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Foreword

The final three years at prep school represent an important stage in your child's educational development. Although remaining in a tight-knit form group, he or she will learn to become more independent, more self-disciplined and will develop the study skills necessary for senior school.

Year 6 represents the end of Key Stage 2, but also the stage where children at St Bede's move away from being taught largely by a form teacher to lessons from specialist teachers.

In Year 7 and 8, pupils prepare for Common Entrance Examinations to the senior school of your choice. Pupils are expected to work more independently and undertake several in-depth projects. The Common Entrance Examination is an external examination for entry to almost all independent senior schools. Details of scholarships can be obtained from the relevant senior school.

The aim of this guide is briefly to describe the nature of the curriculum in these year groups. One brief booklet cannot, however, do justice to the wealth of educational opportunities on offer across the curriculum. If you would like further information, please do not hesitate to contact your child's form teacher or the relevant head of department.

Sally Collins
Director of Studies

The Curriculum in Years 6 and 7

The following subjects are studied:

- English
- Maths
- Science
- French* + 1
- Latin* + 1
- Information Technology
- Integrated Studies (History and Geography)
- Art
- Design and Technology
- Religious Studies
- Drama
- Music
- PSHE (Personal, Social & Health Education)
- Physical Education

* Non-English speaking pupils attend specialist EAL lessons instead of French and Latin.

+ Children requiring learning support may not need to study French and/or Latin. A Curriculum Studies programme is available instead of either or both of these subjects. This runs in conjunction with learning support lessons. Spanish is also offered to those children who might find French written work a challenge.

1 'Beginners' classes in French and Latin are available in Year 7 for those children who join the school not having previously studied French or Latin.

In addition to the academic curriculum, all students join in the school's extensive options programme on Monday and Wednesday afternoons. They can also stay after school to take part in the extra-curricular activities programme. These two programmes offer a wide range of sporting, recreational and cultural opportunities.

The Curriculum in Year 8

The following subjects are studied:

- English
- Maths
- Science
- French* +
- Latin* +
- Information Technology
- History
- Geography
- Art
- Design and technology
- Religious Studies
- Drama
- Music
- Physical Education
- Ancient Greek (available to the most able students)

PSHE (Personal, Social & Health Education) is taught to this age group in specialist workshops during Leavers' Programme and as part of RS Curriculum.

Curriculum enhancement programme

Head of Department: Mrs E Fraser-Gausden

Children are assessed on entry and throughout their school life at St Bede's. Any child who is considered to be gifted in any particular field will be added to our Gifted and Talented Register. Academically gifted children are put into an accelerated learning set in the relevant discipline, where they are encouraged to work more quickly and in more depth than their peers. Academic scholars are also given the opportunity to study additional subjects, such as Ancient Greek and Spanish. Children who excel at non-academic subjects are put into master classes, which again allow them to develop their skills at a higher level than their peers and to interact with other children of a similar ability at local, county and national level.

- * Non-English speaking pupils attend specialist EAL lessons instead of French and Latin.
- Children requiring learning support may not need to study French and/or Latin. A Curriculum Studies Programme is available instead of either or both of these subjects. This runs in conjunction with learning support lessons. Spanish is also offered to those children who might find French written work a challenge.

In addition to the academic curriculum, all students join in the school's extensive options programme on Monday and Wednesday afternoons. They can also stay after school to take part in the extra-curricular activities programme. These two programmes offer a wide range of sporting, recreational and cultural opportunities.

After the Common Entrance Examinations in June, Year 8 students take part in a two and a half week Leavers' Programme which includes a three day camp, a wide variety of outdoor activities, educational and social events and putting on a musical play.

English

Head of Department: Mrs G Brundle

The aim of the English Department at St Bede's is to develop our students' abilities to communicate effectively in speech and writing and to listen with understanding. We encourage students to be enthusiastic, responsive and knowledgeable readers, and we aim to provide the full range of opportunities necessary to allow our students to develop confidence and competence in writing.

Students are set for English and are continually reviewed for progress and attainment so that there is movement and flexibility between the sets. Students receive approximately 4 hours of English lessons per week and the aim of the course is to build upon the strong foundation that they received at Lower Key Stage 2, encouraging them to have increasing independence in the structure of their own work, together with the confidence to reflect on the quality of what they have written.

