



Mill Hill

For pupils aged 13 - 18  
Instilling values, inspiring minds

2024/25

FOURTH FORM  
(YEAR 9)  
CURRICULUM  
GUIDE

# INTRODUCTION

This booklet sets out the Fourth Form (Year 9) Curriculum which the School expects to offer in the Academic Year 2024-25. Some details of the curriculum may be amended from time to time, so the information in this booklet should be taken as a guide only.

Pupils entering the School in the Fourth Form (which is the first year at Mill Hill School) follow a curriculum which offers all the subjects of the National Curriculum together with a second modern language or Latin. The School additionally intends to provide drop down learning days focused on Classical Civilisation, in order to broaden each pupil's learning experience and to provide them with information should they wish to pursue this subject at GCSE.

The Fourth Form curriculum has three principal aims. The first is to build sequentially on what has been learned in the previous two years at Key Stage Three. This is to ensure that all pupils are at or above a common minimum standard across all of their subjects, in preparation for the formal start of their GCSE courses in the Remove year (although some subjects - such as the Sciences - begin the GCSE courses from the start of the Fourth Form). The second is to enable pupils to experience breadth and balance in their curriculum. This ensures learning is exciting and enriching, and pupils are able to make informed choices for their GCSE option subjects. The third is to ensure progression, stretch, and challenge as pupils prepare for the formal start of their GCSE courses.

The structure of the Fourth Form curriculum is as follows:

<b>Core subjects</b>	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects) and French (or English as an Additional Language, EAL, where appropriate)
<b>Other subjects, taken by all pupils</b>	Art and Design, Design Technology, Computing, Drama, Geography, History, Music, Personal Social and Health Education (PSHE), Physical Education, Religious Studies and a second Modern Language, currently Spanish or German, or Latin (or EAL)
<b>Games</b>	All pupils have a session of Games each week, in addition to PE

Pupils will be asked for their preferences to study either German or Spanish, or Latin prior to joining the School and places will be allocated taking into account availability of spaces in each language and any reasons given for the preference es expressed. Pupils who speak English as an Additional Language are assessed for their ability in English on entry to the School and their languages curriculum is adapted to suit their needs and abilities. English as an Additional Language is taught to those pupils who would benefit from it and usually replaces the pupils' lessons in French and German or Spanish or Latin.

The Fourth Form PSHE programme is modular. Pupils rotate through all units over the course of the year. These units are interspersed with whole year group presentations and guidance to pupils on age appropriate issues such as smoking and internet safety. The themes of PSHE are re-explored and expanded as pupils progress through the PSHE curriculum in later years. This ensures all pupils enjoy a broad and, crucially, well-informed experience.

In addition to the academic curriculum, all Fourth Form pupils participate in the School's Games and Activities programme. The minimum expectation for each Fourth Form pupil is set out in the Activities Handbook, which is published annually, and is typically a minimum of two activities per week.

The School operates a one week timetable, with seven 50 minute periods per day Monday to Wednesday, and six on Thursday and Friday. Pupils across the School have a common lunch period. There are 33 taught periods in the week, with pupils in the Lower School experiencing almost exclusively single lessons to best deliver the curriculum.

The number of periods allocated to subjects is below. Classical Civilisation is delivered at various points through the year so that pupils can experience it before choosing their GCSE options.

<b>Subject</b>	<b>No. of Periods</b>
Art and Design	1
Biology	2
Chemistry	2
Computing	1
Design Technology	1
Drama	1
English	4
French	2
Games	2
Geography	2
German or Spanish or Latin	2
History	2
Mathematics	4
Music	1
Personal, Social and Health Education	1
Physical Education	1
Physics	2
Religious Studies	2

The timetable allocation is reviewed each year.

There are two or three prep subjects per night, of 30-45 minutes each, although some subjects set project-based prep over a period of several weeks.

Pupils are initially taught in mixed-ability groups to ensure all pupils are exposed to the highest expectations and given the opportunity to thrive. In all subjects, the work is scaffolded to enable all pupils to aim high. In some subjects, such as Languages and Maths, a small degree of setting will take place over the course of the year after pupils have undertaken baseline and in-class assessment. This is to ensure that work can be personalised to individual need. Groupings are regularly reviewed to take into account the fact that every pupil makes progress at different rates and at different times.

