POCKLINGTON SCHOOL

Third Year Curriculum Guidance

2026-2027

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Introduction

This booklet provides you with details of the curriculum followed by our Third Year pupils at Pocklington.

By providing an overview of each topic studied throughout the year, our aim is to enable you to support and monitor your child's studies and revision at home as well as giving suggested examples of wider reading and extension activities for them to try.

Our Third Year curriculum is designed to bridge the gap between pupils' academic studies in Lower School and the knowledge and skills they will need for success at GCSE. Pupils will begin studying GCSE content in some subjects, including the sciences and maths, while key skills and approaches will be introduced and developed in others. Pupils should be committed to trying their best at all times and to understanding the benefit of reviewing and revising their learning at regular intervals. Pupils will receive encouragement and challenge from their subject teachers as well as support to set personalised targets for their academic progress.

Pupils will take in-class assessments towards the end of the Michaelmas Term. The focus of these assessments is on practising the key skills being learned in each subject area rather than on substantial revision of subject content.

In addition, pupils will take end-of-year examinations in the majority of subjects listed here. These take place in the week before half term in May. Pupils will be given more specific guidance about which topics they will need to revise in preparation for these examinations as well as further advice on revision techniques.

A key part of the Third Year will be the selection of subject options for GCSE study. This process begins in the Lent Term with the publication of our GCSE options booklet, as well as the opportunity to discuss possible choices with subject teachers during Parents' Evening appointments. Ongoing support is also available to pupils in school from tutors, house staff, subject teachers and our Careers and Universities Adviser. Provisional choices are made in the Lent term for timetabling purposes. There is the opportunity to make changes later in the academic year, although it should be noted that these will only be possible within the constraints of the timetable.

Your child's tutor or Housemaster/mistress will be able to assist with most specific queries about your child's academic studies and progress. Details of specific subject teachers can also be accessed via your child's timetable, available through the parent portal. Contact details for Heads of Department are also provided on the pages which follow. Should you have any queries about the school's curriculum as a whole, please do not hesitate to get in touch with me, or Mr I. Hashim, Head of Middle School.

I hope that you will find the information contained here useful.

Miss Laura Powell
Senior Deputy Head (Academic)

The Third Year Curriculum

The Third Year curriculum maintains breadth and variety, whilst also introducing a degree of optionality. Science is now taught as three discrete subjects: Biology, Chemistry and Physics, while Computing is now split into two pathways: Computer Science and ICT. This is shown in the table below.

Subjects studied (the number of allocated lessons per fortnight is shown in brackets)

<table>
<tr><td>English (7)</td><td>Mathematics (7)</td><td>Religious Studies (3)</td><td colspan="2">4 options (3 each) from the following:</td></tr>
<tr><td>Biology (4)</td><td>Modern Language (6)</td><td>PSHE (1)</td><td rowspan="4">French
German
Spanish
Latin
Art
Design
Music
Drama</td><td rowspan="4">Computer Science
ICT
Learning Support *
EAL*

(*may be selected as an option for relevant pupils)</td></tr>
<tr><td>Chemistry (4)</td><td>History (3)</td><td>Physical Education (2)</td></tr>
<tr><td>Physics (4)</td><td>Geography (3)</td><td>Games (4)</td></tr>
</table>

In the Third Year, pupils will experience a wider range of different teaching groups than previously. This is due to the introduction of optionality for some subjects, meaning those subjects are taught in a series of option ‘blocks’, with pupils grouped into mixed ability classes in each block based on their subject selection.

Pupils are taught Maths, English and the sciences (Biology, Chemistry and Physics) in one of three sets (sets are different for each subject). Humanities teaching also takes place in these groupings – pupils are taught History and RS in the same groups as for English; Geography and PSHE are taught in the same groups as for the Sciences.

All pupils, regardless of set placement, cover the same curriculum material in the Third Year. Ability grouping in the core subjects allows pace and teaching methods to be appropriately tailored to the pupils’ needs. Placement is always intended to be in the best interests of the pupil to ensure that they work at an appropriate level and speed to enhance their learning.

Setting decisions are based on a range of criteria such as summer exams, baseline data and class-based assessment conducted throughout the year. Sets are, of course, subject to change, both during and at the end of the academic year, depending on a pupil’s academic progress. It should be noted that, due to the structure of the timetable, movement in one subject (e.g. English) will also lead to movement in other subjects (e.g. History and RS). Parents are contacted prior to proposed changes during the academic year.

Homework

At the start of term, pupils will receive their lesson and homework timetables from their tutor. Parents can also find complete homework timetables for each year group on our parent portal. As far as possible, each year group (First – Fifth Year) has two homework slots per evening (Monday – Friday). The length of each slot will gradually increase as pupils progress through the school. This structure is intended to make organisation and prioritisation manageable for pupils

whilst also giving them the opportunity to complete substantial pieces of work and explore topics outside the classroom.

Year group	**Usual number of preps per night**	**Length of each prep**
1st and 2nd year	2 subjects	30 minutes
3rd year	2 subjects	40-45 minutes
4th and 5th year	2 subjects	45-50 minutes
Sixth Form	No fixed timetable	4-5 hours per subject per week (a combination of homework and guided independent study).

Art

Overview

Pupils will:

- Build upon and refine skills taught in First and Second Year.
- Continue to draw from observation and produce work informed by contextual references.
- Have the opportunity to experiment with various different mediums and refine their work in a more focused way.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
PRINT Working from an artist/a series of artists, pupils will work on a print design. Pupils will identify the key characteristics of an artist's work and incorporate these into their own design. Pupils will look at mono-printing and lino-printing.	**SCALING UP/DOWN** Pupils will learn how to enlarge/shrink an image by using a grid. Pupils will use collage to create a design.	**PERSONALISE** Pupils will create a series of drawings from insects and plants, drawing from observation. They will then choose a technique in which to develop their work: Print, drawing, collage or 3D.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Pupils will produce a final piece based upon their artist using a print technique: lino or mono-printing. Pupils might look at the work of Michael Craig-Martin for his use of strong linear form.	Pupils will create a final piece using a grid system. After initially creating a complicated collage design, they will use a grid to scale up the image. Pupils might look at the work of Tristan Eaton and his large-scale street art pieces.	Pupils will then produce a final piece based around their initial drawings. They have the choice to produce a collage, drawing, print or 3D piece of work, utilising the skills they have learned in the previous terms. Pupils might look at E.A. Seguy for his 3D mask forms.
N.B. All projects and artists studied are subject to change. We update units annually in response to exhibitions and events that are current at the time of the work being set. All key skills are taught and assessment criteria met within each term of work.		

Typical methods of assessment

- Verbal formative assessment throughout lessons.
- End of unit assessments, either a drawing task or skill relating to current project.
- Comments and targets written in book.
- Annual exam based on observational drawing.

How parents can support learning at home

- Encourage observational drawing from primary sources.
- Help pupils to find reputable websites, book sources, etc. to gather info about artists and collect images of their work.
- Gallery and Museum visits are highly recommended.
- Cultural visits nationally and internationally can be a great source of inspiration.
- Encourage creativity at home – take photos, build something sculptural, collect interesting objects. Can you incorporate any of these into your art studies?

Suggested further reading and useful websites

- Information will be given with regards to websites/reading related to the artist/artist movement studied.
- Instagram and Pinterest are a great source of visual inspiration.
- Practice makes perfect. Draw from observation whenever you can to improve your practical ability.
- Learn about the work of artists. Look at their work and find out the meanings behind their work.

www.tate.com
https://www.nationalgallery.org.uk/
https://www.britishmuseum.org/
https://www.vam.ac.uk/
https://www.yorkartgallery.org.uk/
https://www.hcandl.co.uk/museums-and-galleries/ferens/ferens-art-gallery
https://thebigdraw.org/
https://www.graysonsartclub.com/
https://www.tes.com/teaching-resources/hub/secondary/art-and-design/

Contacts

Mr Dan Cimmermann, Head of Art (cimmermannd@pocklingtonschool.com), or your child's art teacher.

Biology

Overview

In Third Year, pupils will start their GCSE biology course. The exam board used is AQA GCSE (different exam boards have quite different material in this subject). We will cover the foundations of biology: cells and how they interact with their environment. We will then move on to start looking at the different human organ systems, which carries on into Fourth Year. At the end of the Summer Term we start our study of ecology which continues over the next two years, in three parts.

Third Year work is common to both AQA GCSE biology (separate science) and GCSE combined science (trilogy).

In the Fourth Year, the majority of pupils will study the combined science course, at either higher or foundation tier, while top performing candidates will study the separate sciences course.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Cells Different types of cells and their components.	**Digestion** Enzymes and the digestive system.	**Breathing and respiration** The breathing system and the various types of respiration.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Movement of substances Diffusion, osmosis and active transport.	**Circulatory system** Heart, blood and vessels. Linked diseases.	**Ecology part 1** Food chains/webs, transfer of energy and ecosystems.

Typical methods of assessment

End of topic tests will be carried out on completion of each topic. Informal assessment is carried out on preps, class quizzes and presentations.

A formal end of year exam is carried out in the summer term.

Performance in these assessments combined with feedback from class teachers will be used, in conjunction with the other sciences, to determine setting and level of GCSE entry prior to starting the Fourth Year.

How parents can support learning at home

The vast content of the GCSE biology specification is often what pupils struggle with, so any help parents can offer with reinforcing knowledge and enthusing their children about the natural world, would be a fantastic help.