In Year 6, students begin to take more responsibility for their learning and are encouraged to plan, draft and redraft their work more independently. Key skills in note-making, scanning and structuring of written work are developed. All students read at least one novel a term and are introduced to a wide variety of literature, across many genres.

In Year 7, students begin to prepare more formally for their final Common Entrance and Scholarship Examinations. Comprehension and literary skills are developed and students are encouraged to respond more analytically to the texts that they study. They also begin more detailed and extended topics and these allow them to develop skills in the planning and development of ideas. Class texts, again chosen from a wide range of entertaining, challenging and popular books, are also read and much of the written work is based around these.

Children have support for project work, developing writing, writing up visits, preparing for extended essays and examinations. Where appropriate, children are now encouraged to use a personal laptop computer in class.

Learning Support in Year 8

In this important year, prior to transition to senior school, the drive for competence in literacy and numeracy continues. There is an emphasis on development of independent learning skills such as study skills, revision techniques, organisational skills and examination preparation.

Learning Support

Head of Department: Mrs J Jenion

Within the Learning Support Department the curriculum is tailored to suit each child's particular needs. These needs are determined by a detailed assessment of the child's strengths and weaknesses, following which an individual learning programme will be devised. This is reviewed and revised termly. Children are taught one to one, or in small groups. The department has open access to the children so that they can come for help whenever they need it and in areas across the curriculum.

Work is usually carried out in one or a combination of the following areas:

- Spelling
- Reading
- Writing
- Motor skills
- Use of the computer
- Listening and memory skills
- Language and communication
- Mathematics

Learning Support in Year 6

The Curriculum builds on basic skills to prepare the children for a more independent learning style in Year 7. The children are no longer taught mainly in one class base and need help to organise their time and learn to work with a variety of different specialist teachers.

Learning Support in Year 7

The curriculum continues to build on basic literacy and numeracy skills with a strong emphasis on supporting the mainstream curriculum.

By the end of Year 8, students are able to respond maturely and sensitively to a wide range of literature and can use quotations effectively to support their ideas. They are also aware of how to adapt their writing style to suit a range of audiences and purposes. These skills help our students to tackle their final year Common Entrance and Scholarship Examinations with more confidence and help to prepare them for their GCSE courses at their senior schools.

There are a series of formal assessments throughout the year to check students' progress. At the end of the Christmas and Spring terms, students in Years 6 and 7 sit in-class timed assessments, while Year 8 students sit Common Entrance and/or Scholarship mock examinations. At the end of the Summer term, Year 6 and 7 students sit more formal examinations, while Year 8 students complete their entrance examinations for their senior schools, be that at either scholarship or common entrance level.

We believe in giving the students every opportunity to experience the joy of literature in its many forms and, hence, every child in the Main School will go on at least one theatre trip every year. Our yearly 'Book Week', with visiting authors, many competitions and the enjoyable 'character' fashion show, along with a 40-minute timetabled library lesson each week, encourages reading for pleasure. Students also complete the highly successful, cross-curricular Shakespeare project in their final year at school.

Mathematics

Head of Department: Mrs G Illsley

The aim of the department is for all pupils to achieve their full potential mathematically, enjoy and understand the work in the process and learn to apply their knowledge to everyday problems and their surroundings.

In all years, pupils are set according to their ability. New pupils are placed in a set and assessed through both classwork and tests depending on the time they enter the school. There is movement between the sets to allow for the different rates at which pupils develop mathematically.

The curriculum in Maths in Year 5 to Year 8 follows a 'spiral', whereby the basic mathematical concepts are repeated and developed as the children progress up the school.

Year 7 and 8 follow the Impact Maths Scheme and work towards Common Entrance.

Year 6

This year group follows the National Numeracy Strategy using the Target Maths Scheme and develops the skills learnt in the lower school. Children complete a Two Dimensional Shapes Project during this year.

Year 7

This is where preparation starts for Common Entrance and Scholarship Examinations.

Pupils also cover topics that are important for their general mathematical understanding, but might not be examined. It is very important that pupils do not view all the work they do as purely for examination purposes. Mathematics is for enjoyment and to give pupils a sense of achievement.