Details of the course content of each subject are to be found in the following pages.

More information on the Remove and Fifth Forms (Years 10 & 11) can be found in the appropriate Curriculum Guide. However it should be highlighted here that pupils choose their GCSE options in the Spring Term of their Fourth Form. All pupils study English (Language and Literature), Maths, PSHE and Core PE. They also study lessons in Biology, Chemistry and Physics (either following a Combined Science Pathway or a Triple Science Pathway, which will be recommended in the Summer Term of their Fourth Form). Additionally all pupils study a Modern Language (or EAL) and three further optional subjects.

The information provided below affords a broad overview of the different subjects that contribute to the Fourth Form curriculum. A more detailed Learning Journey, which maps the specific topics to be studied is shared with pupils by their subject teachers at the beginning of the academic year. These Learning Journeys may be shared with parents and guardians on request.

## ART AND DESIGN

The Fourth Form Art and Design course is intended to provide a firm foundation of knowledge and skills which some pupils may then wish to develop further to GCSE, or beyond. Art and Design related degrees have been popular destinations with past pupils in recent years.

Pupils will have the opportunity to experience a wide range of techniques and materials, including:

- Drawing from direct observation
- Painting from observation and imagination
- Three dimensional design and construction
- Printing

Pupils work on given themes, learning to develop ideas, collect and research their own information, and make a creative and personal response to projects. All pupils keep and develop their visual ideas in a sketchbook, and final outcomes will involve an increase in scale and ambition through the year. Pupils will be introduced to written interpretation of artists' and designers' work. Through the Fourth Form course pupils learn to present work effectively and will be given the opportunity to evaluate and discuss their own work in the context of this exposure to experts.

## DESIGN TECHNOLOGY

**Ability proceeds from a fusion of skills, knowledge, understanding and imagination, consolidated by experience.**

All pupils study Design Technology with an emphasis on practical problem solving and skills acquisition. Pupils are taught in rotation with three focused experiences (practical work, CAD/CAM and graphics), offered throughout the year. The Fourth Form syllabus forms an integrated part of a progression into and through GCSE, with pupils gaining insight and experience in four core areas:

- Manufacturing skills: gained by shaping and joining materials using workshop tools and equipment.
- Presentation skills: using freehand sketching and rendering techniques, as well as learning more formal drawing and 2D/3D modelling systems.
- Computer skills: using Computer aided design software (CAD) linked with Computer-aided manufacturing (CAM) technology, such as the laser cutter and 3D printers. Design packages also offer opportunities for desktop publishing, 3D drawing, printed circuit board design, animation and electronic simulation. CAM equipment allows for sophisticated 2D and 3D modelling.
- Theoretical concepts: taught through the study of digital micro-electronics, structures, mechanisms and other systems as well as building an appreciation of key designers such as Thomas Heatherwick and Eileen Gray.

The aim of the Fourth Form course is to provide pupils with stimulating and challenging opportunities while building a portfolio of skills and knowledge that will be directly applicable to later success. Weekly support or extension sessions are provided through DT Club, Robot Club, a linked activity with the Physics Department - the Kerbal Space Program activity, and for older pupils the Arkwright Scholarship group. Other STEM (Science, Technology, Engineering and Mathematics) related activities are offered as opportunities arise. At the start of the year all Fourth Form pupils will compete for a place in the Design Museum's 'Design Ventura' Competition. Pupils studying A Level Design Technology have gone on to study Engineering, Product Design, Cyber-technology, Architecture and many other technology or design related areas of study.

## COMPUTING

*"the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."*

*'American Library Association'*

A portfolio of skills and knowledge is created to assist pupils during their school years and beyond. Lessons are designed around improving pupils' knowledge of the use of digital data using a wide range of technology. Pupils are taught a range of practical skills such as spreadsheets, web design and touch typing, and in addition, are provided with the skills to use digital tools more efficiently. For example, how to use search engines more effectively.

Pupils are entered into the national Bebras Challenge which tests their computational thinking skills, assistance being provided not only during class time but also via a weekly computing club. Pupils are introduced to coding via the use of Lightbot and Python turtle.

