



Halliford  
School  
SHEPPERTON

# Curriculum Plans

## September 2025

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## **Mission Statement & Values**

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and co-curricular opportunities.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first-class sporting, cultural and extra-curricular opportunities. Our curriculum should imbue the following Hallifordian values:

- Intellectually curious
- Respectful
- Warm-hearted
- Team players
- Creative
- Resilient

## **Introduction**

At Halliford, we aim to provide a broad, balanced curriculum that caters for the needs of all learners and prepares students not only for success in GCSE and A level examinations but also prepares them for the opportunities and challenges they will face as young men and women in the 21<sup>st</sup> Century.

Halliford School prides itself on the quality of the teaching and pastoral care provided to its students. To this end we seek, develop and retain teachers who value the well-being and individual progress of each student.

## **Not in Isolation**

An academic curriculum should not be drawn up nor delivered in isolation. To this end, the curriculum is designed as part of a student's life at school. It is shared with students and their parents in publications, on the website and during Parent Information Evenings, Parents' Evenings and Options Evenings. It underpins the school life but links to the super and co-curricular clubs and societies that students lead around school.

## Key Stage 3

### Purpose

The Purpose of the Curriculum at Key Stage 3 is to give students experience of studying a broad range of subjects including English, Mathematics, Biology, Chemistry, Physics, Geography, History, Art, Drama, Music, Classical Civilisation, Latin, Religious Studies and Modern Foreign Languages (French/Spanish/German).

### Detail

The school teaching week comprises 8 x 40 minute lessons per day (a total of 40 lessons per week). This equates to 26 hrs 40 minutes of lessons a week notwithstanding registration, form times and assemblies. This is well over the mandatory minimum of 23.5 hrs for 11 year olds and 24 hours for those aged between 12 and 16. This breaks down as follows:

### Year 7

Subject	Lessons	Subject	Lessons
Mathematics	5	Art	2
English	5	Music	2
Science	4	Drama	1
Modern Languages (2 French + 2 German/Spanish)	4	Computer Science	2
History	2	Design & Technology	2
Geography	2	Religious Studies	1
Latin	2	PSHE	1
Physical Education	2	Games	3

P	Monday	Tuesday	Wednesday	Thursday	Friday
AM Registration 08:30	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Assembly / Tutor Period 08:35	Headmaster's Assembly	Tutor Period	House Assembly	Tutor Period	Whole School Assembly
Period 1 08:55	Spanish	French	English	Latin	English
Period 2 09:35	Design & Technology	Physical Education	Science	Spanish	Music
Period 3 10:15	Design & Technology	Physical Education	Science	History	Geography
Morning Break 10:55					
Period 4 11:15	Science	Religious Studies	Mathematics	Mathematics	Mathematics
Period 5 11:55	Science	Latin	French	Computer Science	Mathematics
Lunch 12:35					
PM Registration 13:35	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Period 6 13:45	PSHE	Mathematics	Geography	English	Games
Period 7 14:25	English	Drama	Music	Art	Games
Period 8 15:05	History	Computer Science	English	Art	Games

## Year 8

Subject	Lessons	Subject	Lessons
Mathematics	5	Art	2
English	4	Music	1
Science (2 each of Biology /Chemistry/Physics)	6	Drama	1
Modern Languages (3 French + 3 Spanish/German)	6	Computer Science	1
History	2	Design & Technology	2
Geography	2	Religious Studies	1
Latin	2	PSHE	1
Physical Education	2	Games	2

P	Monday	Tuesday	Wednesday	Thursday	Friday
AM Registratio n 08:30	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Assembly / Tutor Period 08:35	Headmaster's Assembly	Tutor Period	House Assembly	Tutor Period	Whole School Assembly
Period 1 08:55	Geography	English	Religious Studies	Spanish	Spanish
Period 2 09:35	History	Biology	Latin	Art	Physical Education
Period 3 10:15	Computer Science	Biology	Geography	Art	Physical Education
Morning Break 10:55					
Period 4 11:15	English	Mathematics	French	English	Drama
Period 5 11:55	Mathematics	Spanish	English	Latin	Music
Lunch 12:35					
PM Registratio n 13:35	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Period 6 13:45	PSHE	French	Mathematics	French	History
Period 7 14:25	Physics	Games	Design & Technology	Mathematics	Chemistry
Period 8 15:05	Physics	Games	Design & Technology	Mathematics	Chemistry

## Year 9

Subject	Lessons	Subject	Lessons
Mathematics	5	Classical Civilisation	1
English	4	Art	2
Science (2 each of Biology, Chemistry/Physics)	6	Music	1
Modern Languages *	5	Drama	1
History	2	Computer Science	1
Geography	2	Design & Technology	2
Latin	1	Religious Studies	1
Physical Education	2	PSHE	1
Study Skills	1	Games	2

\*In Year 9 students study French and either German or Spanish. 5 lessons are allocated to Modern Foreign Languages in the timetable, meaning that they have 2 lessons of one and three of the other until the February half term holiday, when one of their lessons is assigned back to the other language so that they have had an equal amount of teaching in both languages by the end of the academic year.