English as an Additional Language

Head of Department: Ms L Galletly

For speakers of other languages in today's global community, it has become almost a necessity to show proficiency in English. The EAL Department at St Bede's works hard to provide our international students with a comprehensive grounding in the English language, enabling them to integrate into the school community and to make the most of this valuable experience.

Whilst benefiting from full access to the mainstream curriculum through the medium of English, students also receive tailored language support in small intensive groups with a specialist EAL teacher. Here they work on the key elements of language acquisition and competence, with the opportunity to focus on subject-related work when the need arises. We work closely with other departments to ensure that each of our overseas pupils makes the maximum progress possible.

Those students who reach the required level of English are offered the opportunity to take one of the Cambridge ESOL examinations, which will give them an internationally-recognized certificate of their achievements.

In Year 8, our international students work alongside their British peers towards the Common Entrance examination. This allows them the opportunity to continue through the English independent education system, which is highly regarded by schools and universities all over the world.

winter terms and rounders in the summer. Boys and girls do athletics in the summer.

Extra-curricular

A variety of 'clubs' are on offer during the year including basketball, hockey, cricket, sailing, dance, judo, squash, trampolining, golf, table tennis, athletics, softball, volleyball, swimming and badminton. Tennis has a particularly high profile with coaching all year round on our two indoor courts.

Tour/trips

Pupils have the opportunity to go on trips to Twickenham, Wimbledon, Devonshire Park and the like and there is a long haul tour every two years. In 2005, thirty boys travelled to Real Madrid for a week's football coaching. In 2007, the football team toured California and in 2008, the cricket team are touring Abu Dhabi and Dubai.

There is project work completed in this year group, called 'The Ferrari Fantasy'.

Some pupils enter The UK Junior Maths Challenge, this allows them to complete the Intermediate Challenge in Year 8 or resit The Junior Challenge to gain a higher certificate.

Year 8

Most of this year is spent completing work for the Common Entrance Examinations. This covers the full range of mathematical disciplines. The majority of pupils take the Level 2 Common Entrance examination but a Level 1 examination is available for pupils who find Mathematics challenging.

A Three Dimensional Shape Project is completed during this year.

The UK Maths Challenge, both Junior and Intermediate, is entered by children in our top sets. This encourages problem solving and logical thinking.

Scholarship classes

Pupils are challenged not just with mathematical concepts but with their application. Discussion between pupils is encouraged so that they can learn from each other and work together to solve problems.

They can use some of the work and ideas from the UK Junior Maths Team Challenge and four pupils then go on to represent the school at Regional Finals.

Science

Head of Department: Mr P Childers

Science is an integral part of modern culture. It stretches the imagination and creativity of our pupils. During Year 7 and 8, pupils build on their scientific knowledge and understanding and make connections between different areas of science. They use scientific ideas and models to explain phenomena and events, and to understand a range of applications of science. They think about the positive and negative aspects of scientific and technological developments. They learn to take account of other people's views and understand why opinions may vary. The pupils do more quantitative work and start to carry out full investigations on their own. They begin to evaluate their work, especially the evidence they have collected. They develop research skills, including effective use of the Internet and the school library. Other technology is introduced to them, including the use of datalogging with a variety of probes. They learn how scientists work together on present day scientific developments.

All students follow the same units of CGP KS2 Science course in Year 6 and the 'Eureka' scheme of work in Years 7 and 8, although these are rotated between sets:

Year 6

Interdependence and Adaptation, Forces in Action, Changing Circuits, Micro-organisms, How We See Things, More About Dissolving, Reversible Changes

Year 7

Energy, Changing State, Living Things, Burning, Electricity, Plant Power, Metals, Forces, Life Story, Acids and Alkalis, Vital Organs

Year 8

Earth and Space, Matter, Nutrition, Energy Resources, Environment, Light and Sound, Chemical Reactions, Competition, Balanced Forces, Chemical Patterns, Being Healthy, Moving Energy

Physical Education

Head of Games: Miss C Harmer

Head of PE: Mr C Atherton

The main aim of any PE Department should be to offer a depth and breadth of movement experience, through which the pupils can develop physically, cognitively and socially. Creativity is also nurtured, as is an understanding of the importance of fitness and, consequently, good health and, of course, good manners, a sense of fair play and a graciousness in both victory and defeat.

Pupils have a superb opportunity to develop in all these ways. Allocation of time is generous, and the attitude towards PE is positive. Facilities are excellent and equipment levels are high.

