



FOREST
SCHOOL

The Academic Curriculum



Academic

Academic excellence is our priority

Academic enrichment, learning and personal development are the natural outcomes of an holistic approach to education, which enables our pupils to grow in a diverse and progressive community before they move on to the university or other course of their choice.

A rich core academic curriculum in the first years of the pupils' time at Forest is progressively augmented by opportunities to make personal choices and form a more individualised academic curriculum as they progress and grow.

Alongside this, pupils undertake stimulating programmes of study in digital skills, information literacy, oracy and communication, critical thinking, relationship, and health education whilst also developing sophisticated research skills and problem solving. Our advanced and holistic wider curriculum, which encapsulates the Co-Curriculum, also places emphasis on the transferable skills derived from engagement in clubs and societies, co-curricular music, lectures and in games ensure that they are fully rounded and equipped to meet the demands of the 21st Century world.

Forest pupils' ability to learn with independence is exercised through their constant engagement with the Forest Learner framework and particularly through Project qualifications which we offer at GCSE and A Level.

The consequence of all of this is outstanding public examination results from pupils who are academically motivated and who have learned how best to learn.

Matthew Key
Deputy Head Academic

Academic Results

As Forest makes clear, the focus of our pupils' education is to be continually developing as learners inside and outside the classroom, acquiring the habits and characteristics to set them up for life.

The emphasis is on progress and continual growth through a pupil's time at Forest. Only at the end of that time are we able to see just how much Forest pupils have added to themselves and how much the opportunities they have enjoyed at Forest have added to their personal development as individuals and help create such rounded, impressive young adults.

However, at key points, public examinations continue to provide all Forest pupils with important academic grades which serve as a required passport to the next stage of their education. These results constitute just such a key point for these pupils.

With more candidates across the country this year, and with the government committed to curbing previous grade inflation, we knew the return to formal external examinations after two years of internal grades (CAGs & TAGs) awarded by schools would pitch our Year 11 and Year 13 pupils into a highly competitive situation.

We felt strongly that the internal grades awarded over the last two years had real educational integrity and were a proper reflection of our pupils' performance, but this year's results at both GCSE and A Level represent even higher grades than those CAGs and TAGs.

So, it is particularly pleasing to report that – as forecast – our pupils in 2022 achieved the school's best-ever results at both GCSE and A Level, raising the bar from previous good examination results and testifying to the strength of the school's teaching and learning culture.

“Forest takes the broadest view of education, which is fantastic”

Rachel Sylvester, Chair of the Times Education Commission speaking in 2022. The Times Education Commission was the most extensive inquiry into education ever held in Britain and the first to cross from early years through to lifelong learning.

A Level Results

Grade	A*/A Forest	A*/A England	A*/B Forest	A*/B England
2017 A Level Exam	43%	26.2%	71%	52.9%
2018 A Level Exam	48%	26.2%	72%	52.7%
2019 A Level Exam	39%	25.2%	65%	51.1%
2020 (<i>Internal CAGS</i>)	59%	38.1%	80%	65.4%
2021 (<i>Internal TAGS</i>)	62%	44.3%	85%	69.8%
2022 (<i>COVID Adjustments</i>)	67%	35.9%	85%	62.2%
2023 A Level Exam	50%	26.5%	78%	52.7%

GCSE Results

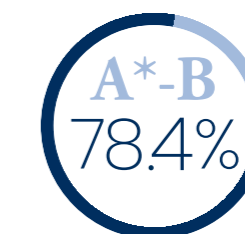
GCSE	9/8 (A**/A*) Forest	9/8/7 (A**/A*/A) Forest	9/8/7 (A**/A*/A) England
2017 GCSE Exam	n/a	69%	19.8%
2018 GCSE Exam	18.1%	77%	20.3%
2019 GCSE Exam	23.6%	75%	20.6%
2020 (<i>Internal CAGS</i>)	29%	84%	25.9%
2021 (<i>Internal TAGS</i>)	35%	85%	28.5%
2022 (<i>COVID Adjustments</i>)	41%	85%	26%
2023 GCSE Exam	50%	71%	21.6%

A Level Results

A*-A = 50.1% rising to



with Extended Project Qualification



The most common grade was A

128

grades at that level



Pupils achieved A*AA or above

GCSE Results



50% of all grades were awarded the top Grade 8 or 9 (equivalent to an A*/A**)

This represents 834 individual Grade 9s and 8s out of 1,669 grades awarded to Forest pupils



Nearly three quarters of all grades were Grade 7 (A) or above



Grade 9 (A**)

The most common grade achieved



Pupils achieved the equivalent of straight Grades 9s (A**) or 8s (A*) in all of their subjects

THE
GOOD
SCHOOLS
GUIDE

“A highly efficient and effective feel to the teaching backed up by excellent results. Mathematics, Science, English and History appear particularly strong. ‘My teachers really mind,’ said one girl, ‘and it makes such a difference to the way we all work.’”



“There is masses of good practice here. But the real challenge is to make teaching and learning tailored around each individual pupil. Not to pander to them, but to empower them.”

The Warden, Marcus Cliff Hodges

The Forest Learner

Forest is an academic school, and our ethos is simple – we want pupils to master their subjects and grow into great learners.

‘Mastery’ is about more than getting high grades; it’s about mastering the knowledge and skills of any given subject and seeing this as the real outcome of an academic education. We want our pupils to leave Forest with both excellent results and the crucial mindset that we learn for the intrinsic value of self-betterment.



RESPONSIBILITY | DIRECTION | STRATEGIES

The skills and dispositions of a great learner are articulated in our Forest Learner framework. We want pupils to know and believe that anyone can be a great learner if they:

TAKE RESPONSIBILITY FOR THEIR LEARNING

KNOW WHERE THEY ARE GOING

KNOW HOW TO GET THERE

These are summarised in the three strands of the Forest Learner – Responsibility, Direction, Strategies. Being a great learner is not simply about character traits such as grit and resilience. It’s about understanding the learning process and using the most effective strategies and techniques which can be taught and practised.

Our approach means that pupils will have the foundational knowledge to reach the highest levels of conceptual thinking in the subjects we do teach whilst also being equipped to approach any new learning with the confidence of expert learners.

This approach, unashamedly centred on academic excellence, emphasises the type of teaching and learning which engenders ‘cognitive wobble’ and which encourages pupils to understand that risk, frustration and confusion are a normal part of the learning process. In the words of the distinguished Cambridge Classicist Mary Beard, we want our pupils to ‘think until their heads hurt.’

It is this mindset that enables our pupils, once they leave the White Gates, to not merely access the most demanding and rigorous universities, workplaces, and apprenticeships in the world but to thrive and succeed at them and to develop into life-long learners, irrespective of their chosen field.

“Pupils’ attitudes towards learning are consistently positive. They show a willingness to work collaboratively with peers and teachers, and regularly take the lead in promoting new activities as well as supporting others as mentors.”



The Curriculum

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An Integrated Curriculum

Since 1834 Forest School has been educating pupils in this diverse area of North-East London, inspiring them to take on the challenges the world presents, to make a significant contribution to that world, and to enjoy doing so. Forest is a school whose distinctive and distinguished ethos reflects a place of learning in the very broadest sense, a school whose fundamental purpose remains to create the best possible outcomes for every pupil in terms of what they can achieve in their time here, and how they can develop as a person - whoever they are and regardless of their interests and abilities.

Today, Forest is an outstanding all-round school with a genuinely distinct provision that offers huge amounts beyond the classroom, allowing pupils to achieve high standards precisely because their learning is extended more broadly through all these opportunities and takes them well beyond their capacities for conventional academic work.

Our school is one of the biggest and most diverse independent schools in the country, and through our integrated curriculum we seek to develop in our pupils genuine inter-cultural understanding, an appetite for learning, and confident intellectual and social versatility. To achieve this, we are equally committed to the academically ambitious curriculum, alongside an imaginative and wide-ranging co-curricular programme, in which every individual pupil's development is encouraged and recognised. Above all, we foster a culture of open-mindedness and kindness, an environment where every pupil is 'known, liked and valued', as we support their development from 4-year-old children to young adults, ready to contribute to the world beyond Forest.

So, learning at Forest is not defined specifically in relation to one aspect of the integrated curriculum – academic, co-curricular or pastoral. All contributing factors are highly valued, and we expect Forest pupils to be busy and fully engaged in school life, recognising that they will grow in this community and that rigorous learning is more than the acquisition of understanding or knowledge, it is the development of dispositions, skills, and character. Our pupils certainly know that learning is never fixed, nor does it have a ceiling, and that learning to fail is fundamental to achieving success. They perceive learning as a continuous process – not always straightforward - and one which has its foundations in every interaction, opportunity, and facet of life at Forest. Nor does their learning end here in School, a successful Forest learner is set up to adapt and flourish in their adult life beyond the school gates.

Forest understands that good curriculum planning promotes progress in attitude, behaviour, self-belief, and self-reliance as well as skill and understanding. As educators at Forest, we must continue to think about how we define progress, how we measure it and, above all, how we ensure that it becomes possible for every learner, that the structures and processes leave no learner excluded.

A Values-Driven Curriculum

The Forest Curriculum must encourage growth and learning at all times, and on all fronts, by providing a broad, balanced provision which exposes pupils to opportunities to develop and grow in line with the key values of the School. Therefore the aim of the curriculum will be to bring our School values to life and encourage all pupils to:



Take **RESPONSIBILITY**

Engage fully in the **COMMUNITY**

Embrace **DIVERSITY**

Enjoy the habits of **HARD WORK**

Maintain **WELLBEING**

Adopt a **GROWTH** mindset

Always be **LEARNING**

Looked at in a little more detail, through the lens of our Forest values, we see that...

To become capable, independent adults Forest pupils need to be responsible and make decisions for themselves. As young people grow towards maturity, they learn to accept **Responsibility** for themselves and their own behaviour, and in doing so will better understand their strengths and weaknesses. Forest Learners are distinct in their metacognitive capacity: their appreciation for how learning works and how the mind blossoms.

The primary purpose of the Forest Curriculum is to provide opportunities for pupils to achieve and develop within a dynamic, safe **Community** framed by key values. A pupil will learn more if, as a member of the Forest Community, they experience the School's inclusive culture as having a positive effect on their development, helping them find their place and voice in the world.

Diversity is not just about maximising individual talent; it is also about enlarging collective intelligence. When you bring people together with diverse perspectives and thinking, the uplift in creativity and problem-solving can be vast, and the performance boost (in a team or a class) similarly huge. Forest's curriculum allows the modelling of the type of inclusive, collaborative workplace which effectively educates pupils to be ready as adults to be part of a wider diverse and inclusive society.

Not only will the value of **Hard Work** be of significant benefit to the development of an individual's work ethic, but it will also promote self-efficacy and accountability. Forest Learners come to understand that success is nearly always underpinned by hard work and that the curriculum will provide appropriate stretch and challenge for all pupils at all stages, while ensuring that pressure on pupils is appropriate.

Any pupil's **Wellbeing** is dynamic and will reach good levels if their Forest education gives them opportunities to feel relatively confident in themselves as learners, have positive self-esteem, feel and express a range of emotions, build and maintain good relationships with others, feel engaged in the School community, cope with the stresses of daily life and adapt and manage in the face of change and uncertainty.

At Forest, pupils grow as learners in the broadest sense, approaching life and learning with a **Growth** mindset as they move to increasing independence and adulthood. To grow at Forest, pupils need to understand and enjoy development and change framed by a Forest education, recognise their unique personal development in the context of their relationships with others, and not avoid the struggles and challenges that help them grow emotionally.

The Forest Curriculum will provide pupils with a range of experiences to draw on as they develop the skills and acquire the knowledge to live fulfilling, useful lives beyond school. As pupils grow in their time at Forest, they are able to become expert learners who are open-minded, confident, engaged, and self-aware. Forest is distinct in celebrating and measuring progress in all areas of **Learning**.

“Education should be about both character and qualifications. It should open up pathways and support creative inquisitive learners.”

Kevin Ellis
Chair of PWC, Old Forester



“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer
Moral and social philosopher

Developing Skills & Knowledge

Forest is acutely aware of the findings of the Times Education Commission (2022) and the broader view that there is a disconnection between what children are learning at school and the skills employers need, as well as the characteristics that will best serve children in adult life in general. The top skills which employers see as rising in prominence include collaboration, critical thinking and analysis as well as problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility.