- This could be as simple as testing, and checking, they have learned the bullet point list on the bio bible before each test.
- It could be looking at the extension activities on the biology department Firefly pages with their child.
- Even sitting down and watching a David Attenborough documentary, or Countryfile, together and discussing the issues would be great.
- Any opportunity to get out in nature, or to a science museum and discuss the exhibits, can foster a love for this subject and help them remember the facts.

Suggested further reading and useful websites

Detail of what is included in each topic can be found in the Third Year bio bible. Each pupil should have a copy of this at the front of their file (it can also be found on the biology department Firefly pages). This document also contains the skills, and the required practicals, they will master throughout each topic.

Biology department Firefly, Third Year, (https://pocklington.fireflycloud.net/subjects-1/biology/3rd-year) also contains many other resources such as videos and worksheets (especially useful if lessons are missed), topic specific past papers questions and mark schemes (save my exams) and extension articles, podcasts, games and websites.

For revision for tests pupils will have a hard copy of the CGP revision guide. BBC bitesize is also a good source of revision material: https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 .

Furthermore, pupils will have access to Kerboodle where they can access the online textbook for a more detailed understanding of the topics.

Contacts

Dr Kirsten Clow, Head of Biology (clowk@pocklingtonschool.com), or your child's biology teacher.

Chemistry

Overview

Third Year pupils begin studying AQA GCSE chemistry specification, a qualification awarded following external examinations at the end of the Fifth year.

Pupils will learn about the material world around them – what it's made of, what holds it together and why chemical reactions happen.

They will build on practical and analytical skills learned in the Lower School, develop a deeper understanding of how chemistry works, investigate reactions and properties of substances, and its application in our lives.

Third Year work is common to both AQA GCSE chemistry (separate science) and GCSE combined science (trilogy).

In the Fourth Year, top performing candidates will study the separate science course, with the combined science course also available for study, at both higher tier and foundation tier.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Atoms, elements, compounds and mixtures (AQA chemistry specification 4.1.1.1-4.1.1.2) Atomic structure (AQA chemistry specification 4.1.1.3-4.1.1.7)	The Periodic Table (AQA chemistry specification 4.1.2.1-4.1.2.5) Forming ions, ionic bonding and compounds (AQA chemistry specification 4.2.1.2 -4.2.1.3)	Reactivity of metals (AQA chemistry specification 4.4.1.1-4.4.1.4) Reactions of acids and forming salts (AQA chemistry specification 4.4.2.1-4.4.2.6, not titration)
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Atomic structure (AQA chemistry specification 4.1.1.3-4.1.1.7)	Reactivity of metals (AQA chemistry specification 4.4.1.1-4.4.1.4) Properties of metals, metallic bonding and alloys (AQA chemistry specification 4.2.1.5)	Reactions of acids and forming salts (AQA chemistry specification 4.4.2.1-4.4.2.6, not titration)

Typical methods of assessment

Weekly homework – a range of different tasks including exam question practice, independent research, note making, revision tasks, consolidation of learning from the lesson, online questions e.g. Seneca.

End of topic tests containing past exam questions.

How parents can support learning at home

You may find some of the following revision resources useful:

- Test your child's knowledge using the knowledge organiser for each topic.
- Use mind maps or flash cards to summarise the key points to learn.
- Test their understanding and knowledge with past exam questions or questions on revision websites.

Summer exam – testing all the Third Year work. Performance in these assessments combined with feedback from class teachers will be used, in conjunction with the other sciences, to determine setting and level of GCSE entry prior to starting the Fourth Year.	• Revisit summary revision notes following exam question practice to highlight the key areas that need further practice. • Learn meaning of key practical terms in front of files e.g. independent variable. • Discuss answers to different exam questions based on command word used e.g. evaluate, compare. • Encourage wider reading, watching YouTube videos, podcasts to develop understanding and thinking beyond the classroom.

Suggested further reading and useful websites

- Online textbook on Kerboodle: www.kerboodle.com
- CGP GCSE chemistry revision guide – available to purchase from the science department
- Key stage 4 bitesize science: https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb
- Practice exam questions and further revision resources:
  - https://mmerevise.co.uk/gcse-chemistry-revision/
  - https://www.savemyexams.co.uk/gcse/chemistry/
  - https://senecalearning.com/en-GB/
- Further suggested revision resources on firefly: https://pocklington.fireflycloud.net/subjects-1/chemistry/gcse-

Contacts

Mrs Jenny McDowell, Head of Chemistry (mcdowellj@pocklingtonschool.com) or your child's chemistry teacher.

Computer Science

Overview

This year will be used to consolidate and extend pupils' ability to independently problem solve and use computational thinking to write computer programs.

Much of the year will be spent on improving each pupil's programming ability. Theory to support an understanding of how computers work and to give a taste of GCSE topics will also be covered.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Introduction to computational thinking Problem solving and programming	Further data types Problem solving and programming AI and impact	Testing Problem solving and programming
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Introduction to computer networks Problem solving and programming	Top-down design Problem solving and programming	Problem solving and programming Project

Typical methods of assessment

Key programming tasks will be graded using a rubric that covers quality of code, efficiency and how well the problem has been solved. Written questions in the form of short tests will be used to assess theory knowledge.

How parents can support learning at home

- Discuss how technology has changed over your lifetime and the impact this has had on both work and leisure.
- Ask your child to explain the different topics outlined above as they cover them.
- Discuss future career options, ideally with a focus on STEM as we have a huge skills gap in the UK.

Suggested further reading and useful websites

GCSE BBC Bitesize Computer Science (OCR)
What is computational thinking?
7 benefits of learning to code
13 reasons why every parent should encourage their child to learn to code
Why we need to encourage more girls into coding and STEM
Rosetta Code

Contacts

Mr Chris Charles, Subject Lead for Computer Science (charlesc@pocklingtonschool.com), or your child's computer science teacher.

Design and Technology

Overview

The aim in Third Year is to encourage independent problem solving and creativity through extended projects. The use of more open-ended design challenges, the inclusion of industrial techniques and the reduction in scaffolding allows pupils to learn through experimentation and the gradual refinement of their own concept ideas.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Pewter Casting - Students are to design and manufacture a small pewter item—commonly a keyring, pendant, or badge—using a mould laser cut from MDF. This introduces students to casting techniques, metal properties, and basic workshop tools. It allows students to explore metalworking and product design in a safe and creative way.	**Acoustic Speaker** – Students will design and manufacture a passive speaker that naturally amplifies sound from a mobile phone using only its shape and materials—no electricity or wires involved. This will be done using the range of practical skills taught in previous projects, including the use of hand tools and equipment, through to the use of CAD/CAM.	Storage and Lighting – Students will be challenged to design and make a multifunctional, decorative and functional product to store various items, as well as providing directional lighting.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Completion of the Pewter Casting. **Product Analysis** – Examining a product in detail to understand how it works, how it is made, who it is for, and how it could be improved, whilst investigating the product's life cycle.	Completion of the Acoustic Speaker.	Continuation of the Storage and Lighting project.

Typical methods of assessment

There will be ongoing checking of research tasks, sketch and development work leading to a final grade for the finished task.

How parents can support learning at home

- Ask your child to explain the project they are working on in DT and to talk you through the problem/s they will have to solve. It could be, for example, that they need to find an image or images, which they will use, and it would be helpful for them to get a critical second opinion.
- Discussing problems that you find with the products they use or, when buying a new product explaining your reasons for your choice, will help pupils to think about the design process and meeting the needs of their end user. It is about getting them to question the world around them.
- If your family are involved in any form of manufacturing, then getting them involved would be excellent experience as visiting a workshop or factory will help to open them up to the wider world.

Suggested further reading and useful websites

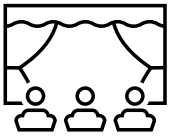
https://www.dezeen.com/
https://www.bbc.co.uk/programmes/n13xtmd5

https://www.designboom.com/
https://www.womenintech.co.uk/
https://www.yankodesign.com/tag/britain/
https://inhabitat.com/
https://design-milk.com/
https://youngengineers.org/
https://www.tomorrowsengineers.org.uk/
https://www.technologystudent.com
https://www.core77.com

Contacts

Mr James Stathers, Head of Design and Technology (stathersj@pocklingtonschool.com), or your child's DT teacher.

Drama



Overview

Pupils studying Drama in Third Year have actively chosen to take it as an option. This means that pupils generally have a greater desire to learn more about the practical and technical aspects of the subject. The Third Year syllabus reflects this, designed to give pupils a taste of what GCSE Drama might be like. Pupils will complete adapted versions of all three GCSE components: devising, scripted and the study of a set text. Within the scripted and devised performances, some flexibility will also be given to those who may wish to study sound, lighting, or costume design as an option instead of performance (although this will be subject to numbers).

