

**ABERLOUR HOUSE**

# **CURRICULUM**

YEARS 4-8 2013-14



**ACADEMIC COURSES • SEAMANSHIP • PERFORMING ARTS  
SPORT • OUTDOOR EDUCATION • OTHER OPPORTUNITIES**

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YEARS 4-8 CURRICULUM 2013-14



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# INTRODUCTION

## THE ACADEMIC PROGRAMME

Aberlour House has a very broad curriculum which allows each child to shine in many areas. The children are challenged and stretched in class to the best of their ability and the small class sizes allow them to have superb attention from their teachers. These are balanced for co-education as well as with boarders and day pupils alike. We believe that health and fitness are important for the child's ability to learn and so sport, PE and Outdoor Education feature prominently throughout the year. All children are impelled to experience time on the stage through music and drama. This in turn improves confidence which permeates all areas of their learning. Aberlour House has a nurturing family ethos where we aim to bring out the best in every child. Positive discipline and support from teachers and their fellow pupils encourages children to do their best in all areas of the Curriculum. The following pages outline the programme of study for a Gordonstoun Junior School pupil.

### ENGLISH **Years 4, 5 and 6**



In the Junior Years, we focus on:

- Talking

Class and group discussions, debating, presentations, etc

- Listening

Listening to and discussing stories, games, following instructions, etc

- Writing

Handwriting, extended writing, grammar, punctuation and structure.

- Reading

Structured and independent reading including skills development using a variety of genres.

These skills are integrated into a meaningful curriculum, aimed at producing individuals who are both confident and competent in the English Language. We continually assess these skills, ensuring progression at an individual level.

### **Years 7 and 8**

The Year 7 and 8 English scheme follows the National Curriculum, Key Stage 3 and the Common Entrance syllabus. We aim to encourage fluency, competence, confidence and enjoyment in speaking, listening, reading and writing. Oral work becomes an integral element for written work.

A variety of different texts are covered with each year group, including poetry, prose, plays and factual material. Diverse forms of writing are studied in order to foster an awareness of appropriate styles, content and register, for varying purposes and audiences.

Work is always differentiated in order to take into account the individual needs of pupils.

The English course is designed to provide a base for continuing the study of language and literature and encourages independent study and learning, including the use of the library, reference books, the Internet and ICT facilities. The pupils have access to wireless laptop computers, which are frequently used during the lessons and organised prep periods in the evenings.

# SUBJECTS

## THE ACADEMIC PROGRAMME

### MATHEMATICS **Years 4, 5 and 6**



In the Junior Years, we follow the Abacus scheme with the focus being on consolidation of the basic skills of addition, subtraction, multiplication and division .

We aim to develop a sound understanding and familiarity with these processes as a basis for further maths work in later years. We recognise the importance of a varied approach and use a combination of oral, written and practical learning strategies.

The following topics are covered during the course of Years 4-6, progressing from basic to more complex computation, skills and understanding:

- Number
- Money
- Measures
- Shape & Space
- Data Handling
- Problem Solving

At Aberlour House we recognise that each child develops individually so all planning and assessment is differentiated according to each child. We use a balance of formative and summative assessment to monitor their progress and ensure that their needs are being met.

Our aim is to ensure that pupils move into the senior end of the school feeling well-prepared and confident in their mathematical ability.

### **Year 7**

In Year 7 pupils start work on Key Stage 3 of the National Curriculum, revising Level 4 then working mainly at Level 5. The Common Entrance syllabus is also followed in preparation for the final exams in Year 8. Pupils build on the skills that they have developed in Key Stage 2 and increasingly make connections between different aspects of mathematics.

Topics covered include arithmetic (including fractions, decimals and percentages), basic algebra, properties of shapes, data handling and problem solving.

continued../Year 8

# SUBJECTS

## THE ACADEMIC PROGRAMME

### MATHEMATICS

*continued*



#### Year 8

During this year pupils continue to follow Key Stage 3 of the National Curriculum. Topics are centred at level 5 and 6 with some elements of Level 7. There is also consolidation of the Common Entrance syllabus leading to exams in June with pupils sitting scholarship in February following an accelerated course. Candidates should work with increasing confidence and flexibility to solve unfamiliar problems, including word problems.

Pupils are assessed in June in the following ways:

- (i) oral paper
- (ii) two written papers, one with calculators and one without.

Scientific calculators are required during Year 8. To facilitate the move to senior school we would recommend that calculators have a 'fraction' facility as well as standard trigonometric functions and are solar powered.

### SCIENCE



In the Junior Years, we follow the English National Curriculum, integrating a balance of basic Physics, Biology and Chemistry within the following topics:

#### Year 4

Moving and Growing  
Keeping Warm and Cool  
Solids and Liquids  
Simple Electricity  
Friction  
Habitats

#### Year 5

Keeping Healthy  
Earth, Sun and Moon  
Changing Sounds  
Gases around us  
Changing State  
Life Cycles

#### Year 6

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

At the Junior end of the school, the emphasis is very much on practical and investigative learning. We aim to stimulate and foster an enjoyment and sound understanding in science. Pupils are continually assessed through oral, practical and written work which is differentiated according to the needs of the individual pupil.