At the moment, an outdated national curriculum, a body of examination boards with a stale approach to assessment and an almost universal fixation on public exam grades, has become increasingly at odds with the evidence-informed wisdom of the best schools. And in an unsettled age of considerable anxiety, many parents' expectations, understandably, remain fixed on the belief that the examination grade is the prime currency by which young people will be defined when competing to join the job market, and that those exam grades are therefore primarily what they are paying for in the independent school market. However, pupils increasingly need far more than good grades as they grow up.

Some of our current pupils may well live to see in the 22nd Century. In radically changing times this means – amongst other things – giving proper space to the practice of vital, transferable 'soft skills' such as rhetoric, oracy, critical thinking, collaboration, problem solving, leadership and self-regulation.

In the job market, we can see that major employers' intent is increasingly to weed out the applicants emerging from purely academic/technical qualifications-based paths. Sundar Pichai (CEO of Alphabet/Google), for example, complains that in the purely academic environment: "... students' field of knowledge is too narrow, and they haven't developed as people.

Top 10 skills in 2020

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

Future of Jobs Survey - Repeated importance of cognitive skills and people skills.

We like to choose students who are bright, but broad, with character." Clearly, employment patterns and skills needs are now more fluid, and recruitment strategies are becoming more nuanced. Yes, employers want hard technical skills and classic 'qualifications', but they are explicitly calling for much better cognitive skills too.

This is leading to a broadening of pathways into the world of work and questions being asked about the perennial primacy of academia, as modelled by university departments, where some argue the focus is on educational study as an end in itself, rather than university providing an expedient steppingstone into the world of work. The long-standing education vs. qualification debate is certainly heating up again in the current climate.

“There is no other country in the developed world that has so many high-stakes tests at both 16 and 18. The number of exams that pupils take in England sucks an inordinate amount of time and energy out of their schooling, squeezing out the space for other things. One study estimated that a young person doing eight GCSEs and three A-levels will take 42 external exams and lose about two terms of learning in preparation and exam time.”

T TIMES
Education
Commission

Developing Soft Skills

Being bright, diligent, and highly qualified is therefore the minimum common denominator for pupils who leave Forest.

Mungo Dunnett Associates provide a useful, decidedly unradical summary of what employers have said they really want in the young people they employ, a list that is personified in so many Forest pupils, a majority of whom will continue to progress to university courses as their route into the world of work:

Manner

- Being **mature and measured**
- Pleasant & likeable
- Restrained
- Socially competent
- Easy to have around

Self-Control

- Having a **sensible perspective**
- Balanced
- Knowing yourself
- Listening to advice

Productivity

- Able to **get the job done**
- Reliable
- Hard-working
- Good decisions
- Adaptable
- Proactive



In our curriculum planning we should not forget the point sixteen-year-old Harriet Sweatman makes in a national prize-winning essay about her experiences in a maintained school with – what she calls – only a 'concrete curriculum' on offer. She wrote:

“When we leave [school], will we even survive? Yes, I can do differentiation and also integration, but can I do taxes? I don't know how insurance works or how to buy a house. I barely know basic first aid, so let's all hope nobody starts choking to death anywhere near me. We just learn by the book everything we need to get us through exams, competing with peers for the most approval. Primary school was better and I still miss show and tell. Posters about the ancient Egyptian god of the underworld, a presentation about the Wombles of Wimbledon, projects on anything that captured my imagination. At high school there is little time for such fanciful feats. Assignments where you can research what you want count for almost nothing, and even then there are strict rules. Finding out who I am and what I care about has been deemed unimportant. I have been flattened by a concrete curriculum, so structured and unforgiving that I have forgotten how to function without it. With no bell throbbing at even intervals and no marking scheme to build our lives around, how will we cope?”

Harriet Sweatman
Scottish Schools' Young Writer of the Year

“The pupils are very aware of their strengths, exhibit good self-control and are highly motivated to succeed. Pupils confirmed this was because of the excellent relationships they have forged over time with their teachers who know them well.”

Pupils’ attitudes to learning are consistently positive. They show a willingness to work collaboratively with peers and teachers. They are extremely friendly and welcoming, working well with their peers within a supportive learning environment.”

Forest School ISI Inspection Report

Our curriculum will continue to reconcile the often-competing worlds of the academic and the entrepreneurial; to this end, we share the Times Education Commission’s view that the divide between knowledge and skills is a false dichotomy.

At Forest, it is paramount that our learners acquire the broad, substantive, and rich knowledge needed to analyse and understand the world and live fulfilled lives. But they must also be provided with the opportunity to develop the practical, emotional and social tools to thrive in the workplace.

To ensure it provides appropriate opportunities for pupils to prepare for the future that they face, the Forest Curriculum is drawing on published research including:

- ‘OECD Future of Education and Skills, 2030’
- The Future of Jobs Report 2020, World Economic Forum.
- ‘Partnership for 21st Century Skills’
- ‘Times Education Commission Report’ (2022)
- ‘K4D Emerging Issues: 21st Century Skills: Evidence of issues in definition, demand and delivery for development contexts’ (2019)

In the increasingly global culture our pupils inhabit, we will also look at other successful schools in the UK and across the world. For example, despite relatively low spending, Estonia is among the top countries in the world in all three areas on which 15 year-olds are assessed: reading, mathematics and science. Their curriculum is moving away from ‘knowledge and understanding’ and towards ‘implementation, analysis, synthesis and assessment’, with more collaboration across subjects.



“If I had a magic wand, I would massively enhance the level of practical training at school. Being able to turn what you’re learning in basic science into something that’s an immediate reality is the best way to learn, and it’s also the best way to fail because getting things wrong is one of the things that the focus on academic grades never teaches you. The trial and error of exploring different vaccine constructs, and saying does this one generate a better immune response, or does it last for longer, and what is it about the different sequences, or the different components of the vaccine that you can improve? Now those are the sorts of things that get people excited.”

Dame Kate Bingham
Former Chair UK Government Vaccine Taskforce

Art, Photography and Textiles

Head of Department: Mr Stevenson (JWS)

The senior school Art department at Forest seeks to provide students with a first-class education in the visual Arts. Our department ethos and vision are rooted in three key areas:

- To ensure that Forest students have an excellent Art experience
- To teach a broad and challenging curriculum
- To ensure that Art is visible and appreciated within the Forest community and wider communities

We seek to ensure our vision is fulfilled for all students through the use of a forward thinking and diverse curriculum that embraces contemporary and historical practices.

The GCSE courses in Fine Art, Photography and Textiles enable students to: Develop strong technical skills specific to their chosen domain by exploring a range of appropriate processes and techniques, supports students in gaining increased awareness of Art, Craft and Design History, the contexts in which key works have been made, and the effect that such works have had on society, an understanding of how to develop, refine, record and present ideas as part of the creative process.

Art

In Years 7, 8 and 9 the Art curriculum is designed to provide students with a broad, exciting, and challenging education in the visual Arts. Each year students engage in three projects that cover two dimensional processes, three dimensional processes and textiles processes. Approaches to photography are taught within several projects. Over the course, students are introduced to a wide variety of contemporary and historical artists and designers.

The syllabus aims to nurture a pupil's creativity and enthusiasm for the subject and offers a unique opportunity for them to express themselves in a constructive and stimulating way. The syllabus covers a broad range of disciplines including drawing, painting, printing, photography, textiles, sculpture and is designed to support our GCSE programmes of study. Class projects focus on the acquisition of advanced skills and critical understanding.

GCSE Fine Art

At a glance:

- Specification: AQA Fine Art
- Three projects (two set by the school and one by the exam board)
- Residential trip to an important cultural city
- Previous Fine Art study recommended but not necessary

A Level Art

Three projects will be undertaken in each term in Y12:

Michaelmas Term: 'Place' Printmaking and Painting - Students develop, explore, record and present ideas working through a range of diverse printmaking and painting activities in response to the theme of 'Place'.

Lent Term: 'Place' Sculpture and Installation - Students are introduced to a range of sculptural processes including three-dimensional drawing, casting, paper sculpture and mixed media sculpture.

Trinity Term: 'Self Directed Project' - Students develop, explore, record and present ideas in response to a theme of their choice. Students build on skills already develop over the duration of the A Level course and are given the freedom to develop their own path of enquiry selecting media, processes, and techniques of their choice. Alongside this project students develop a 'Personal Study'. This takes the form of a piece prose between 1000 - 3000 words that critically explores their chosen theme and provides students with the opportunity to reflect on their studio practice.

Three projects will be undertaken in each term in Y13:

Michaelmas Term: 'Self Directed Project' continued - Students continue to develop, explore, record and present ideas in response to a theme of their choice. Students sit a mock examination of ten hours at the end of this project. During this time students produce a final piece in timed examination conditions.

Lent Term: 'Externally Set Assignment' - Students develop, explore, record and present ideas in response to a theme provided by the exam board. Students are supported by their teacher to develop a body of preparatory work in response to their chosen theme. Students create a final piece that resolves their project during a ten-hour period of independent work in examination conditions. This fifteen-hour period is usually split over two days and includes break time and lunch.

Trinity Term: 'Externally Set Assignment' (Continued) - Students continue to develop, explore, record and present ideas in response to their chosen theme. This project usually ends mid-way through the first Trinity half term. The exact end point of the project is dictated by the dates of the period of independent study in exam conditions which varies on a yearly basis.





Photography

GCSE and A Level

In Year 10, pupils will undertake two projects over the three terms:

Michaelmas Term: 'Capturing Light' - This project introduces students to new photographic skills, processes and techniques providing them with a strong knowledge and skill base from which they can creatively and skilfully pursue ideas later in the course. Students develop, refine, record and present ideas in response to the theme of 'Capturing Light'. This project allows students to work through a range of diverse activities including the use of DSLR and Bridge Cameras, Stop motion animation, and digital editing techniques.

Lent Term: 'Capturing Light' (Continued) - Students continue to develop, refine, record and present ideas in response to the theme of 'Capturing Light'.

Trinity Term: 'Natural Form' - In this project students develop, refine, record and present ideas in response to the theme of 'Natural Form'. Students are introduced to a range of historical and contemporary photographers who explore nature in their work.

At a glance:

- Specification: AQA Photography
- Three projects (two set by the school and one by the exam board)
- Residential trip to an important cultural city
- Previous Photography study not necessary

In Year 11, pupils will produce one project and develop an externally set assignment.

Michaelmas Term: 'Portraiture' - In this project students develop, refine, record and present ideas in response to the theme of 'Portraiture'. Students are introduced to the work of a range of historical and contemporary portrait photographers. Students present ideas for this project through the creation of a final outcome made over a ten-hour period in the January mock exams.

Lent Term: 'Externally Set Assignment' - Students develop, refine, record and present ideas in response to a theme provided by the exam board. Students are supported by their teacher to develop a body of preparatory work in response to their chosen theme. Students create a final piece that resolves their project during a ten-hour period of independent work in examination conditions. This ten-hour period is usually split over two days and includes break time and lunch.

Trinity Term: 'Externally Set Assignment' (Continued) - Students continue to develop, refine, record and present ideas in response to their chosen theme. This project usually ends mid-way through the first Trinity half term. The exact end point of the project is dictated by the dates of the period of independent study in exam conditions, which varies on a yearly basis.



Textiles

GCSE

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Pupils will undertake two projects in Year 10.

Michaelmas Term: 'Natural Form' - This project introduces students to new textiles-based skills, processes and techniques providing them with a strong knowledge and skill base from which they can creatively and skilfully pursue ideas later in the course. Students develop, refine, record and present ideas in response to the theme of 'Natural Form'. This project allows students to work through a range of diverse activities.

Lent Term: 'Natural Form'- Students continue to develop, refine, record and present ideas in response to the theme of 'Natural Form'.

Trinity Term: 'Cultural Identity' - In this project students develop, refine, record and present ideas in response to the theme of 'Cultural Identity'. Students are introduced to a range of historical and contemporary textile artists and designers who explore cultural identity in their work.

At a glance:

- Specification: AQA Textile Design
- Three projects (two set by the school and one by the exam board)
- Residential trip to an important cultural city
- Previous Textile Design study recommended but not necessary

In Year 11, pupils will continue to develop their project undertaken in Year 10 and will develop an externally set exam assignment.

Michaelmas Term: 'Cultural Identity' - Students continue to develop, refine, record and present ideas in response to the theme of 'Cultural Identity'. Students present ideas for this project through the creation of a final outcome made over a ten-hour period in the January mock exams.

Lent Term: 'Externally Set Assignment' - Students develop, refine, record and present ideas in response to a theme provided by the exam board. Students are supported by their teacher to develop a body of preparatory work in response to their chosen theme. Students create a final piece that resolves their project during a ten-hour period of independent work in examination conditions. This ten-hour period is usually split over two days and includes break time and lunch.

