
4	Mental Health and Wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	Exploring Ways to Manage Risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	Forming Respectful Relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.	Money Matters and News Literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	Me, My Body and Growing Up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. <i>The Conversation Stamford Workshop: Growing Up</i>	Families and Growing Together This unit supports pupils' understanding of diverse family structures, and how families can change.
5	Friendships, Stereotypes and Bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	Positively Engaging with Our Wider World This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	Embedding Healthy Habits and Learning First Aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.	Respecting Boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.	Mental Health and Wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. <i>The Conversation Stamford Workshop: Mental Health</i>	Safe Connection This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.
6	Mental Health and Wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing - including in the context of the transition to secondary school.	Managing Money and Online Spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) - including targeted advertising and other influences on online spending.	Drug Education: Assessing Risk and Managing Influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	Careers and Enterprise This unit explores career-related learning (including different career pathways).	Changes in Puberty (and Sex Education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. *Link to Reproduction in Science Curriculum. <i>The Conversation Stamford Workshop: Relationship and Sex Education</i>	Developing our Understanding of AI This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.
7	Emotional Wellbeing: Managing Emotions and Developing Positive Habits This unit revisits different emotions and builds on prior learning, helping pupils manage their reactions to stress and tension.	Friendships and Bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents. <i>The Conversation Stamford Workshop: Cyberwisdom</i>	Influences on Relationships This unit helps students consider influences on their expectations of - and attitudes towards - relationships, including online and media influences.	Families and Changing Relationships This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.	Financial Decisions This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.	Personal Safety and Managing Risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.
8	Health and Wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change on young people's wellbeing.	Belonging to a Community Focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion. Use of language that could be offensive to others is also explored.	Exam Readiness This unit is added in response to pupil voice; pupils will explore how to be 'exam ready' and be prepared and calm during the exam period. <i>Guided Meditation Session TBC</i>	Managing Money This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.	Healthy and Unhealthy Relationships This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.	Leavers' Programme Post CE pupils will engage with a number of different opportunities that cover a range of life topics, such as careers, teamwork, community service, safety & risk taking, first aid, survival skills, and transition. <i>The Conversation Stamford: Healthy Relationships</i>



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 safeguarding 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; Cyberwisdom to Year 7; Healthy relationships 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 and whole school talks
- 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 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 across a variety of mediums, including website links, guidance booklets and parent information videos, all of which are made available 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.

Cross-curricular Links

Computing: Online Safety and how to conduct yourself online.

Science: Growing and Changing; Healthy Lifestyles; External Body Parts; Reproduction (Year 6)

TPR & RS: Inspirational People; Citizenship; SMSC



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 who are regularly and significantly exceeding this time 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.

Year 5 sits internal school exams in the Michaelmas and Trinity Terms. 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 a pupil faces 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 practice 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. We have produced a series of 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.
- **Study Skills Videos**



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