P	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b> Registration 08:30	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Assembly / Tutor Period 08:35	Headmaster's Assembly	Tutor Period	Russell House Assembly	Tutor Period	Whole School Assembly
Period 1 08:55	Mathematics	Mathematics	French	Computer Science	Mathematics
Period 2 09:35	Mathematics	Spanish	Physics	History	Study Skills
Period 3 10:15	Spanish	Latin	Physics	English	Drama
<b>Morning Break</b>					
Period 4 11:15	English	Geography	Biology	Geography	Physical Education
Period 5 11:55	French	English	Biology	Mathematics	Physical Education
<b>Lunch</b>					
<b>PM</b> Registration 13:35	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Period 6 13:45	PSHE	History	Design & Technology	Chemistry	Religious Studies
Period 7 14:25	Games	Art	Design & Technology	Chemistry	Music
Period 8 15:05	Games	Art	English	French	Classical Civilisation

## **Curriculum Modifications**

In all Year groups students who have significant SEN are allowed (by arrangement with the SENCo and the Deputy Head Academic) to be withdrawn from lessons in Latin or a Modern Foreign Language and to be supported by the Learning Support department during those lessons. Those students who are taken out of MFL lessons have a supervised programme of study:

- 1 x English support with an English specialist.
- 1 x Mathematics support with a Mathematics specialist.
- 2 x Science support with a Science specialist.
- 1 x Independent learning sessions.

## Curriculum Plans

Details of which topics and/or skill areas are going to be covered during the current academic year are contained in our Curriculum Guides for each year group which are available on the Halliford School Website under “Academic” and then “Curriculum”. These curriculum guides are updated annually and reflect changes made to Scheme of Work made in 2024-2025 by all departments.

**Year 7 :** [Year-7-Curriculum-Guide-2025-26.pdf](#)

**Year 8:** [Year-8-Curriculum-Guide-2025-26.pdf](#)

**Year 9:** [Year-9-Curriculum-Guide-2025-26.pdf](#)

## Setting/Classes

In Years 7 and 8, students are taught most subjects in mixed ability teaching groups J, K and L, which are carefully balanced to include boys from all four tutor groups, and an even spread of students across the ability range. The exceptions to this are Modern Foreign Languages, where they are typically divided into 4 groups where one group does German and French and the others are divided into 3 groups who do French and Spanish.

There are 72 boys in each of Years 7 and 8, so there are around 22 students in each of the J, K, and L classes. The J, K, and L classes are re-distributed at the end of Year 7 to take account of the different personalities of the students and how they have developed over the course of the year. In Year 8 students are set in Mathematics only, based on their results in the end-of-year examination in Year 7. Modern Foreign Languages are as per Year 7. All subjects apart from Modern Foreign Languages and Mathematics are taught in J, K, and L classes.

In Year 9 we admit approximately 10 new boys from local prep schools, and the year group can increase to approximately 80. Year 9 are taught most subjects in M, N, O, and P classes, and students are reorganised into these classes in such a way that again allows us to create happy and productive groups of learners.

New students are evenly spread across all four tutor and teaching groups. Students continue to have most of their subjects taught in their M, N, O, and P classes and are set in Mathematics and Science, based on their performance in the examinations at the end of Year 8 / entrance examination. They continue in the same groups for Modern Foreign Language groups as before and MFL staff make every effort to accommodate new students with little or no prior experience of one or either language.

## The Options Process

Students are introduced to the GCSE Options process in a series of talks and assemblies after Christmas. The Headmaster and Deputy Head Academic outline the overall process before new subjects present on the content, skills and format of assessment, namely business. Students have a free choice of 3 Options subjects around which the timetable will be constructed.

## Transition

Students are eased into life at Halliford, this is done through the interview process, the entrance examination, taster days and offer holders events in the Summer, pre-season rugby training and an New boys day in September.

All students in Year 7, 9 and Lower Sixth are assessed to see whether further investigation is required into potential learning difficulties and further support put in place. Halliford School liaises with feeder schools about the needs of prospective students coming from those schools, and the SENDCo, the Head of Year 7 and the Director of Student Welfare conduct visits to feeder schools.

Homework in Year 7 is, for the first half term set only by English, Mathematics and Science. The first Grade Card for Year 7 features almost exclusively the Behaviours for Learning rather than a 'Progress Grade'.

Parents of prospective students who already have a diagnosis of a specific learning need or who already have support in place in their primary school are invited to discuss those prior to entry, so that appropriate arrangements can be put into place for students to ensure a smooth transition into secondary school.

Once in school, Year 7, Year 9 and Lower Sixth students are assessed with GL Exact testing for learning needs. Those students identified during the admissions process and baseline tests as being 'Exceptional Performers' are then carefully supported and encouraged through the school's Exceptional Performers programme of activities.

Students joining at the 13+ point, new into Year 9, are supervised by Mr Shales, Director of Student Welfare to ensure the assimilate both academically and socially. 13+ performance is tracked throughout grades reviews and students are supported throughout the journey.

## Late Admissions

Halliford School recognises that students who join mid-year from other schools or from overseas may not have had access to the same curriculum as students from Halliford in core subjects such as Mathematics and English. Every effort is made to identify any gaps in their knowledge prior to their joining the school and where appropriate, additional guidance and tuition in some subjects is recommended and timetables adjusted to accommodate individual students' needs. New students in the academic year 2025-26 in Years 7, 8 and 9 have been assessed using CEM's MidYis testing. Any new and existing Year 10 students are assessed by CEM's Yellis testing and Lower Sixth students by CEM's Alis testing.

