



**MALVERN**  
COLLEGE

**Tomorrow's role models,  
shaped today.**

**Foundation Year  
Curriculum Information  
2025-2026**

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## Introduction

### The Foundation Year (Year 9) Curriculum

Through the curriculum and co-curricular activities, we aim to nurture the personal, learning and thinking skills which are integral to the development of young people and the role they take on in life. This guide provides a brief outline of the subjects taught in the Foundation Year.

Foundation Year pupils will work with their tutors to review and monitor their progress over the course of the year. Central to this is the FY Pupil Passport where each pupil will be able to keep a record of their achievements, their contributions to the wider life of the school and their academic performance. At the end of each term pupils are encouraged to take their passport home so that parents and guardians can get an overview of their child's achievements.

In addition to the subject based lessons there are also 3 cross-curricular projects that FY pupils are involved in over the course of the year. The aim of these projects is to give pupils the opportunity to work on complex, real-life situations and problems that encourage collaboration and practical problem solving. The three projects may change from year to year. Recent examples are "Codes and Coding" "Campaigning" and, finally, "Cosmetics," where pupils, working in groups, have to develop a new product and design its marketing campaign.

Teaching in the FY is focused on developing the skills that pupils will need to be successful as they move on through the school. To this end, departments will focus on developing nine transferable skills over the course of the year. Those skills are:

- » Literacy
- » Numeracy
- » ICT
- » Communication
- » Working with others
- » Research
- » Questioning and Critical Thinking
- » Analysis and Evaluation
- » Creating

The FY curriculum should challenge and stimulate all pupils and allow them to develop the skills and attributes that will enable them to be successful as they move up through the school.

## English as an Additional Language

All international pupils are carefully assessed when they arrive at Malvern College to establish their English language level and their cultural and educational background with regard to English. All relevant information is then used to make a decision about a pupil's English language needs. The EAL curriculum in the FY focuses not only on the production of grammatically correct English but also on writing styles and techniques needed in other academic subjects. We use course books and authentic material to develop vocabulary and include cultural topics in which the diversity of background within the small group can be exploited and enjoyed. Regular discussion and encouraging critical thinking to explore new challenging ideas through debate and exploration are an important aspect of EAL lessons in order to develop all language skills. It is vital for all pupils to feel confident in their use of English in order for them to perform to the best of their ability in all subjects. There is an EAL support clinic per week on top of timetabled EAL lessons for those pupils who require extra help.

## Biology

In the Foundation Year pupils are given an introduction to major biological principles and experimental techniques so that all pupils, irrespective of their background in the subject, will be able to study Biology to IGCSE level and beyond. This is achieved through a mixture of theoretical and practical lessons each week.

A brief outline of the Foundation Year Biology course is as follows:

### Autumn Term

- » Development of basic practical and associated skills
- » Characteristics of living organisms
- » Variety and Classification of living organisms (The Five Kingdoms, main phyla of plants and animals, the five vertebrate classes)
- » Levels of organisation from cells to organisms
- » Cell structure (major cell organelles, specialized cells)
- » Biological molecules (carbohydrates, lipids and proteins, food tests, enzymes and their action)
- » Nutrition in Humans (balanced diet, the role of vitamins and minerals, energy requirements and energy levels in foods, structure and function of the digestive system, ingestion, digestion, absorption and assimilation, peristalsis, the role of enzymes in digestion, the liver and the production of bile, absorption in the small intestine and the structure of villi) »

## Biology continued...

### Spring Term

- » Reproduction (asexual and sexual reproduction, the role of gametes in sexual reproduction);
- » Reproduction in flowering plants (flower structure, differences between wind and insect pollinated flowers, pollination and the growth of pollen tubes, fruit and seed formation, seed structure and energy storage, germination and required conditions, artificial pollination and propagation methods);
- » Human reproduction (structure and function of the male and female reproductive systems, puberty and the development of secondary sexual characteristics, the menstrual cycle and the role of oestrogen and progesterone, sexual intercourse, fertilisation and implantation, the role of the placenta and umbilical cord, the role of the extra embryonic membranes and amniotic fluid, birth).
- » Respiration (anaerobic and aerobic respiration, equations and examples of each, observing and measuring respiration);
- » Gas Exchange in Humans (structure of the breathing system, how we breathe, the role of the intercostal muscles and diaphragm, breathing experiments and the spirometer, structure and function of the alveoli, gas exchange, breathing and exercise, consequences and dangers of smoking).