Trinity Term: 'Externally Set Assignment' (Continued) - Students continue to develop, refine, record and present ideas in response to their chosen theme. This project usually ends mid-way through the first Trinity half term. The exact end point of the project is dictated by the dates of the period of independent study in exam conditions. This varies on a yearly basis.

Years 12 and 13: A Level Textile Design

Year 12:

Michaelmas Term: 'Decay and Destruction' Foundational Skills Focus - This project allows students to build on skills developed at GCSE as well as introducing students to new skills, processes, and techniques. Students develop, explore, record and present ideas working through a range of diverse Textile Design Processes and activities in response to the theme of 'Decay and Destruction'.

Lent Term: 'Fashion and Architecture' - In this project students continue to develop, explore, record and present ideas in response to the theme of 'Fashion and Architecture'. Students are able to further develop their ability to refine ideas in order to produce an original and exciting final outcome.

Trinity Term: 'Self Directed Project' - In this project students develop, explore, record and present ideas in response to a theme of their choice. Students build on skills already develop over the duration of the A Level course and are given the freedom to develop their own path of enquiry selecting media, processes, and techniques of their choice. Alongside this project students develop a 'Personal Study'. This takes the form of a piece prose between 1000 - 3000 words that critically explores their chosen theme and provides students with the opportunity to reflect on their studio practice.

Year 13:

Michaelmas Term: 'Self Directed Project' continued - Students continue to develop, explore, record and present ideas in response to a theme of their choice. Students sit a mock examination of ten hours at the end of this project. During this time students produce a final piece in timed examination conditions.

Lent Term: 'Externally Set Assignment' - Students develop, explore, record and present ideas in response to a theme provided by the exam board. Students are supported by their teacher to develop a body of preparatory work in response to their chosen theme. Students create a final piece that resolves their project during a ten-hour period of independent work in examination conditions. This fifteen-hour period is usually split over two days and includes break time and lunch.

Trinity Term: 'Externally Set Assignment' (Continued) - Students continue to develop, explore, record and present ideas in response to their chosen theme. This project usually ends mid-way through the first Trinity half term. The exact end point of the project is dictated by the dates of the period of independent study in exam conditions. This varies on a yearly basis.



Biology

Head of Department: Ms Plumb (AMP)

Biology is the study of life, and as such the Biology courses at Forest cover a whole range of topics that are of vital importance and interest to everyone. Pupils will cover everything from studying the building blocks of life, to the way in which humans change the environment of the planet we live on. Other topics along the way include those ranging from gene technologies to human health, as well as linking many topics together. Studying IGCSE sets the foundations for many similar topics to be revisited at A Level in much more complexity and detail.

In Years 7 and 8, an introduction to Biology is provided as part of a balanced course in Junior Science, with all pupils studying Biology as a separate science in Year 9. In Years 10 and 11, pupils are expected to develop the practical skills of experimental technique and accurate observation, and the ability to interpret data when drawing conclusions.

Studying Biology at GCSE enables students to learn about the world around us and there are GCSE enriched learning opportunities which include dissection society and the UK Biology Challenge.

Studying Biology at A Level enables students to delve deeper into understanding biochemical processes on a cellular level, as well as that of whole ecosystems. A Level enriched learning opportunities include dissection society, 'Biology in Action' lectures, the Biology Olympiads, as well as academic stretch sessions for sixth form students applying for scientifically rigorous university courses.



GCSE at a glance:

- Syllabus/specification: Edexcel IGCSE Biology or IGCSE Double Award Science
- IGCSE Biology = two written examinations (Paper 1 and 2)
- IGCSE Double Award Science = three written examinations (Paper 1 in Biology, Chemistry and Physics)
- All students study Science/Biology to the required level in Year 9 to continue to IGCSE
- The IGCSE Biology shares the same fundamentals as the Double Award course, but with additional 'higher level' (Paper 2) content.

A Level at a glance:

- Syllabus/specification: OCR A Biology H420
- Three written examinations
- Minimum of 12 core practicals covering skills assessed across exam boards (CPAC) and leading to a certificate in the Practical Endorsement in Biology (pass/fail)
- Students taking IGCSE Double Award Science are still able to apply for A Level Biology, so long as they meet the school entry requirements (7-7).

Business

Head of Department: Mrs Morgan (?)

Business is only offered at A Level.

Pupils will study the many issues involved in starting, growing, and managing a successful business in the 21st Century. The emphasis is on entrepreneurial skills and on a global perspective of business.

Pupils will assess data sources and draw conclusions from their own calculations. They will evaluate issues and consider different viewpoints. Class debates and presentations will allow pupils to develop oracy and verbal skills and they will leave the course having gained a valuable insight into some of the most important issues facing businesses today, including ethical trading, the motivation of workers and the impact of multinational firms.

The course is divided into four themes that are studied over two years and is complemented and extended through a range of guest speakers from both industry and academia, as well as relevant off-site educational visits.

- Theme 1: Marketing and people
- Theme 2: Managing business activities
- Theme 3: Business decisions and strategy
- Theme 4: Global business

External assessment takes place at the end of Year 13 through three compulsory written papers:

Paper 1: Marketing, people and global businesses. This is a two-hour paper consisting of questions drawn from themes 1 and 4, and from local, national and global business contexts. It makes up 35% of the total qualification.

Paper 2: Business activities, decisions and strategy. This is a two-hour paper consisting of questions drawn from themes 2 and 3, and from local, national and global business contexts. It makes up 35% of the total qualification.

Paper 3: Investigating business in a competitive environment. This is a two-hour paper that will assess content from all four themes as well as a pre-released context document issued on the Edexcel website in November of the previous year. It makes up 30% of the total qualification.

A level at a glance:

- Exam Board and Assessment: Edexcel
- Each exam lasts two hours and has 100 marks available (most marks are allocated towards extended open-response questions (essays))
- All questions are applied to a case study
- 20% of the total marks are for quantitative skills (interpreting and manipulating numerical data)





Chemistry

Head of Department: Mr Barlow (AB)

Chemistry is the study of matter, which is the “stuff” that makes up everything in the Universe – including you! Everything you eat, drink and wear is the result of a chemical process. Therefore, it is an extremely broad subject with a myriad of practical uses in everyday life, including medicine, making plastics, producing energy, food technology and forensic science, to name but a few!

Chemistry is sometimes called the “central science” as it has overlap with and aids the understanding of both Biology and Physics. It is also a very practical subject where students will learn how to plan, carry out and analyse the results of their own experiments. The transferable skills of analysis, collaboration, critical thinking, and problem solving are extremely useful in many fields, so will be useful to you whatever you go on to do in life.

In Years 7 and 8, an introduction to Chemistry is provided as part of a balanced course in Junior Science, with all pupils studying Chemistry as a separate science in Year 9. In Years 10 and 11, emphasis is placed on developing the pupils’ investigative and analytical practical skills. Considerable emphasis is placed on the impact of Chemistry on society and the environment.

The Chemistry curriculum allows students to experience a general introduction to the main branches of Chemistry. Students will have access to fully resourced Science laboratories and be given opportunities to enrich their classroom learning with practical opportunities both within and beyond the specification. Students will be fully supported by the Chemistry department along their journey from Year 9 to Year 13, with regular support clinics and intervention.

Studying Chemistry at GCSE enables students to learn about the world around us. GCSE enriched learning opportunities include Science Week activities.

Studying Chemistry at A Level enables students to delve deeper into understanding of chemical processes and will be able to explain why these occur in more depth. A Level enriched learning opportunities include ‘Chemistry in Action’ lectures, the Chemistry Olympiads, and the Cambridge Lower Sixth Chemistry Challenge, as well as academic stretch sessions for sixth form students applying for scientifically rigorous university courses.

GCSE at a glance:

- Syllabus/specification: Edexcel IGCSE Chemistry or IGCSE Double Award Science
- IGCSE Chemistry = two written examinations (Paper 1 and 2)
- IGCSE Double Award Science = three written examinations (Paper 1 in Biology, Chemistry and Physics)
- All students study Science/Chemistry to the required level in Year 9 to continue to IGCSE
- The IGCSE Chemistry shares the same fundamentals as the Double Award course, but with additional ‘higher level’ (Paper 2) content.

A Level at a glance:

- Syllabus/specification: OCR A Chemistry H432
- Three written examinations
- Minimum of 12 core practicals covering skills assessed across exam boards (CPAC) and leading to a certificate in the Practical Endorsement in Chemistry (pass/fail)
- Students taking IGCSE Double Award Science are still able to apply for A Level Chemistry, so long as they meet the school entry requirements (7-7).

Classics Department

Head of Department: Ms Jeffries (RKJ)

Classical Civilisation

Classical Civilisation is only offered at A Level.

Students do not need any prior knowledge to study Classical Civilisation A Level. We begin from scratch! All you need is a Grade 7 at GCSE in an essay-based subject, including English, History, RS, Latin or Greek.

Three modules are studied in parallel, each with a different teacher:

The World of the Hero

We study Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid*. You will develop a sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural, and social values and beliefs of its society.

Greek Art and Architecture

We study free-standing sculpture, architectural sculpture, and vase-painting from the 6th–4th centuries BC. This was a period of great change in the Greek world, which is reflected in the art which was produced. Through studying this art, we can gain insight into the context in which it was created, particularly the areas of religion, society, and history/politics. You will also appreciate the profound effect Greek art has had on the art of later periods.

Love and Relationships

We study the philosophy of Plato and Seneca, and the poetry of Sappho and Ovid. We compare what the Greeks and Romans thought about love, sexuality, gender, and relationships. These ideas prompt a huge range of ethical questions, and this unit generates interesting and important discussions.

Classical Greek

Year 9:

You will be astounded by the speed of your progression in Year 9. We begin the year by learning the alphabet and end it by reading the story of Odysseus and the Cyclops in Greek!

We follow Greek to GCSE. In Book 1 we meet four verb tenses, four noun cases and adjectives and adverbs. Our main aim is for students to read Greek fluently. You will practise your Greek by reading a variety of stories, including a selection of Aesop's Fables and the story of Odysseus and the Cyclops (based on Homer's *Odyssey*).

Years 10 and 11: GCSE

Greek Language - We aim for fluent and accurate translation of Greek texts and we meet more complex sentence structure. The language exam includes comprehension questions, translation into English, grammar questions and optional translation from English into Greek. There is a vocabulary list of 400 words. This may sound like a lot, but you will have already learnt 100 words in Year 9!

Verse Literature - We study an extract from Homer's *Iliad* or *Odyssey*. These are epic poems first written down almost 3000 years ago, which have their origins in a much older oral tradition. We read and translate the text together and analyse the content, context and style.

Literature and Culture - We study two topics from:

- The Olympic Games
- Athenian Society
- Women in the Ancient World

We use a range of primary sources to learn about each topic, including vases, statues and inscriptions as well as literary sources (which have been translated into English).

Years 12 and 13: A Level

Teaching is divided between three members of the Classics teaching staff, so all the material is studied in parallel each year. There are four exams:

- Unseen Translation
- Prose composition or comprehension
- Prose Literature
- Verse Literature

In Greek Language we focus on the works of two authors, one prose and one verse. For the second paper, you have a choice if writing in Latin (prose composition) or answering comprehension and grammar questions. The prose and verse literature modules are very similar to GCSE. The main difference is that study the historical, social and political context in which the authors were writing.

We study authors including:

- Prose - Herodotus, Plato, Thucydides
- Verse - Homer, Aristophanes, Sophocles, Euripides

GCSE at a glance:

- Syllabus: OCR Classical Greek GCSE
- There are three modules:
 - Greek Language 50%
 - Verse Literature 25%
 - Literature and Culture 25%

A Level at a glance:

- Syllabus: OCR Classical Greek - H044, H444
- Four exams

Latin

All pupils study Latin during their first two years at Forest.

Year 7:

We follow the Cambridge Latin Course. This course gives an interesting introduction to Latin and the Romans. We learn the language and study the culture and civilisation of the Roman Empire at the same time. We will learn about Latin sentence structure, the uses of three cases of nouns, and three tenses of verbs. By the end of Year 7 you will be able to read and translate the story of Caecilius' family and daily life.

Year 8:

In our second year of Latin, we switch to the De Romanis course. This was developed by the OCR exam board and is excellent preparation for Latin GCSE and beyond. We learn about Roman polytheistic religion, how they were influenced by Greek culture and what makes a Roman hero. We analyse and evaluate primary sources and aim to develop your Latin translation skills, whilst also practising writing in Latin. We meet all five noun cases, lots of adjectives and some irregular verbs.