## Key Stage 4

### Purpose

The Purpose of the Curriculum at Key Stage 4 is to prepare students for GCSE and IGCSE examinations at the end of Year 11 and to provide them with the foundations they will need in their subjects to be able to continue on to A level.

### Detail

The school teaching week comprises 8 x 40 minute lessons per day (a total of 40 lessons per week).

All students must study English Language, English Literature, Science (either Separate Sciences or Trilogy), Mathematics and a Modern Foreign Language. They then select three subjects from the following: History, Geography, Business Studies, Classical Civilisation, Latin, Computer Science, Physical Education, Art, Drama, Music, Religious Studies, Design Technology.

In addition to their examined subjects, all students also have 1 lesson of PSHE and 3 lessons of Games on their timetable.

A typical distribution of lessons for a Key Stage 4 student looks as follows:

Subject	Lessons	Subject	Lessons
Mathematics	5	Option A	4
English	5	Option B	4
Biology	3	Option C	4
Chemistry	3	PSHE	1
Physics	3	Games	3
Core Modern Foreign Language	5		

Students wishing to take more than one Modern Foreign Language select Spanish or German as their core language and take French in an option block.

## Example Timetable

P	Monday	Tuesday	Wednesday	Thursday	Friday
AM Registration 08:30	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Assembly / Tutor Period 08:35	Headmaster's Assembly	Tutor Period	House Assembly	Tutor Period	Whole School Assembly
Period 1 08:55	Biology	Physics	Mathematics	English Language	Biology
Period 2 09:35	English Language	Physics	Mathematics	Geography	Biology
Period 3 10:15	Mathematics	History	French	Geography	Music
Morning Break 10:55					
Period 4 11:15	History	Geography	Music	History	Chemistry
Period 5 11:55	History	Mathematics	Geography	French	French
Lunch 12:35					
PM Registration 13:35	Tutor Period	Tutor Period	Tutor Period	Tutor Period	Tutor Period
Period 6 13:45	PSHE	English Language	Physics	Games	English Literature
Period 7 14:25	Music	French	Chemistry	Games	English Literature
Period 8 15:05	Music	French	Chemistry	Games	Mathematics

## Curriculum Plan

Details of which topics and/or skill areas are going to be covered during the current academic year are contained in our Curriculum Guides for each year group, which are available on the Halliford School Website under “Academic” and then “Curriculum”. In addition, the GCSE course guide, also available on the same section of the school website, is made available to students as part of the options process in Year 9.

**Year 10:** [Year-10-Curriculum-Guide-2025-26-1.pdf](#)

**Year 11:** [Year-11-Curriculum-Guide-2025-26.pdf](#)

Students at Halliford follow IGCSE courses in Mathematics, English Language and English Literature, and standard GCSE courses in all other subjects.

## Option Blocks / Options Choices

The process of selecting options choices begins with a GCSE Options presentation and Parents' Evening in February of Year 9. Students are asked to discuss with their parents and teachers the various potential options subjects and then submit an options form outlining 3 options subjects, 1 reserve subject and their choice of Modern Foreign Languages. The Options Blocks are then built around these options choices. Most students have their three choices confirmed. A small number of students may be asked to fall back on their reserve choice or allowed to choose one subject from each of the options blocks that are created.

Exemplar Option Blocks:

1	2	3
Art	Business Studies	Art
Compsci	Design technology (full)	Business
Drama	Geography	Classical Civilisation
Geography	Music	Drama
History	Religious Studies	DT (7)
Latin		French (as Second Language)
Music		History
PE		PE

## **Setting/Classes**

In Year 10 and 11, students are set in Mathematics and Science, based on their examination results at the end of the previous school year. Some setting occurs within English, French and Spanish where possible. All other subjects are taught in mixed ability groups.

### **Setting in Mathematics:**

- Set F (top set) students take Higher Tier IGCSE Mathematics at the end of Year 10 where typically they all achieve grades 7-9, and go on to study the AQA Level 2 Qualification in Further Mathematics in Year 11.
- In year 10, there are 4 mathematics Sets, this is expanded into 5 sets in Year 11.
- Sets 11ABCD take Mathematics IGCSE Higher Tier at the end of Year 11.
- Set 11D take Mathematics IGCSE Foundation Tier at the end of Year 11.

### **Setting in Science:**

Currently most students commence studying GCSE separate sciences in Year 9 and continue these through to GCSE examination entry. This represents the high expectations we hold.

However, some students, where appropriate can, in agreement with parents and staff change course to study GCSE Combined Science: Trilogy, which is the same level of difficulty but with less content to remember, understand and revise. It certifies 2 GCSEs as a combined grade i.e., 6/6 or 5/5. This represents the academically sensitive side to our adaptive curriculum offer and has been offered more widely than before. There are two sets in both Year 10 and Year 11 of AQA Combined Science: Trilogy and two sets studying the three separate sciences.