It should be understood at the outset that at St Bede's there are 'PE' lessons and 'Games' lessons. This is by no means unusual in the preparatory school system, in which 'games playing' has historically played an important role and retains an unusually high profile even today. 'PE' lessons are National Curriculum based, mixed-ability and mixed-sex lessons. 'Games' lessons are single-sex, team based (ie differentiated) with an emphasis on coaching, rather than teaching, particularly with the older teams.

PE

Pupils experience a variety of sports in half-term modules. All pupils will experience basketball, health and fitness, gymnastics (including trampolining), athletics and 'net games' (short tennis, badminton or volleyball, depending on age). Pupils up to, and including, Year 6 have one swimming lesson per week and a half-term 'module' thereafter.

Games

Boys play football, rugby and hockey during the winter terms and cricket in the summer. Girls play football, hockey and netball in the

Topics covered in Year 7 include first aid, study skills, self-esteem and assertiveness, crime and justice, how we deal with conflict, pocket money and saving, and gambling. Topics in Year 8 include drugs, alcohol and smoking, relationships and peer pressure, sex education, revision techniques, human rights, how the law protects animals, government, elections and voting, and leisure and sport in the local community.

Years 7

PSHE and Citizenship are taught in form groups by the form teacher. The topics include personal organisation, setting their own personal goals, keeping safe when out with friends, relaxation techniques, self esteem and body image, anti-bullying, emergency aid, groups in society (elderly people), prejudice and discrimination (stereotyping and racism), human rights, dealing with death, leadership (the qualities of an effective leader), Parliament (including a visit to the Houses of Parliament) and laws relating to age (sex, alcohol, tobacco, knives and children working).

Year 8

PSHE and Citizenship are taught through Religious Studies and special workshops. The workshops form part of the Leavers' Programme at the end of the Summer Term. This gives the opportunity to include outside presentations, a drama production and debates relating to the issues covered. Topics include drugs, alcohol and smoking, relationships and peer pressure, sex education, revision techniques, human rights, how the law protects animals, government, elections and voting, and leisure and sport in the local community.

At the end of every unit, pupils are tested using appropriate tests from the 'Eureka' scheme of work and given a NC level. These are averaged at the end of the year to indicate an overall NC level. This will help pupils see if they are making progress since their KS2 tests in Year 6.

As well as end of unit tests, an end of year examination in Year 7 will be given to help assess progress. This is a cumulative examination covering all science studied to date.

During Year 8, students will have one mock attempt at Common Entrance Examinations in January and go on to sit their Common Entrance Examination in June. Revision will be expected at home although, time permitting, some revision may be done at school. Some pupils may also choose to sit their Scholarship Examinations and time will be set aside in their lessons to prepare.

How parents can help

Parents should encourage children to read scientific articles and watch scientific programmes on TV. Environmental issues can be discussed and children should be encouraged to ask questions and find solutions to everyday scientific and technological problems. Parents should take an interest in what children are doing in science and ask to see their work regularly.

Modern Languages

Head of Department: Mrs C Gray

Learning a foreign language is an important part of a child's education. The Modern Languages Department aims to introduce pupils to learning a foreign language at an early age. Young children are receptive and excited by another language and have no inhibitions when experimenting with new linguistic forms. At this time, the school teaches French as its first modern foreign language. Spanish is taught as an alternative only to those children who would find French writing a challenge.

From Year 6, pupils follow a secondary language course which will lead ultimately to the Common Entrance Examination at the end of Year 8. This course covers all four skills (speaking, listening, reading and writing) in equal measure. In Year 6, pupils study the vocabulary and grammar required for topics such as Home Life, In Town, School Life and Leisure Time. Children are taught in sets according to ability and move through the course at a speed appropriate to their level.

In Year 7, the children continue to be taught in sets. They will study additional topics such as Holidays and Leisure Time, In Town and Europe. At each stage of the course, grammar rules are reinforced and developed to enable pupils to use steadily more complex sentence structures. Pupils entering the school in Year 7 are put into a Beginners' Set where they can start French from scratch and progress at quite a rapid rate to cover the syllabus required for Common Entrance.