Year 9:

We continue with the De Romanis course. In Michaelmas Term we finish the first book. We learn about Roman festivals and gladiator shows, and Roman beliefs about prophecy. We then progress to the second book. This is called *homines* - people. In this book we study the development of early Roman society as it changed from a monarchy to a republic. We continue to analyse and evaluate primary sources and discuss synoptic discussion questions, such as: do you think that oratory should be an important part of political power? We continue to read and translate Latin texts and practise the language by writing in Latin. We meet more complex sentences with subordinate clauses and aim to appreciate the ways in which the structure of Latin is different to English.

Year 10 and Year 11: Latin GCSE

There are three modules:

- Latin Language
- Prose Literature
- Verse Literature

Latin Language: When studying Latin language, we follow a similar structure to Years 7-9. We aim for fluent and accurate translation of Latin texts, and continue to learn about Roman history, society and culture. We meet more complex sentence structure and begin to read original Latin, including speeches, letters and poems written over 2000 years ago. The language exam includes comprehension questions, translation into English, grammar questions and optional translation from English into Latin. There is a vocabulary list of 450 words. Although this may sound like a lot, students have been using many of these words since Year 7!

Prose Literature: We study a text from the Cambridge Latin Anthology, which includes selected works of Tacitus, Pliny, Cicero and Caesar. We read and translate the text together and analyse the author's aims and use of language. We also study the historical and social context of the text.

Verse Literature: We study an extract from Virgil's *Aeneid*. This was Rome's national epic and was heavily influenced by Homer's *Iliad* and *Odyssey*. We read and translate the text together and analyse Virgil's use of language. We also study the historical and social context of the text, including the significance of the Emperor Augustus.

Year 12 and Year 13: Latin A Level

Teaching is divided between three members of the Classics teaching staff, so all the material is studied in parallel each year.

There are four exams:

- Unseen Translation 33%
- Prose composition or comprehension 17%
- Prose Literature 25%
- Verse Literature 25%

Language is worth 50% of the A Level. We focus on the works of two authors, one prose and one verse. For the second paper, you have a choice if writing in Latin (prose composition) or answering comprehension and grammar questions. The prose and verse literature modules are very similar to GCSE. The main difference is that we study the historical, social and political context in which the authors were writing. We study authors including:

Prose: Cicero, Tacitus, Virgil
Verse: Horace, Ovid, Catullus

GCSE at a glance:

- Syllabus: OCR GCSE Latin. There are three modules:
- Latin Language 50%
- Prose Literature 25%
- Verse Literature 25%

A Level at a glance:

- Syllabus: OCR Latin - H043, H443
- Four exams

Computer Science

Head of Department: Mr Jalowiecki (MSJ)

Studying Computer Science gives pupils the opportunity to both understand how the world of technology works together and enables them to find out ways that they can influence the impact of technology within society. They will learn skills of computational thinking and increase their problem-solving ability by learning the fundamentals of programming and algorithmic thinking.

Technology is embedded in every aspect of our lives. Computer Science is being used help solve many of the world's biggest problems.

Year 7: Curriculum Overview

- Impact of Technology - Collaborating Online Respectfully
- Using Media - Gaining Support for a Cause
- Modelling Data - Spreadsheets
- Networks: from semaphores to the Internet
- Programming essentials in Scratch: part I
- Programming essentials in Scratch: part II

Year 8: Curriculum Overview

- Computing systems
- Developing for the web
- Introduction to Python programming
- Media - Vector graphics
- Mobile app development
- Representations - from clay to silicon

Year 9: OCR Entry Level qualification in Computer Science

Learners must complete all three parts of the subject content which makes up 100% of the assessment.

Content Overview	Assessment Overview	
Computer Systems Test 1: <ul style="list-style-type: none"> • Computer hardware • Computer software Test 2: <ul style="list-style-type: none"> • Computer memory and storage • Moral, legal, cultural and environmental concerns 	<p>40 Marks 2x30 minute tests Total 1 hour Set by OCR Internally assessed/ Externally moderated</p>	<p>40% of total Entry Level Certificate</p>
Computational thinking, algorithms and programming Test 1: <ul style="list-style-type: none"> • Computational logic • Algorithms Test 2: <ul style="list-style-type: none"> • Programming techniques • Data representation 	<p>40 Marks 2x30 minute tests Total 1 hour Set by OCR Internally assessed/ Externally moderated</p>	<p>40% of total Entry Level Certificate</p>
Programming project <ul style="list-style-type: none"> • Planning a solution • Developing a solution • Testing a solution • Evaluating the success of the solution 	<p>20 Marks Set by OCR Internally assessed/ Externally moderated</p>	<p>20% of total Entry Level Certificate</p>

GCSE and A Level

GCSE Computer Scientists follow the following programme of study

Computer Systems

This component will assess:

- **1.1** Systems architecture
- **1.2** Memory and storage
- **1.3** Computer networks, connections and protocols
- **1.4** Network security
- **1.5** Systems software
- **1.6** Ethical, legal, cultural and environmental impacts of digital technology

Computational thinking, algorithms and programming

This component will assess:

- **2.1** Algorithms
- **2.2** Programming fundamentals
- **2.3** Producing robust programs
- **2.4** Boolean logic
- **2.5** Programming languages and Integrated Development Environments

Practical Programming

In addition, all students are given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study.

A level Computer Science is an exciting and challenging course. The ability to write logical and recursive programs is very important as is the ability to apply a range of computing techniques in order to find solutions to new and complex systems problems.





Design and Technology

Head of Department: Mr Ibrahim (HI)

Year 7:

Pupils are first introduced to the workshop environment and all relevant health and safety factors are highlighted and discussed with them. Initially, the focus of Year 7 is on basic drawing skills, designed to help them develop good worksheet presentation and produce good quality clock designs. After a period of development, a final clock design is taken forward and manufacture begins.

Year 8:

Pupils develop their designing and making skills as well as design theory through the course of two projects. Pupils experience working with wood and plastic and are introduced to manufacturing processes and principles.

Year 9: Pupils work on a design and make task which is currently a MP3 Speaker. During this project, pupils learn about basic electronics, circuits, components and soldering as well as further developing their skills and awareness of manufacturing techniques acquired in previous projects.

Pupils also study a GCSE level theory component based on the topic of Timbers in order to give them a clear idea of the type and depth of content covered at KS4. This allows pupils to make a fully informed decision about a possible GCSE in Design Technology prior to them making GCSE options choices.

Year 10 and Year 11: GCSE

There are two components to GCSE Design & Technology.

Component 1: An examination which represents 50% of the qualification. The paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on:

Analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others.

Analysis and evaluation of wider issues in design technology, including social, moral, ethical and environmental impacts.

Component 2: Design and make project which represents 50% of the qualification. Three contextual challenges will be provided by the board each year in June, from which pupils must choose one to respond to.

Pupils will produce a project, linked to their specialism, which consists of a portfolio and a prototype. There are four parts to the assessment:

- **Part 1:** Investigate
- **Part 2:** Design
- **Part 3:** Make
- **Part 4:** Evaluate

This is a non-examined assessment, which is internally assessed and externally moderated and represents 100 marks.

Year 12 and Year 13: A Level

Initially in Year 12 students undertake a series of 'mini-projects' designed to focus on smaller sections of the upcoming NEA (Non-Examined Assessment). This allows students to further develop their library of skills, by working with new materials and processes.

Students commence the NEA section of the course prior to summer break at the end of Year 12 and are expected to spend time over the summer investigating and researching around their chosen topic area.

The NEA should be constantly developed throughout the first 2 terms of Year 13 with a full size, fully functioning prototype being completed prior to Easter break.

Throughout Years 12 and 13 students study detailed theory content designed to increase their breadth of knowledge by looking deeper into the historical, social, cultural, environmental, and economic influences on design and technology.



Dialectic, Civics and Rhetoric

Head of Department: Ms Ewing (ALE)

Dialectic, Civics and Rhetoric immerses Forest pupils in Year 7 and 8 in the big issues and ideas which define modernity. It also places an emphasis on the specific development of Forest pupils' oracy, rhetorical style, and ability to communicate complex ideas, sentiments, and perspectives in a well-regulated and substantiated way.

The subject will be divided into three equal and interleaving parts: Dialectic, Civics and Rhetoric.

Dialectic

Dialectic is defined as the practice of investigating the truth of opinions through rational and reasoned debate and enquiry. In the era of 'post-truth', and through the ever-increasing democratisation of opinion through social media, we feel that it is imperative to effectively model the deconstruction of arguments and to explicitly teach the importance of analysis, evaluation, and critical thinking.



Civics

Civics, deriving from the Latin 'civicus' relates to the idea of, and the notion of, citizenship. It harkens back to a classical education where the rights, obligations and duties of the individual were understood predominately in relation to others in society.

This will present learners with the opportunity to understand complex human networks, societies, and the impact of contemporary issues such as the threats and benefits of Artificial Intelligence, approaches to the climate crisis and aspects of constitutionalism, rights, and law. Once a fundamental knowledge of these issues is developed, pupils will start to consider their own responses and perspectives. Such an approach will empower and engage learners to understand what it means to be a citizen, their rights, and responsibilities and to foster curiosity with the world.

Rhetoric

Rhetoric – in this context - is defined as the art of effective and persuasive speaking. We want all Forest pupils to receive a thorough grounding over these two formative years in the power of language and we want them to grow into confident and effective communicators.

What makes Dialectic, Civics and Rhetoric distinct is the fact that this subject will be assessed orally through dialogue, discussion, debate, and presentation. Each theme will culminate in pupil-led discursive activities which might include giving a speech, pitch or presentation on an issue, idea, or theme encountered. By the end of this course in Year 8, we would expect all learners to be able to employ rhetorical techniques, support opinions and perspective with evidence and to speak confidently without reference to notes or scaffold.





Drama

Head of Department: Ms Moon (SLM)

Drama is a highly practical qualification that gives you a range of opportunities to showcase your creativity. From devising your own work to studying the works of world-renowned playwrights' and theatre practitioners, you will explore theatre through the eyes of a performer, a designer, and a director. Developing an insight and an understanding of stagecraft through experiencing and responding to live theatre. Drama teaches about cultures and histories, as well as placing an emphasis on effective communication and working collaboratively.

Year 7 and 8:

Drama is taught as a stand-alone subject to all students in Years 7 and 8. In Year 9 there is the option to select Drama as a subject of interest when focusing more closely on subjects that might be selected for GCSE.

Year 9:

For those who continue with their Drama education at Forest, the lower school course moves towards introducing the requirements of the Drama GCSE Course. This introduces the skills required for devising, working alongside the methodologies of a theatrical practitioner, and script work, creating performances with the ability to move the audience.

Year 10 and Year 11: GCSE

This is a practical course that uses drama to explore the world around us and communicate to an audience. This will include devised and scripted work. Throughout the course, an emphasis will be placed on effective communication and working collaboratively. There will also be opportunities to see and evaluate live performance.

Component 1: Devising - Internally assessed

For this component you will explore the methods of a variety of practitioners and different theatrical genres in a series of teacher and student led workshops. You will develop your understanding of how to structure drama, how to use dramatic techniques in performance, all whilst developing your performance skills.

You are required to write an analysis and evaluation of the devising process as part of your portfolio. The portfolio is between 750 and 900 words. A written evaluation of the final performance is then completed under controlled conditions.

Component 2: Performance from a Text - Externally assessed

This component enables you to hone your performance skills. You will study a play-text from which you must perform two extracts in front of a visiting examiner. One extract will be performed as part of a group and the other will be either a monologue or duologue. As with component 1, there is also an option to complete part of the course via the design route rather than the performer route, if you prefer.

Component 3: Theatre Makers in Practice - Externally assessed

In this component you will explore and study one complete play-text, enabling you to answer questions on the play-text as part of the written exam at the end of Year 11. We will explore this in a practical way focusing on performance, directing and design skills.

You will also visit at least two live theatre performances which you will then analyse and evaluate in response to an exam question.

There are options to take a design route in sound, set or lighting for both Components 1 & 2. Designers must realise their design in performance. Designs should complement the text/performance and also show consistency and/or progression in the content.

Year 12 and Year 13: A Level

Year 12 - Creating Original Drama - Internally assessed

For this component you will explore the methods of a variety of practitioners in a series of teacher and student led workshops. You will develop your understanding of how to structure drama, how to use dramatic techniques in performance whilst developing your performance skills. This exam can be completed as a performer, director or designer. In addition, you are required to write an analysis and evaluation of the process via the completion of a Working Notebook.

Year 13 - Making Theatre - Externally assessed

This component requires the practical exploration and interpretation of three contrasting extracts from different plays. One of the extracts will be performed to a visiting examiner where students will be assessed on their performances and abilities to apply the methodologies of a practitioner. This practical performance is supported by a Reflective Report, a piece of written coursework that analyses and evaluates the students interpretations of the three extracts.