## DRAMA

Fourth Form pupils receive one lessons of Drama per week, to help to develop practical skills and a love for the discipline. The lessons are highly engaging, and are designed to give an appreciation of a wide variety of dramatic styles. Improvisation, game playing, mime and other drama skills are introduced. Pupils have to learn to work positively with each other, problem solving in small groups. We aim to promote self confidence, creativity and co operation during these sessions. Ideas are articulated through discussion and presentation. In addition, pupils can audition for House plays or School productions as they arise.

The Fourth Form Drama curriculum will enable pupils to make an informed choice when considering whether to pursue Drama at GCSE level. Whether or not the subject is chosen for subsequent exams, this year should be one of enrichment and excitement.

# ENGLISH

The department aims to foster a vibrant and effective working atmosphere in which pupils can achieve their full potential, building on their Key Stage 2 and early Key Stage 3 experiences and skills. The Fourth Form curriculum in English is designed to enhance pupils' skills in speaking and listening, reading and writing. Pupils develop their ability to recognise and understand the personal, social, historical and cultural contexts and influences inherent in the study of literature. In addition, they learn to communicate their ideas through increasingly sophisticated speech and writing, matching style and content to audience and purpose. Considerable emphasis is placed on improving the technical accuracy of pupils' written English and on developing their vocabulary and use of grammar to a level that will prepare them effectively for their GCSE courses.

Since reading is the most effective way to absorb vocabulary and grammar, pupils read regularly in class, with one library period a fortnight set aside for this, and reading recommendations are regularly shared with pupils. Independent reading is the core to pupils developing as readers and writers, so there is the expectation that they will also read in their own time, ideally on a daily basis. As part of this, pupils will complete half termly reading projects, which will expose them to a wide range of writers and genres. Above all, a love of reading is nurtured because we believe in the importance of reading in human development as well as in developing academically.

Pupils are assessed using key words that follow the model established in Belmont and these are matched with specific skills level descriptors on which targets are based. As a result, targets for specific improvement are established after each major piece of assessed work.

More detail on each area of development is given below:

## **1. Speaking and Listening**

Oral work is an integral part of communication. Tasks are set to enable pupils to convey and understand information, expressing and responding to ideas and feelings. They will participate in group discussion and performance, as well as in-depth discussions of language. Individual presentations, class debates and aspects of drama, including role play, are employed in a variety of tasks that are linked to the topics being covered in lessons through reading and writing.

## **2. Reading**

Pupils will study a variety of texts in the Fourth Form, in the forms of prose fiction, poetry, drama and non-fiction, studying both literary heritage and contemporary texts. All pupils are introduced to Shakespeare, studying 'Much Ado About Nothing' and a selection of his sonnets, and a selection of texts, genres and topics, including Gothic Writing, including Susan Hill's 'The Woman in Black', and Modern Drama, through Willy Russell's 'Blood Brothers'.

## **3. Writing**

The use of the written language is assessed for production, variety, style and accuracy. In addition, pupils study language itself and the skills of drafting and revising. Pupils will write and craft stories, descriptions, poetry and a range of non-fiction including articles for different purposes and different audiences.

## **4. Assessment**

Pupils will complete two formal common assessments per half term. These will be marked, with clear feedback given, and time will be spent on responding to targets and making personal improvements. We aim to demonstrate to pupils that writing can always be further developed and improved. Through assessment practice, pupils will build up their skills and stamina in preparation for an end-of-year examination that will assess both reading and writing.

# ENGLISH AS AN ADDITIONAL LANGUAGE

The year starts with a detailed induction to the School, the teaching of school and subject specific vocabulary, and a review of basic English grammar. During this period pupils get to know about each other's culture, families and interests as well as learning about many aspects of English culture. There are lots of opportunities for speaking activities so that pupils develop good oral skills and build their confidence. Pupils will be asked to give presentations to the group on aspects of grammar and functional English and, every two weeks, they will have the chance to do some individual speaking practice with an older or GAP student who is able to give them intensive feedback and speaking targets for the future.

Pupils move on quickly to 'Ready for First', a preparation course for the internationally recognised Cambridge University First Certificate in English examination, which is taken in the last term of the academic year. This examination consists of four papers; Reading and Use of English, Writing, Speaking and Listening. Pupils learn to distinguish between using formal and informal styles of writing, essays, reports, review and other text types. The course provides a complete grammar and vocabulary syllabus for Upper Intermediate students.