In Year 8, pupils revise many of the topics covered thus far. The present tense is required for the Common Entrance Examination, but the top sets will also cover perfect and immediate future tenses. By the end of this year, children will be able to give a short oral

PSHE (Personal, Social and Health Education)

Head of Department: Mrs A Fuller

PSHE is the intentional promotion of the personal and social development of pupils through the curriculum. It is underpinned by the ethos of the school. Citizenship helps children to develop as members of school, local, regional and global communities. St Bede's believes in a 'whole-school' approach to PSHE and Citizenship. This is achieved firstly through the ethos of the school, where pupils learn from the expectations of school life that are instilled in them through the day to day environment of the school. In addition, PSHE and Citizenship are taught through a timetabled course and weekly tutorial meetings.

Year 6

PSHE and Citizenship are taught in form groups by the form teacher. The topics include communication (working within a group), friendship (resolving conflicts), the benefits of diversity, human rights, anti-bullying, the role of the police (locally and nationally), the local community, developing self-esteem, local democracy, the media, understanding disability, relationships (being part of a family) and sex education (puberty, the human life cycle, reproduction and childbirth).

Years 7 and 8

PSHE and Citizenship are taught through special workshops. These are held once each half term in Year 7 and form part of the Leavers' Programme at the end of the Summer Term in Year 8. This gives the opportunity to include outside presentations and drama and debates relating to the issues covered.

Music

Head of Department: Mr C Hughes

Music in the curriculum:

Every child in the school has at least one class lesson a week. These lessons take place in either the main music room or the new music and dance studio and are delivered by qualified teachers, who are also experienced musicians. In these lessons, children are encouraged to build on their practical and methodical musical skills—listening, composing and performing. Through these extensive areas of study, our aim is to enable each child to have a firm understanding and appreciation of music by the time they finish Year 8.

Pupils are encouraged to take part in various musical projects during the school year, including the cross-curricular Shakespeare project (where they must compose an Elizabethan madrigal) and the up and coming Composition Competition, developed in association with Bang & Olufsen.

There are ten computers in the music centre and each is furnished with a variety of music software covering the complete age range of the school. Pupils use these to create compositions and deepen their understanding of a range of musical styles.

Extra-curricular Music

Music forms an important part of every child's daily activities at St Bede's. Whether starting the day with a Chapel service or group singing experiences in hymn practice sessions, children are regularly exposed to top quality musical performances by resident and visiting professional musicians. There are currently around 200 individual lessons taught a week in the department by 18 peripatetic music staff. There are choirs, orchestras, recorder groups, a wind band, jazz band, Djembe group, Samba group and rock bands that operate with assistance from our specialist music teachers. Our school Chamber Choir is perhaps the busiest of our ensembles. Our musicians are also called upon to provide music for plays and musicals produced by the Drama Department.

presentation on a variety of topics such as Holidays, Work, Shopping and Eating and Drinking, as well as sit a listening comprehension examination, understand simple and longer passages of written French and write a short essay on a given subject.

The ablest of pupils progress through the course at a faster rate and will cover more complex grammatical structures and a wider vocabulary in readiness for the Scholarship examinations. After the Scholarship Examinations, they will continue to a second language, Spanish, which they will be able to continue at their senior school.

Classics

Head of Department: Mrs E Fraser-Gausden

Although not designated as a foundation subject in the National Curriculum, both Latin and Greek are genuine vehicles for cultivating linguistic style and fluency as well as being two of the most important influences on English, and indeed European, language and culture. They are both inflected languages, very different in structure from our own, and learning these two subjects provides a valuable exercise in training the mind to think clearly and logically.

LATIN in Year 5

Pupils are introduced to the subject in one lesson a week and taught the very earliest principles of the grammar and syntax. They work as a form group at their own pace in their own workbook and, over the course of the year, about thirty words are learned to form the basis of their vocabulary knowledge.

LATIN in Year 6

Pupils study in sets, grouped according to their ability. This is supplemented by studies of some of the famous classical myths and a look at Roman culture, if time allows. Some children who receive Learning Support follow a programme of Curriculum Support during Latin lessons to help them with the core subjects of literacy and numeracy.

LATIN in Year 7

Pupils build on the work studies in Year 6 and begin to tackle more advanced vocabulary and syntax. The top set makes rapid progress towards scholarship work and lower sets prepare translations and comprehensions which will form the basis for the Common Entrance Examination in the Summer Term of Year 8. New children are placed in the Beginners' Set where they are assessed for their potential before joining a suitable set.