Over the course of the A Level, we will visit a variety of live theatre performances which you will then analyse and evaluate in response to an exam question.

There are options to take a design route in sound, set or lighting for both the Creating Original Drama and Making Theatre components.

GCSE at a glance: Eduqas

- **Year 10:** Component 1 (40%) - an analysis and evaluation of the devising process
- **Year 11:** Component 2 (20%) - perform two extracts in front of a visiting examiner
- **Year 11:** Component 3 (40%) - written exam lasting 1 hour 30 minutes

A Level at a glance: AQA Drama and Theatre A Level

- **Year 12:** All three components are covered, the Creating Original Drama Component will be completed by the end of this year
- **Drama & Theatre (40%) - Externally assessed - This is a written exam lasting 3 hours**

Economics

Head of Department: Mrs Morgan (?)

Economics is only offered at A Level.

Economics is the study of how a society uses its scarce resources to satisfy unlimited wants and needs. Studying Economics provides pupils with the opportunity to combine a scientific methodology with a broader 'human' perspective.

Economists seek to answer three problems:

- What to produce?
- How to produce?
- For whom to produce?

Course Structure:

- **Theme 1:** Introduction to markets and market failure
- **Theme 2:** The UK economy - performance and policies

The course is complemented and extended through a range of guest speakers from both industry and academia, as well as relevant off-site educational visits, such as attending public lectures and visiting the Bank of England Museum.

External assessment takes place at the end of Year 13 through three compulsory written papers:

Paper 1: Markets and business behaviour.

Paper 2: The national and global economy.

Paper 3: Microeconomics and macroeconomics.

English

Head of Department: Mrs Nightingale (CLN)

All Forest pupils take English and English Literature through to GCSE and a significant number continue with Literature to A level.

The English Department considers reading as central to the development of creative, informed, and independent thinking, and so pupils are introduced to a wide range of texts by diverse writers, from key works in the English Literary Canon to contemporary writing, world literature and non-literary and media texts. Our goal is that Forest pupils encounter the very best that has been written, and that they are both challenged and inspired by the language and ideas they find within these varied texts.

Writing is equally important for accurate, imaginative, and confident self-expression. In addition to regular debates, discussions, play-readings and talks, pupils are encouraged to explore ideas and develop their literary skills by contributing to the Forest newspaper, led by A Level students, and are encouraged to enter a range of distinguished competitions. When they find acquiring the core skills required by English more challenging, teachers liaise closely with Learning Support and dedicated EAL specialists. The department is equipped with resources and students can use The Martin Centre for further research and reading materials.

Outside the classroom, the department organises theatre trips and meetings with established academics and authors from various backgrounds enabling students to further explore authorial intent and the creative process.

Years 10 and 11: GCSE

At the start of Year 10, pupils' academic study moves to the next level, stepping up a gear after Key Stage 3. Students focus on a range of literary and non-fiction texts to fulfil different components of the IGCSE course. They work on important coursework pieces, which will ultimately form part of their final IGCSE grade, while also improving their knowledge of set texts for the upcoming examinations. Areas of study might be familiar: prose, poetry, Shakespeare, media and creative writing; however, the level of engagement becomes much more intense. Students will be looking to develop key academic reading, writing, speaking and listening skills. The department's programme through this crucial year is designed to enable students to become individual learners and independent thinkers.

There are two pieces of work that ultimately count towards the IGCSE English folder. In general, classes will end up doing three pieces which could go into the IGCSE English folder. It's important to remember that the IGCSE English coursework essays are short – the board recommends about 700-1500 words – so they can normally be completed (first drafted and then improved) as part of the usual homework schedule. Students shouldn't feel that they're undertaking something enormous when they do it, and there will be an opportunity to redraft one piece if necessary once they are in Year 11.

There are two pieces of work that ultimately count towards the IGCSE English Literature folder. As with English Language, there will be an opportunity for students to redraft if necessary. IGCSE English Literature essays are also quite short – about 1200 words.

We are incredibly mindful of the fact that the second half of the Lent term for Year 11 is busy and – if at all possible – we try and avoid having pupils doing coursework at this point (although sometimes this isn't possible).



Years 12 and 13: A Level

Moving from IGCSE to A Level is a demanding, but highly rewarding, challenge. At Forest our aim is to not only provide a bridge between Year 11 and the Sixth Form, but also set higher targets for individual attainment. Pupils will be engaging with texts in a far more detailed and philosophical way.

The study of English Literature encompasses many disciplines. It demands a knowledge of history, an understanding of philosophy, a willingness to engage with other races and cultures, and, above all, an enquiring mind. Pupils who decide to study English Literature in the Sixth Form will develop skills that will not only equip them for their exams, but also help them obtain a broader view of the world around us.

There will be two English Literature exams, both focused on the poetry texts you have been studying.

English Literature 1 (75 mins): Poems of the Decade
In this exam you will have a choice of two questions. You will be required to compare an unseen poem to one of the poems you have studied in Poems of the Decade.

English Literature 2 (60 mins): Pre-1900 Poetry
In this exam, you will be required to write an essay about two pre-1900 poems you have studied (e.g. the Romantics); one poem will be named and you will choose the other. You will have a choice of two questions.

“Speaking and listening skills are very well developed, and pupils excel in paired and group work, discussion, and debate. Lessons enable pupils to enhance and apply their skills in speaking, listening, and writing sustained pieces of text. For example, in an English lesson, older pupils confidently debated and discussed aspects of the Odyssey, while in a drama lesson, pupils confidently presented evidence in a ‘trial’ of key characters in Macbeth.”



Food and Nutrition

Head of Department: Mr Ojewunmi (BTO)

GCSE Food and Nutrition covers content that you won't find on any other course. For a start, food is something that we all need, and we all have strong feelings about it.

The GCSE course covers lots of different areas - visual presentation, technical dexterity, organisation skills, logic and analytical thinking, technology, philosophy, history, biology, chemistry, (not to mention chopping, filleting, emulsifying and pasta-making.) The more you research food, nutrition and cooking, the more it all fits together, the more it offers up new avenues to explore, and the more exciting it becomes.

Year 7 and Year 8:

The course is very practically based with some theory lessons. The practical lessons involve watching demonstrations, designing and making food products, sensory evaluation and product analysis. The theory lessons involve classroom activities, discussions and group work.

Year 9:

Pupils may choose Food and Nutrition as an option for the whole of Year 9. Lessons aim to give pupils the opportunity to gain knowledge and skills in nutrition and food preparation. In Food and Nutrition, we want pupils to have a passion for food and be able to prepare and create a variety of foods with independence and confidence.

Year 10 and Year 11: GCSE Food and Nutrition

Topics covered in year 10 include:

- Sensory analysis
- Food safety
- Food science
- Nutrition
- The relationship between diet and health
- Food provenance and food choice

Topics covered in year 11 include:

- Non-examinable Assessment - Task 1 Food Investigation Task
- Non-Examinable Assessment - Task 2 Food Preparation Task
- Written Examination

In Task 1, learners are required to research and investigate the chemical and functional properties of a food and to carry out investigations into the foods that have been identified in the task. This task is approximately 10 hours long and learners produce a 1,500 to 2,000-word report.

In Task 2, learners are required to research and investigate the influence of lifestyles, age, culinary traditions to develop menus and/or complete dishes for the task. This task should take approximately 20 hours and includes 3 hours to prepare, cook and serve three completed dishes.

The written examination is 1 hour and 30 minutes and is externally marked. The written examination is taken at the end of the two-year course. The paper will have questions from four areas of the specification covered in year 10: nutrition, food provenance and choice, cooking and food preparation, and skills.

GCSE at a glance: OCR Food and Nutrition

- Non-examinable Assessment – Task 1 Food Investigation Task 15%
- Non-Examinable Assessment – Task 2 Food Preparation Task 35%
- Written Examination 50%

Geography

Head of Department: Mr Morris (EWM)

Geography bridges the Sciences and Humanities and aims to develop pupils' geographical skills, conceptual understanding and knowledge of place that builds the foundations for their GCSE studies (should they continue to study Geography into Year 10).

Year 7 Geography studies include:

- The United Kingdom
- UK National Parks
- Rivers - Processes, Landforms and Flooding

Year 8 Geography studies include:

- UK Weather/Extreme Weather
- Climate Change
- Population
- Development

Year 9 Geography studies include:

- Tectonic hazards
- Natural Resources
- Tourism
- Coasts

Year 10 and Year 11: GCSE

- **1.1-1.4** Population (Geographical Themes)
- **1.5** Settlement (Geographical Themes)
- **1.6** Urban Settlements (Geographical Themes)
- **1.7** Urbanisation (Geographical Themes)
- **2.2** Rivers (Alternative to Coursework)
- **2.3** Coasts (Geographical Themes)

Year 12 and Year 13: A Level

In Year 12 a broad range of Core topics are studied.

Physical Geography:

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Human Geography:

- Population
- Migration
- Settlement dynamics

In Year 13 more specialised Advanced topics are studied.

Physical Geography:

- Hazardous environments
- Coastal environments

Human Geography:

- Global interdependence
- Economic transition



General Science

Head of Department: Ms White (JRW)

Year 7 and 8:

One of the most significant endeavours of the human race is the innate desire to ask questions and gain a deeper understanding of the way the world works. Even very young children demonstrate a curiosity about the world around them and intense motivation to explore, learn about and experiment with their environment. Science is able to explain the mechanics and reasons behind the daily functioning of complex systems and everyday phenomena, from the cause of day and night to the workings of the human body.

The study of science is an interesting and awe-inspiring pursuit. Science instils a sense of intrigue and enables students to develop understanding and form questions based both on the knowledge they already have and the insight they wish to gain in the future.

In science lessons at Forest, students will not only develop knowledge of science but will develop an understanding of science as a process. Students will develop the skills in asking questions, developing and using models, planning and carrying out investigations, analysing and interpreting data, using mathematics and computational thinking, constructing explanations, thinking critically and engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Science is an intensely human, intensely creative enterprise as well as a global endeavour. Science dominates our lives and presents society with great opportunities and tremendous challenges. It is exciting and perplexing, troubling and enlivening. And science is a moving target; the more that knowledge is uncovered the more questions are raised. There really is no end to its study. And this is what makes it such a fascinating and challenging subject to learn.



In Year 7, students study the following topics:

- Introduction to Science, Cells, Forces
- Particle model, Reproduction in humans, Energy
- Atoms and elements, Ecosystems

In Year 8, students study the following topics:

- Chemical reactions, Electricity and magnetism, Bioenergetics
- Acids and alkalis, Light, Microbes and disease
- Space, Rates of reaction



History

Head of Department: Mr Clough (HWC)

In a world of bewildering and rapid change, an understanding of History helps people to put things into perspective and to make sense of complex issues. In addition, the study of History provides a rigorous intellectual training respected by the universities and professions.

Learning about the past makes us aware of how we are shaped by it, as individuals and as communities. The study of history helps us to understand our own lives in context and makes us question what we take for granted. The way we do things today is not the only possible way: it has been different in the past and therefore it can be different again in the future. History teaches us to explore the possibilities of change. In history at Forest, we delight in fitting together evidence in order to try to understand why historical events unfolded the way they have. We love to read and write a lot, because we understand that getting the story right definitely matters.

Year 7:

You will be introduced to the serious study of History. We begin by looking at the skills of the Historian; what does it mean to understand chronology, causation, change & continuity and significance? How do we undertake historical investigations? How do we analyse sources?

Year 8:

You will move forward in time to the Early Modern Period, building on your Year 7 knowledge and developing your historical skills. Your first investigation looks at the Reformation, considering what the problems were with the Catholic Church, what Martin Luther's complaints were and the impact of the Reformation. Later pupils encounter the controversy surrounding the British Empire and shape their own interpretation of this period. Finally, pupils look at material culture and visual sources in exploring the histories of migration in the British Isles.

Year 9:

Students undertake three major investigations, each lasting a term. Entering the modern period, Year 9 History asks you to study topics in greater depth and detail, drawing on a wide range of sources in order to understand complicated issues and events. The specific focuses across the year include interpretations as to the origins of the First World War, a comparative study of the French (1789) and Iranian (1979) Revolutions and finally culminates in a study of genocide and the profound moral, ethical and historical dimensions of the Holocaust.

Year 10 and Year 11: GCSE

This course focusses on international relations of the 20th Century. Pupils explore the following enquiries:

Key Topic 1: Were the Peace Treaties of 1919-23 fair?