There is ample emphasis on ways of learning such as folder organisation, recording new vocabulary, presentation of written work, the importance of integration, introduction to set level readers and introduction to the School's Virtual Learning Environment, which is an important learning resource for pupils in many subjects. Pupils will participate in the EAL Reading Challenge, a project undertaken in conjunction with the Library, to encourage and reward those pupils who advance their linguistic skills through independent reading.

Pupils requiring more intensive support in EAL may have individual sessions in their lunch period or before and after school. These support sessions are tailored to their particular language needs and will help them to better access the curriculum in other subject areas.



## GEOGRAPHY

The Fourth Form Geography course aims to provide an understanding of Geography that is useful to the pupils of Mill Hill, both within the context of the subject itself, but critically within their lives beyond the School. We aim to ensure that each pupil, wherever they have come from and wherever they are going, becomes a better informed global citizen at the end of the year than they were at the start.

The course covers a variety of topics that would traditionally be classed as Physical and Human Geography. All pupils will become familiar with key Geographical skills such as cartographic skills and pupils will practise these throughout the course of their Fourth Form study. They will also become increasingly able to interpret graphs, images and maps at a variety of scales.

To begin the course, pupils will explore the challenges facing the planet and its inhabitants in the 21st century. This includes, for example, the challenges of reducing the development gap, global warming and food insecurity. Pupils will learn the impacts of these challenges and will investigate potential solutions. Pupils will then explore the physical environment and the threats faced by contrasting biomes. They will learn about deforestation in tropical rainforests, and the value and importance of Antarctica. Lastly, pupils will explore the continent of Africa. They will debunk misconceptions and explore the factors that have shaped the landscape and its people, both in its history and presently.

GCSE skills are taught and practised throughout the Fourth Form Geography course, with regular use of a variety of GCSE command words. Pupils will develop their extended writing skills, enabling them to answer GCSE-style essay questions with confidence. The course will prepare pupils with the knowledge and skills required for the GCSE specification, enabling them to begin studying their first GCSE unit in the Summer Term.

## HISTORY

History in the Fourth Form follows a course of study entitled The Making of the Modern World 1890-1918. This course is primarily intended as a preparation for the CIE IGCSE Modern World History course which we offer in the Remove and Fifth Form.

The course is divided into a series of units offering a range of topics based on key questions which are interesting in their own right, form a coherent course of study and which provide a wealth of source material. They also allow pupils to deal with problems of evidence and to evaluate source material in context. Syllabus content includes why poverty became a national issue and why and with what effect social reforms were introduced by the Liberal Government after 1906; the campaign for female suffrage and why women were granted the vote in 1918; the origins of the First World War and why Britain became involved; why the War became such a protracted conflict, why the Allies eventually triumphed in 1918 and the impact the war had on British society.

GCSE skills are taught and practised throughout the course, enabling pupils to distinguish between fact and opinion, bias and objectivity. They are also expected to sharpen their powers of reasoning, particularly with respect to analysing the processes of continuity and change, cause and consequence. In addition, it is hoped that pupils will start to become aware of the general inadequacy of simple explanations for what are often complex events.

Written assignments take a number of forms including essay writing, source analysis and project work, all of which are based on GCSE style questions.

## LATIN/CLASSICAL CIVILISATION

Latin in the Fourth Form follows the De Romanis course, which allows pupils to develop their understanding of both language and culture of Roman society. Pupils will revise the core elements of Latin language (notably 1st-3rd declension nouns and all tenses) in the first term before moving on to more advanced grammatical concepts and translation such as clauses that use the subjunctive mood. This has been designed so that Fourth Form Latin is open to both beginners and those who have studied it previously. Pupils will also study a selection of Roman myths and Roman city life. This course prepares pupils well for both Classical Civilisation and Latin at GCSE.

All pupils will be exposed to elements of Classical Civilisation through special drop-down days introducing them to key themes of the Classical World, for example, excerpts of texts, an introduction to classical cities, understanding aspects of the culture of classical civilisations and reflections on classical objects. The introduction to classical civilisation will provide an opportunity for all pupils to appreciate what it is to study the subject at GCSE, should they choose to do so as one of their options.