### Summer Term

- » Gas Exchange in flowering plants in relation to respiration and photosynthesis.
- » Leaf structures and stomata; how their structure is related to gas exchange and photosynthesis.
- » Photosynthesis equation; how carbon dioxide, light intensity and temperature affect the rate of photosynthesis.
- » Plant mineral nutrition.
- » Reproduction in flowering plants: structure of wind and insect pollinated flowers, pollination and fertilisation, fruit and seed formation, germination and asexual reproduction of plants.

## Chemistry

The aim of the Foundation Year Chemistry syllabus is three-fold:

- » To provide an introduction and background to the Edexcel IGCSE course;
- » To bring all pupils up to the same level of proficiency in the subject, whatever their background;
- » To engage the pupils' interest in the enjoyable, important and highly relevant subject of Chemistry.

Wherever possible, the concepts of the subject are introduced and taught through practical laboratory work and this is especially true at the start of the course, which commences by looking at the separation techniques which chemists employ. It is vitally important that pupils learn to work safely in the laboratory, but with confidence, and the topic of separation techniques provides a lot of laboratory experience.

Basic concepts such as elements, mixtures and compounds together with states of matter will be used by the pupils throughout their IGCSE course and beyond, and these are also introduced at this stage.

The pupils then move on to study atomic structure and isotopes, and the relationship between the atomic structure of an element and its position in the periodic table. There follows a more in-depth study of the very exciting and highly reactive Alkali metals (Group 1) and the Halogens (Group 7). From their prior understanding of electronic structure pupils are able to predict the reactivity of elements that they have not studied. We finish the term by comparing the reactivity of various metals in water and acid in order to establish a reactivity series.

In the Spring Term, we start to consider the nature of chemistry between metals and non-metals in terms of ions, relating back to atomic structure and the periodic table and at the same time considering the properties of ionic substances, such as sodium chloride. The chemistry behind rusting and its prevention is also explored. The term concludes with an investigation of the behaviour of acids, bases and indicators and how their chemistry can be controlled to produce different types of product.

In the Summer term, pupils take on the challenge of writing chemical formulae and equations. Following this we study the chemistry of the Earth's air, including its composition and the causes and impacts of greenhouse gases and acid rain.

After each topic pupils sit an end of topic test and the marks are collated to provide an idea of progress and understanding. A full examination is then sat at the end of the Summer Term.

## Classics (Latin, Ancient Greek, Classical Civilisation)

Students can opt to take either Latin or Classical Civilisation in the FY. Latin is the study of the language, literature, history and culture of the Roman world; Classical Civilisation does not include study of language, and looks at a wider range of ancient cultures. We strongly recommend that if you have studied Latin at your previous school you continue with it at Malvern. This is because you need to have studied Latin in the FY to continue to GCSE, but you do not need to study Classical Civilisation in the FY to take it at GCSE.

### Latin & Greek

Latin is taught to students with considerable, intermediate, little or no experience of the language: the classes follow the same course but at slightly different paces and depth, and with different group sizes, to enable all students to reach the level to continue at GCSE, while stretching those who have studied Latin previously. Students will be grouped on arrival to ensure that they are being challenged and supported at the right levels.

Students who arrive with stronger/more advanced Latin, or who progress quickly, will be placed into the Gratin class, where they will explore the basics of Ancient Greek alongside their Latin. This will enable them to access the GCSE Gratin course, where they can obtain GCSE Latin and either a full GCSE or a UCAS accredited half-GCSE in Ancient Greek within the timetable time of one GCSE. This is an excellent way for academic students to enhance their portfolio. Any students arriving with Ancient Greek will see their skills extended and developed.

The Latin and Greek courses are built around the Suburani textbook, which combine the best of recent pedagogical techniques and developments in the study of the Ancient World. It explores life in the culturally vibrant poorer district of Rome, the Subura, and in the provinces of the Roman Empire, through the eyes of Sabina, a teenager around the same age as the FY students. The value of language for accessing culture is a key feature of the course, ensuring that students don't feel they are learning grammatical forms in isolation from the world and people they give voice to. The textbook is supported by an extensive purpose-built online service with vocabulary testers, automarked revision exercises, and additional activities and enrichment materials. Malvern College is a pilot school for their freshly-developed Greek course, and at the cutting edge of ancient language teaching.