*continued.../Years 7 and 8*

# SUBJECTS

## THE ACADEMIC PROGRAMME

### SCIENCE

*continued*



### Years 7 and 8

In Years 7 and 8, all pupils study a balance of the sciences. This is taught in the three subject areas of Biology, Chemistry and Physics. The pupils follow the Independent Schools' Common Entrance Syllabus which is very close to the Key Stage 3 programme of study with a view to taking Scholarship or Common Entrance Examinations during Year 8.

The principal aim at this early stage is to stimulate an interesting, and enjoyment of science and its everyday applications. Work in the classroom is firmly based upon experiments, demonstrations and investigations. The use of IT resources is also integrated into the teaching. There is much discussion, and pupils are encouraged to express themselves freely so that they may learn to do so simply and clearly. Most pupils will have studied science before, although perhaps not in such a structured way. However, this is not assumed, and care is taken where appropriate to make provision for those whose experience is different.

### Year 7

The following topics are covered:

- Cells: The Body's Building Bricks
- Reproduction
- Environment and Feeding Relationships
- Variation and Classification
- Acids and Alkalis
- Simple Chemical Reactions
- Particle Model: Solids Liquids and Gases
- Solutions
- Energy Resources
- Electrical Circuits
- Forces and their Effects
- The Solar System and Beyond

### Year 8

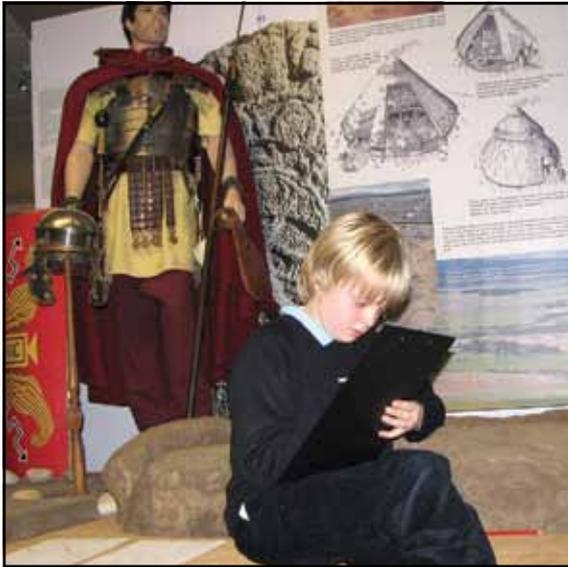
The following topics are covered:

- Plants and Photosynthesis
- Ecology, studying in particular the Life of the Salmon
- Food and Digestion
- Respiration
- Microbes and Disease
- Atoms and Elements
- Compounds and Mixtures
- Rocks and Weathering, Heating and Cooling
- Magnets and Electromagnets
- Light
- Sound and Hearing
- Electricity

# SUBJECTS

## THE YEAR 9 ACADEMIC PROGRAMME

### HISTORY Year 4



#### Autumn Term

[Local History: Aberlour House and Gordonstoun](#) - The children look at the history of Aberlour House and Gordonstoun and develop their skills in historical interpretation and enquiry by studying old photographs and buildings.

#### Spring Term

[Ancient Egypt](#) - The children study life in ancient Egypt and think about how archaeological remains can help us find out about the past, how people lived and what they believed.

#### Summer Term

[The Ancient Greeks](#) - The children study life in ancient Greece and how ideas from that time have influenced us today.

### Year 5: Invaders and Settlers

#### Autumn Term and into Spring Term

[The Celts and the Romans in Britain](#) - The children study how the Celtic people came to Britain and their way of life. They also look at the impact of the Roman invasion and how we can find out about the Romans by looking at archaeological and written evidence.

#### Spring Term and Summer Term

[The Picts and the Vikings](#) - The children study the archaeological evidence left by the Pictish people. This includes a visit to Burghead Pictish fort. They then look at the Viking invasion and again the archaeological evidence left behind that helps us to understand how they lived.

### Year 6

#### Autumn Term

[Scotland at the time of Wallace and Bruce](#) - The children look at why this period of history was so unsettled by conflict and in particular the roles played by William Wallace and Robert the Bruce.

#### Spring Term

[The Aztecs](#) - The children study archaeological and written evidence to find out about how the Aztecs lived and what they have left behind.

#### Summer Term

[World War II](#) - The children look at why the Second World War started and what life was like for children living at the time. This includes learning about the Blitz, evacuation and rationing.

continued.../Year 7

# SUBJECTS

## THE YEAR 9 ACADEMIC PROGRAMME

### HISTORY

*continued*



### Year 7

In Year 7, pupils follow the Common Entrance syllabus for history which is based on Key Stage 3 of the English National Curriculum.