## MATHEMATICS

In the Fourth Form Mathematics course, pupils start by consolidating the work covered during the first two years of KS3 to ensure a solid foundation. This then progresses to developing their ability to describe, tackle and solve problems which require the application of mathematical knowledge and techniques. Consequently, the main approach to teaching and learning Mathematics in the Fourth Form is based upon problem solving and reasoning. We teach the GCSE Mathematics course right from the start of Fourth Form to allow more time for consolidation in the Remove and Fifth Form years.

This broad aim of the Mathematics course in the Fourth Form is that we concentrate on improving the following five aspects of the problem solving process. First, pupils must understand the problem; they must interpret the requirements of the problem and the vocabulary and concepts in which it is expressed. Secondly, they must consider how to go about solving the problem and choosing an appropriate strategy. Thirdly, they must implement their strategy; this may require the processing of data, e.g. numerical calculations or manipulation of algebraic symbols. Fourthly, when they carry out their strategy, they may need to use practical skills, e.g. measuring or making a scale drawing. Finally, they must communicate the solution of the problem, or the conclusions reached if there is no solution, using ordinary language, mathematical language, or a mixture of both.

Pupils will develop competence in a range of skills and acquire a firm grasp of concepts over their first year at the School, and they will learn to use their knowledge and skills in a variety of familiar and unfamiliar situations. They will be given the opportunity to tackle open-ended problems and to take part in group and class discussions to heighten their competence and to make their understanding more secure. Furthermore, they will learn how to estimate, approximate and work to degrees of accuracy appropriate to the context, to respond orally to questions about mathematics and to carry out mental calculations.

In this first year we aim to encourage a healthy attitude towards the subject and good working habits. Pupils are expected to take care with regard to the layout and tidiness of their work, and to appreciate the importance of showing their working when answering a question. We provide a course which will stimulate interest and stretch each pupil. To help us achieve this we provide teaching materials targeted to individual needs. These materials allow everyone to consolidate knowledge, learn new things and to challenge him/herself as appropriate. Seeking challenge and not being afraid to make mistakes are essential to long-term learning and understanding in Mathematics, and we strive to support pupils in developing these learning behaviours. The establishing of these qualities improves their chances of success as they move into the Remove year.

For pupils who are particularly able, and who perform consistently well in school-based testing, there may be an opportunity to pursue Additional Mathematics as an after-school option. If this may be of interest then this should be discussed with Mrs Lockhart, the Head of Maths.

## MODERN LANGUAGES

The Modern Languages Department is committed to offering pupils every opportunity to prepare themselves for living and working in the Europe of the twenty first century. To this end we encourage them to study two European languages other than English; thus whatever their chosen career, they will remain competitive in a globalised professional environment. In the Fourth Form, all pupils continue to study French, and begin the study of Spanish or German. French and Spanish are core curriculum subjects for pupils through to GCSE. This means that in the Remove year, pupils can study one of French or Spanish as their core language, or they can study both French and Spanish or both French and German.

### FRENCH

Learning French is valuable for our pupils because it opens doors to a deeper understanding of culture, global communication, and career opportunities. French is spoken by over 275 million people worldwide and is an official language in numerous international organizations like the UN, EU, and the Olympics. The first year in French allows pupils to consolidate what they have been taught prior to starting at Mill Hill. We then build on this firm foundation and ensure that the pupils are in a strong position to start the GCSE course in the Remove. The most experienced pupils are taught at a rapid rate with an extension programme which allows more experienced pupils to master the language they have acquired and get an insight into French culture and traditions.

### GERMAN

Germany's culture and history have played a key part in shaping modern Europe, its language is an antecedent of modern English, and it is the biggest export economy in the world. The German course in the Fourth Form is both the first year of a three year course to GCSE and – for those who choose not to continue with the language – a one year introduction to everyday German. It is anticipated that all Fourth-Form pupils studying German will be offered the opportunity to visit the city of Cologne for a four day visit which enables them to practise their spoken German and to experience, first hand, German life and culture. In Remove and Fifth Form, pupils will be able to visit the beautiful town of Aachen.