As with First and Second Year, pupils will have three lessons a fortnight, two of which will be practical, and one will be dedicated to a Technical Theatre Unit (TTU) in which pupils will develop their understanding of set design.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Practitioner Introduction / *'DNA'* Set text study Pupils will start the course with a three-week introduction to a range of theatre companies and practitioners. The exposure to a range of styles will help pupils create their own designs for their set text study 'DNA'. Pupils will then delve into Dennis Kelly's '*DNA*' exploring the play practically, building a foundation of knowledge required for GCSE.	**Devising from a stimulus – Theatre in Education** Using a previous year's stimulus, pupils will explore how to devise their own performance using the genre *Theatre in Education*. Pupils will be encouraged to research their chosen ideas and use relevant techniques to structure their work. Alongside the practical work, pupils will have the opportunity to write a supporting portfolio of evidence which documents their process.	**Live Theatre & *'DNA'* revision** In the run up to the summer examinations, pupils will go to see a piece of live theatre. This may have been seen earlier in the academic year (due to theatre timings) but here is where pupils will begin to analyse and evaluate what they have seen. This will form Section B of their exam. During this half term, pupils will also recap their 'DNA' knowledge. The summer exam will be 1.5hours and cover *'DNA'* and live theatre.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
***'DNA'* Set text study continued** Pupils will continue their exploration of 'DNA', culminating in the pupils directing and performing short extracts for their peers. Alongside the practical exploration, pupils will also develop their exam style writing, answering questions from past GCSE papers. 'DNA' will form Section A of their Summer examination.	**Devising from a stimulus – Theatre in Education continued** Where last half term was predominantly on the development of their devised piece, this half term is more focused on the refinement of ideas. Using peer review and self-reflection pupils will rehearse and perform their pieces. To finish the term, pupils will write an evaluation under timed conditions.	**Performing from a Text – scripted pieces** Pupils will have the choice to work on their own, in pairs or in a group of three. Although GCSE Drama does not allow for monologues, it is a great opportunity for those who wish to challenge themselves and try something different. Extracts will be taken from either 'Teechers', 'Bouncers' or 'Shakers', three plays which encourage the use of multi-role and stylised performance.

Typical methods of assessment

Practical lessons will be assessed through rehearsal (formative) and performance (summative), focusing on a selection of fundamental skills at every stage of their learning. These mark schemes have been developed from the GCSE criteria, ensuring pupils are developing an understanding of expectations from an early stage. Their theory work will be assessed through exam style questions, suitably scaffolded to ensure confidence in writing and pupils feel supported when developing skills required for GCSE. The Summer Examination will comprise of a GCSE paper, where Section A (approximately 1 hour) will be asking pupils about their knowledge of '*DNA*' and Section B (approximately 30 minutes) will expect pupils to analyse and evaluate a piece of live theatre they have seen.

How parents can support learning at home

Watching theatre, both live and on live stream (such as Digital Theatre Plus) is a great way to familiarise pupils with the world of staged performance. Discussing the plot is always a great starting point but asking pupils to discuss how the production elements (such as staging or costume) helped to communicate meaning to an audience is a great way to get pupils to think about how acting and technical theatre can work together to create a fantastic (or maybe not so fantastic) performance.

Understanding the context behind a performance is also an important aspect of study at GCSE level. Encouraging pupils to research the social, historical, cultural and political landscape of when a play was written and set is a really great way to see how and why a play was written the way it was. For example, why might a director choose to set their version of *Macbeth* in an unspecified war-torn country? Keeping up to date with the news, discussing world events past and present will help build pupils' understanding of the world and help them make more sophisticated observations in their own analysis and evaluation, and more creative ideas when devising their own work.

Suggested further reading and useful websites

- digitaltheatreplus.com (school subscription)
- dramaonline.com (school subscription)
- ntlive.com
- BBC Bitesize – Eduqas Drama - https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc
- Theatre in Practice, Nick O'Brien, Routledge 2018,
- Into the Woods: How Stories Work, John Yorke, Penguin 2014

Contacts

Miss Katie Crossley, Head of Drama (crossleyk@pocklingtonschool.com) or your child's Drama teacher.

English

Overview

In English, our Third Year curriculum is designed to be both enriching and engaging, while further developing the analytical and creative skills established in First and Second Year. As pupils move closer to their IGCSE studies, they begin to explore English Language and English Literature as distinct disciplines. The year culminates in an English Language IGCSE transition scheme, including spoken language assessment, which prepares pupils to hit the ground running as they begin Key Stage Four.

Texts have been chosen to offer breadth and depth of learning, and pupils will find added challenge as they work through poetry, drama and non-fiction texts. Alongside canonical texts from Robert Frost, John Milton and William Shakespeare, pupils delve into other cultures both UK and international.

Programme of Study

	Curriculum Content
Michaelmas Term (1)	***Small Island*** Pupils study the National Theatre adaptation of the 2004 Andrea Levy novel. The historical context of post-WW2 Britain and HMT Windrush provide an exciting backdrop to pupils' study of the award-winning text.
Michaelmas Term (2)	**Poetry** Building on unseen poetry study in previous years, pupils study a bespoke 'anthology' of poems and develop the skills to analyse and compare.
Lent Term (1)	***Romeo and Juliet*** William Shakespeare's classic tragedy is approached as a whole text study during Lent term. Teachers support pupils through this challenging text in preparation for their Shakespeare coursework in KS4. The focus will not only be on understanding language and plot; forensic analysis of character and language will be developed, alongside how socio-historic context influences texts.
Lent Term (2)	
Summer Term (1)	**Non-fiction Reading and Writing: IGCSE Transition scheme** Pupils are guided through Reading, Planning and Writing an array of non-fiction texts. Developing increasing independence, pupils are taught to plan and edit their work and are given time to craft extended written pieces. Pupils are given the opportunity to present their work to thie peers in the form of a speech. This unit will, not only, form the basis of the Third Year summer exam, but is in preparation for the 'Transactional Writing' component of the IGCSE.
Summer Term (2)	

Typical methods of assessment

Pupils undertake a standardised assessment each half term in addition to individual pieces marked by their teacher.

How parents can support learning at home

Watch adaptations of Shakespeare plays (especially Romeo and Juliet) and BBC adaptation of Small Island.

Pupils may be given topic quizzes on their devices.
Opportunities for speaking and listening assessments may arise through each topic.

Read and discuss newspaper articles to support transactional reading and writing.
Be active readers. Good role-modelling of reading habits can really help your child.

Suggested further reading and useful websites

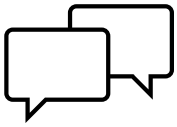
Coming to England	Floella Benjamin
The Empire Windrush	Clive Gifford
Hope leaves Jamaica	Kate Elizabeth Ernest
Benjamin Zephaniah: My Story	Benjamin Zephaniah
Black and British: A short essential history	David Olusoga
Windrush Child	Benjamin Zephaniah
Mother Country: Real stories of the Windrush Children	Edited by Charlie-Brinkhurst-Cuff
Under the moon and over the sea: A collection of Caribbean poems	John Agard and Grace Nichols
Black Britain: A photographic history	Paul Gilroy and Stuart Hall

https://.rsc.org.uk/collections/no-fear-shakespeare-study-guides
https://poetry.harvard.edu/guide-poetic-terms
https://www.theguardian.com/uk
https://www.yorkshirepost.co.uk/

Contacts

Ms Sally Stone, Head of English (stoness@pocklingtonschool.com), or your child's English teacher.

French



Overview

In the Third Year, pupils will have chosen their core language that they will study to GCSE and may have chosen to study a second language as an option subject. The core sets will have 6 lessons over 2 weeks and the option set will have 3 lessons over 2 weeks. Both classes will complete the same topics and be in the same position at the end of the Third Year.

Language learning throughout the Third Year continues to build on the two previous years of language learning but explores grammar more deeply and builds a wide range of vocabulary across the topics. The aim of the Third Year is to give pupils a solid foundation for GCSE so they can start the course with confidence.

In the Third Year, French continues to be taught through engaging activities based on the extensive processing instruction methodology. This methodology extends into GCSE but alongside, we integrate more GCSE style tasks and skills. We continue to use sentence builders and knowledge organisers and your child will have knowledge organisers for all units in the Third Year, and for GCSE, which contain everything they need to know for each unit.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
General questions oral and written to gauge level Allez 2 Unit 1 – C'est quoi, la France ? Compare France and Britain Geography of France Famous French people Transport and new technology **Present tense regular -er verbs** **Use on** **Comparatives and superlatives** **Perfect tense (revision)** **Asking questions**	*Revision of Mich1&2* Allez 2 Unit 3 – Accro à la technologie Old and new technology Risks of social media Pros and cons of new technologies Favourite gadgets **Adjectives (agreement and position)** **Verb + preposition + infinitive** **Impersonal structures (il faut)** **Structure an argument** **À + definite article** **C'était**	Allez 2 Unit 7 – Autour du monde Means of transport Travel plans and buying tickets Plan a holiday Describe a holiday **Negatives** **Perfect tense** **Using different tenses** **Summer exam – listening, reading, writing, speaking**
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Revision of Mich 1 Allez 2 Unit 2– Le monde des médias TV programmes Musical genres and opinions Film genres and reviews Reading preferences ***Faire* + infinitive and *rendre* + adjective** **Opinions in the past** **Verb + infinitive structures**	*Revision of Mich 1/2 & Lent 1* Allez 2 Unit 5 – En pleine forme Healthy eating and lifestyles How diet affects health Resolutions **Impersonal structures (il faut, il est essentiel de…)** **Perfect tense (revision)** **Expressions of quantity** **Future tense**	Allez 2 Unit 8 – Chez moi, ça veut dire quoi ? Types of home Rooms in a house Bedroom and items Ideal home **Use *y*** ***Depuis* + present tense** **Prepositions (*sur, sous* etc)** ***Si* clauses** Cultural focus

(*Ce que* and direct object pronouns) **Assessment – listening and speaking**	**Assessment – reading and writing**	Independent project work for one lesson and prep per week (The Great Pock Language Challenge)

Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.
End of Michaelmas term:
Assessments in listening and speaking
End of Lent term:
Assessments in reading and writing
Summer term:
Summer exam in listening, speaking, reading and writing

How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increases cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

Suggested further reading and useful websites

www.kerboodle.com – interactive online textbook
KS3 French - BBC Bitesize – vocabulary and grammar consolidation.
www.sentencebuilders.com – pupils will be set assignments here to practise their sentence builders and vocabulary learning
www.quizlet.com – vocabulary practice

Contacts

Mrs Rachel Stanley, Head of Modern Languages, or Miss Imogen Rice-Birchall, Subject Lead for KS3 Languages (stanleyr@pocklingtonschool.com or ricebirchalli@pocklingtonschool.com), or your child's French teacher.