Greater emphasis is put upon developing essay writing skills and reading and interpreting historical sources in preparation for the Common Entrance exam.

#### Medieval Realms: 1066 - 1500

During the Autumn Term, the children learn about the Norman Conquest. This includes the Battle of Hastings, the Feudal System, the Domesday Book and castle building. In the Spring Term, they move onto looking at religious life during the Middle Ages. This includes studying medieval religious beliefs, the lives of monks and nuns, conflicts between Church and King as well as the Crusades. During the Summer Term, the children cover the Barons' Revolt and the Magna Carta, life in a medieval town and village, the Black Death, the Peasants' Revolt and the Wars of the Roses.

### Year 8

In Year 8, pupils continue to follow the Common Entrance syllabus based on Key Stage 3 of the English National Curriculum.

Greater emphasis is put upon developing essay writing skills and reading and interpreting historical sources in preparation for the Common Entrance exam.

The Common Entrance exam is taken in June (with the Scholarship exam being taken earlier in the year in February). Pupils answer questions based on historical sources and write an essay.

#### The Making of the United Kingdom: 1500 - 1750

This year's work covers the Tudors and Stuarts. In the Autumn Term, the children look at the religious beliefs of Catholics and Protestants and how their churches differ. They then study why Henry VIII made himself Head of the Church in England and closed down the monasteries. They look briefly at the religious views of Edward VI and Mary, before moving onto the reign of Elizabeth I. Topics covered over the remainder of the term and into the Spring Term are Elizabeth's religious changes, Mary Queen of Scots, the Spanish Armada and the Elizabethan Poor Law. In the Summer Term, the children look at the Stuart monarchs, starting with James I and the Gunpowder Plot, Charles I and the English Civil War and finally the Great Fire of London.

# SUBJECTS

## THE ACADEMIC PROGRAMME

### GEOGRAPHY

In the Junior Years (Years 4, 5 and 6) we focus on themes selected from the English National Curriculum and the Scottish 5-14 Curriculum.

In Years 7 and 8, the children follow the Common Entrance Geography syllabus. This includes atlas skills, Ordnance Survey mapwork, thematic and case studies, fieldwork and enquiry skills.

#### Year 4

- Natural Disasters - earthquakes, volcanoes, extreme weather, avalanches... etc.
- Improving The Environment - resources, litter / pollution, recycling, saving energy.
- Life in an LEDC - life in the countryside, life in the city (Case study from Asia e.g. India or South America e.g. Brazil).
- Locational Knowledge - Scotland - towns and cities, transport, upland areas, sea areas, islands, rivers.
- Geography in the News - topical items of a Geographical nature, as and when they occur.

#### Year 5

- Water - distribution and use, water supply, drought and dry environments, flooding and wet environments, water quality and pollution.
- Transport - networks, types of transport, road traffic, traffic problems and solutions.
- Coasts - coastal processes and landforms, coastal settlements (transport, industry, tourism).
- Locational Knowledge - United Kingdom - countries, towns and cities, transport, upland areas, sea areas, islands, rivers.
- Geography in the News - topical items of a Geographical nature, as and when they occur.

#### Year 6

- Rivers - hydrological cycle, source to mouth, rivers and people, case studies of European rivers.
- Cities - growth and history, capital cities (London case study), rural - urban migration, cities in LEDC's.
- Mountains - relief maps, mountain formation, mountains and the weather, case studies (e.g. Scotland, Himalayas)
- Locational Knowledge - Europe - countries, capital cities, transport, upland areas, sea areas, islands, rivers.
- Geography in the News - topical items of a Geographical nature, as and when they occur.

continued.../Year 7



# SUBJECTS

## THE ACADEMIC PROGRAMME

### GEOGRAPHY

*continued*

#### Year 7

ISEB Common Entrance Syllabus

- Tectonic Processes - Earth structure, plate movements, earthquakes and volcanoes. Case studies selected from both MEDCs and LEDCs.
- Settlements - site, shape, size, functions, shops and services, patterns in cities. Case studies from the UK and a contrasting LEDC.
- Weather and Climate - measuring, recording and forecasting weather, the water cycle, types of rainfall, weather and climate in the British Isles, microclimates.
- Mapwork Skills - grid references, distance and scale, directions, symbols, height.
- Locational Knowledge - continents, seas and oceans, lines of latitude and longitude, islands, countries, cities, mountain ranges, rivers, deserts, volcanoes.

#### Year 8

ISEB Common Entrance Syllabus

- Coursework - based upon fieldwork studies in the local area.
- Geomorphological Processes - weathering and erosion, changing coastlines and coastal landforms, rivers, river landforms and flooding.
- Economic Activities - sectors of industry, resources, locations, industrial change. Case studies from local area and the UK.
- Environmental Issues - ecosystems (Amazonia case study), protecting rural environments, National Parks in the UK.
- Examination Preparation - revision, exam technique and past paper questions.