### SPANISH

Spanish is the world's third most widely spoken language and is of crucial economic importance because of the vast potential of the continent of South America. The Spanish course in the Fourth Form is both the first year of a three year course to GCSE and a one year course for those who choose not to continue with the language beyond the Fourth Form. Pupils learn to communicate in Spanish in everyday situations and investigate the cultures of Spanish speaking countries. In the Remove, pupils studying Spanish are offered the opportunity to visit Spain for five days.

# MUSIC

Music in the Fourth Form is a stimulating, rewarding and fun course for musicians and non-musicians alike and prepares all pupils (irrespective of prior musical experience) for Music GCSE should they wish to take it. The course seamlessly integrates practical and theoretical work and covers a wide range of musical genres and disciplines. Fourth Form pupils receive one lesson of Music per week, which is taught in groups of ten to twelve. The Music School boasts excellent facilities for both the practical and the academic study of music.

## **Autumn Term: Elements of Music and Notation**

Pupils are introduced to the concepts of melody, harmony, rhythm, dynamics and texture through singing and practical work, as well as through the study of pieces in a variety of styles, with one particular work as a focus. Alongside this they develop their skills in notation and are introduced to Sibelius notation software via an interactive video course, which caters for the whole range of musical literacy.

## **Spring Term: The Blues and Pop Song Composition**

Building on a knowledge of chords developed in the Autumn Term, pupils learn the basic elements of The Blues and break into groups to devise improvised blues pieces on their own instrument/voice or keyboard. After half term we delve into the structure and harmony of Pop Music and pupils compose their own pop songs using digital software.

## **Summer Term: Film Music Composition and a Brief History of Music**

The first half of the Summer Term focuses on music's ability to communicate drama and emotion. After studying basic techniques of Film Composition, pupils compose and record the soundtrack to a short film clip. At the end of the year we enjoy a rapid tour through the history of music and an introduction to the GCSE set works.

In addition to curricular music, visiting teachers provide lessons in most instruments and singing, and pupils are entered each term for Associated Board practical and theory examinations. There are opportunities to participate in a very wide range of musical activities such as Chapel Choir, Main Choir, Jazz Band, Orchestra, Chamber Orchestra, Rock & Pop and Glee Club as well as numerous other groups and chamber ensembles. Theory Clubs are held at various points in the week to support pupils' academic and performance skills. The vast array of concerts ranges from twice weekly Coffee Concerts, where pupils can perform in an informal setting, to Unplugged (pop performances), large scale orchestral concerts, a jazz evening and instrumental, vocal and compositional competitions. There is truly something for all musical tastes and abilities. We make regular SoundCloud recordings and frequently undertake tours.

# RELIGIOUS STUDIES

Religious Studies is taught to all Fourth Form pupils at Mill Hill. The focus is on the Philosophy of Religion and Applied Ethics and provides a strong foundation for the GCSE course and subsequent A Level course.

The aim of Religious Studies is not to 'teach' any particular religion, rather it is about the academic study of religion and the fundamental philosophical and ethical questions of human existence such as: Does God exist? Is the universe the result of chance or design? Does human life have a purpose? How can science and religion be compatible in the 21st century? Do we have a soul? Are all religions equal? How do we know what moral rules should be followed? Should capital punishment be allowed? Does the sanctity of life mean that assisted suicide should never be allowed? Do animals have rights? What is love? What happens when we die? Is religion a force for good or evil in the world? In which ways are we manipulated by the media? These and many other questions are considered.

The intention is to stimulate discussion between pupils of 'all faiths and none' thus challenging preconceived ideas and developing critical thinking. It produces some lively debates; hence the course is very personal, enabling pupils to formulate their own ideas in relation to some major questions of contemporary life.

Pupils are taught how to think critically and how to develop their own structured arguments, which is a vital academic skill and prepares them for the rigours of future study. Many pupils opt to take Religious Studies (Philosophy and Ethics) at GCSE and a significant proportion of these continue on to take the A Level, which is highly regarded as a rigorous and academic A Level when applying to university.

## SCIENCE

Pupils study all three Science subjects in the Fourth Form with a total of six periods per week divided equally between Biology, Chemistry and Physics. Pupils are taught in mixed common groups for the three Sciences. There are regular topic tests throughout the Fourth Form. Pupils are studying skills, concepts, and ideas from the beginning of the Autumn term that are key to the GCSE course in all three sciences.