- What were the motives and aims of the Big Three at Versailles?
- Why did the victors not get everything they wanted?
- What was the impact of the peace treaty on Germany up to 1923?
- Could the treaties be justified at the time?

Key Topic 2: To what extent was the League of Nations a success?

- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable?
- How far did the Depression make the work of the League more difficult?
- How successful was the League in the 1930s?

Key Topic 3: Why had International Peace collapsed by 1939?

- What were the long-term consequences of the peace treaties of 1919-23?
- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of Appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

Year 11 - Depth Study: Germany, 1918 – 45

Key Topic 1: Was the Weimar Republic doomed from the start?

- How did Germany emerge from defeat at the end of the First World War?
- What was the importance of the Treaty of Versailles on the Republic?
- To what extent did the Republic recover after 1923?
- What were the achievements of the Weimar period?

Key Topic 2: Why was Hitler able to dominate Germany by 1934?

- What did the Nazi Party stand for in the 1920s?
- Why did the Nazis have little success before 1930?
- Why was Hitler able to become Chancellor by 1933?
- How did Hitler consolidate his power in 1933-34?

Key Topic 3: The Nazi Regime

(a) How effectively did the Nazis control Germany, 1933-45?

- How much opposition was there to the Nazi regime?
- How effectively did the Nazis deal with their political opponents?
- How did the Nazis use culture and mass media to control the people?
- Why did the Nazis persecute many groups in German society?
- Was Nazi Germany a totalitarian state?

(b) What was it like to live in Nazi Germany?

- How did young people react to the Nazi regime?
- How successful were Nazi policies towards women and the family?
- Did most people in Germany benefit from Nazi rule?
- How did the coming of war change life in Nazi Germany?

Year 12 and Year 13: A Level

At Forest, we offer a choice of three A Level options. Each follows the same course structure, outlined below, but studies different periods, themes and issues in History. The three options are:

Option A: "Iron and Blood"

- Breadth Study 1A: The Age of the Crusades (1071 - 1204)
- Depth Study 2B: The Wars of the Roses (1450 - 1499)
- Coursework: The Challenge of German Nationalism (1789 - 1890)

Option B: "Monarchy, Superstition and Revolution"

- Breadth Study 1C: The Tudors (1485 - 1603)
- Depth Study 2H: France in Revolution (1774 - 1815)
- Coursework: The European Witch Craze

Option C: "Societies in Flux"

- Breadth Study 1H: Tsarist and Communist Russia (1855 - 1964)
- Depth Study 2E: The English Revolution (1625 - 1660)
- Coursework: The British in India (1845 - 1945)



Mathematics and Further Mathematics

Head of Department: Mr Ashiq (AAS)

Mathematicians...

- are inquisitive and creative
- are problem-solvers, untangle complex problems
- have deeper understanding; how and why
- are logical thinkers
- have perseverance
- appreciation of the beauty of Mathematics

An approach to Mathematics that will equip them to use it in the adult world; developing their understanding and interest in the subject as well as their confidence and enthusiasm.

Pupils to achieve excellent qualifications in the subject and to stimulate their appreciation, application and enjoyment of all mathematical disciplines through a broad mathematical experience. We encourage intellectual curiosity to develop problem-solving, flexible thinking and perseverance.

Year 7 and Year 8:

Our curriculum follows the outline of CGP Mathematics for Key Stage Three Book Two and Book Three respectively.

This covers work on number; ratio, proportion, and rates of change; algebra; geometry and measure; probability; and statistics.

Year 9, Year 10 and Year 11: GCSE

Schemes of work follow the IGCSE Edexcel Mathematics exam specification. We use the CGP Maths for GCSE and IGCSE Textbook, covering work on number, ratio and algebra; geometry and measures; and statistics and probability.

High performing students are stretched beyond the syllabus to give them the opportunity to also take the FSMQ Additional Mathematics examination via some extra lessons in Year 11 to further enhance their mathematical knowledge.

Our A Level course is unique in giving students the opportunity to broaden students' learning and thinking skills.

The Further Maths specification allows considerable flexibility and specialisation; as well as Mechanics and Statistics students take advantage of Modelling with Algorithms and Extra Pure, so the course and their studies are tailored to their preferences and future ambitions.

Mathematics at Forest gives the foundations necessary for further study of Mathematics and other disciplines and each year Old Foresters are to be found enrolled on some of the most competitive Mathematics courses globally, including at Cambridge, Warwick and Imperial.



“Mathematical skills are well advanced and are applied accurately and highly successfully across the curriculum. Pupils willingly attend the Mathematical clinics run outside of lessons, which help improve their numerical competency in allied subjects such as Physics and Chemistry and aid their involvement in national competitions such as the UK Mathematics Challenge.”



Modern Foreign Languages

In an increasingly global world, studying Modern Foreign Languages improves professional prospects. The department aims to provide pupils with linguistic expertise and cultural awareness.

There are four core languages offered in the senior school, French, German, Mandarin, and Spanish. In addition, Russian is offered as a co-curricular activity at lunchtime or after school. Pupils will choose two languages to study in Year 7 and Year 8.

Pupils have the option to ‘drop’ one language in Year 9 if they would like to do so. Pupils are not able to study a language at GCSE that they have not opted for during Year 9.

Pupils are not able to choose a language for A level that has not been studied at GCSE.



French

Head of Department: Dr Gray (AJG)

Year 7 Topics:

- Introducing myself (Name, age, nationality, languages, where I live)
- Describing myself, my family, my pets
- What I like to do in my free time
- What I like to eat and drink
- School

Year 8 Topics:

- Clothes, weather and hobbies
- Holidays and festivals
- Sport
- My town
- Media

Year 9 Topics:

- Mon collègue (School)
- La nourriture (Food & Drink)
- La télé et les films (TV & Films)
- Là où j’habite (House & home)
- Rester en forme (Keeping fit)

Year 10 and Year 11: GCSE

We follow the Edexcel IGCSE Course, and pupils are examined at the end of Year 11 in all four language skills: Reading, Listening, Writing and Speaking.

During the GCSE course, you will learn to communicate effectively and spontaneously in a range of situations whilst also preparing for your examinations.

Year 12 and Year 13: A Level

During the two-year course, you will develop an advanced level knowledge and understanding of the language and culture of France, as well as practical and valuable language and transferable study skills.

The course will also help you to prepare for higher education and enhance your employability profile. You will study a variety of modern themes to do with the culture, political system and history of the countries where the language you are studying is spoken. You will also study a film and a literary work during the course.

Topics:

- **Theme 1:** Les changements dans la société française
- **Theme 2:** La culture politique et artistique dans les pays francophones
- **Theme 3:** L’immigration et la société multiculturelle française
- **Theme 4:** L’Occupation et la Résistance

Film & Literature:

- La Haine (film study)
- Le Tartuffe (literature study)

German

Head of Department: Mrs Miller (HPRM)

German is one of the major languages in Europe, spoken by around 100 million people in Germany, Austria and Switzerland, and Germany is one of the main business partners with the UK. Learning German will enhance your prospects with an employer in this country and abroad. We aim to develop the ability to communicate effectively and spontaneously in a range of situations in the target language.

Therefore, there is a firm focus on being grammatically accurate in speaking and writing, as well as the opportunity to get to know the culture, film and literature of the German speaking world as you progress higher up the school.

Years 10 and 11: GCSE

Our enriched learning opportunities can include:

- Regular trips to Germany are arranged so that pupils can experience and improve their language and improve their cultural knowledge.
- A level pupils are supported with arranging this through an external provider.
- Annual visits to school by Onatti Theatre company who perform a play in German for young learners of the language, the opportunity to take part in translation and essay competitions.
- Weekly support in class (GCSE) and 1-to-1 from the German language assistant.
- An extensive collection of film and literature to borrow from the Martin Centre Library.



Edexcel international GCSE in German includes:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures.
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures.
- A knowledge and understanding of the target language grammar and its practical application.
- A knowledge and understanding of countries and communities where the target language is spoken.
- Positive attitudes towards modern foreign language learning.
- A suitable foundation for further study of the target language, or another language.

Years 12 and 13: A Level

Edexcel A level German will allow pupils to develop an advanced level knowledge and understanding of the German language, the culture of Germany and other German-speaking countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and enhance their employability profile. You must have studied German to GCSE to study it at A level.

Flora Lewis, an American journalist who specialised in international affairs said that “Learning another language is not only learning different words for the same things but learning another way to think about things”. As the world becomes more divided, learning another language helps bring people together and as communication is improved, mutual understanding and tolerance grow too.



Mandarin

Head of Department: Ms Chen (LC)

Year 7:

We aim for student to have a basic understanding about Chinese language and Chinese culture. We will study the Pinyin and the characters with the goal of each student being able to pronounce any given new words with the help of pinyin and a basic understanding of radicals, types, and structures of any Chinese characters.

Students will also be able to do self-introductions including their personal information, their families and their pets and carry out simple conversations in Mandarin. They should also be able to talk about the most important Chinese Festivals like the Spring Festivals and the Mid-Autumn Festivals.

Year 8:

We aim for students to have better understanding of Chinese grammar with an emphasize on the different word order between Chinese and English. We carry on helping students study characters and explore strategies of recognizing and writing characters from memory.

Students will be able to talk about their daily routines, hobbies, their likes and dislikes about food and drinks in detail. They can also describe a person's appearance and personality. They could give reasons and explain their opinions in a conversation using extended sentences. They will have chance to learn some Chinese poems and songs, too.

Year 9:

We aim to encourage students to expand their vocabularies and use more uncommon vocab in their speaking and writing. They will be able to use tenses correctly when describing events. They can generally develop their answers to any questions and can use repair strategies in a conversation. They should have strong awareness of proof reading when completing written work. They can describe their holiday experience, school life, jobs and future plans, leisure activities in detail and can constantly justify their opinions.

Year 10 and Year 11: GCSE:

We aim to cover most of the GCSE required themes and topics. Students will be able to develop their knowledge and understanding of Chinese grammar in both speaking and writing skills. They will get more familiar with the GCSE format and GCSE standard exams. They will be able to talk about their home, local area, travel experiences and social media in detail. They can also discuss environment issue and International and Global issues in simple languages. They are expected to show some degree of spontaneity and strong awareness of developing their responses in a conversation. They will be able to read simple Chinese poems and other authentic literature texts for information.

Spanish

Head of Department: Mrs Cordon (PC)

The Spanish language has the second highest number of native speakers of any language in the world. Outside of Spain, it is widely spoken across South America and has a number of different dialects. Here at Forest, we learn Castilian Spanish, which is the most widely known of all the Spanish dialects. By studying Spanish, pupils will develop an ability to converse in a language with more than 400 million speakers in over 20 countries. An exciting prospect that builds a greater sense of cultural awareness and an ability to understand local traditions and ways of living. This builds on Forest's core values of being aware of diversity and the ability to understand different backgrounds. Learning Spanish has many transferable language learning skills and instils an ability to communicate effectively in the target language and understand a wide range of vocabulary and complex grammar structures.

IGCSE allows pupils to build on their strong foundation of curriculum studied in Year 9 and focuses on the vocabulary and grammar necessary to write and speak about topics such as holidays, school, free time activities and global issues.