# SUBJECTS

## THE ACADEMIC PROGRAMME

### FRENCH

French is taught by Aberlour House teachers in Years 4 and 5, with the emphasis on learning vocabulary, enjoyment and on communicating through oral work, so that students acquire the correct sounds.

From Year 6, French is taught by language specialists from Gordonstoun. While continuing to emphasise oral and listening work, more time is spent progressively on understanding grammar, on reading texts and on writing correctly. The aim is for a smooth transition through Aberlour House into the French classes in the senior school.

#### Year 4

- Basic personal information
- Days of the week, months of the year, times.
- Numbers
- Family and Pets
- Weather

The emphasis is on oral work to learn vocabulary, using games and songs to re-enforce new concepts.

Worksheets are used for consolidation and differentiation

#### Year 5

- Revision of basic personal information
- Days of the week, months of the year, times.
- Numbers up to 100
- Revision of family and pets
- Weather
- Sports
- Colours
- The Body

The emphasis is still on oral work, using games and songs to re-enforce new concepts.

Worksheets are used for consolidation and differentiation.

#### Year 6

The vocabulary covered in Years 4 and 5 is re-enforced to allow students who have just joined the school to learn the basic words learned in Years 4 and 5.

continued.../Year 6



### **FRENCH** *continued*



Also covered are:

- Seasons
- Genders of nouns (le / la un / une)
- How adjectives change
- Classroom vocabulary
- School subjects
- Expressing basic opinions
- Telling the time

More emphasis is now placed on the spelling of words and understanding why words change their spelling.

#### **Year 7**

A textbook is now used so that the senior Aberlour curriculum meshes with the work covered in Gordonstoun. At present, the course is based around "Equipe Nouvelle 1".

The first part of the year is spent re-enforcing the work covered in previous years so that the many students who enter Aberlour in Year 7 can acquire a basic knowledge of French quickly to join with the others.

While the emphasis is still on enjoyment, on communication and on using a variety of activities, some more serious grammar learning is undertaken, for example the declining of adjectives, understanding verb patterns in the present tense and some irregular verbs. Greater emphasis is placed on extended written work.

Extension work is carried out on the topic of school. New topics covered include Free Time and Hobbies, Food and Drink and At Home

#### **Year 8**

The students in Year 8 continue to use "Equipe Nouvelle 1" and then work through as much as possible of "Equipe Nouvelle 2".

The main aim is to have covered as much ground as possible so that the Aberlour students are in the highest sets possible for French in Year 9 at Gordonstoun. Students sit the CE Listening, Reading and Writing exams and have an oral exam with a member of the Godonstoun staff to assess their level on entry to the senior school.

Topics covered include

- The past and future tenses
- Extension work on home area
- Daily routine
- Clothes and fashion
- Opinions and justification
- Health
- TV and cinema

# SUBJECTS

## ACADEMIC PROGRAMME

### LATIN Year 8



Students beginning Latin in Year 8 can expect to be taken through Unit 1 of the Cambridge Latin Course. Basic grammatical structures and forms are covered, and practice is given at reading and translating Latin. Students who have studied Latin before are given material appropriate to their experience.

The study of Latin promotes both linguistic skill and cultural awareness. Background areas covered include life in Pompeii, the eruption of Vesuvius and Ovid's *Metamorphoses*. At the very end of the year a start is made to the study of Classical Greek.

### RELIGIOUS STUDIES Year 4



During one lesson a week, the pupils are introduced to the great Judaeo-Christian stories from the Old and New Testaments. The aim is to create a sense of awe and wonder and allow them to explore their own spirituality through these two great religious traditions.

### Year 5

During one lesson a week, the pupils complete a course called Signs and Symbols which seeks to give them an understanding of the practices and procedures of the Christian Church.

### Year 6

During one lesson a week, the pupils become eyewitness reporters to the events that took place in Mark's Gospel. As they encounter people who met Christ, they build up a picture of this great spiritual leader.

### Year 7

During one lesson a week, this year group study the six major world faiths. Using the Encyclopaedia of World Religions and backed up with Channel 4's World Faiths series they learn the bare basics of each religion in the hope that they will learn respect for and an understanding of where people with different faiths are coming from.

### Year 8

A short Revision Crash Course in preparation for the important Common Entrance Examination at the end of the year. This concentrates on doing practice papers along with examination technique.

### DRAMA Years 7 and 8



Drama and Theatre Studies is a very successful subject in Gordonstoun and has some very well established roots in Aberlour. The experience gained here is designed to support the confidence of all students and contribute to their team-building skills later on in school life, whether applied in a performance context, or, more likely, on a day to day basis.