At GCSE, about 50% of the year group takes the 'Combined Science' GCSE examinations, which provides two GCSE qualifications and is comprised of two-thirds each of the standalone GCSEs for Biology, Chemistry and Physics. About 50% take 'Separate Science', which equates to three GCSEs, one each in Biology, Chemistry and Physics. Either route is a legitimate route to science subjects at A Level and are equally respected GCSEs for those hoping to pursue science-related disciplines at a top level University or a career in STEM.

The GCSE Science route (either Combined or Separate) is decided upon at the end of the Remove year, with setting according to course of study in the Fifth Form. All Sciences, whether Combined or Separate, are taught by specialist teachers of their subject through to the GCSE exams.

### BIOLOGY

The purpose of the Fourth Form Biology curriculum is to introduce pupils to some of the main concepts and skills required for GCSE Biology. We select a range of topics which are both accessible and enjoyable. In the Autumn term the emphasis is on How Science Works. Within this topic the pupils will cover many aspects of Biology and complete a few projects, including fieldwork, microscopy, enzymes and photosynthesis.

### CHEMISTRY

In the Autumn term the emphasis is on practical work, building on some of the knowledge and understanding that pupils will have come across earlier in their science career. Topics include: simple chemical reactions; hydrogen; reactions of metals and metal compounds and patterns of reactivity. There is an emphasis on developing practical skills and working safely within the laboratory in this term's work.

### PHYSICS

Pupils spend the first term of the Fourth Form studying practical and mathematical skills. In particular, the pupils will be improving their scientific literacy skills and building their knowledge in the context of energy, molecules and matter. By the end of the Autumn Term pupils will have begun to encounter some of the fundamental laws of the universe, and how they are visible in everyday contexts around us.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social, Health and Economic Education (PSHE) is delivered through weekly timetabled lessons by a team of specialist teachers. Our dynamic curriculum enables us to meet the needs of our students within a rapidly evolving world. Lessons are designed to enable students to develop the skills, knowledge and understanding to empower them to develop a greater sense of confidence and agency as they both navigate the world around them, and prepare for life beyond school safely, healthily and happily, whilst recognizing and respecting their roles as global citizens. These lessons are complemented by tutor time activities, external speakers and opportunities for peer learning.

In Fourth Form, the following topics are covered:

### Developing Positive Habits (Including Online)

We begin the PSHE course at Mill Hill by covering a range of topics designed to support students to establish positive habits regarding sleep, nutrition, exercise and digital use. This module is underpinned by developing students' understanding of the adolescent brain.

### Mental Health

In this module, students develop their understanding of mental health, particularly focusing on strategies to manage different emotions and how to recognise when additional support may be needed. Students also consider different factors which may impact one's mental health, including social media.

### Celebrating Diversity & Inclusion

This module enables us to celebrate the diversity of our school, with students developing their understanding of the protected characteristics, neurodiversity and other factors that make us unique. Through this module, we also explore discrimination and how this can be challenged in society, by developing students' understanding of unconscious bias, microaggressions and stereotypes, as well as by promoting students' roles as active bystanders.

### Healthy Relationships

A statutory component of our curriculum, this module builds upon students' understanding of what constitutes a healthy relationship, with opportunities to reflect upon and consider a broad range of relationships within their lives.

### Relationships and Sex Education

Taught in an age-appropriate way, pupils develop their understanding of relationships, in the context of safe and healthy intimate relationships. Students explore respect and boundaries, developing their understanding of consent, including the legal age of consent and how consent is defined by law. This module also covers contraception, and the potential risks of unprotected sex, including unplanned pregnancy and sexually transmitted infections. This module also explores potential threats to positive and healthy relationships e.g. from online media.

### Risk & Substances

Students engage with research to develop their understanding of risk and substances. They develop skills to manage peer pressure and influences in relation to drugs, tobacco, e-cigarettes and alcohol, and understand the risks associated with experimentation and addiction.

### Citizenship & Community

Pupils develop their understanding of the political system of democratic government in the UK, including the role of citizens, Parliament and the monarch. They explore the roles played by public institutions and voluntary groups within society and the ways in which citizens work together to improve their communities.