Games

Michaelmas Term

Boys	Rugby
Girls	Hockey

Lent Term

Boys	Rugby 10's/7's Hockey
Girls	Netball

Summer Term

Boys	Tennis Cricket
Girls	Tennis Cricket

Geography

Overview

Geography is taken by all pupils from First to Third Year and in those three years the department provides them with a broad, engaging and challenging Geography curriculum. Third Year pupils start the year looking at rivers and processes involved in various landforms along the river's long profile, then go on to study Africa including a focus on Namibia. This is followed by the Antarctica topic where pupils analyse different sources to form an overall impression of the continent and the Lent term finishes with introducing pupils to mini fieldwork investigations using the local area. In the Summer term, pupils start the AQA GCSE course, looking at the topic of Natural Hazards.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Rivers Importance of rivers, long profile and cross profiles and features associated with these. Fieldwork in the classroom.	**Antarctica** Features of the continent, climate, human uses of Antarctica, forming an overall impression of Antarctica and planning a holiday to the continent.	**Natural hazards** Hazards, hazard risk, factors affecting hazard risk, why people live in these areas, plate tectonics theory, distribution of earthquakes and volcanoes and plate margins. **Revision for upcoming exams** **Exams**
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Africa is not a continent Location of physical features, atmospheric circulation model, desertification, development inequality.	**Fieldwork investigations** Importance of fieldwork and the stages of a fieldwork enquiry. Mini fieldwork activities in Pocklington town centre and microclimate.	**Natural hazards** Case study into two tectonic hazards between areas of contrasting wealth and management of tectonic hazards.

Typical methods of assessment

Michaelmas term: Rivers (Michaelmas exam)

Lent term: Antarctica assessment using a range of sources to form an impression of the continent

End of summer term: Full assessment covering all the topics learned during the year.

There is also ongoing assessment throughout the year in the form of class discussions, retrieval quizzes and preps.

How parents can support learning at home

Encourage pupils to have an awareness of the geography of the area where they live or where they visit, for example, any rivers that they visit.

Encourage them to be aware of any geographically-related news stories, such as any tectonic hazards that occur or news events in Africa.

Suggested further reading and useful websites

Please note that pupils do not use a textbook at Key Stage 3; however, pupils are always welcome to visit the Geography library in Room 18 to borrow any books related to the topics they are exploring. In addition, pupils are encouraged to use the school library which has a geography section.

Burrows, C., Forsberg, E., Thomson, C. (eds) (2019). *Key Stage Three Geography Complete Revision & Practice.* Newcastle upon Tyne: CGP Key Stage 3 BBC bitesize https://www.bbc.co.uk/bitesize/subjects/zrw76sg

In the Summer term, pupils will have access, via Kerboodle, to the GCSE textbook for the topic of Natural Hazards Digby, B., Rowles N., Ross S. (eds) *GCSE 9-1 Geography AQA Student Book*

Google Earth

Contacts

Mrs Rebecca Brennan, Head of Geography (brennanr@pocklingtonschool.com), or your child's geography teacher.

German

Overview

In the Third Year, pupils will have chosen their core language that they will study to GCSE and may have chosen to study a second language as an option subject. The core sets will have 6 lessons over 2 weeks and the option set will have 3 lessons over 2 weeks. Both classes will complete the same topics and be in the same position at the end of the Third Year.

Language learning throughout the Third Year continues to build on the two previous years of language learning but explores grammar more deeply and builds a wide range of vocabulary across the topics. The aim of the Third Year is to give pupils a solid foundation for GCSE so they can start the course with confidence.

In the Third Year, German continues to be taught through engaging activities based on the extensive processing instruction methodology. This methodology extends into GCSE but alongside, we integrate more GCSE style tasks and skills. We continue to use sentence builders and knowledge organisers and your child will have knowledge organisers for all units in the Third Year, and for GCSE, which contain everything they need to know for each unit.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Zoom 2 Unit 0 – Hallo! Appearance and Personality Family relationships Helping at home **Weil** **Present tense** **Perfect tense with haben and sein** Zoom 2 Unit 1A – Mein Tag Daily routine Time (12h/24hr) What you've done recently Opinions **Verbs: separable/reflexive** **Perfect tense with haben and sein** **Imperfect tense – es war**	*Retrieval of Mich1&2 – mainly tenses* Zoom 2 Unit 1B – Wir feiern! National holidays and festivals Organise a party Accept/decline and invite Describe a recent party **Date endings** **Model verbs** **Perfect/imperfect/future tense** **Question words**	Zoom 2 Unit 3B.1.2.3 – Ausflug nach Plan a trip Ask for tourist information What you can do/see in a town What you are going to do in a town Directions Buy train tickets **Imperative** **Man kann** **In + acc/dat** **Future tense** *Revision of:* *Mich 1&2* *Lent 1&2* *Summer 1* **Revision/Assessment** **Summer Exams**
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Retrieval of Mich1 Zoom 2 Unit 2A – Die Medien TV viewing habits Old and New media Favourite music/singers/bands Films and film reviews Reading habits **Possessive adjectives** **Present/Perfect/Imperfect tense**	**Revision/Assessment 1B** **Reading and Writing** Zoom 2 Unit 3A – Gesundes Leben Parts of the body Illness and injury What sports you do to keep fit **Possessive adjectives** **Seit + present tense**	**Feedback from Summer Assessment** **Start GCSE Unit 1 – Me, my family and friends G/F level** Family Pets Relationships Marriage

Revision/Assessment 0/1A/2A **Listening and Speaking** Weihnachten	**Um … zu** Zoom 2 Unit 2B – Hobbys Favourite hobby and why Hobbies in different weathers What you will do next weekend **Future tense** **Wenn** Ostern	

Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.
End of Michaelmas term:
Assessments in listening and speaking
End of Lent term:
Assessments in reading and writing
Summer term:
Summer exam in listening, speaking, reading and writing

How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

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- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

Suggested further reading and useful websites

www.kerboodle.com – interactive online textbook
KS3 German - BBC Bitesize – vocabulary and grammar consolidation
www.quizlet.com/PocklingtonSchoolMFL – vocabulary practice
https://app.memrise.com/group/400730/ - vocabulary practice
www.sentencebuilders.com – pupils will be set assignments here to practise their sentence builders and vocabulary learning

Contacts

Mrs Rachel Stanley, Head of Modern Languages, or Miss Imogen Rice-Birchall, Subject Lead for KS3 Languages (stanleyr@pocklingtonschool.com or ricebirchalli@pocklingtonschool.com), or your child's German teacher.

History

History is studied by all pupils from First Year to Third Year. Over those three years the department aims to challenge pupils, giving them a detailed insight into the craft of the historian, challenging misconceptions, and showing them the diversity of history. In the Third Year, pupils explore the nuances of historical study, looking at the different 'lenses' used by historians in their stories and interpretations of the past.

Pupils will begin the year with a change and continuity enquiry, exploring migration to Britain over a period of a thousand years. They will then complete a depth study into the Transatlantic Slave Trade, considering its vast consequences that are still felt today.

The pupils will then travel back to the blood-stained streets of London in 1888, looking at the Jack the Ripper story and the reasons that historians have looked at it afresh in recent years. Next, pupils will look at an event that is largely forgotten in the annals of history, the almighty Black Tom explosion (that is the reason that even today you can't climb up to the torch of the Statue of Liberty), considering why we remember some things but not others.

Pupils will then look at the world-changing consequences of the First World War from the expansion of democracy to changes in how we remember the dead, before diving into the Second World War through a source enquiry into D-Day, an event emblazoned on the popular historical consciousness. They will end the year with a look at the causes of the Holocaust.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
How have the reasons people migrated to Britain changed over time? How did Transatlantic slavery change the identity of both Africans and Europeans?	Is Jack the Ripper even that interesting? (continued) Why has the 1916 Black Tom explosion been forgotten?	What can we learn from the sources about the experiences of soldiers on D-Day? Revision for summer exam.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
How did Transatlantic slavery change the identity of both Africans and Europeans? (continued) Is Jack the Ripper even that interesting?	How did the First World War change the world?	Did a man from Shrewsbury cause the Holocaust?

Typical methods of assessment

At the end of each topic, pupils are assessed by either an extended written response to an enquiry question, a recorded presentation or short answer tests. For some of these, the pupils research skills will also be assessed. In addition, some of these will be completed in timed conditions.

There is ongoing assessment in the form of retrieval quizzes; source and interpretation analysis and evaluation; and class discussions.

How parents can support learning at home

Make speaking about history (and politics) the norm at home. Ask them about their opinions about what they are learning in class; buy them one of the books below as a Christmas present and chat with them about it; encourage them to listen to an episode of one of the podcasts above on a topic that fascinates them; take them to a historical site – we are lucky in Yorkshire to be immersed in

In Michaelmas Term (2) and Summer Term (1) pupils will also be assessed more formally, with examinations focused on source skills; analysis and evaluation of historical interpretations; and extended written responses on causation/change and continuity/significance.