### Classical Civilisation

Classical Civilisation is based around 3 modules: a theme study, a topic study and a period study. It seeks to build key skills such as source analysis, literacy and communication; while these are covered in the Latin syllabus, they can be given more time in Classical Civilisation. Classical Civilisation seeks to build an appreciation for the Ancient World alongside a keen critical eye. It aims to provide students with the ability to formulate their thoughts independently and articulate them clearly. By tackling some key themes of modern life but viewed at a distance, students will become more self-aware of their own cultural heritage and baggage, and more open-minded about the world around them: it is a subject that creates global citizens who understand themselves.

#### Module 1: Theme Study: Ancient Women

Students will:

- » be encouraged to understand the nuances of the representations of women in the Ancient World
- » develop visual and textual source-work skills
- » developing research and presentation skills, including extended project work

#### Module 2: Topic Study: Roman City Life in Pompeii

Students will:

- » get to grips with the reality of living in a Roman city
- » build English literacy skills: they will be taught through the medium of a purpose-written fiction book
- » explore how language creates ideas of place and culture, and how we go about extracting that latent information from texts

#### Module 3: Period Study: Ancient Middle East

Students will:

- » broaden their horizons of the Classical World by studying the formative cultures of the Ancient Near and Middle East, from the city of Ur to the rule of Darius, with a focus on comprehending leadership
- » understand the contributions of the Ancient Middle East to the Classical and modern era
- » build extended writing skills, particularly historical and comparative essay writing

## Design & Technology

In Design and Technology, we encourage all pupils to develop their creative abilities, problem solving and practical skills. Throughout the Foundation Year, pupils gain an insight into the exciting possibilities within the subject through a wide range of experiences in response to focused designing and making tasks. During the year, each student will complete a project associated within each of our three main specialist areas that we have to offer. These are Resistant Materials, Graphic Products and Fashion & Textiles.

### Resistant Materials

Pupils concentrate on designing and making products that are manufactured using the materials; wood, metal and plastics in many forms. As well as learning hand skills, they are introduced to a range of industrial processes to shape and form materials including computer aided manufacturing.

### Graphic Products

Pupils are introduced to designing and developing ideas for interior architectural design, garden design and 3D product (concept) design. This introduces a range of creative designing and making skills, technical knowledge and understanding relating to graphic products including CAD using Solidworks and Sketch up.

### Fashion & Textiles

Pupils develop their understanding and abilities in design through processes associated with Textiles, including machine embroidery, sewing by hand and construction skills. They will build up their creative approach through the exploration of imaginative and intuitive ways of working by using different media, materials and technologies associated with the field.

Students are encouraged to utilise the department outside of lessons to further develop their practical skills either by completing a self-initiated project or enrol on the many CCA activities hosted by the department.

## Drama and Theatre

Drama and Theatre at Malvern provides every pupil in the College with the opportunity of acquiring knowledge and experience of performing, directing and designing from both an historical, practical or technical perspective. Opportunities exist for our pupils to develop skills and talents in various aspects of Theatre and performance. These opportunities are provided both within and outside the organised curriculum– through GCSE/A Level study, participation in a varied programme of co-curricular productions, the annual House Drama competition, Speech and Drama/Musical Theatre (LAMDA) tuition, Technical Theatre club or co-curricular Dance activity. The College is fortunate to have its own theatre, the Rogers Theatre, which has recently undergone a £4 million refurbishment. The hub of the department’s activities, it is a flexible performance space, which lends itself to many styles of staging, from end-on, thrust and theatre in the round. The lighting provision is excellent, with a ‘ladder-free’ accessibility, cat walks and a tension wire grid enabling our pupil technicians to be completely ‘hands[1] on’, a large stock of lanterns and fully computerised digital control consoles for lighting and sound. Stage design and set construction are well catered for, and there is a large and varied stock of in-house costumes. Pupils are encouraged to play a very full part in all these aspects of theatre. Speech and Drama/Musical Theatre tuition is an increasingly popular choice for our pupils wishing to study for LAMDA examinations.