Years 7 & 8 have one session of Drama per week, which lasts approximately one and a half hours. The overall structure of these sessions is as follows:

- Register and introduction to the plan (a calm and focused 5 minutes)
- Warm-up games
- One or two exercises, using drama skills which link with...
  - Drama tasks with a specific focus, theme or issue for the session which may (but not always) lead to...
    - A show and share section, with review
- Wind-down game

The work of both year groups explores facial expression, body language, and vocal quality. It aims to build awareness of all these elements, then experiment with detail, leading to different styles of characterisation.

#### Year 7

Taught for approximately half of the school year, starting mid-November and ending at the Easter Break, Drama is delivered to the whole year group, by two specialist teachers.

Focus is on communication and control.

Sessions include:

- Mime
- Freeze-frames
- Mask
- Spot-light

Areas of exploration include:

- Trapped!
- The Elevator
- In The Hospital

continued.../Year 8

### **DRAMA** **Year 8** *continued*



Half of the Year group are taught Drama by two specialist teachers, whilst the other half has Dance lessons for the Autumn term. They then swap for Spring Term. In the Summer Term, the skills learnt are combined into a cross-creative experience!

Focus is on group-skills, concentration, and imagination.

Sessions include:

- Improvisation
- Thought corridor
- Role-play
- Interview
- Hot-seating

Areas of exploration include:

- Bullying
- The Restaurant
- At the Airport

All students participate fully, and are encouraged to comment on each others' work in a positive, constructive and creative manner.

### **Drama Productions**

Year 4, 5 and 6 all have a performance on stage in the Christmas Show in the Autumn Term. All of Years 7 and 8 perform drama on stage at the end of the Spring Term.

# SUBJECTS

## ACADEMIC CURRICULUM

### ART Curriculum Overview



#### Year 4

<b>AUTUMN</b>	Title	<b>Weird and Wonderful</b>
	Focus	Monster Book illustration
	Content	Researching and creating ideas for monsters Making an illustrated book cover
<b>SPRING</b>	Title	<b>Fruit Salad</b>
	Focus	Making a 3-D bowl
	Content	Experimentation from fruit images Decorative bowl construction
<b>SUMMER</b>	Title	<b>Harbour Life</b>
	Focus	Recording from real life
	Content	Visit to harbour and experimentation Mixed media painting

#### Year Five

<b>AUTUMN</b>	Title	<b>Animal Magic</b>
	Focus	Experimentation with shape
	Content	Responding to animals in art from other times Making a class totem
<b>SPRING</b>	Title	<b>Sewing the Sea</b>
	Focus	Seascapes
	Content	Recording from real life seascapes Experimenting with textiles techniques
<b>SUMMER</b>	Title	<b>Patterns in Nature</b>
	Focus	Repeat patterns
	Content	Experimenting with media Making repeat printed patterns

#### Year 6

<b>AUTUMN</b>	Title	<b>Klimt Patterns</b>
	Focus	Pattern-making and colour
	Content	Mixed media experimentation Designing a decorative textile piece
<b>SPRING</b>	Title	<b>Totally Towers</b>
	Focus	Decorative ceramic clock
	Content	Responding to world architecture Making a ceramic decorative tower
<b>SUMMER</b>	Title	<b>Go Fish!</b>
	Focus	Recording as illustration
	Content	Observation studies of fish and seafood Poster making

continued.../Year 7

# SUBJECTS

## ACADEMIC CURRICULUM

### ART continued



#### Year 7

<b>AUTUMN</b>	Title	<b>Making Your Mark</b>
	Focus	Real-life artist interpretations
	Content	Experimental mark-making Diagnostic drawing course
<b>SPRING</b>	Title	<b>Breaking Up the Landscape</b>
	Focus	Landscape
	Content	Investigating colour and Impressionism Three-part landscape in mixed media
<b>SUMMER</b>	Title	<b>Symbols and Stories</b>
	Focus	Narrative in Art
	Content	Symbols and stories in Aboriginal art Symbolic representation of life story

#### Year 8

<b>AUTUMN</b>	Title	<b>The Machine Age</b>
	Focus	Still life and abstraction
	Content	Drawing from a still life arrangement Making a clas abstract relief mural
<b>SPRING</b>	Title	<b>Trail Making</b>
	Focus	Photographing and recording
	Content	Recording a journey from life Producing a photo-montage
<b>SUMMER</b>	Title	<b>Me, Myself and I</b>
	Focus	Portraiture in the 20th Century
	Content	Drawing faces The Fauvist and Expressionist portrait

All Aberlour students follow a course in Art aimed at stimulating curiosity, interest and enjoyment in the subject. They are introduced to Art and Design from different times and places and are encouraged to develop an appreciation for the visual and tactile world.

The students are provided with opportunities to use a wide range of materials and techniques including painting, ICT, printing, graphics, textiles, digital photography and ceramics. They are also guided to develop personal ideas within the themes by noting their thoughts and feelings.