Feedback will be a combination of traditional marking, verbal feedback (recorded by the pupil), peer feedback, and whole class feedback, dependant on the assessment. We will also develop the pupils' ability to actively respond and use this feedback through a focus on the process of 'feedforward'.

history linking to a number of these Third Year topics, for example the Wilberforce House in Hull.

Finally, come along to one of our Historia talks, put on by pupils, the department and university lecturers to see how the department works.

Suggested further reading and useful websites

Pupils (and parents) are always welcome to visit our extensive department library to borrow any books related to the topics they are exploring. If you can't find it, we will also happily try to get our hands on the book (and read it ourselves afterwards!). As a department we have a genuine passion for reading and want to share this with our pupils, challenging them to engage with historical scholarship inside and outside the classroom. Here is a list of some popular history books for pupils (and parents) who are hungry to learn more:

David Reynolds (2013) *The Long Shadow: The Great War and the Twentieth Century*
Robert Winder (2013) *Bloody Foreigners: The Story of Immigration to Britain*
Laurence Rees (2017) *The Holocaust: A New History*
Hallie Rubenhold (2019) *The Five: The Untold Lives of the Women Killed by Jack the Ripper*
Thomas Harding (2022) *White Debt: The Demerara Uprising and Britain's Legacy of Slavery*

In addition, we would recommend the following podcasts. If you trawl through their archives you will find everything from the basics to in-depth historical scholarship on the topics we study and much more:

https://play.acast.com/s/the-rest-is-history-podcast
https://www.historyhit.com/podcasts/
https://play.acast.com/s/historyextra
https://www.theguardian.com/news/series/cotton-capital-podcast
https://wehavewayspod.com/episodes/
https://www.bbc.co.uk/programmes/p01dh5yg - for something that packs a scholarly punch!

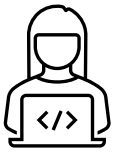
Finally, here is a list of websites that are useful and reliable when it comes to research and revision:

https://www.bbc.co.uk/bitesize/topics/zj4fn9q
https://www.bbc.co.uk/bitesize/topics/z2qj6sg
https://www.bbc.co.uk/bitesize/topics/zk94jxs
https://encyclopedia.ushmm.org/ - this is an exhaustive resource about the Holocaust from the US Holocaust Memorial Museum. The articles are excellent for giving an overview and then allowing you to go deeper.

Contacts

Mr Alex Arthur, Head of History and Politics (arthura@pocklingtonschool.com), or your child's History teacher.

ICT



Overview

The Third Year ICT curriculum focuses on the use of technology and software packages looking at a range of different skills and applications. Pupils will work on 3 different projects over the academic year, and these will all help develop life skills such as project management, developing a design for a brief and setting clear goals and real-time expectations. The pupils will use a range of software from the Microsoft to other online and apps that are available. The work undertaken in Third Year ICT would aid the pupils greatly if they chose to study the Cambridge National ICT qualification in Fourth Year.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Recap on File Management and one drive use AI – concepts and developments **Project 1 – Sports Centre Marketing and Promotion Project (incorporating Project Planning tools)**	**Project 2 - Innovations in ICT incorporating AI development**	**Project 3 – Augmented Reality and Web Design**
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Project 1 – Sports Centre Marketing and Promotion Project Iterative Testing Submit and marking of project	**Project 2 - Innovations in ICT incorporating AI development** Submit and marking of project	**Project 3 – Augmented Reality and Web Design** ** Spreadsheet Modelling and DTP creation - End of topic exam Submit and marking of project

Typical methods of assessment

All 3 projects are marked at the end of each term.

End of year examination will be focused on Spreadsheet Modelling and DTP creation

How parents can support learning at home

Please do ask your children to create you a spreadsheet for your holidays, business etc.

Look at the new technology that is available, what new ideas have been designed and how can they help the world.

Consider the idea of creating a project for a clear brief – target setting, SWOT Analysis and SMART Goals are all key terms we use in the Third Year.

Suggested further reading and useful websites

https://teachcomputing.org/curriculum/key-stage-3/modelling-data-spreadsheets
https://www.youtube.com/watch?v=OrYYQvPilSk
https://www.youtube.com/watch?v=un8j6QqpYa0
https://www.bbc.co.uk/bitesize/guides/zbxbkqt/revision/1#:~:text=1%20of%207-,ICT%20in%20the%20workplace,home%20or%20while%20they%20travel

https://www.bbc.co.uk/programmes/b006m9ry

Contacts

Mrs Helen Alexander, Head of ICT and Computing (alexanderh@pocklingtonschool.com), or your child's Computing teacher.

Latin

Overview

In the Third Year, pupils work towards the end of the first Suburani textbook, following the characters who live in or pass through the Subura in Rome in the 1st Century AD, in the time of the emperor Nero. The characters explore new locations in the Roman Empire usually theming overlapping topics of grammar with specific geographical locations. For example, Roman Britain is explored as a flashback and as such brings the past tenses with it. In Lent Term, time is spent exploring the nature of GCSE Latin in lessons well in advance of choosing options, this is to help pupils make tough decisions and give them the confidence in thinking that Latin is for them if they enjoy it.

Chapters 11-16 are covered through the year, each one with new civilisation topics and new grammar and syntax. Pupils may also opt into Classical Greek lessons (extra, non-timetabled lessons usually after school) subject to arrangement with the Head of Classics.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Language: Genitive case -ne and -que **Culture**: Ancient pirates, maritime trade and dangers of the sea	**Language**: Relative clauses Pronouns - introduction **Culture**: Arelate – Roman colony. Ancient town and civil architecture	**Language**: Indirect statements - introduction Summer revision of all language **Culture**: Party like the social elite! Artistry of the Roman "cena"
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Language: Imperatives (direct commands) Vocative case **Culture**: The fire of Rome: mysteries	**Language**: Future tense Comparatives **Culture**: Engineering: ancient to modern	**Language**: Pronouns – this and that; he, her, it, them **Culture**: Jealousy of the gods in mythology

Typical methods of assessment

Lessons usually start with pupils spending 5 minutes on the vocab trainer.

There is an assessment at the end of Michaelmas and Lent terms; this is usually a short piece of translation, which pupils do using their text and exercise books to look up vocab and grammar. This shows us whether pupils know how to use those to translate Latin accurately. Latin is never a race to skim through a passage; it is much more an exercise in accurate decoding of grammar and syntax which requires close analysis of words and texts to achieve.

The summer exam focuses on vocab, grammar and civilisation and pupils are given a full guide through which to approach revision for that.

How parents can support learning at home

For those at home, the idea of helping students with Latin homework can be daunting! The best thing that you can do to help your child's attainment in Latin is to **encourage them to read widely in English** (this can be books, audiobooks, graphic novels – any interaction with their native language will help!)

Learning vocab together is very useful and then thinking about how the Latin words have influenced English and modern foreign languages is great fun and very useful…if pupils see that link with English, that is fantastic and puts them on the route to becoming proper linguists.

Look out for programmes about the ancient world on television and watch them together. Visit ancient sites and lose yourselves in the world of the Romans.

Suggested further reading and useful websites

https://hands-up-education.org/suburani_full/
Pupils have a username and password for the above site, through which they can access the online textbook, the vocab trainer and more.

There are many novels, films and websites concentrating on all things Roman; the wider an interest pupils build up in the ancient world, the better for their engagement with and enjoyment of Latin. We are always happy to lend out books and recommend films and the library and department library have a great range of books that can be borrowed. Some initial recommendations would include:

Stephen Fry, *Mythos*
Emily Hauser, *Mythica*

Adele Geras, *Troy*
Jessie Burton, *Medusa: The Girl Behind the Myth*
Caroline Lawrence, *The Thieves of Ostia* (or any in her *Roman Mysteries* series)
Rick Riordan, *Percy Jackson and the Lightning Thief*
Mary Renault, *The King Must Die*

Contacts

Dr Dorothy Longley-Cook, Head of Classics (longleycookd@pocklingtonschool.com) or your child's Latin teacher.

Mathematics

Overview

The Third Year mathematics curriculum builds directly upon the Second Year curriculum. Pupils begin to extend their topic areas to IGCSE level and also study more Probability and Statistics then in previous years.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Expressions 1 Powers and Roots 1	Data 1 Angles 1	Transformations Revision and exam prep
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Trigonometry and Pythaoras Coordinate Geometry	Linear Equations and simultaneous equations Sets	Exam review Sequences

Typical methods of assessment

End of topic test for the 10 units listed above.

End of year test on all topics.

How parents can support learning at home

- Be positive about Maths – please do not say 'I was terrible at Maths".
- Help pupils look back through their book to find their notes.
- Always encourage them to have a go. If they are wrong then we can help unpick what happened, it is normally one small issue that unlocks the problem. If they do not write anything then they are wrong and there is nothing to unpick.
- Encourage pupils to use the revision work to fully prepare for each topic test.
- They should use their topic tests to revise for their end of year test, therefore they should ensure they keep their old books safe.

Suggested further reading and useful websites

CGP website for a copy of the textbook used in class.

Contacts

Mr Chris Ball, Head of Mathematics (ballc@pocklingtonschool.com), or your child's Mathematics teacher.

Music

Overview

'Texture' is the overarching theme for the three units. Lessons are built around composition work using music technology, performance and listening & theory. The foundations for GCSE music are taught and there is opportunity to rehearse and perform together as a band or ensemble.