In the Foundation Year the basis of the academic drama course is to use theatre games, improvisations, role plays and short script extracts to develop basic skills of movement, response, speech, use of performance space and audience awareness. Pupils will work on collaborative and communication skills, confidence performing before an audience, creation of character, consideration of design aspects and understanding of basic theatre terminology. In the Summer term all pupils participate in a Shakespeare Film project, involving storyboarding, performing, recording and editing a short movie. The FY have the opportunity to audition for the Lower School drama production.

Recent plays performed include Macbeth, The Secret Diary of Adrian Mole, Cluedo, Holes, and Animal Farm.

## English

In the Foundation Year, students study extracts from a range of literary (poetry, prose, drama) and non-literary texts including travel writing, magazine and newspaper articles, diaries, letters, speeches, street art and leaflets.

Each extract offers opportunities for analytical discussion and analysis as well as creative and descriptive writing tasks.

Running concurrently with this programme, students complete weekly exercises on the IXL online grammar learning platform.

The year follows 4 themed modules:

1. Identity (exploring concepts such as diversity, stereotypes, prejudice)
2. Time and place (conflict, stories of our history, why we tell stories)
3. Protest and activism (power, responsibility, traditions, authority)
4. Future focus (Utopia, dystopia, legacy, wellbeing)

Each of these modules covers the full range of text types and genres, so that by the end of the year, students have engaged with extracts from numerous poems, plays, novels and short stories, as well as more transactional pieces such as letters, speeches and news articles. Students’ knowledge and skills will be assessed throughout the year and more formally in four common assessments:

### Common assessments

1. Creative writing on identity
2. Analytical task on a poem they will have studied
3. Writing a protest speech
4. End of year exam: analytical and creative writing

## Modern Languages

In the FY, pupils will study French\* as their first modern language and may then choose between German and Spanish for their second language option.

Classes are available for beginners as well as pupils that have previous experience of the language. We hope the sections below will help guide your choice.

\*Pupils requiring EAL (English as an Additional Language) will attend EAL lessons instead of French.

## French

Our approach in the Foundation Year is a combination of modern resource-based techniques and traditional learning of the structure of the language. All pupils will be tested in their first lesson and will then be placed in a teaching set appropriate for their level of French. There are three main aims:

- » Grammatical sophistication and accuracy
- » Communicative competence
- » Cultural awareness

Communication skills are developed as a priority but cultural objectives are not ignored, and the understanding of different peoples’ ways of thinking and feeling is an important ingredient of French and of the intellectual benefit of the course. Whilst enthusiastic in the development of practical skills, we ensure that this is not to the detriment of rigorous training for a precise and accurate appreciation of linguistic problems.

Pupils in the Foundation Year follow a comprehensive programme of key topics and grammar, for the IGCSE examinations.

## German and Spanish

### Beginner level

These beginners’ courses focus on the basics of the language, introducing pupils to key vocabulary that can be used in introductions and to describe pupils’ lives, hobbies, families, and cities. (The Russian course begins with an introduction to the Cyrillic alphabet, which pupils will be able to confidently use after approximately 2 weeks). There is a focus on the grammar of the language, ensuring that pupils have a solid foundation in the present tense and in using subject and possessive pronouns, which will be key to (!)GCSE success. Other tenses are also introduced. Pupils will work on reading, writing, listening, and speaking, with a focus on oral communication.

### Intermediate level

Pupils may also select to study German and Spanish at intermediate level, for those with prior experience of the language. The intermediate courses require pupils to have already completed at least a year of study in German or Spanish. This course focuses on extending pupil vocabulary to talk about more complex topics such as the films pupils like, food preferences, clothing and holidays. There is a focus on dialogue that would be useful in a town, such as in a pharmacy, shop or restaurant, enabling pupils to develop practical communication skills. Following the present tense, pupils also explore past and future tenses as well as infinitive constructions, laying a solid foundation in grammar that will be key to success at IGCSE.

## Geography

Geography is fundamentally a subject where ideas are tested and concepts explored. The aim of the Foundation Year course is to challenge the pupils in terms of their own perceptions and encourage them to learn through practical experience and fieldwork.