After The November half term of Year 10, in combination with Year 9 End of Year Examinations, the Head of Science (Physics) and Deputy Head Academic will meet to discuss who we consider should be recommended for the combined Science and Separate Science routes. This will be shared in writing to parents and discussed with parents at the Year 10 parents' evening before creating two distinct pathways from Christmas in Year 10.

### **Setting in English:**

In Years 10 and 11, English is taught in 4 sets; Three 'Higher Mixed Ability' sets who will complete English Language IGCSE via an examination route. The More 'Supportive' set will continue to complete as much NEA as possible prior to the examination.

In very rare cases, when a student's English skill is weak, we may withdraw them from English Literature to strengthen their outcome in English Language.

### **Curriculum Modifications:**

In all Year groups students who have significant SEN are allowed (by arrangement with the SENDCo and the Deputy Head Academic) to be removed from a Modern Foreign Language and to be supported by the Learning Support department during those lessons. Those students who are taken out of MFL lessons have a supervised programme of study:

1x English support with an English specialist.



1x Mathematics support with a Mathematics specialist.

2x Science support with a Science specialist.

1x Independent learning sessions.

In special cases, and solely in consultation of with The Headmaster, Deputy Head Academic, SENDCo, parents and the student themselves, student may be withdrawn from some subjects other than MFL. Such sessions are bespoke and involve the use of the Asst SENDCo to ensure these sessions are staffed, focussed and productive.

## Key Stage 5

### Purpose

The Purpose of the Curriculum at Key Stage 5 is to prepare students for success in their Extended Project Qualifications, A Level NEA and A level examinations and provide them with the skills and knowledge they will need when they move on to Higher Education or into working life. The vast majority of Halliford students go on to study at universities in the UK including Russell Group universities and a small number of students apply to Oxford or Cambridge each year, this year, one applicant was successful in gaining an interview but failed to secure an offer. Interest in apprenticeships is also growing amongst our students.

### Detail

Students in the Sixth Form at Halliford School usually study 3 subjects from the beginning of Lower Sixth to full A levels at the end of Upper Sixth year. Students are allowed to start 4 subjects until October half term if they are finding it difficult to decide what to study. Exceptionally, very able students are allowed to study 4 subjects to A level (often those studying further mathematics)

In addition to lessons per week in their chosen A level subjects, students are encouraged to undertake the Extended Project Qualification, and Lower Sixth students have 2 lessons a week with their EPQ supervisors, 3 lessons of Games and 2 lessons of enrichment lectures and 1 lesson per week of PSHE. Students who take 4 A level subjects are not required to do an EPQ.

A typical programme of lessons in the Sixth Form is as follows:

### Lower Sixth

Subject	Lessons
A level subject 1	8
A level subject 2	8
A level subject 3	8
EPQ	2
Enrichment Lecture programme	2
Games	3
PSHE	1
Independent study	8

## Upper Sixth

Subject	Lessons
A level subject 1	8
A level subject 2	8
A level subject 3	8
Games	3
PSHE	1
Free lessons for independent study	12

## Curriculum Plan

Details of which topics and/or skill areas are going to be covered during the current academic year are contained in our Curriculum Guides for each year group which are available on the Halliford School Website under “Academic” and then “Curriculum”. In addition, the A level course guide, also available on the same section of the school website, is made available to students as part of the options process in Years 10/11.

**Lower Sixth:** [L6-Curriculum-Guide-2025-26.pdf](#)

**Upper Sixth:** [U6-Curriculum-Guide-2025-26.pdf](#)

## A level Options Blocks

Students are asked to give an indication of their chosen A level subjects by the end of January in Year 11 and the A level options blocks (for Lower Sixth) are created around these choices. It has previously been possible to accommodate virtually all choices. Final choices of A level subject are then made following the publication of GCSE results in August. It is possible for students to change their original choices but they must then select choices from the options blocks available.

**Exemplar Option blocks are as follows:**

Option A		Option B		Option C		Option D	
Business Studies	9	Business Studies	9	Art	7	Economics	10
Design & Technology	8	Classical Civilisation	4	Computer Science	2	History	2
Mathematics	8	Economics	12	Drama	5	Further Mathematics	4
Spanish	3	English Literature	1	Geography	6	Music	1
Music Technology	2	Physical Education	6	Mathematics	8	Religious Studies	8
Politics	3	Physics	8	French	3	Biology	8
Psychology	4	Psychology	4	Chemistry	8		

Mathematics, Business Studies, Psychology and Economics appear in several option blocks as they continue to be popular subjects in the Sixth Form.

As a small school, we are keen to provide for the needs of all learners and so in some cases bespoke timetables are created for students to allow Upper Sixth students to attend some Lower Sixth lessons if they require extra support in a subject, or to accommodate unusual subject combinations.

### **A Level Entry Requirements**

All subjects are taught in mixed ability classes in the Sixth Form.

In order to access the Sixth Form in general, we require students to achieve 5 Grade 5s, including both English and Maths, and also to achieve a Grade 6, but ideally a 7 in the subjects they wish to study at A level.

Discussions with regards to the 'right' courses for students start in Year 11 with Mr Carroll and final decisions are made on results days.

Due to the relatively small size of the Sixth Form, pupils are taught in small classes which allow for a lot of individual attention and guidance.