Programme of Study

Michaelmas Term	Lent Term	Summer Term
Ground Bass	**Minimalism**	**Electronic Dance Music**
Developing students' understanding of texture, in particular - homophony, canon and polyphony. Improvising, arranging and rehearsing exercises, focusing on the manipulation of compositional devices, and the development and deployment of short melodic motifs over chordal and bass ostinat	Developing students' understanding of textural layering, the manipulation and reworking of repeating patterns, the art of phasing, and contrapuntal interlocking techniques. Hands-on exercises incorporate aspects of performing, improvising, composing, arranging and analytical listening.	Motivic development, the craft of writing countermelodies, and the handling of elaboration, fragmentation, augmentation and diminution. It's also an exploration of how texture can be used to create contrast through the 'build - tension - release' techniques found in a range of musical traditions.

Typical methods of assessment

Listening exercises
Composition
Listening homeworks
Performance assessments
Music Theory assessments

How parents can support learning at home

- Encourage an eclectic diet of music to listen to.
- Offer encouragement for practice and performance at home.

Suggested further reading and useful websites

https://www.bbc.co.uk/bitesize/subjects/zmsvr82

Contacts

Mr Samuel Austin, Director of Music (austins@pocklingtonschool.com), or your child's music teacher.

Physical Education

Overview

Core PE is studied by all pupils in the First to Third Year at Pocklington. In the Third Year we build on the foundation core skills learned in the first two years, reinforcing their confidence and development in the range of sports and activities introduced. Sport is vital to staying physically and mentally fit and healthy as well as being an excellent way to learn skills such as teamwork, leadership, honesty, and integrity. On top of this we are also looking to support some developing specialisms which might support the co-curricular programme as well as identify and support pupils who want to begin an options pathway beginning with GCSE PE next year.

Programme of Study

Michaelmas	Cross country	Swimming
	TGFU and Physical literacy	Basketball
Lent	Gymnastics	Personal Survival
	Physical Literacy	Badminton
Summer	Athletics	Volleyball
		Football

Cross Country
Get ready to push your limits and feel the thrill of achievement as you take on the 2-kilometre course. If you're an experienced runner, aim for that elite 10-minute time to unlock the 3- and 4-kilometre challenges! This is more than just running—it's about resilience, commitment, and the determination to overcome every step. This year you will focus on some of the advanced skills in the GCSE specification such as foot stride pattern pacing and cadence.

Games For Understanding (TGFU)
Dive into the exciting world of invasion games, where creativity, teamwork, and problem-solving are your keys to success! As you learn to read the game, find space, and collaborate with your teammates, you'll sharpen your strategic thinking and communication skills. Compassion and enquiry will help you grow both as a player and a teammate—get ready to rise to the challenge with passion and creativity!

Gymnastics
In gymnastics, every movement is a step towards mastering your body and mind. With each roll, jump, and balance, you'll unlock new levels of skill and confidence. Challenge yourself to earn the British Gymnastics proficiency awards as you work independently and as a group to perfect your technique and create a routine. Show integrity and reflection in your progress, create something that you are proud of. There's Handstands, Somersault and Vaults added in this year!

Circuit Training
Circuit training isn't just about lifting weights; from squats to lunges, you'll learn how to move safely, increase your strength, and improve your endurance. Push your limits while working with others to give and receive feedback. This is your chance to learn the power of collaboration and the discipline of resistance training. Challenge yourself to become stronger and more efficient to support performance improvement and reduce

injury risk. Pupils are encouraged to work collaboratively to give feedback to each other as well as assessing each other's movement competencies.

Swimming and personal survival
Swimming is a life skill that empowers you both in and out of the water. As you perfect your front crawl, breaststroke, and backstroke, you'll be pushing your limits and achieving things you never thought possible. In this year pupils should aim to develop their strokes and challenge themselves to flip turn as well as improve competencies on their less competent strokes. You will also have opportunity to master essential water safety and personal survival skills to confidently protect yourself and others — including correct water entries, safe towing, and in water rescue techniques and first aid — ensuring every water activity stays safe and enjoyable.

Table Tennis
Develop your understanding of the basic rules and scoring, while learning key skills such as the forehand and backhand drive, push shots, and simple serves. They will also improve their footwork, coordination, and reaction time through fun, progressive drills and gameplay. As the unit progresses, students will begin to apply simple tactics in matches, developing their confidence, decision-making, and understanding of fair play and sportsmanship.

Badminton
Build on understanding of the rules, scoring system, and court layout, they will work on movement around the court, coordination, and consistency in rallies. As their confidence grows, students will start to use basic tactics, including shot selection and positioning, in both singles and doubles play. A Key focus on opening up to play powerful forehand shots and learning when to effectively use a drop shot. All whilst also learning the importance of teamwork, respect, and fair play.

Basketball
In basketball, every pass, every shot, and every play is a chance to grow stronger as a team. Focus on mastering your technical skills while developing strategies that will support you developing your communication and teamwork skills. By the end of the term, you'll have played a full game. With collaboration, compassion, and determination you'll develop some key leadership qualities. You will develop your layup and set shot.

Athletics
Athletics is all about testing your potential and reaching new heights. Whether you're sprinting, throwing, or jumping, you'll be setting and smashing goals every step of the way. Learn the techniques, refine your skills, and push yourself to exceed your own expectations. Integrity and self-reflection are key to growth—embrace the challenge and watch yourself improve with every effort! Discus, high jump and triple jump will be the more technical areas you will focus on.

Football
An opportunity to demonstrate skill, teamwork, and passion. Focus on perfecting your passing, control, and shooting while engaging in smaller-sided games that bring out the best in you and your teammates. Teamwork and tackling technique will be developed as well as confidence on the ball.

Volleyball
Volleyball is the ultimate team sport where every set, pass, and spike bring the team closer to victory. As you learn new skills and strategies, particularly utilising the dig and the spike shot this year. You'll discover the

power of collaboration and communication. With a wide range of abilities and an excellent learning opportunity to try something new for many, by the end of the term, you'll be ready to take your skills into competitive play.

Typical methods of assessment

Teacher-led assessment to technical criteria begins to be compared against the GCSE models in this year. In some sports, such as cross country, swimming and athletics, times and distances are recorded to be used later.

Staff will also observe gameplay or technical practices to offer feedback and assess learning.

How parents can support learning at home

- Engagement with your child around the sport they are currently playing and new skills being learned.
- Reassurance that they are not judged on their sporting ability rather their effort and application to the lesson's content is vital.
- Supporting your child to bring the correct kit to lessons will allow them to take a full part in lessons. Even when injured or ill, kit should be brought into school as teachers will challenge pupils to coach or officiate as appropriate.

Contacts

Miss Georgia Hird, Head of PE (hirdg@pocklingtonschool.com), or your child's PE teacher.

Physics

Overview

Third Year pupils begin studying AQA GCSE Physics, a qualification awarded following external examinations at the end of the Fifth Year.

The course provides a foundation to enable pupils to develop their scientific knowledge, and use the fundamental laws of physics to observe, describe, and apply critical analysis, both qualitatively and quantitatively, in developing their understanding of the world.

Specifically, Third Year pupils will:

- Develop their use of scientific vocabulary, terminology, and definitions.
- Understand the limits of fossil fuels, problems associated with global warming and ways in which Physicists and engineers are working to identify ways to reduce our energy usage.
- Recognise the importance of scientific quantities, use SI (Système International) units, prefixes, and powers of ten for orders of magnitude, convert units and use an appropriate number of significant figures.
- Learn that the particle model is widely used to predict the behaviour of solids, liquids, and gases and this has many applications in everyday life.
- Understand that wave behaviour is common in both natural and manufactured systems, that waves carry energy from one place to another and can also carry information. Research modern technologies such as imaging and communication systems which use electromagnetic waves.
- Learn that ionising radiation is hazardous but can be useful, for example radioactive materials are widely used in medicine, industry, agriculture, and electrical power generation.

Third Year work is common to both AQA GCSE physics (separate science) and GCSE combined science (trilogy).

In the Fourth Year, top performing candidates will study the separate sciences course, with the combined science course also available for study, at both higher tier and foundation tier.

Programme of Study

https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF		
Michaelmas Term (1)	**Lent Term (1)**	**Summer Term (1)**
Units and Measurement **4.1 Energy** **4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes** 4.1.1.1 Energy stores and systems **4.1.2 Conservation and dissipation of energy** 4.1.2.1 Energy transfers in a system • Required practical 2 4.1.2.2 Efficiency	**4.3 Particle Model of Matter** **4.3.1 Changes of state and the particle model** 4.3.1.1 Density of materials • Required Practical 5 4.3.1.2 Changes of state	**4.4 Atomic structure** **4.4.1 Atoms and isotopes** 4.4.1.1 The structure of an atom 4.4.1.2 Mass number, atomic number and isotopes 4.4.1.3 The development of the model of the atom **4.4.2 Atoms and nuclear radiation** 4.4.2.1 Radioactive decay and nuclear radiation 4.4.2.2 Nuclear equations

Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
4.1.3 National and global energy resources **4.5.3 Forces and Elasticity**	**<u>4.6 Waves</u>** **4.6.1 Waves in air, fluids and solids** 4.6.1.1 Transverse and longitudinal waves 4.6.1.2 Properties of waves • Required practical 8 **4.6.2 Electromagnetic waves** 4.6.2.1 Types of electromagnetic waves 4.6.2.2 Properties of electromagnetic waves 1 • Required practical 10 4.6.2.3 Properties of electromagnetic waves 2 4.6.2.4 Uses and applications of electromagnetic waves	4.4.2.3 Half-lives and the random nature of radioactive decay 4.4.2.4 Radioactive contamination **4.4.3 Hazards and uses of radioactive emissions and of background radiation (physics only)** 4.4.3.1 Background radiation 4.4.3.2 Different half-lives of radioactive isotopes 4.4.3.3 Uses of nuclear radiation **4.4.4 Nuclear fission and fusion (physics only)** 4.4.4.1 Nuclear fission 4.4.4.2 Nuclear fusion

Typical methods of assessment

End of topic tests each half term and a formal examination in the summer term, all of which will be based on past GCSE questions.