We will begin the year with a study of the Anthropocene. Each topic we cover will have at its core an element of theory, which will be explored via a number of different skills and practical tasks, including fieldwork. Where fieldwork takes place off the school campus there will be

## History

The Foundation Year syllabus provides the opportunity to study the causes and course of the First World War, to undertake a project relating to a historical topic of each pupil's own choosing, to investigate the history of Malvern College, and to study how women got the vote in Great Britain and the origins of Antisemitism and the Holocaust. Some of this material forms valuable background to the IGCSE (Cambridge) History course. Essential skills that are nurtured in the Foundation Year include analysis and interpretation of sources and writing coherent and developed explanations of why events happen and the extent to which change occurs. In so doing, literacy skills and those required for independent research are also developed. Pupils explore crucial political, social and military themes.

Pupils begin with a study of the history of Malvern College from 1865 until 1914 and this leads into work on the First

## Life Skills

In the Foundation Year, pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed at their prep schools. The Malvern College Life Skills education programme acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of their peers and the media.

Life Skills in the Foundation Year takes place formally through a series of lessons which are divided into three core themes:

- » Health and Wellbeing
- » Living in the wider world
- » Relationships

an extra charge to parents. Pupils will learn to work with and to manipulate a range of data, using ICT, traditional mapping techniques, GIS, graphs, photographs, sketches and diagrams.

Our aim is to produce pupils who are inquisitive, systematic and thorough in their research, with the ability to challenge preconceptions and present data to support their own ideas. The 'tool box' of techniques that they learn in this year will be vital to the study of the subject at IGCSE and later for A level or IB.

World War. They consider the origins and outbreak of the war, before analysing the Western Front and other Fronts and the reasons for the collapse of the Central Powers. The exploration of the First World War finishes with an account of the German Revolution of 1918 and the background to the Peace Settlement of 1919.

In the Spring Term pupils then learn about the factors that led to women gaining the right to vote in Great Britain, focusing on the roles of the Suffragists and Suffragettes and the contributions made by women in the First World War. The final topic we study is the origins of Antisemitism from medieval times onwards and the origins, course and impact of the Holocaust during the Second World War. To round off the History course, each pupil selects an historical research project of their own choosing. Pupils then have about six weeks in which to conduct their own research, guided by their teacher.

## Health and Wellbeing

This covers First Aid, strategies on dealing with peer pressure and how to be assertive. The teaching concentrates on developing pupils' self-knowledge and ability to manage emotions. Lessons on a healthy lifestyle complement the work on Health Education taking place elsewhere in the curriculum. Pupils are taught using a normative approach how to assess the risks of drug and alcohol abuse.

## Life Skills continued...

### Living in the wider world

This theme is supported by careers seminars and tutor time but in Life skills the students look at topics such as online reputation and sexting. Lessons on E-Safety and Cyberbullying encourage pupils to learn strategies to avoid getting into or contributing to negative online situations and will give advice on where to go and who to turn to for help and advice. Pupils learn about scams, appropriate online behaviour and how to be a responsible digital citizen, including the law and guidance around sending nudes and stickers. There is also a lesson on staying safe in terrorist situations.

## Mathematics

Good mathematicians need a variety of skills and the FY syllabus has been set up to develop those skills, with the focus being on enjoyment and skill-development rather than an abundance of new content. Pupils will be encouraged to work independently, researching some of their learning themselves, sharing in class through presentations, investigating patterns and connections, and developing their use of technology. The year is divided into 5 modules as follows:

- » **Autumn Term:** Number and Algebra
- » **Spring Term:** Graphs and Shape
- » **Summer Term:** Data and Additional Algebra

Each pupil will need a calculator, and we are now recommending the Casio 991 EX Classwizz. This has additional functions for solving equations and will be useful for anyone continuing to A Level. However, there is no need to purchase a new calculator if a scientific one is already owned.

Each of the topics taught falls broadly into one of the following categories: Number; Algebra; Shape & Space, Data.

## Music

Music is at the heart of the Malvern community, supported by a vibrant calendar of events and a thriving academic and co-curricular programme. In the Foundation Year, pupils engage with music through three core roles: performer, composer, and listener. Regardless of prior experience, every pupil is encouraged to immerse themselves in a wide range of musical genres, building the skills and understanding needed to access the EDUQAS GCSE with confidence.

## Relationships

The students explore healthy and unhealthy relationships between friends and family. The Relationships unit of the course also looks at communication, abuse and grooming. Issues such as homophobia and sexism are explored. Pupils should understand the different forms of bullying and how it feels, why people do it, the College's Code of Practice and what is expected of individuals.