Students complete three projects every year and are assessed at the end of each, gathering their work in a portfolio and sketchbook to represent their progress.

### MUSIC Years 4, 5 and 6



In three terms (over 3 years) pupils will develop their musical skills through...

1. Singing simple unison songs
2. Sing unison songs with actions and movement (from memory)
3. Singing without piano accompaniment
4. Singing in two-parts (rounds)
5. Singing different Genres of songs  
Classical/Folk songs, songs from Musicals/Films, Choral anthems, World Music, etc.)
6. Exploring the Elements of Music:
  - Pitch (high/low)
  - Duration (long/short)
  - Tempo (fast/slow)
  - Texture (thick/thin)
  - Timbre (quality of sound)
  - Rhythm
  - Metre (pulse)
7. Exploring un-tuned percussion instruments (triangle, wood block, etc.)
8. Exploring un-tuned world percussion instruments (African Drums and Xylophone, Latin American Percussion instruments)
9. Exploring tuned percussion instruments (Xylophone/Glockenspiel)
10. Playing melodies on tuned percussion (with piano accompaniment).
11. Composing melodies on tuned percussion and keyboard (Based on the Pentatonic Scale (5 notes), modes, world music scales etc.)
12. Learning about the instruments of the orchestra
13. Working on pupils' own Music Theory Book (Basic written work, using games, puzzles etc. encourages Literacy and numeracy development)
14. Listening and appraising a variety of genres of music.

### Years 7 and 8

Pupils in years 7 and 8 at Aberlour House follow an enhanced version of the National Curriculum, based on the acquisition of the three musical skills:

- Composing music
- Performing music
- Listening and Appraising music

Class music lessons take a Musical Topic/Concept, and pupils are given the opportunity to express themselves in composition and perform in a way that is appropriate to their own level of understanding and practical achievement.

continued.../Schemes of work

### MUSIC *continued*



### Schemes of Work

The schemes of work come from four broad subject areas:

- Western Classical Music (1600 - 1899)
- Western 20th Century Music (1900 - present day)
- Popular Music
- World Music

### Year 7

- Voices in Layers (Performing)
- Introduction to Notation and Elements of Music (Theory)
- Gamelan - Music of Indonesia: Java and Bali (Performing/Composing)
- The Graphic score and Experimental Music (Composing)
- Samba Band - Brazilian Percussion ensemble (Performing)
- Folk Music (Performing)
- Examining the West End Musical (Performing)
- Variation Form (Performing and Composing)
- Classical Sonata Form (Performing)

### Year 8

- Ragtime - Music of Scott Joplin (Performing)
- 12 bar Blues (Performing/Composing through improvisation)
- Jazz (Performing/Composition)
- Programme Music (Listening and Appraising)
- Reggae (Performing and Composition)
- African/Egyptian Drumming (Performing/Composing)
- Popular Song of 1960 - 1990 (Performing/Composing)
- Film Music (Composition)
- Indian Music (Performing/Composing)

### Aberlour House Extra Curricular Activities

- Junior Choir/Senior Choir
- School Orchestra/String Orchestra/Brass Ensembles/Wind Band
- Recorder Group/Scottish Pipe Band/Guitar Ensemble

Both formal and informal concerts are arranged throughout the year and children also perform in weekly services. These activities help to give them the confidence they require to perform in public, which will be an invaluable asset during their school and working lives.

### INTERNATIONAL AND SPIRITUAL CITIZENSHIP



#### Years 6, 7 and 8

In Years 6, 7 and 8, PSE is covered by a wide ranging mixture of activities designed to positively involve all the pupils to work with their own experiences. Use is made of drama, role-play and multi-media, as well as more formal class activities and discussions. By its very nature, the precise subject content is tailored to the needs of the individual class but each year's course covers learning objectives designed to:

1. Develop confidence and responsibility while making the most of the children's abilities.
2. Prepare the pupils to play an active role as citizens.
3. Build an awareness of how to develop a healthy, safer lifestyle.
4. Make informed choices.
5. Show how to develop good relationships and respect differences between people.

The subjects covered in each year are specified in more detail below.

#### Year 6

1. Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
2. Identify the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.
3. To begin to develop an understanding of how to look after money and realise that future wants and needs may be met through saving.
4. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
5. To realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities.
6. Learn about how the body changes as they approach puberty.

#### Year 7

1. Reflect on and assess their strengths in relation to personality, work and leisure.
2. Recognise how others see them and give and receive constructive feedback.

continued.../3. Recognise

# SUBJECTS

## ACADEMIC CURRICULUM

### INTERNATIONAL AND SPIRITUAL CITIZENSHIP *(continued)*



#### Year 7

3. Recognise the emotions associated with change caused by separation and new family members, and how to deal positively with their feelings.
4. Understand the physical and emotional changes that take place at puberty.
5. Within the context of relationships, learn about reproduction and contraception.
6. Understand that good relationships and a balance between work, leisure and exercise can promote physical and mental health.
7. Develop an awareness of differing cultural norms within our society.