## PHYSICAL EDUCATION AND GAMES

The programme of Physical Education (PE) and Games is designed in concert to provide every pupil with the opportunity to participate in a wide variety of sports, while also developing skills and core competencies. Pupils in the Fourth Form have a single PE lesson and a double Games lesson each week. The aim of these lessons is to promote participation by providing enjoyable lessons which enhance the pupils' ability, understanding and confidence in a range of activities. In addition, pupils will develop a sound theoretical grounding in the subject from which they can successfully enter into GCSE PE, and eventually A Level PE, which is a highly respected academic subject that can lead on to a wide range of higher education and career options. The PE lessons are in mixed classes or single sex classes where appropriate. Games lessons are organised separately for boys and girls.

Fourth Form PE lessons cover a varied curriculum including invasion game principles, health-related fitness, swimming, athletics and tennis, alongside non-specific lessons in areas of strength and conditioning. In the Remove and Fifth Form, in addition to a weekly PE lesson for all pupils, GCSE PE is available as an option subject.

The major girls' team games vary each term where they participate in hockey, netball and then both cricket and tennis, respectively during the year. The major boys' team games vary each term where they participate in hockey, rugby and cricket respectively during the year. The School also participates in athletics competitions. There is a full programme of School fixtures at all levels in these games, for both boys and girls.

Throughout the PE and Games programmes, full use is made of the School's facilities, including the sports hall, astroturf pitch, swimming pool, tennis/netball courts and our extensive playing fields.

## THE PIPER LIBRARY

The Piper Library is situated next to the Art and Design Technology block and is open from 8.30am to 5.30pm Monday to Friday, Monday and Wednesday evenings from 6.30pm to 8.30pm, and on Saturdays between 9am and 12.30pm.

The Library database holds more than 18,500 items, including fiction and non-fiction books, academic magazines and reference material, which is constantly updated, so that pupils can find the latest resources, which cater for different tastes and abilities.

All Fourth Form pupils have an induction to the Library, when they first start at the School. During this time pupils are given a survey to complete, so that the Librarian can produce a 'Top Ten Favourite Authors' reading list. They are also given a 'Who, What, Where, When & How' booklet on the Piper Library and a Lower School Reading Bookmark which corresponds to the colour coded fiction books. This is followed up in English and other activities, where reading for study and recreation is discussed and actively encouraged.

Pupils have use of a range of resources, including computers, laptops, and photocopier and printing, along with a vast range of magazines relating to different subjects and a daily newspaper.

Pupils are actively encouraged to ask for information linked to their respective areas of study, and most texts of interest can be ordered if not in stock. The Library is therefore able to offer pupils a large, varied and up-to-date range of resources.

## CO-CURRICULAR ACTIVITIES

In addition to timetabled PE and Games lessons, all Fourth Form pupils take part in at least two co-curricular activities during the week. One of these sessions is used primarily to develop skills in the major sport of the term. For the girls these are hockey in the Autumn term, netball in the Spring term and cricket in the Summer term. For the boys these are rugby, hockey, football, and cricket. The second session is given over to 'Skills and Initiative' activities and the Combined Cadet Force (CCF). Most (but by no means all) of the team sports fixtures are scheduled for Saturday afternoons; it is a clear expectation that those selected to represent the School will be available for all scheduled fixtures.

Pupils have the opportunity to opt into a variety of other activities. Options include:

### **Sports**

Badminton, basketball, cross country, fives, golf, indoor cricket nets, indoor football, mountain biking, shooting, swimming, tennis, tae kwon do, ultimate frisbee

### **Activities**

Chamber orchestra, chapel choir, chess, choir, dance, deaf signing, debating, including 'Hot Topics', drama, glee club, tech club (DT), general knowledge, ICT, jazz ensemble, philosophy, various instrumental ensembles, and a number of departmental clubs and activities.

### **Summer Term Combined Cadet Force**

The on site CCF programme extends into the Summer term but there is also an opportunity for some Fourth Form cadets to go on the Army central camp. The camp is based at military establishments, such as Longmoor Training Camp, where there are opportunities for climbing, walking, camping, fieldcraft, sailing, canoeing, mountain biking, abseiling and many other activities. Fully trained instructors run the activities, in conjunction with Mill Hill staff. The camp is challenging but very rewarding for those who take part.

**Mill Hill School.** A part of the Mill Hill Education Group.



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