Relationship and sex education in the FY covers healthy relationships, consent, the risks of STIs, and pornography.

The following topics are likely to be new for a significant number of pupils:

**Number:** Standard form; percentage change; reverse percentages

**Algebra:** Formulae for the nth term of sequences with constant difference; straight line equations of the form  $y = mx + c$ ; solution of linear inequalities; rearrangement of formulae to change the subject (involving fractions, brackets, roots and squares): factorising and solving quadratic expressions and equations

**Shape & Space:** Pythagoras theorem; transformations of two-dimensional shapes; constructions of bisectors and shapes; volume and surface area of compound three-dimensional shapes

**Data:** Quartiles and inter-quartile range; tree diagrams; Venn diagrams

The top sets are entered for the Intermediate Maths Challenge, and some time in class is spent preparing for this. Classes are set loosely at the start of the year and then again after the second tracking test.

### 1. Popular Music (Autumn Term)

In the first term, pupils will step into the roles of both performer and producer. Through the performing project, they will learn to play a range of popular music instruments while also developing the key skills of recording, editing, and producing, working together to create a finished year-group song.

## Music continued...

### 2. Film Music and Dance Music (Spring Term)

In the Spring Term, pupils will investigate how music shapes the moving image, with a particular focus on Film and TV soundtracks. They will build confidence in using musical vocabulary to describe what they hear and refine their ability to apply this language to different examples. Drawing on their understanding of the genre, pupils will then have the opportunity to compose their own music, creating themes that are instantly recognisable as belonging to a specific film character. The second project in the term focuses on the musical features of club dance music, in particular use

## Philosophy and Religious Studies

We recognize that pupils come to us with very different experiences of Philosophy and Religious Studies in their previous schools. Some will have studied world faiths and/or philosophical issues through the Common Entrance syllabus; others will have followed the Curriculum Framework for Religious Education in schools, and others will have been in environments where there have been no formal lessons in Philosophy or Religious Studies.

Therefore, the course does not make any assumptions about previous learning. There will be an introduction to critical thinking as well as philosophical terms and values. Pupils will be encouraged to uncover the implicit assumptions in arguments, to discuss a wide range of issues whilst listening carefully to each other as well as to develop independent research skills. The course fosters an enquiring, questioning and reflective approach. In their study of religion, pupils will focus on Christian belief and practice, with reference to other world religions such as Islam and Buddhism throughout the year. Secular and humanist beliefs will also be explored. The course provides a firm foundation for iGCSE as well as a wider appreciation of ethical issues in the world (also relevant at iGCSE).

## Physical Education

### Aim

The College adopts best practice guidelines from the National Curriculum whilst using its excellent facilities and highly trained staff to tailor a bespoke programme for our pupils.

The aim of the physical education programme at Malvern College is to ensure that all pupils:

- » Develop competence and confidence in a broad range of physical activities
- » Encourage healthy, active lives now and in the future
- » Develop the Malvern qualities through 'learning to move' and 'moving to learn'

of technology through learning to compose music stylistic dance music using a DAW (Digital Audio Workstation).

### 3. Samba and Performance Challenge (Summer Term)

In the Summer Term, pupils will explore the origins and key features of Samba before coming together to perform as part of a class Samba band. The second project will focus on preparing and rehearsing for a group performance, giving pupils the chance to develop confidence, build self-esteem, and strengthen their collaborative skills.

### Autumn Term

Pupils will cover selected themes in Applied Ethics and Religion: Crime and Punishment, Equality and Social Justice, Hajj and Ramadan in Islam. We encourage pupils to examine the meaning of equality, and its application in practice, considering areas such as racism and sex discrimination, as well as religious and humanist attitudes to these. Our exploration of Crime and Punishment includes responses to offending, from retribution and deterrence through to reform, forgiveness and reconciliation.

### Spring and Summer Terms

We will consider a wide range of contemporary ethical issues, from Business Ethics, Animal Welfare and Rights and the philosophical concept of personhood to issues in Medical Ethics (eg abortion and genetic engineering). Pupils will have the opportunity to write a project essay on a theme of their choice, linked either to animal welfare or genetic engineering, as well as to read and reflect upon either an introductory philosophy book or *I am Malala*.