## Homework and Independent Study

Homework and independent study play a vital role in the curriculum at Halliford. Homework can be used to consolidate, assess, extend or inspire. As students move through the school, the ability to work with direct instruction from a teacher is something that allows them to excel academically. We have designed a homework timetable which is balanced and purposeful. It is shared with parents through the MySchoolPortal and during Parent Information Evenings.

Additionally, all homework is set via MS Teams. Each homework is set as an assignment for a specific team, class or set of teams. Both students and parents can view each assignment.

In 2024-25 a Review of homework was conducted including staff, SMT, students and parents. It showed that At KS4 and KS5 the volume and challenge was correct and effective. At KS3 however the review showed that the volume was too high and the level of challenge was too low to be consistently effective. From this there are new formats for homework timetables in Year 7,8 and 9.

## Year 7 Homework Timetable 2025-26

\*One English homework will be reading for the Accelerated Reading programme.

\*\* One Maths homework will be set via the Sparx platform.

- Religious Studies homework will be set on the day of the lesson. However, this will only be once or twice per half term.
  - **Science homework will be set on only one of the days shown each week.**
  - No homework will be set for Drama, Computer Science, Physical Education, Games or PSHE.
- The approximate time for homework in Year 7 is 20-30 minutes per subject and opportunities to be intellectual curiosity (OPTIC) will be shared too.
- Students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.

### 7J

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Maths**		Science		Science Maths** Language 2 (Period 6)		English*	
Every other week	A Latin	B Music	A	B	A History	B D&T	A	B	A Art	B Geography

### 7K

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Science		Science		Maths** Language 2 (Period 6)		English* Maths**	
Every other week	A Art	B Geography	A History	B D&T	A Latin	B Music	A	B	A	B

### 7L

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	English* Language 1 (Period 5)		Maths** Science				Maths** Language 2 (Period 6)		English* Science	
Every other week	A History	B Design Tech	A	B Music	A Latin	B Geography	A Art	B	A	B

## Year 8 Homework Timetable 2025-26

\*One English homework will be reading for the Accelerated Reading programme.

\*\* One Maths homework will be set via the Sparx platform.

- Religious Studies and Music homework will be set on the day of the lesson. However, this will only be once or twice per half term.
  - No homework will be set for Drama, Computer Science, Physical Education, Games or PSHE.
- The approximate time for homework in Year 8 is 20-30 minutes per subject and opportunities to be intellectual curiosity (OPTIC) will be shared too.
  - Students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.

### 8J

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Chemistry		Biology Language 1 (P1)		Maths** English*		Physics		English* Language 2 (P6)	
Every other week	A Latin	B D&T	A	B	A Geography	B RS	A Music	B	A Art	B History

### 8K

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Biology English*		Language 1 (P1)		Maths** Chemistry		Physics		English* Language 2 (P6)	
Every other week	A	B	A Art	B History	A Latin	B	A Geography	B D&T	A Music	B RS

### 8L

Day	Monday		Tuesday		Wednesday		Thursday		Friday	
Every week (core)	Maths** Physics English*		Biology Language 1 (P1)		Maths**		Chemistry		English* Language 2 (P6)	
Every other week	A	B	A	B	A Latin Music	B D&T RS	A Art	B History	A Geography	B

## Year 9 Homework Timetable 2025-26

\*One English homework will be reading for the Accelerated Reading programme.

\*\* One Maths homework will be set via the Sparx platform.

- Religious Studies, Computer Science, Latin, Classics and Music homework will be set on the day of the lesson. However, this will only be once or twice per half term. *No homework will be set for Drama, Physical Education, Games or PSHE. In addition to the stated Science homework, students must complete 200pts per week on Tassomai.*
- Students should spend roughly 35 minutes per homework assignment and opportunities to be intellectual curiosity (OPTIC) will be shared too and students who are entitled to extra time in tests and examinations may wish to practise using extra time when doing their homework if required.*

9M	Day	Monday		Tuesday		Wednesday		Thursday		Friday	
	Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
	Every other week	A	B Geography	A Art	B History	A	B	A	B D&T	A	B Geography
9N	Day	Monday		Tuesday		Wednesday		Thursday		Friday	
	Every week (core)	Science		Language 1 English		Maths Language 2		Science		Science English Maths	
	Every other week	A	B Geography	A Art	B History	A	B D&T	A	B	A	B
9O	Day	Monday		Tuesday		Wednesday		Thursday		Friday	
	Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
	Every other week	A	B History	A Art	B Geography	A	B	A	B D&T	A	B
9P	Day	Monday		Tuesday		Wednesday		Thursday		Friday	
	Every week (core)	Science English		Language 1		Maths Language 2		Science		Science English Maths	
	Every other week	A	B	A	B 1. History 2. D&T	A Art	B	A	B Geography	A	B



### Week-by-week overview to support homework weeks

Autumn Term	
1. w/c 1 <sup>st</sup> September (Thurs-Fri only)	None
2. w/c 8 <sup>th</sup> September	None
3. w/c 15 <sup>th</sup> September	Core only
4. w/c 22 <sup>nd</sup> September	Core only
5. w/c 29 <sup>th</sup> September	Core only
6. w/c 6 <sup>th</sup> October	A
7. w/c 13 <sup>th</sup> October	B
HALF TERM	
1. w/c 3 <sup>rd</sup> November	A
2. w/c 10 <sup>th</sup> November	B
3. w/c 17 <sup>th</sup> November	A
4. w/c 24 <sup>th</sup> November	B
5. w/c 1 <sup>st</sup> December	A
6. w/c 8 <sup>th</sup> December (No Friday lessons)	B