Performance in these assessments combined with feedback from class teachers will be used, in conjunction with the other sciences, to determine setting and level of GCSE entry prior to starting the Fourth Year.

How parents can support learning at home

Ensure pupils are fully prepared for lessons by reading previous notes and bringing, in addition to regular equipment, a calculator, 30 cm ruler, protractor, and compass.

Equation sheet on Pages 101-103:

https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF

Suggested further reading and useful websites

CGP revision guide. BBC bitesize. Kerboodle online-interactive textbook.
Third Year Physics companion and revision videos:
https://www.youtube.com/playlist?list=PLbhunf4uRlZSry7iaqf0HVku0vQo6t1HX
PHET animations:
https://phet.colorado.edu/en/simulations/filter?subjects=physics&type=html,prototype

Contacts

Mr Stephen Ward, Head of Physics (wards@pocklingtonschool.com), or your child's Physics teacher.

PSHE

Overview

PSHE (Personal, Social, Health, and Economic) lessons are taught to all pupils from the First – Fifth Year, as well as via tutor sessions, assemblies, and off-timetable days.

Its purpose is to provide young people with the knowledge and information they need to make informed choices now and in later life. By its very nature, it tackles complex topics in an age-appropriate manner and within in a safe classroom environment, in which open debate and personal reflection are encouraged.

Programme of Study

Michaelmas Term (1)	**Lent Term (1)**	**Summer Term (1)**
Friendships and Influences	Personal Health	RSE
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Family Relationships	RSE	Online and wider Relationships

Typical methods of assessment

PSHE does not have formal exams, and work is not graded. Reports will therefore be based around ATL grades.

Pupils do complete assessments at the end of each topic, and these are designed to promote self-reflection and demonstrate their own understanding of the topics.

How parents can support learning at home

Very simple: ask what they have been studying and talk about the issues with them!

Suggested further reading and useful websites.

Please note these resources are intended for parental use and may not be appropriate for younger pupils.

https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/
https://www.sexeddiaries.org/
https://giveusashout.org/get-help/resources/resources-parents/
https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/
https://parentingsmart.place2be.org.uk/
https://www.bishuk.com/

Contacts

Mr Adam Hall, Head of PSHE (hallaw@pocklingtonschool.com), or your child's PSHE teacher.

Religious Studies

Overview

In the Third Year we examine some of the most fundamental questions about life; questions that have been addressed by many of the greatest thinkers and all of the religions of the world for thousands of years. These 'Ultimate Questions' are the questions that only humans ask since we are, as far as we know, the only species that reflects on its own mortality and its place within time and space.

According to the theologian John Hick, the engagement of religions with these questions offers the believer a sense of their own 'cosmological significance'. James Sire, in 'The Universe Next Door' spoke of the way in which a 'Worldview' is formed as we seek answers to the Ultimate Questions. Thus, each Third Year pupil, whether theist, atheist or agnostic will have the opportunity to begin to recognise and develop their own Worldview as they engage with the Ultimate Questions.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Does God exist? • Key views of atheists, agnostics and theists • Cosmological and Teleological Arguments for God's existence • 'Proof' through miracles/religious experiences.	**How should I live?** • Dealing with difficult ethical scenarios • A view of deontology vs consequentialism • Application of ethics to themes such as capital punishment, abortion and euthanasia.	**What is Truth?** • Is it possible to know the truth about anything? • Ways in which the senses can be deceived • Could this world be fake (e.g. Matrix/Truman Show?).
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Why is there suffering? • God and the Inconsistent Triad • Natural vs moral evil • Potential theodicies (solutions) to the problem of evil, plus their strengths and weaknesses.	**Is there a life after death?** • Potential evidence of a life after death • Personal/metaphysical continuity after death • Different religious views (e.g. linear vs cyclic).	**Why do we exist?** • An exploration of different creation stories, as well as scientific explanations • Ways of viewing the creation account in the Judeo-Christian traditions • Understanding how science and religion can co-exist.

Typical methods of assessment

Pupils are typically tested through end of term assessments, although smaller tests may be given throughout the year. Prep will be focused on the half-termly themes illustrated, and will often ask pupils to reflect on their opinion about a specific question, or to

How parents can support learning at home

We encourage pupils to discuss what they are learning in lessons with other family members, as this will enable them to understand different viewpoints about particular issues. We also ask that parents encourage them to watch the news

independently research a theory, along with its strengths and weaknesses.

a little more regularly, as quite often its stories link with the topics being studied in Religious Studies.

Suggested further reading and useful websites

The Religious Studies Department has a selection of books for Third Years, if they would like to read more around the topics studied. They should contact Mrs Page, if they are interested.

- https://www.bbc.co.uk/programmes/p01f0vzr - BBC "In Our Time" podcasts
- https://www.bbc.co.uk/bitesize/topics/zbbdnrd - BBC Bitesize- Philosophy of Religion
- "The Puzzle of God", "The Puzzle of Evil" and "The Puzzle of Ethics" by Peter Vardy
- "Sophie's World" by Jostein Gaarder- an excellent novel containing the history of Philosophy
- "The Story of God" by Morgan Freeman - a great collection of documentaries, some of which we use in lessons
- "The Good Place"- a series about the afterlife. It contains many philosophical themes, and is a great one to watch and discuss at home.

Contacts

Mrs Heather Page, Head of Religious Studies (pageh@pocklingtonschool.com), or your child's RS teacher.

Spanish

Overview

In the Third Year, pupils will have chosen their core language that they will study to GCSE and may have chosen to study a second language as an option subject. The core sets will have 6 lessons over 2 weeks and the option set will have 3 lessons over 2 weeks. Both classes will complete the same topics and be in the same position at the end of the Third Year.

Language learning throughout the Third Year continues to build on the two previous years of language learning but explores grammar more deeply and builds a wide range of vocabulary across the topics. The aim of the Third Year is to give pupils a solid foundation for GCSE so they can start the course with confidence.

In the Third Year, Spanish continues to be taught through engaging activities based on the extensive processing instruction methodology. We also integrate more GCSE style tasks and skills. We continue to use sentence builders and knowledge organisers and your child will have knowledge organisers for all units in the Third Year which contain everything they need to know for each unit.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Phonics recap *Revisit key structures/grammar from First and Second Year* **Claro 2 Unit 2 Holidays** Describing a past holiday* *Forming the preterite tense – regular verbs* Complex travel descriptions *Forming the preterite tense – irregular verbs*	*Revisit key structures/grammar from Units 1 & 2* **Claro 2 Unit 3.6** Jobs Future tense **Claro 2 Unit 4.6** If I won the lottery Conditional tense **Claro 2 Unit 5.5** Global issues Future and conditional tenses **Claro 2 Unit 5.6** Solutions to global issues	**Claro 2 Unit 3 Aquí mando yo** Watching films at the cinema & at home *Using mejor & peor and making comparisons* **Summer exam – listening, speaking, reading, writing**
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Claro 2 Unit 1 – Food What you eat and drink and opinions In a restaurant Healthy diet Parts of the body and what hurts **Claro 2 Unit 5.1** *Daily routine* *Reflexive verbs* Read Aloud-practice **Assessment – listening and speaking**	*Recap preterite & future & conditional tenses - regular verbs* **Claro 2** Free time-sport & hobbies **Claro 2 Unit 3 Aquí mando yo** Internet and social media* *Forming negative expressions* TV programmes* *Using "acabar de"* **Assessment – reading and writing**	**Summer exam feedback and corrections** Discussing musical tastes In-depth study of the Spanish film 'Zipe y Zape' Character study Theme analysis Scene analysis Film review

Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.
End of Michaelmas term:
Assessments in listening and speaking
End of Lent term:
Assessments in reading and writing
Summer term:
Summer exam in listening, speaking, reading and writing

How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

Suggested further reading and useful websites

www.kerboodle.com – interactive online textbook
KS3 Spanish - BBC Bitesize – vocabulary and grammar consolidation.
www.sentencebuilders.com – pupils will be set assignments here to practise their sentence builders and vocabulary learning
Quizlet – vocabulary practice

Contacts

Mrs Rachel Stanley, Head of Modern Languages, or Miss Imogen Rice-Birchall, Subject Lead for KS3 Languages (stanleyr@pocklingtonschool.com or ricebirchalli@pocklingtonschool.com), or your child's Spanish teacher.

Learning Support

The purpose of the Learning Support department is to help pupils overcome hurdles presented by their learning difficulties which could otherwise prevent them making progress in their subject studies.

'The Tower' (as the department is almost universally referred to by teachers and pupils alike) is a welcoming, calm space at the heart of the school where pupils' specialist intervention lessons take place. However, 'learning support' in a wider sense takes place within all academic lessons, through high-quality, personalised teaching from subject specialists.

Regular communication and liaison between our Learning Support teachers and their subject specialist colleagues further helps to ensure that pupils' individual learning needs are well-supported across the curriculum.

Our ultimate aim in the Learning Support department is independence for all our pupils. By regularly reviewing each pupil's progress, we can ensure that our support provision remains tailored to their individual needs as they move through the school.