### Objectives

- » Participate in activities to promote a healthy active lifestyle
- » Develop an understanding of establishing a healthy and active lifestyle
- » Reinforce and develop cooperative behaviour, leadership skills and reflection

Foundation Year girls and boys are educated in activities appropriate for their development. Where possible to support each individual, lessons are 'team taught'. The pupils remain in groups for the entire year and follow a programme of activities which changes every 4-6 weeks. Pupils who do not study Latin or Classical Civilisation attend an additional PE lesson where they follow a more varied programme throughout the year.

## Physical Education continued...

### All pupils complete some or all of the blocks looking at the following activities:

Fundamental physical qualities, leadership activities, athletics, personal survival, swimming, health related fitness, striking and fielding, invasion activities, net/wall activities and outdoor activities.

There is no official grading system for pupils in the FY as we want them to associate their willingness to engage and participate in the activities as success. Encouraging pupils to be physically active across a wide spectrum of activities is the priority rather than grading them on how good they

## Physics

The aim of the Foundation Year Physics course is to give pupils an introduction to Physics as an independent subject, and to provide a foundation for the two focused IGCSE years which follow. Experimental work takes a very high profile, and the intention is that the pupils will be involved in some practical work during at least one of the two weekly lessons, with the other devoted to explanation of new concepts and consolidation of old ones. The subject matter is broken up and tackled thematically as follows:

**Topic 1 – Submarines:** We aim to explore the Physics around submarines by exploring some key concepts such as pressure, density, upthrust and forces.

**Topic 2 – Surfing:** The aquatic theme continues by exploring waves; in particular, we look at things waves do such as diffraction. The experimental focus is key here

## Visual Arts

Pupils are encouraged to learn new skills and build upon their previous experience in the Visual Arts. This will involve working creatively and imaginatively to develop a rich vocabulary across the range of disciplines offered in Art and Photography. Artistic talent will certainly be nurtured and developed; however, we believe in teaching all pupils to make exciting and technically refined work.

In Art and Photography, we observe and react to our understanding of the world and make considered visual work in response. The course encourages and values both traditional and contemporary ways of working. In Art, pupils will develop their drawing and painting skills using a range of media on a number of scales. This might, for example, involve using a piece of charcoal, paint, printmaking, a piece of wire or a camera in response to a theme or subject matter. In Photography pupils will be taught how to use a camera for digital photography. Images will be developed using digital imaging and manipulation.

may be in performance. They will have the chance to reflect on aspects of performance as well as key teaching points throughout the academic year.

If pupils are unable to participate physically, they will still have the opportunity to adopt alternative roles such as coach, leader and official.

In addition, all pupils in the Foundation Year are encouraged to pursue and participate in a wider selection of physical endeavours on offer at the College, such as outdoor pursuits and of course the mainstream and minor sports.

so we will take measurements on water waves to analyse data and determine patterns.

**Topic 3 – Telescopes:** In this topic we look at how different types of telescopes work, with the aim of building a telescope ourselves towards the end of the topic.

**Topic 4 – Space:** Within this topic we explore a variety of different topics such as the model of the solar system, how stars form and how to detect exoplanets.

The Physics Department has an extensive section on the school's virtual learning environment which is aimed at allowing students to review topics independently and enhance their understanding.

A whole year-group progress test takes place at the end of each half-term and there is also an end of year examination.

Pupils will be encouraged to produce outcomes that might be highly realistic, abstract or experimental. Through learning from the work produced by other artists and photographers, pupils will skilfully chart their creative process in sketchbooks, enabling visual ideas to be evaluated and refined. By the end of the year pupils will be proud of their achievements, and for those electing to study Art and/or Photography at GCSE, this work is likely to contribute to their coursework.

Outside timetabled Visual Arts lessons pupils have access to the department to refine and make further work started in class. Pupils are also able to learn additional skills through a range of co-curricular activities and specialist workshops.



# MALVERN COLLEGE

**Tomorrow's role models,  
shaped today.**

Malvern College, College Road,  
Malvern, Worcestershire WR14 3DF, UK  
t: +44(0)1684 581 500 | e: admissions@malverncollege.org.uk

[www.malverncollege.org.uk](http://www.malverncollege.org.uk)



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