Years 10 and 11: GCSE

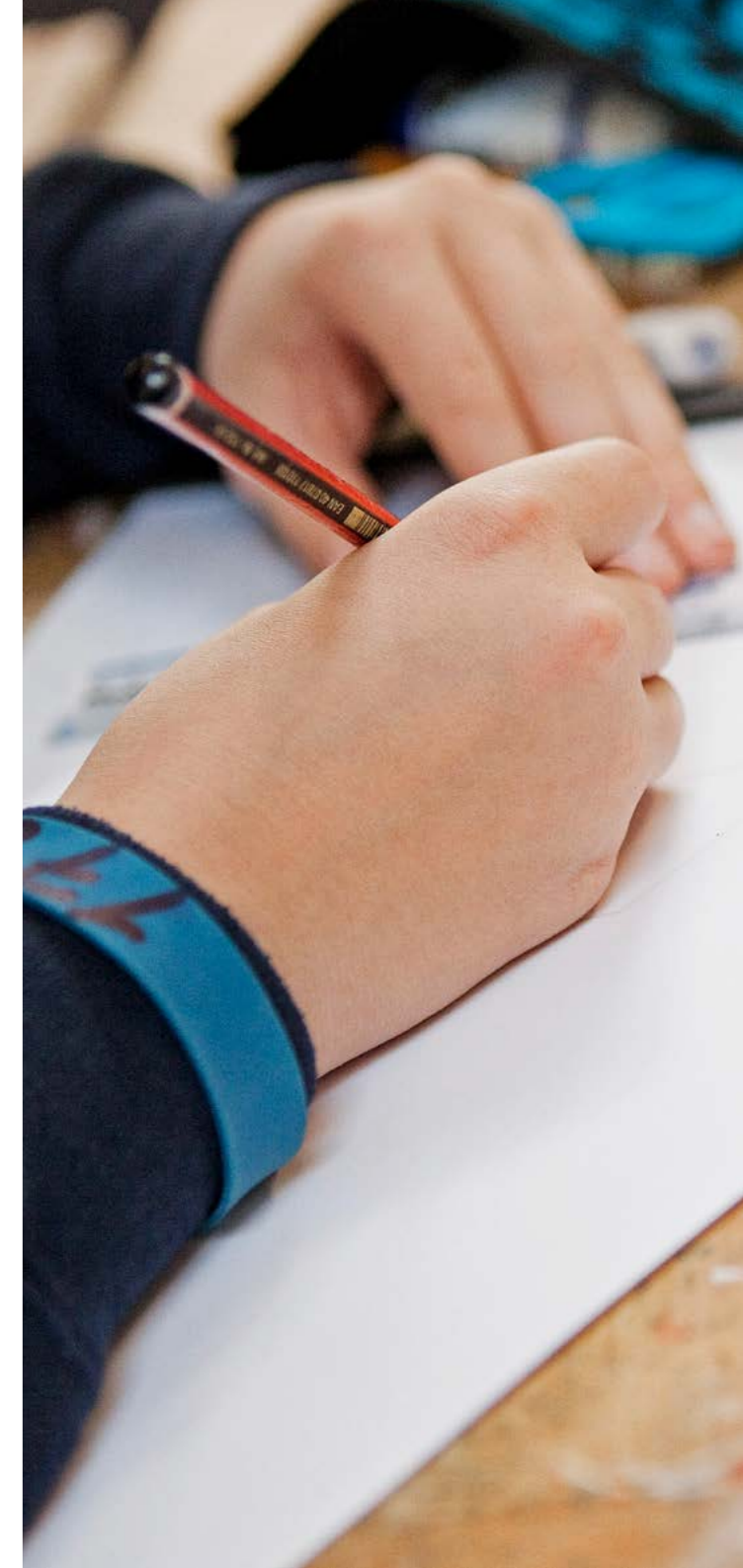
Our enriched learning opportunities can include:

- Trips to Spain for language immersion
- Translation workshops and taking part in the Anthea Bell Translation prize run by Oxford University
- Spanish oral lessons with our Spanish assistant
- Onatti Spanish Theatre company visit
- Trips to the theatre to see a Spanish play

Years 12 and 13: A Level

A level study Examination of the course is divided equally across the four key skills: listening, reading, speaking and writing. The A Level Spanish course allows students to develop the language skills acquired at IGCSE through the study of a more advanced range of topics such as aspects of Hispanic society, artistic culture in the Hispanic world, multiculturalism in Hispanic society and aspects of political life in Hispanic society. Students study a film as well as a book/play that are related to a Spanish-speaking country, furthering their appreciation of aspects of Hispanic culture. The four main skills developed at IGCSE are further enhanced with a view to enable greater fluency and autonomy when writing and speaking. All students have a dedicated one-to-one weekly lessons with the language assistant, giving them the opportunity to hone their grammar skills and further build up their confidence in communicating opinions on a diverse range of topics in the language. Our enriched learning opportunities can include:

- Trips to Spain for language immersion
- Trips to the theatre to see a Spanish play
- Spanish film nights
- Tapas tasting and making evening
- Translation workshops and taking part in the Anthea Bell Translation prize run by Oxford University
- Extension literature classes
- Spanish oral lessons with our Spanish assistant
- Weekly 1-to-1 speaking lesson





Music

Director of Music: Mr Pares (LAP)

Head of Academic Music: Mr Jackson (SJ)

Imagine a world without any music! As Nietzsche said, “*A life without music would be a mistake*”. Music speaks directly to our deepest human instincts, makes us want to dance, to cry, moves us profoundly and illuminates our everyday existence. Music is a fundamental part of every human culture: to be human is to be musical. And no matter the genre or historical period, there are more connections between contrasting styles than differences. By studying music, you will nourish and enrich your insight into this most magical of art forms, become a better listener, and be able to express your own creativity as a performer and composer.

The Music Department at Forest is one of the largest and liveliest in London with a huge array of orchestras, bands and choirs and more than 45 specialist music staff.

All pupils take classroom Music lessons until Year 8 after which they can choose whether or not to continue with classroom study. Music theory is promoted to a high level through dedicated theory sessions and the Department’s Composer in Residence offers specialist one-to-one tuition for our most talented young composers.

Year 10 and Year 11: GCSE

The GCSE course will develop your understanding of how music works, allowing you to explore in detail a broad variety of styles, analysing how musical elements are used by composers to create musical works. You will hone your musicianship and performance skills and learn how to write your own pieces of music, controlling musical elements to create and develop ideas into fully formed compositions.

Year 12 and Year 13: A level

A Level Music develops and strengthens the skills of composition, analysis and performance covered in the GCSE. You will go even deeper beneath the surface of the music, analysing in detail several works from the Baroque, Classical, and Romantic eras, in addition to a thorough course in elective topics such as Music for Theatre, and Music for Media. This will develop your ability to critically appraise music, to make evaluative judgements and to draw conclusions, writing about music with clarity and coherence.

You will develop compositional skills by studying melodies and how motifs can build phrases; use of inversion, retrograde, diminution and augmentation to build and adapt melodic ideas; 4-part harmony in Chorale style, cadences and modulation, and how chords are built from the scale and can be extended and altered; use of pedals and ostinati; use of sequence; use of texture and orchestration; development of contrapuntal melodies.

You be challenged to continue striving to develop your instrumental/vocal skills and perform music to a high level, maturely engaging with style, securing accuracy and communicating your intention to an audience.

Pupils regularly go on to study music at top universities and conservatories, often winning scholarships.

GCSE at a glance: Edexcel

- Coursework comprises Performing and Composing, each worth 30% of the marks (60%)
- One listening exam (40%)
- Write two compositions
- Written exam 1 hour 45 minutes
- Record two performances (one solo, one ensemble)
- You should be having instrumental/vocal lessons
- You should aim to be Grade 5 in performance by the end of the course

A Level at a glance: AQA

- One Listening and Appraising exam (40%)
- Study many set works in depth: Baroque, Classical, Romantic music, Theatre and Media
- Write two compositions (25%)
- Record 10 minutes of performance (can be solo, or ensemble or a mixture) (35%)
- You must be having instrumental/vocal lessons
- You should aim to be Grade 8 in performance by the end of the course



Physical Education

Head of Department: Ms Cooper (PCO)

Year 7- Year 9: CORE PE

All pupils in Year 7- Year 9 will embark on their own Physical Literacy Journey. Our aim is to offer a broad and balanced curriculum that fosters a lifelong love of Physical Activity. Movement competency and physical confidence will be assessed through a variety of platforms including parkour, surf lifesaving, invasion games and health related fitness modules. The curriculum has been designed to equip pupils with a foundation of theoretical knowledge they would need should they decide to pursue PE as a GCSE.

An OCR PE course allows pupils to compete in three different sports (GCSE) and one sport (A Level), you will also be expected to critically evaluate your own performance in your preferred sport. Develop collaborative approaches to topical issues in sport and society. A deep understanding and implementation of human physiology. Application of theoretical concepts in a practical setting. Acquire a foundation of biomechanics for future study.

Year 10 and Year 11: GCSE PE

As well as the opportunity to compete in three different sports, you will also be expected to critically evaluate your own performance in your preferred sport.

You can expect to study:

- Physiology & Adaptations to Exercise
- Training Methods
- Societal Issues
- Nutrition and Wellbeing

Years 12 and 13: A Level PE

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

Component 1: Physical factors affecting performance

There are three topics:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

Component 2: Psychological factors affecting performance

There are two topics:

- Skill acquisition
- Sports psychology

Component 3: Socio-cultural issues in physical activity and sport

There are two topics:

- Sport and society
- Contemporary issues in physical activity and sport

Component 4: Performance in physical education

- Students are assessed in the role of either performer or coach in one practical activity
- Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI)

Physics

Head of Department: Mr Aspery (PTSA)

Year 7 and Year 8:

An introduction to Physics is provided as part of a balanced course in Junior Science, with all pupils studying Physics as a separate science in Year 9.

Year 9:

Pupil's work on selected topics from the Edexcel International GCSE in Physics. The year 9 course is composed of 5 topics that are examined at the end of the year and one which is not. Each topic is also assessed through in class assessments throughout the course. Currently all year 9 students follow the same program of Physics and have four Physics lessons every 2 weeks. There is also one homework for Physics every two weeks and for further support students may also choose to attend the GCSE Physics clinic the operates on a weekly basis where they will be assisted by A Level Physics students and staff from the department.

Year 10 and Year 11: GCSE

Pupils study the Edexcel Physics course, either as a separate science or as one-third of Double Award Science.

Pupils taking Physics have six periods of physics a fortnight, those taking Double Award have four periods.

Year 12 and Year 13: A Level

Students are provided with textbooks which show the context, or Salters, approach to the A Level course in year 12 they cover the topics:

- Higher, Faster, Stronger
- The sound of music
- Technology in Space
- Digging up the Past
- Good Enough to Eat
- Spare part surgery

In year 13 the students then cover the topics:

- Transport on Track
- The medium is the message
- Build or bust
- Probing the heart of matter
- Reach for the stars



Politics

Head of Department: Mr Flynn (LPF)

Politics is only offered at A Level.

Politics is at the root of everything that affects our lives. Politics and political manoeuvring is important in determining things as small as the price of a chocolate bar to issues as large as climate change. If you wish to understand the world and why things happen in the world, the study of Politics is for you and is vital.

Politics is a wide-ranging subject and encompasses many disciplines such as History, Economics, Sociology and Psychology. If you want to do a multi-faceted A Level course in order to become a well-rounded student and person, then Politics is for you.

The A Level Politics course is made up of three components. Components 1 and 2 aim to help students develop a critical awareness of the nature of politics, to acquire knowledge and understanding of the structures of authority and power within the UK and to understand the rights and responsibilities of individuals within their society. Students will also study a range of political ideologies and thought that form the foundations of party policies and the development of the political system.

Component 3 aims to help students to extend their knowledge and understanding beyond the context of the UK political system, with specific regard to the US political system. Students will engage in comparative studies of the two political systems and analyse why differences and similarities exist.

Project Qualifications

Head of Department: Ms Newman (EEN)

The Higher Project Qualification (HPQ) is completed by all pupils in Year 10 at Forest, and the Extended Project Qualification (EPQ) is completed by all students in Year 12 at Forest. Both qualifications provide a unique opportunity for students to choose a subject area based upon their own intellectual curiosity and complete extended independent research within their chosen specialism. Students can choose to produce an entirely written project, in the form an extended academic essay/ dissertation, or they may decide to use their research to develop an artefact or put on a performance. Both qualifications develop independent learning, research, writing, analytical and presentation skills, and so form a complementary study alongside the GCSE and A Level courses.

An HPQ counts for half a GCSE. It allows students to learn more about a topic of personal interest, take responsibility for their own learning and discover the joys of independent project work.

An EPQ counts for half an A Level. It builds on the skills developed in the HPQ. Many universities, including some Russell Group universities, give alternative offers to students who complete the EPQ (such as A Level grades of ABB being required instead of AAB, for students with an A grade for the EPQ).



“Pupils demonstrate advanced study skills, which are a result of the questions and tasks set by teachers that require pupils to apply their skills to research, engage with independent learning and take responsibility for their own study. They use self-evaluation well and are highly successful in meeting the additional challenge of these research-intensive endeavours [HPQ and EPQ] because teachers give feedback and individual help readily.”

Religious Studies and Philosophy

Head of Department: Ms Mackie (RM)

Religious Studies

Ever since humankind started to think, Religion has been a fundamental part of our development. As people look into the vastness of space or witness the miracle of birth, they contemplate the meaning of life and their own mortality. In the 21st Century, Religion still addresses the same eternal human questions about life and death, values and relationships, right and wrong. Religious Studies is the rigorous and scholarly exploration of these pertinent and fascinating questions, drawing upon the disciplines of History, Psychology, Sociology, Philosophy, English and Law along the way. Plus, it makes you a really interesting dinner party guest.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">HinduismBuddhismSikhism	<ul style="list-style-type: none">JudaismJesusMuslim Beliefs and Practices	<ul style="list-style-type: none">Ethical TheoriesAbortionPhilosophy of Religion

Year 10 and Year 11: GCSE Religious Studies

At Forest, we study Christianity and Buddhism for Paper 1 (Study of Religion) and Themes A, B, D, E and F for Paper 2 (Themes).