#### Year 8

1. Empathise with the differences between people, understanding the effects of stereotyping, prejudice and discrimination.
2. Recognise the emotions caused by death and divorce and how to deal with them.
3. Consider emotional and physical health. Begin to learn about sexual relationships.
4. Recognise pressures which threaten personal safety, including abusing alcohol and using illicit substances. Learning how to resist and get help.

### INFORMATION AND COMMUNICATION TECHNOLOGY



#### Years 4 - 8

At Aberlour house, our aim is for students to develop ICT skills, which they can use to enhance their learning in all areas of the curriculum and to encourage them to reflect on the application of Information and Communication Technology in everyday life.

The ICT provision is extensive, with two suites of wireless, Internet linked laptop computers. This provides tremendous scope for subject teachers to use ICT within their own subjects.

Each class receives one formal ICT lesson each week, following the QCA Key Stage 2 and 3 Schemes of Work. Touch-typing instruction is an integral part of each scheme.

All pupils are given their own e-mail addresses and both day students and boarders are given access to the computers during their free time, with appropriate supervision.

# SUBJECTS

## ACADEMIC CURRICULUM

### DESIGN TECHNOLOGY **Year 7**



Students start their experience in Design and Technology with motivational projects of a lower skill level. They all make electronically and pneumatically controlled buggies that they race in knock out competitions for prizes. The second half of the year is aimed at improving basic accuracy in wood, metal and plastic with some computer aided design skills.

### **Year 8**

Pupils tackle one project in Year 8, the making of a steady hand tester. They make small boxes with some electronics to test their nerve on a Gordonstoun styled design. The project is designed to be completed by all, to introduce simple electronics and improve accuracy of making in wood and metal.

### PHYSICAL EDUCATION



Physical Education at Aberlour House and Gordonstoun, is about developing each individual to achieve his or her potential. We provide a broad range of opportunities for all of our pupils to fully realise their physical skills and abilities. We allow our students to build their understanding and experience of teamwork and leadership skills, as well as their broader social skills. Furthermore, we aim to foster a love of sport that will allow each individual to continue to participate long after leaving school.

All Aberlour students attend one double period of Physical Education each week. They are taught in mixed ability, mixed gender groups of approximately up to twelve students. Lessons are taught by specialist PE staff. The aims of the Physical Education course are:

- To develop a range of skills and increase the confidence of the pupils in a number of activities.
- To introduce the principles of adopting and maintaining a healthy lifestyle. To teach the skills required to achieve this and to understand the effect of exercise on the body.
- To develop an understanding of the need to prepare their bodies for exercise, how to achieve this and then to recover from exercise.

continued.../To provide

# SUBJECTS

## ACADEMIC CURRICULUM

### PHYSICAL EDUCATION

(continued)



- To provide the opportunities to plan and evaluate their own performances and that of others. Additionally, the pupils are encouraged to begin to think about the tactics and strategies required to outwit opponents in different situations. There is particular reference to team play and the individual's role within teams leading to co-operative activities as well as competitive ones.
- To provide a challenging and enjoyable experience, which allows all students to achieve their potential and to learn the social benefits of active participation in sporting activities. The aims of the PE curriculum are met through a structured, progressive programme that includes the following activities: gymnastics, dance, athletics, swimming, cross country running and games. These include tennis, volleyball, hockey, basketball and netball.

#### Games Programme

Throughout the year we offer a full and varied games programme to all pupils at Aberlour House. Games sessions are one hour in duration and take place on four days during the week.

#### Autumn Term

Boys: Rugby, Football, Hockey

Girls: Netball, Hockey

#### Spring Term

Boys: Hockey, Cross-Country Running, Football (Seniors),  
Rugby (Juniors)

Girls: Hockey, Netball

#### Summer Term

Boys: Cricket, Athletics, Tennis

Girls: Rounders, Athletics, Tennis

*(In each case above, the sport named first is the principal sport during that term).*

In addition to the sports named above, all pupils also have training in various Outdoor Education Activities as part of a rolling programme (e.g. kayaking, canoeing, climbing, expedition training). Pupils may also opt to take lessons in Judo, Karate and Horse Riding during School games sessions.

Matches are played against other schools and sports clubs in the local area and further a field. These fixtures are usually arranged for Wednesday afternoons and Saturday mornings.

### OUTDOOR EDUCATION



#### **Years 4 - 8**

Outdoor Education is an integral part of the Aberlour House Curriculum, from Year 4 to Year 8. All pupils take part in climbing, canoeing and kayaking sessions, as part of the weekly games programme, during the Autumn and Summer Terms. Outdoor Education and Survival are often offered as 'Projects', one afternoon each week.

During the Spring Term, the majority of pupils opt to take part in the weekly skiing sessions at The Lecht, snow permitting. Teams are entered into the Scottish Prep Schools Ski Championships and The Scottish Minors Race.