Drama

Head of Department: Mrs G Brundle

Drama comes under the umbrella of the English Department at St Bedes and students are taught within their English sets by trained teachers. In addition to a timetabled 40-minute lesson, there are optional sessions also led by a specialist drama teacher. These sessions can take place during activity times both during the school day and in the evenings. The children work individually, in small groups and as a whole group following a programme of drama games, improvisation exercises, development of devised pieces and work with script. The promotion of group trust is of paramount importance, as is respect for the work of others.

The subject promotes the development of confidence, self-expression and the ability to work as part of a team. Children have to work collaboratively and think creatively; they also have a great deal of fun.

The children are encouraged to see as much theatre as possible and there are many opportunities to take part in the school's own productions. Recent productions have included *My Fair Lady* (Year 8), *Face* (Drama Masterclass), *Chaucer's Canterbury Tales* (Year 7), and *The Railway Children* (Year 6).

Evening masterclasses also run for those students who want to pursue the subject in more depth. During these evening sessions, students can work towards Trinity Guildhall Drama Grades as well as develop pieces either individually or in groups for the Drama Showcases which take place each year. Students are also given the opportunity to prepare pieces for scholarship examinations to future schools.

Senior drama students develop a short piece linked to the Globe season each year. This is then performed at the Cockpit Theatre in London as part of the Eastbourne Schools' Shakespearean Festival.

Year 8 pupils focus very much on their own personal ethics and beliefs. They are provided with opportunities to see that issues such as human rights are inextricably linked by religious and moral beliefs and values. We examine and deal with local, national, European and global issues through knowledge and understanding of our own moral dimensions. Throughout the year, pupils are asked to understand and exercise the meaning of personal, social and moral responsibility and the consequences that follow as a result.

By the end of the year, pupils have a strong understanding of and a sense of belonging to the global community and the issues which affect us all.

LATIN in Year 8

The ablest pupils now start to concentrate on the grammar and syntax required for Scholarship Examinations. When these papers are over, they then follow a programme pertaining to aspects of Classical Civilisation: recent studies have included Alexander the Great, the poetry of Catullus, the Emperor Vespasian and aspects of Greek culture. Others complete the final grammar and vocabulary required for the Common Entrance examination, which also includes the study of six Greek legends. Those pupils not studying the Latin language follow a wide-ranging Classical Civilisation programme and also sit examinations in the Summer Term.

GREEK

Ancient Greek is taught to the ablest Year 7 and 8 pupils to broaden their classical education, and many children enjoy this opportunity to study a language written in a different alphabet and one which has such bearings on our own language and culture. These lessons lead to scholarship or Common Entrance, depending on aptitude.

Information and Communications Technology

Head of Department: Mrs S Brown

ICT Manager: Mr P Barclay

The focus of the ICT Department is to ensure that pupils develop from an early age the essential knowledge, skills and understanding they will need in a rapidly changing world, one in which work and other activities are increasingly transformed by access to varied and developing technologies. The department follows the National Curriculum's programme of study closely.

Increased capability in the use of ICT is promoted to ensure that pupils are able to make informed judgements about when and where to use ICT to best effect, and to consider its implications and limitations. In addition, ICT promotes learning across the National Curriculum, not only in other academic subjects but in areas such as spiritual, moral, social and cultural development, key skills and thinking skills. ICT literacy is vital for individual prospects both now and in the future.

Year 6

In Year 6, children are formally taught multimedia presentation using Microsoft PowerPoint. The children complete a project to produce a presentation where they have to work autonomously. This project necessitates the combining of text, sound, graphics and animation. Children present their finished project to the rest of the class using an interactive whiteboard.

The children learn and practice the real-world uses of spreadsheets. They learn text entering, formatting and formulae calculation and create spreadsheets, amongst other things, to calculate total expenditure and financial forecasting for pocket money!

The children also learn about the use of sensors in the real world, monitoring the environment and how computers follow instructions through feedback from sensing devices.

Religious Studies

Head of Department: Mr W Bryant

What part does Religious Studies have to play in interpreting this world? The mission of our department is to help all of our students to become reflective and responsible people who are aware and respectful of not only their immediate environment but of the wider global community. Understanding others is the key to understanding ourselves and all of our lessons are designed with this in mind.