In the Third Year pupils with a history of need may choose Learning Support in place of one option subject. This allows for pupils to have a reduced workload and three periods per fortnight of Learning Support within their timetable.

Learning Support sessions continue to take place in the tower in small groups. For each lesson, pupils will be assigned a Learning Support tutor who can assist them with their studies. Where staffing allows, support will be provided for Maths and English first. In addition to structured support in these core subjects, pupils are encouraged to choose how to use the remainder of their Learning Support time themselves.

As Middle School pupils, we want the pupils to take ownership of their own learning and start to figure out which areas they need help with, which skills they need to work on and how to make best use of their study time. Learning Support tutors can help with revision skills, organisation and essay skills but the onus is on the pupils to request help where they struggle.

Exam Access Arrangements

Access arrangement testing (such as for extra time) begins at the end of the Third Year after the summer exams. All pupils with a history of need will be assessed by our own, fully qualified assessors at no extra cost to parents.

Should a pupil qualify for access arrangements, the Head of Learning Support will make the relevant applications to the exam boards. These arrangements are valid for the duration of the GCSE courses. Should pupils continue their education through to the Sixth Form at Pocklington, access arrangements will be reassessed in the Lower Sixth.

English as an Additional Language

Overview

All international pupils are assessed on arrival including a CEFR for their speaking, listening, reading and writing skills. As part of their Third Year education, they will work on all skill areas as well as working on subject specific vocabulary. In addition, all EAL lessons are personalised and either on a 1:1 basis or in small classes. This allows pupils to gain confidence while improving their level of English at their own pace using the Cambridge Global English Course, which also prepares them for their IGCSE in English as additional language. In addition to this course, there is also time for support in other subjects in particular English and Science as well as a variety of projects, such as surveys, presentations and reading and film projects.

Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Cambridge Global English **Unit 1 Family Ties** **Unit 2 Personal Appearance** In these units, the focus is on reading skills, extended writing as well as building up vocabulary. Subject support in English, Science, Geography and Maths is provided.	**Cambridge Global English** **Unit 5: Health and Diseases** **Unit 6: Leisure Time** In these units, the focus is on listening and speaking skills as well as continuing work on use of tenses and subject support. In addition, a reading and film project is included in the lessons in order to work on summary and review writing.	**Cambridge Global English** **Unit 9: Handling data** **Unit 10: Giving Presentations** In these units, the focus is on all skill areas while working on presentation skills. Subject support continues while helping pupils to prepare for their end of year assessments.
Michaelmas Term (2)	**Lent Term (2)**	**Summer Term (2)**
Cambridge Global English **Unit 3: Moods and Feelings** **Unit 4: The World of Music** In these units, the focus is on listening and reading skills. In addition, the pupils will work on use of reported speech and revision of tenses. In addition, subject support is provided with focus on English and essay writing in History, RS and Geography.	**Cambridge Global English** **Unit 7: Energy Resources** **Unit 8: Industrial Revolution** In these units, the focus is on scientific vocabulary as well as more complex sentence structures. Also, subject support, in particular in Science and Geography, is included as needed.	**Cambridge Global English** **Unit 11: Learning and Training** **Unit 12: Making a Living** In these units, the focus is on writing, reading and speaking as well as reflection on the results of their end of year assessments and review of the year.

Typical methods of assessment

End of unit tests
Regular homework including writing and reading
End of year assessment including reading and writing

Suggested further reading and useful websites

- ReadTheory | Free Reading Comprehension Practice for Students and Teachers
- https://app.memrise.com/signin
- School & EAL library (books recommended by department)

Contacts

Mrs Sarah Kneeshaw and Mrs Claire Nuttall EAL Coordinators (kneeshaws@pocklingtonschool.com or NuttallC@pocklingtonschool.com)

Academic Extension

As pupils enter Middle School, the range of academic extension activities available to them is designed to complement the increasing level of challenge and complexity they will experience in their subject-based lessons which also enabling them to pursue areas of personal interest.

A significant number of pupils choose to embark on the Higher Project Qualification, an external qualification which allows pupils – under the guidance of a staff mentor – to research an area of personal interest, develop their skills of analysis and synthesis, produce either a practical artefact or written essay that reflects their findings, and deliver a verbal presentation on what they have learned through the HPQ process. It is an excellent opportunity for pupils to develop their wider learning and organisational skills as well as to explore wider topics which may not usually form part of their academic curriculum. Additional support is provided through weekly taught sessions – which take place in either lunchtime or after-school sessions – and through research skills sessions delivered by our librarians.

Whilst a core part of our academic extension is provided through timetabled lessons, pupils will also find a wide range of lunchtime and afterschool activities which provide opportunities to enrich and extend their intellectual skills and creative talents. By completing at least one activity from each category below, pupils can broaden their skillset whilst developing their personal qualities too:

Physical Sport Physical Activity	**Outreach** Charitable Societies Community and Service
Creativity The Arts, Music and Drama New Skills	**Knowledge** Academic Societies Languages and Debating

Just a few of the huge range of knowledge-based activities on offer are:

Makerspace Club Maths Challenge Club Trebuchet (Junior History) Eco Committee Programming Club Oxbridge Club (Middle School) Duolingo Club Perse Coding Challenge	Computer-Aided Design Club E-sports Debating Club People Power Fantasy Book Club Creative Writing Chess Club

In addition, academic departments run a range of internal events and external trips and competitions designed to complement pupils' academic studies. These include visits to theatrical and musical productions, participation in the UKMT Maths Challenge, our ever-popular Classics Trip, the Modern Languages department's European trips, and the History department's Battlefields Trip to France and Belgium to name but a few!

The School Library

Overview

The school library aims to support literacy and learning by fostering a lifelong love of reading. We provide access to a well-stocked and up-to-date collection of fiction, non-fiction and graphic novels, plus a wealth of electronic research resources that reflects the curriculum. We see our library collection as ever-evolving – as well as working closely with teaching staff, we are also very keen to reflect the desires and views of the pupils and so encourage them to share their ideas and book requests with us.

Overview

The school library plays an important role in supporting students' academic development and personal growth. It is a dynamic and welcoming space designed to promote learning, creativity, and independent thinking.

Reading becomes even more crucial as children transition into their teenage years, particularly as they enter Middle School. Studies show that students who engage in reading for pleasure are not only less likely to report mental health challenges, but they also see a significant improvement in their academic performance. The library serves as an inviting space for students to explore beyond the classroom, fostering both intellectual and personal growth. Through initiatives like the Crochet Club, students can further develop their creativity, connect with peers over shared interests, and engage in mindful activities in a relaxed, supportive environment.

For students who wish to explore their creativity, the Library Gazette showcases written and artistic contributions from pupils. This initiative provides an opportunity for young voices to be heard and helps nurture confidence and expression. The library supports a positive reading culture across the school with various fun activities throughout the year (the annual World Book Day Quiz is always an absolute smash!).

In the Third Year, students who opt to take the HPQ will attend the library for the Information Literacy Skills programme during the last half-term of the year. This course focuses on key skills such as referencing, gathering and synthesising information, alongside learning the skills to evaluate and navigate academic resources. These competencies will not only aid them in their HPQ projects, but will also support their future academic work, including GCSEs, A levels, and further studies in Higher Education.

As part of a school-wide commitment to literacy, we run Drop Everything And Read sessions twice a term. Often themed to reflect current world events and moments of importance, the whole school joins together to share 20 minutes of peaceful reading during morning tutor time, which really sets the tone for the day ahead and reinforces the importance of literacy.

Please see below for a list of books we think will be enjoyed by Third Year pupils. A more comprehensive and ongoing list can be found on the catalogue home page for the library.

Recommended reading

Austen, Jane — Pride and Prejudice
Aveyard, Victoria — Red Queen
Bardugo, Leigh — Six of Crows
Barnes, Jennifer Lynn — The Inheritance Games
Bracken, Alexandra — The Darkest Minds
Brooks, Terry — The Shannara Chronicles
Carter, Ally — I'd Tell You I Love You, But Then I'd Have to Kill You
Chbosky, Stephen — The Perks of Being a Wallflower
Christie, Agatha — And Then There Were None

Clarkson, Jeremy	Diddly Squat: A Year on the Farm
Cline, Ernest	Ready Player One
Crossan, Sarah	One
Grant, Michael	Gone
Haddon, Mark	The Curious Incident of the Dog in the Night-time
Harris, Robert	Imperium
Hinton, SE	The Outsiders
Jackson, Holly	A Good Girl's Guide to Murder
Levithan, David	Every Day
Lippincott, Rachael	Five Feet Apart
McManus, Karen	One of Us is Lying
O'Guilin, Pedar	The Call
Oseman, Alice	Heartstopper
Roberts, Lauren	Powerless
Sakurazaka, Hiroshi	All You Need is Kill
Sanderson, Brandon	The Way of Kings
Schusterman, Neal	Scythe
Schwab, VE	The Invisible Life of Addie LaRue
Tahir, Sabaa	An Ember in the Ashes
Tolkien, JRR	The Lord of the Rings
Vaughn, Brian K.	Paper Girls
Vonnegut, Kurt	Slaughterhouse Five
Yoon, Nicola	The Sun is Also a Star
Zusak, Marcus	The Book Thief

Opening times

Mon-Fri	08.30-17.45 (all pupils)

Mon-Fri	18.30-20.00 (boarders only)
Sat	08.30-12.00 (boarders only)

Contacts

Librarians: Mrs Natalia Ward and Mrs Stephanie Saunders
library@pocklingtonschool.com