During the Summer Term, each year group takes part in an expedition, of three to five days duration.

#### **Years 4 and 5**

The pupils in Years 4 and 5 take part in mixed outdoor activities / field studies experience, based at a local outdoor centre. Considerable emphasis is placed on team building and developing self confidence.

#### **Year 6**

In Year 6, the pupils go on a camping expedition (base camp), and take part in a range of outdoor activities and initiative / team building exercises.

#### **Year 7**

The Year 7 pupils travel through The Great Glen, by canoe and sleep under canvas.

#### **Year 8**

After sitting their Common Entrance exams, Year 8 take part in a wilderness expedition, exploring some of Scotland's remotest areas. This continues a long tradition of wild camping and adventurous challenge in the children's final year at Aberlour House.

Final-year pupils at Aberlour House also have the opportunity to spend a weekend on Gordonstoun's sail training vessel, *Ocean Spirit of Moray*.

# LEARNING SUPPORT

## LEARNING SUPPORT & EAL

### LEARNING SUPPORT

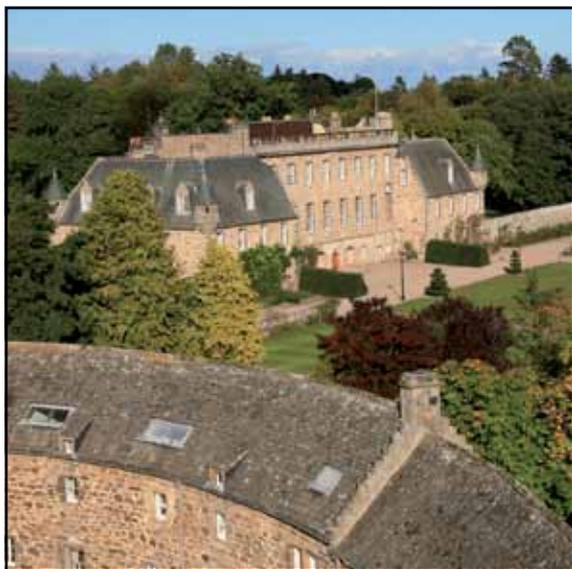
Aberlour House has an experienced Learning Support Department which ensures that children with specific learning difficulties are supported. This support may be in-class, small group teaching or 1:1 tuition. Assessments may be carried out at Aberlour House to determine the appropriate support needed to equip children with the necessary skills to develop their learning. Learning Support staff liaise with parents and other members of staff should there be any concerns.

### ENGLISH AS AN ADDITIONAL LANGUAGE

Aberlour House welcomes international students, believing that they bring a richness and variety of experience to our school community. Staff and pupils are able to draw on the expert EAL department at Gordonstoun which ensures that pupils, whose first language is not English, are fully provided for. All pupils are fully screened on arrival.

## THE NEXT STAGE

### PROGRESS TO SENIOR SCHOOL



Most boys and girls who come to Aberlour House will progress to Gordonstoun. However we warmly welcome children whose parents may not be certain about the future and do not wish to make a long-term commitment, or who plan to move elsewhere after Junior School.

We carry out Junior School assessments in conjunction with the Senior School. This means that parents can assume that their children, once accepted, can move seamlessly to the Senior School. Students who intend doing so must, however, take an examination, based on the Common Entrance Examination. This both keeps students up to the mark and helps to place them in the Senior School.

# LIFE AT THE JUNIOR SCHOOL

BY PARENTS AND PUPILS



"I have never come across such a warm and nurturing environment in a school. As a result, my daughter felt instantly 'at home' and has flourished."

I love coming to school because of the friendly atmosphere and the great opportunities.

Luisa, Year 6

"I have two children at Aberlour, one in Year 4 and one in Year 6, and both have improved and "come out of themselves" tremendously since being here. The range of activities that they throw themselves into is fantastic and they both love coming to school."

I love reading stories and doing my reading homework. We have lots of amazing books in the classroom and in the library. I get lots of Flights (House) points for my good reading!

Will, Year 4



"Our son has flourished since joining Aberlour House. He has never shown an interest in music, however is now a keen trombone player and, having started the chanter a year ago, is looking forward to playing the bagpipes. He is growing into a mature, confident, kind young man."

I like the teachers, the lessons are fun and I really like the activities.

Katy, Year 5

"From the first day my daughter joined Aberlour House, and still to this day, she comes home full of enthusiasm and joy about everything she has done each day. I feel the school encourages and develops the children into polite, confident and well-rounded human beings. I am very happy to see my child so happy."

I enjoy spending time with my friends and learning English (Carolina); I enjoy the sports, expeditions and the practical lessons (Matilda); I love the skiing - it's great fun! (Hamish P); Everyone is so kind (Hamish T).

Year 7 pupils





**ABERLOUR HOUSE**  
CURRICULUM 2013-14