Spring Term	
1. w/c 5 <sup>th</sup> January (Wed-Fri only)	A
2. w/c 12 <sup>th</sup> January	B
3. w/c 19 <sup>th</sup> January	A
4. w/c 26 <sup>th</sup> January	B
5. w/c 2 <sup>nd</sup> February	A
6. w/c 9 <sup>th</sup> February	B
HALF TERM	
1. w/c 23 <sup>rd</sup> February	A
2. w/c 2 <sup>nd</sup> March	B
3. w/c 9 <sup>th</sup> March	A
4. w/c 16 <sup>th</sup> March	B
5. w/c 23 <sup>rd</sup> March (No Friday lessons)	A

Summer Term	
1. w/c 13 <sup>th</sup> April	A (Thurs and Fri only)
2. w/c 20 <sup>th</sup> April	B
3. w/c 27 <sup>th</sup> April	A
4. w/c 4 <sup>th</sup> May	B
5. w/c 11 <sup>th</sup> May	REVISION
6. w/c 18 <sup>th</sup> May	REVISION
HALF TERM	
1. w/c 1 <sup>st</sup> June	REVISION
2. w/c 8 <sup>th</sup> June	EoY Examination reflection
3. w/c 15 <sup>th</sup> June	EoY Examination reflection
4. w/c 22 <sup>nd</sup> June	Academic Collaboration Week
5. w/c 29 <sup>th</sup> June	Summer Work

## Year 10 Homework Timetable 2025 - 2026

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Class	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Y10</b>	Option B Option C	English  Option A  Science 10.1 - Biology 10.2 - Physics 10.3 - Chemistry 10.4 - Chemistry	MFL  Mathematics  Science 10.1 – Chemistry 10.2 – Chemistry 10.3 – Physics 10.4 – Physics	MFL  Option B  Option C	Science 10.1 – Physics 10.2 - Biology 10.3 – Biology 10.4 – Biology  Mathematics  Option A  English

- In addition to the stated Science homework, the school uses a piece of software called Tassomai. Students should complete 200 points on Tassomai each week. If you have any questions about Tassomai please consult the link below: [How does Tassomai work? — Tassomai](#)
- Students should spend roughly 45 minutes per homework assignment who are entitled to extra time in tests and examinations may practise using extra time when doing their homework if they wish to.

## Year 11 Homework Timetable 2025 - 2026

Class	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Y11</b>	<p>Science (11.1 - Chemistry, 11.2 - Chemistry, 11.3 - Biology, 11.4 - Biology)</p> <p>Option C</p>	<p>MFL</p> <p>Option B</p> <p>Option A</p> <p>English</p>	<p>Option B</p> <p>Science (11.1 - Biology, 11.2 - Biology, 11.3 - Physics, 11.4 - Chemistry)</p> <p>Option A</p>	<p>MFL</p> <p>Option C</p> <p>Mathematics</p>	<p>Mathematics</p> <p>Science (11.1 - Physics, 11.2 - Physics, 11.3 - Chemistry, 11.4 - Physics)</p> <p>English</p>

- In addition to the stated Science homework, the school uses a piece of software called Tassomai. Students should aim to complete 200 points a week to avoid achieve a merit and to avoid a work point. If you have any questions about Tassomai please consult the link below:  
[How does Tassomai work? — Tassomai](#)
- Students should spend roughly 45 minutes per homework assignment. Students who are entitled to extra time in tests and examinations may practise using extra time when doing their homework if they wish to.

## Summer Work Programme

Independent School Terms are short. To supplement the homework schedule, and ensure the start of the year is productive we have introduced a school wide programme of Summer Work, designed to engage rather than intimidate, and prepare rather than punish, it was designed to inspire students at the start of qualifications and ensure lesson time was not wasted covering the basics, i.e it is unforgiveable to simply give lesson time in English over to reading the set texts, such time is valuable and must be used for higher level thought. Please see below an example of the Summer 2025 Programme of work. This process has also been refined in the academic Year 2024-5 to reduce any busywork and setting a core task and an OPTIC – An 'Opportunity To Be Intellectually Curious.