Study of Religion (Year 10):

- Christian Beliefs
- Christian Practices
- Buddhist Beliefs
- Buddhist Practices

Thematic Studies (Year 11):

Theme A: Relationships and Family

Theme B: Religion and Life

Theme D: Religion, Crime and Punishment

Theme E: Religion, Peace and Conflict

Theme F: Religion, Human Rights and Social Justice

Year 12 and Year 13: A Level

Paper 1: Philosophy of Religion

This paper will look at traditional arguments for the existence of God, the nature and influence of religious experience, the problems of evil and suffering, philosophical and religious language, psychological and sociological views of religion, and life after death.

Paper 2: Religion and Ethics

This paper will explore a range of ethical theories, applied moral issues of war and peace, sexual ethics, equality, and medical ethics, and ethical language (meta-ethics). The different strengths and weaknesses of these ideas are then evaluated, and links made to the law and contemporary society.

Paper 3: New Testament Studies

This paper will explore the different interpretations put forward of the Gospels through the application of Biblical Criticism and against the backdrop of the social and historical context at that time. This paper allows students to consider issues of the person and work of Jesus, scientific and historical challenges, the views of influential scholars and other key aspects of Christian doctrine.

All three papers are 2 hours in length and carry equal weighting. There is no coursework.

Philosophy

Philosophy is only offered at A Level.

Socrates claimed that the “unexamined life is not worth living”. It is in this spirit that philosophers have explored fundamental questions about the nature of knowledge, reality and the human person through logical reasoning and argument.

Philosophy introduces us to key ideas and thinkers that have shaped our view of the world today. We discuss if our ideas about right and wrong are simply emotional responses to the world or if there are any moral facts we can discover. Are we simply biological machines or is there something mysterious about consciousness that we will never be able to explain? How is it that we know physical objects exist? What do we actually mean by “know”?

Paper 1: Epistemology and Moral Philosophy

Epistemology is the study of knowledge, looking at what we mean when we say we ‘know’ something, and the process involved in gaining that knowledge.

Moral Philosophy addresses the question of what is meant by the term ‘good’ and considers how it may be understood through analysis of various ethical theories.

Paper 2: Metaphysics of God and Metaphysics of Mind

Metaphysics of God focuses on considering whether the concept of ‘God’ is a coherent one and what implications this might have. Arguments for the existence of God are considered and analyzed philosophically. Metaphysics of Mind seeks to determine the nature of the ‘mind’, establishing whether or not it should be considered as separate from the physical body (either in substance or property) or as part of the physical world.



RSHE (Relationships, Sex and Health Education)

Head of Department: Ms Arthur (ELA)

RSHE is a critical subject in ensuring that our learners are able to fully understand and be equipped for the increasingly complex world which they inhabit. It ensures that they have the skills and substantive knowledge to live their lives seamlessly on and offline. This presents positive and exciting opportunities, but also challenges and risks.

Our learners need to know how to be safe and healthy and how to manage their academic and personal development and social lives in a positive way.

RSHE will provide a toolkit for developing these skills and substantive knowledge in a safe, democratic and purposeful learning environment which is treated like any other academic, timetabled lesson at Forest. It is taught by trained specialists and members of teaching staff who will often at times also be the pastoral tutor of the pupil.

The curriculum is inclusive, relevant and age and stage appropriate and is continuously evaluated with the crucial involvement of the Forest parent and carer community. It is only this collaborative approach that can ensure the very best outcomes for our pupils in this sphere.

Pupils from Year 7 to 13 are immersed in the RSHE curriculum and will cover and will be assessed for their understanding of the following topics areas:

- Families
- Respectful relationships, including friendships.
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs
- Alcohol and Tobacco
- Health and prevention of illness and disease
- Basic First Aid
- The changing adolescent body.
- Sexual orientation and gender identity

Lessons will feature open discussion, exploration of issues and the same kinds of activities that pupils would expect to see in any other academic lesson, including quizzes, presentations, prose writing assessments and research tasks. Often guest speakers and lecturers from across different spheres are invited to explore aspects of the curriculum with our pupils.



Scholarship and Scholars at Forest

All Forest Learners enjoy rich opportunities for academic extension and are prompted to engage in a developed super-curricular programme. Nobody's potential is fixed; everybody can grow and transform his or her capacity for learning. We want every member of the Forest Community to have the opportunity to develop a genuine and lifelong love of learning.

Academic Scholars at Forest are in an especially privileged position, both in their status and because of the financial awards they receive. In return, we expect all Scholars to engage fully in the opportunities listed below and, by doing so, to contribute fully to the academic life of the school. Scholars are expected to attend all events as their priority, unless specifically excused by the Deputy Head Academic.

For most pupils who aspire to take degrees at elite universities on competitive courses, outstanding grades are a foregone conclusion and are, in themselves, no guarantee of admission. When remarking on Oxford and Cambridge, Mr Hector from Alan Bennett's famous play *The History Boys* suggests: "It's the hot ticket, standing room only." The Forest Scholarship Programme is designed to develop in pupils that X-factor, the quality that sets them apart from the other applicants and enables them to access the best and most suitable universities across the globe, not just the two aforementioned institutions.

The Academic Scholar's Programme is overseen by the Deputy Head Academic but many of the opportunities detailed here are open to all Forest pupils. These opportunities consist of university-style tutorials, workshops, debates, super-curricular activities, presentations, and trips designed to inspire those who aspire to the highest levels of academic achievement. This, of course, supplements scholar's normal academic studies and the plethora of subject-specific extension and opportunities on offer at Forest.

The opportunity to complete the Higher Project Qualification and the Extended Project Qualification should also be of real interest to our Academic Scholars at Forest. The experience of writing an independently researched, robustly substantiated, and cogently argued thesis, or producing a dramatic, artistic, or musical composition is the very best way of evidencing the qualities required by elite universities across the globe. Strong performances in these qualifications are especially prized by admissions tutors at the most competitive universities.

However, I hope that these opportunities to engage in the super-curricular, to be intellectually stimulated and to extend learning are rewards in their own right. I therefore hope that this suite of opportunities whets the appetite of Forest Learners and scholars and inspires them to reach the pinnacles of academic study and achievement.

More information on applying for Academic Scholarships can be found in the school prospectus and we advise all applicants to make contact with the Registrar.

Scholarship and the Super-Curriculum

There are several super curricular opportunities available to all pupils. The Co-Curricular programme runs alongside academic lessons and pastoral support to give you opportunities to extend your learning in ways unique to you.

Below are just a few of the clubs and societies that have been historically available to pupils at Forest:

- **Astronomy Club**
The Astronomy club will explore the Universe around us, starting with the origin of the Universe, its evolution and possible endings. We will also look at the different types of object in the Universe and their interactions. As part of this exploration, we will also carry out observations of the night sky using our own eyes and telescopes.
- **British Sign Language**
Learn British Sign Language with fun and interactive lessons.
- **Chess Club**
Playing and enjoying Chess. We play Chess!
- **Dissection Society**
Dissection society is a place where students can come and learn more about the amazing organs that make them up and help them live their lives. Through hands on dissection, students learn how to identify real anatomical features whilst having good fun along the way. Dissection is a skill that must be learnt and the best way to do this is with practise.
- **Japanese Language & Culture**
Come learn the Japanese language and about Japanese culture!

- **Model United Nations**
Students will explore current affairs and global perspectives as they engage in debate. Attendees will be challenged to step into the shoes of delegates representing specific countries and each defend their country's interests as they tackle issues diplomatically, working alongside those representing other countries.
 - **Mythology Club**
Each week we take a theme or aspect from Mythology to discuss. There will be Greek and Roman myths and stories, but also elements of other cultures, centred on how human beings make sense of their world by expressing difficult concepts through rationalising tales. Everyone is welcome, but you should be aware that it is not for the squeamish!
 - **Russian Club**
The Russian club is for all age and ability groups. We write Cyrillic, we read and speak, and sometimes even sing in Russian. We learn about Russia, Russian literature and culture. It is possible to enrol Russian GCSE and A level.
 - **Socratic Dialogue Society**
A weekly discussion club where we debate topical moral, social and philosophical issues. Go beyond the curriculum and develop important skills. Debating will help to develop essential critical thinking skills, the ability to make reasoned and well thought out arguments and to question the evidence behind a particular stance or conclusion.
 - **STEAM Society**
STEAM Society is a combination of Science, Technology, Engineering, Arts and Mathematics. Pupils attend on a weekly basis to inspire and engage their interest in cross-curricular subjects and ideas. There will be termly lectures held by members of the public talking about their field of work. Sixth Form pupils carry out practicals, providing excellent opportunities for teamwork, learning how to follow instructions and broaden pupils interest in these subjects.
 - **Film Screenwriting**
 - **Electronics**
 - **Computing**
 - **Playwriting with the National Theatre**
- In addition to these opportunities, Forest continually looks to develop scholarship, hard work and a love of academic enrichment in all its pupils. We take pride in our extension and stretch opportunities which are present in both the classroom and in the following opportunities:



Super-Curricular Guide

Each Head of Department at Forest has carefully curated a super-curricular guide to their subject. These provide opportunities for all pupils to engage in intellectually stimulating - and independently driven - activities beyond the classroom. Academic Scholars at Forest will be expected to continuously engage with these opportunities and their progress through them will be evaluated by their mentor in a Scholarship Tutorial.

Each Super-Curricular Guide contains reading, listening, research and watching tasks designed to extend learning. There are also opportunities for displaying creativity within a subject and recommendations for trips and excursions that can be enjoyed by pupils and their families outside of the busy schedule of Forest Educational Visits.

Unifrog

All pupils at Forest will be fully inducted into the online platform 'Unifrog' - a tool which enable them to log and measure their engagement with the super and co-curriculum in order to better guide their personal development growth at Forest.

Unifrog is also a 'one-stop-shop' for resources to stretch and challenge pupils and guide them towards making informed decisions. The platform contains a wealth of information for careers, higher education and apprenticeships which will augment the provision that pupils receive in the tutor time programme and academic curriculum.

Scholars will receive heightened guidance in logging their personal development journey in Unifrog through meetings with Scholarship Mentors.

Trivium and Quadrivium

In the medieval university, the trivium and quadrivium provided a unified and broad course in the sciences and liberal arts. This was the original degree pursued by all students. The trivium consisted of grammar, logic, and rhetoric, while the quadrivium consisted of arithmetic, astronomy, music, and geometry. Together, they led students to see a unified idea of reality.

Although open to all pupils at Forest, Academic Scholars are required to attend Trivium and Quadrivium which is run by members of Academic Teaching Staff.

Trivium and Quadrivium will be held once a month during a lunchtime and will span a range of complex issues and themes which straddle the sciences and liberal arts. The termly schedule will be published to pupils.

Occasionally external speakers and academics are invited to lead Trivium and Quadrivium.

Examples of Trivium and Quadrivium topics are as follows:

- Was the British Empire a force for good?
- Should the state subsidise the arts?
- How best should the United Kingdom achieve energy independence?
- Should ecological awareness spread to space debris?
- What is the universe made of?
- Nature versus nurture in the development of child psychology.
- Why do we dream?
- The role of biomimicry in solving complex human problems.
- Is Nationalism a dirty word?
- Is democracy in peril?

Lookout Lectures

Pupils in Forest's Sixth Form (and often others in lower years!) are invited to take part in Forest's prestigious programme of inspiring talks and lectures given by some of the most significant figures in local, national and international affairs. Accompanying sessions are also held following the lecture to explore relevant themes, debate issues arising and reflect critically on the content of what pupils have just experienced and learned.

Academic Educational Visits

These opportunities run throughout the year in a range of subjects. Examples of Academic Educational Visits include:

- Subject visits as detailed in Super-Curricular Guides
- University trips
- Visits to research hubs and laboratories
- Museums and cultural excursions

All Academic Scholars at Forest in Years 9 and 12 will also have the opportunity to visit an Oxford or Cambridge college, learn more about university and benefit from an academically enriching day of study.



THE
GOOD
SCHOOLS
GUIDE

“Forest is a power-house with a heart. The pupils exude purpose – modern, dynamic youngsters with an eye on what’s happening next.”

“At Forest, Pupils achieve academically at a high level, and this is reflected in their public examination results... Pupils demonstrate very strong and secure knowledge and understanding across the range of subjects... Pupils demonstrate advanced study skills, which are a result of the questions and tasks set by teachers that require pupils to apply their skills to research, engage with independent learning and take responsibility for their own study.”

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