Year 6

One lesson per week

In Year 6, the pupils initially focus in Christian worship; however, the opportunity to discuss the experience of all class members is welcome and enriching. Associated topics include prayer, devotion, means of expression—including music and art—and spiritual serenity. We then go on to examine the world's major religions with a particular emphasis on Buddhism and Islam. Finally we delve into classics to understand the dramatic Graeco-Roman world at the time of the coming of Christ. In doing so, we seek to provide a suitable context for the coming year's study of the New Testament.

Year 7

One lesson per week

Year 7 pupils begin their study of New Testament texts. They explore events from the beginning of Jesus' ministry and temptation to his crucifixion and resurrection. Throughout our study, students are encouraged to reflect on their own spirituality and convictions, as well as discuss the perspectives of others. The study is approached with contemporary issues very much in mind.

Year 8

Two lessons per week

Year 7

Projects include: taking part in the Lions International Peace Poster competition; developing a tri-chromatic collagraph; considering and developing architectural designs; sculpture; designing a plat to commemorate a memorable experience in the children's lives.

Year 8

Projects include: investigating Surrealism; batik and silk painting; costume and theatre design as part of the cross-curricular Shakespeare project; beach sculpture; designing and constructing an acrylic pot inspired by sweet designs.

The children are taught correct internet usage. They learn about the origins of the Internet, how it is constructed, how it has changed the way we work and play, and the impact on today's society. The dangers of the Internet are also debated, and safety online expressed as a key issue. The children learn how to be autonomous users of web-based material and best practice whilst using the Internet. They are also taught how to use information retrieved from the Internet to create a report, and how to correctly reference the material used.

Year 7

The start of Year 7 and Key Stage 3 sees the pupils set according to ability and learning requirements, promoting pupils to become increasingly independent users of ICT tools and information sources; challenging them to explore and enrich their own knowledge and understanding of these and related capabilities. Work at this level offers pupils the opportunity not only to develop, but also demonstrate their aptitude and ideas. The academic year is divided by National Curriculum units and is as follows:

Units 1/2	Using ICT/Information and Presentation
Unit 3	Processing Text and Images
Unit 4	Models: rules and investigations
Unit 5	Data: designing structure, capturing and presenting data
Unit 6:	Control: input, process and output
Unit 7	Measuring Physical Data

Year 8

ICT continues to promote independent learning through more complex tasks, whilst continuing to increase capability. The programme is divided into assignments and focuses mainly on

Art and Design

Head of Department: Ms C Winterbottom

'Integrating Application', but also incorporates the National Curriculum Units at this level which are: Publishing on the Web, Public Information Systems, Data Use and Misuse, and the Reliability and Validity of Information. The assignments share a common theme of organising a 'Live' charity concert. This gives pupils the opportunity to complete a project from start to finish, apply new skills, concepts and understanding of software capabilities to provide a complete ICT solution with integration of the software. Assignments include tasks such as research, creating a database with an appropriate user interface, word processing, incorporating mail merge, multimedia presentation incorporating a personal video clip, constructing a website whilst ensuring best web design practice, and creating desktop published advertisements. Furthermore, pupils look at EPOS (Electronic Point of Sale) and EFTPOST (Electronic Funds Transfer Point of Sale) systems and how ICT has had an impact on society.

Although there is no formal examination in this subject, pupils are continuously assessed through work and evaluation test.

The curriculum in the Art and Design Department promotes the opportunity for children to gain a greater understanding of the world around and within them and build the varied skills to communicate their ideas. During each academic year, one term is designated for Design Technology and two terms to Art.

Fine Art

This media based course is an introduction to traditional and contemporary methods using specialist tools and materials where appropriate. We encourage the children to develop good studio practice and work is regularly presented for display purposes. Two master classes are offered to accommodate the different demands of the age groups.

Design Technology

This starts to evaluate the concepts of the made world: how we live, work and interact within it. Pupils have the opportunity to analyse, design and make objects from a range of materials. From Year 7, this becomes more specialised and the emphasis is on functionality of objects to be made with resistant materials. We offer a Masterclass at the senior school to selected enthusiasts.

All projects are built and assessed around three main objectives: researching ideas, developing designs and evaluating work. Projects are under constant review to link with resources such as exhibitions and visiting artists/events.