YEAR 9 INTO 10	
SUBJECT	SUMMER WORK
Art	<b>Adorn, Decorate, Embellish – Project:</b>  <a href="#">Year 9 Summer Work Project - Adorn, Decorate, Embellish</a>
Biology	<b>Communicable diseases</b>  For summer work, we would like you to complete the following, which will cover work in Chapter B5 on Communicable diseases. When you return, you will have a week of review work in relation to this before an assessment:  <a href="#">BIOLOGY - YR 9 into Y10 Summer Work 2024.docx</a>  <a href="#">BIOLOGY - Diseases Activity Sheet Yr9.pdf</a>  <a href="#">BIOLOGY - ZigZag information gathering - communicable diseases.pdf</a> (the code to access this sheet is zz2ghc4 )
Business	<b>Dragons Den and Local Business Montage</b>  <ol style="list-style-type: none"><li>1. Watch an episode of Dragon's Den – Produce a review on why did some pitches succeed and why did others fail? <a href="#">BBC iPlayer - Dragons Den</a></li><li>2. In your local high street identify some national and international businesses. Are there any local businesses? Create a photo montage of your results in a .pptx file ready to share in September.</li></ol>
Chemistry	<b>Bonding Poster</b> Create a poster covering Covalent Bonding, Ionic Bonding and Giant Covalent structures. You should include dot-and-cross diagrams, description of bonding and properties.
Classical Civilisation	<b>Introduction to The Odyssey</b>  <ol style="list-style-type: none"><li>1. Read a detailed summary of Homer's Odyssey here: <a href="#">The Odyssey: Full Poem Summary   SparkNotes</a></li><li>2. Sign up to massolit with your Halliford email account and watch this course and take a detailed set of notes:</li></ol>

	<p><a href="#">MASSOLIT - Homer: Odyssey: Oral Composition   Video lecture by Prof. Edith Hall, Durham University</a></p> <p>Then take the module quiz by clicking the module quiz button underneath the video.</p>
<b>Computer Science</b>	<p><b>Crash Course</b></p> <p>Find out more about the subject. Work your way through 'Crash Course' Computer Science on You Tube:</p> <p><a href="https://www.youtube.com/watch?v=tplctyqH29Q&amp;list=PLH2l6uzC4UEW0s7-KewFLBC1D0l6XRfye">https://www.youtube.com/watch?v=tplctyqH29Q&amp;list=PLH2l6uzC4UEW0s7-KewFLBC1D0l6XRfye</a></p> <p><a href="https://thecrashcourse.com/topic/computerscience/">https://thecrashcourse.com/topic/computerscience/</a></p>
<b>Design &amp; Technology</b>	<p><b>Designer Research</b></p> <p>Researching and reading about the designers from the GCSE spec. They should then produce a mini presentation based on these designers, finding local similar examples of said designers work. Students should focus on the Timbers designers from the GCSE: Bethan Gray, Edward Baber and Jay Osgerby, Eileen Gray, Kusheda Mensah, Morag Myerscough, Nipa Doshi and Jonathan Levien, Smuel Chan, Scott Jarvie, Thomas Karen OBE, and Tom Dixon OBE.</p>
<b>Drama</b>	<p><b>Theatre Review</b></p> <p>Any student starting GCSE Drama in September must see a piece of theatre of their choice.</p> <p>They should write a 400-word review about how effective the performance was at communicating meaning to you as an audience member and take a picture of the programme so that this can be combined on one piece of A4 and then displayed.</p>

<b>English Literature</b>	<p><b>An Inspector Calls</b></p> <p>Buy and read 'An Inspector Calls'. <a href="#">An Inspector Calls (Heinemann Plays For 14-16+): Amazon.co.uk: J.B. Priestley, Tim Bezzant: 8601300267968: Books</a></p> <p>Students should also watch: <a href="#">An Inspector Calls (2015) (era.org.uk)</a></p> <p>However, you may need to create a free account to view this - <a href="#">Registration (era.org.uk)</a></p> <p>Having read and watched 'An Inspector Calls' students should <b>complete one</b> of the following tasks:</p> <ol style="list-style-type: none"> <li>1) Write a police report on the death of Eva Smith</li> <li>2) Write diary entries from the perspective of two different characters after the events of the film. Focus on their thoughts and feelings about what has transpired and their reflections on their actions.</li> <li>3) Write an alternative ending for the film. Discuss how this new ending changes the overall message and impact of the story.</li> <li>4) Design a poster for the film, highlighting its central themes and key moments. Include a tagline that captures the essence of the story.</li> </ol>
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	5) Create a programme for a new version of the play, which will include a new cast and perhaps setting for the story.
<b>French</b>	<p><b>Lupin, Bitesize and Wordwall</b></p> <p>Watch episodes of “Lupin” Series 1 in French with English subtitles (available on Netflix – apologies for any inconvenience) Make rough notes on who is your favourite character and why. Attempt to translate this sentence into French and be able to say it out loud.</p> <p><a href="#">KS3 French - BBC Bitesize</a></p> <p><a href="#">French - Teaching resources (wordwall.net)</a></p>
<b>Geography</b>	<p><b>Attenborough and Educake</b></p> <p>Attenborough: Watch one or more free episodes of ‘Our Planet’ <a href="#">Our Planet Documentary Series– David Attenborough</a> and either write a review of an episode including an image from the episode you have viewed.</p> <p>Educake: Answer questions on one the following topics :- Global Hazards, Urban Futures or Development Dynamics, use you End of Year Examination feedback to decide which area you should focus on.</p>
<b>German</b>	<p><b>Mini Project and Nico’s Weg:</b></p> <p>Complete the project at this link <a href="#">German mini-project</a>, it includes listening to some German music or watching a German film and answering some questions.</p> <p>Watch ‘Nico’s Weg’ (German learning series on DW and YouTube). Use the following site to help you with these tasks:</p> <p><a href="#">KS3 German - BBC Bitesize</a></p> <p><a href="#">German - Teaching resources (wordwall.net)</a></p>
<b>History</b>	<p><b>The History of Medicine</b></p> <p>Visit the History of Medicine Wellcome Galleries at the Science Museum: <a href="#">Medicine: The Wellcome Galleries   Science Museum</a> – consider a visit!</p> <p>Watch this BBC Bitesize video on Medicine from prehistory to the Twentieth Century <a href="#">Medicine Through Time Bitesize Revision - YouTube</a></p> <p>Use the above video and your own research to create a display ready poster of the ‘Timeline of key people in the History of Medicine’.</p>
<b>Latin</b>	<p>Students have received their textbook.</p> <p>Students need to learn the vocabulary from Chapter 1 and 2.</p> <p>Revisit and revise the grammar content from chapters 1 &amp; 2 (which has been taught in Year 7-9).</p>
<b>Mathematics</b>	<p><b>Maths work has been determined dependent on set.</b></p> <p>9F: Papers and answers (Set on TEAMS) including those moving to this set.</p> <p>9A &amp; 9B: Work has been set work on Dr Frost Learning entitled ‘Year 9 summer work 24).</p> <p>9C: Have has work assigned to them on OneNote.</p>
<b>Music</b>	<ol style="list-style-type: none"> <li>1. Watch a live musical performance! – take a picture to create a display when you return.</li> <li>2. Experiment with composing a couple of chord sequences on your chosen instrument</li> </ol>

	3. Watch music history video lessons on Liberty Park music: <a href="#">Beethoven   Composer Biography   Music History Video Lesson - YouTube</a>
<b>Physical Education</b>	<b>Plant Based Preparation</b> 1. Access Course content (Edexcel GCSE PE) on BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/zxbg39q">https://www.bbc.co.uk/bitesize/examspecs/zxbg39q</a> 2. Consider your 3x Sports for GCSE PE Assessment 3. Write a short paragraph about what you think GCSE PE will involve. This should include areas you think will be a strength and something you need to consider working harder on. 4. Watch Netflix documentary on plant-based diets for athletes as opposed to meat: 'The game changer' <a href="https://youtu.be/rTGM2KjNGUU">https://youtu.be/rTGM2KjNGUU</a> - Produce a spider diagram/fact sheet outlining some of the key issues discussed around a plant-based protein diet for athletes rather than meat-based protein. Does the research suggest this benefits performance? Look at some of the athlete case studies mentioned.
<b>Physics</b>	Produce a poster on the Physics of car safety. You should include at least 5 different features and how they prevent injury. (Hint - Newton's laws of motion.)
<b>Religious Studies</b>	<b>Christianity and Islam Poster</b> Create an A3 poster that compares and summarises what Christians and Muslims believe (e.g. God, holy book, core principles) and what some of the Christian and Muslims practices are (e.g. prayer, place of worship, celebrations). Benes and merits up for grabs!
<b>Spanish</b>	<b>Gaming with Grammar</b> 1. Wordwalls on m/f/s/p: <a href="#">Spanish Adjective agreement - Teaching resources (wordwall.net)</a> 2. Quizlets on a/some/my/the 3. Quizzis on I like to do/I do: <a href="#">"Gustar with infinitives"   Search Results - Quizizz</a> 4. Languagesonline present tense: <a href="#">languages online</a> 5. Online games on difference present/future: <a href="#">languages online</a> 6. Online games on preterite tense: <a href="#">languages online</a> 7. Online games on word order/sentence structure

## Academic Collaboration Week

In the penultimate week of the Year, in between Examination feedback week and Activities week, we will hold the second Academic Collaboration Week.

Students in the lower sixth are on Work Experience, Years 7 –9 will complete in 5 themed days staffed and run by faculties rather than departments. They will participate in a carousel activities each day designed to challenge them academically and also challenge their ability to work in small groups.

Below is a summary of some of the topics that were selected last year (Summer 2024). The week will take place again this year; Summer 2025.



Day	Year 7	Year 8	Year 9
Monday	Diplomacy	Science Museum	Dystopia
Tuesday	Cereal Box	Odyssey	Diplomacy
Wednesday	Coast	Animation	Utopia
Thursday	I Robot	Sustainable classroom	Bath
Friday	Halliford Heights Housing	Diplomacy	Asthma App

*Come as you are. Go as all you can be.*



Academic Collaboration Week Daily Reflection Seet

**Coastal Landscape – Hayling Island Trip**

**Wednesday 25<sup>th</sup> June 2025**

Main area(s) of learning for the day	What I know about this at the <b>start</b> – to do on the coach on the way down	What I know about this at the <b>end</b> – to do on the coach on the way back
Managing Landscapes – how are coastlines managed successfully? INTELLECTUAL CURIOSITY TEAM PLAYERS		
Inspiring landscapes – how can beautiful locations inspire creativity? CREATIVITY		
Playful landscapes – how can the coast be used as a location for fun? INTELLECTUAL CURIOSITY TEAM PLAYERS		
Profitable landscapes – to what extent are coasts good locations for economies to thrive? INTELLECTUAL CURIOSITY RESPECTFUL		
Hayling Island as a location		

How much did the activities challenge you to think more critically, to be evaluative, to be analytical or any of the other words in the golden ring of learning to challenge yourself?	
Have you felt <b>inspired</b> by anything you have done today? Please give some details	