Year 6

Projects include: portraiture and still life; dry point etchings and collage; the work of Van Gogh; designing and making origami insects; using k-nex and simple materials to build towers; bridges and moving vehicles.

History

Head of Subject: Mr P Pyemont

Up to Year 7, History is built into our Integrated Studies programme but in Year 8 pupils begin to study it as a separate subject.

Year 8 study the Tudors and early Stuarts. A cross-curricular project involving English, History, Art, DT and ICT is completed in the Easter Term on William Shakespeare. Pupils also delve into their own family histories and often find some surprising facts: one ancestor was executed by being tied to the muzzle of a loaded canon, another was served up fully cooked at his wedding banquet, a third was buried alive! All good stories and that is as it should be as good stories are a vital ingredient of Prep School History.

What better stories could there be than Henry VIII's marital problems, the tragic life of Mary Queen of Scots, the Spanish Armada, the Gunpowder Plot and the Civil Wars? And their relevance to today's world is startlingly clear. Indeed, 'the further backward you look, the further forward you may see.'

Integrated Studies

Head of Department: Mr A Brewer

Integrated Studies is, in essence, the vehicle for the teaching and learning of History and Geography in Years 6 and 7. Our aim is to engage the interest of pupils in the historical and geographical features of the environment. We also aim to evoke pupils' curiosity and involve them actively in developing their understanding of the world around them. To this end, the local area is an extension of the St Bede's classrooms and, wherever possible, pupils' classroom learning is supported and extended by site visits.

In Year 6, pupils study the Medieval Period, beginning with the Battle of Hastings and including, amongst others, the murder of Thomas Becket and the gruesome details of the Black Death—topics chosen especially for their appeal to this age group. Their geographical studies focus on working with and understanding of maps and then moving on to a study of the United Kingdom, encompassing its physical, political and human geography.

During the course of the year, Year 6 pupils go on site visits to:

Battle Abbey

Lewes Castle

Canterbury Cathedral and The Canterbury Tales Experience

Bodiam Castle and Brass rubbing workshop and Medieval workshop

In Year 7, pupils study the defence of the realm against the Napoleonic threat, culminating in the Battle of Trafalgar. They then move on to study the agricultural and industrial revolutions, followed by a three-day field trip to Bradford and its surrounding areas. A study on visitor pressure and management of conflict, including fieldwork techniques, is done at various sites on the South Downs. Their geographical studies focus on rivers, with the Cuckmere River as a local example for fieldwork. They also study coasts, including coastal erosion and coastal management with fieldwork being done on our local beaches in the Summer Term.

Geography

Head of Department: Mr A Brewer

During the course of the year, Year 7 pupils go on site visits to:

Various sites along the River Cuckmere

The Redoubt, Eastbourne

HMS Victory, Portsmouth

Bradford (a three day visit that includes the National Coalmining Museum, the Bradford Industrial Museum, the Bronte Parsonage Museum and Haworth, the Bingley Locks and Saltaire)

The beach at Eastbourne

The South Downs immediately adjacent to the school

At St Bede's, Geography is taught as part of the Integrated Studies schemes of work from Years 1–7. In Year 8, students continue studying Geography but as a separate subject.

Pupils begin to cover the Common Entrance syllabus in Years 6 and 7, and Year 8 is a continuation of this, where the majority of the Common Entrance units are studied.

There are six main topics that are covered in Year 8. These are as follows:

Unit 1	Fieldwork Enquiry: Coastal Processes
Unit 2	Tectonic processes: earthquakes and volcanoes
Unit 3	Weather and Climate
Unit 4	Settlement
Unit 5	Economic Activities
Unit 6	Environmental Issues

Pupils' existing skills and knowledge are built upon and consolidated throughout the year. Students are given an appreciation of the outside world on a local, national and global scale. We aim to give pupils an understanding of their surroundings, allowing them to interpret information rationally, with sensitivity, and with an appreciation of the complexity of human relations and interactions.

A number of resources are used to teach the subject including videos, news articles, internet, CD Roms and textbooks. The use of the IT Centre is encouraged in order that children can build and apply their IT skills within the subject.

The course culminates with children taking the Common Entrance examination on the Summer Term contributing to 80% of the final mark.