

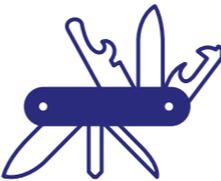


The academic provision at Haileybury seeks to develop learners who are academically ambitious, intellectually curious, imaginative and independent.

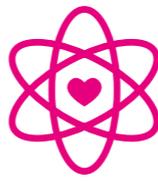
We want our pupils to acquire the skills, knowledge and understanding that they will need to make the world a better place, and the sense of responsibility and compassion required to do so.

We believe in offering pupils flexibility and choice in a progressive context as they follow their personalised pathways.

There is a significance placed during this crucial year on connection and coherence, and Removes pupils are encouraged to think about themselves as learners, to identify their learning pathways and to personalise their curriculum accordingly.



COMPETENCIES



CORE SUBJECTS



PATHWAYS



EXPERIENCE

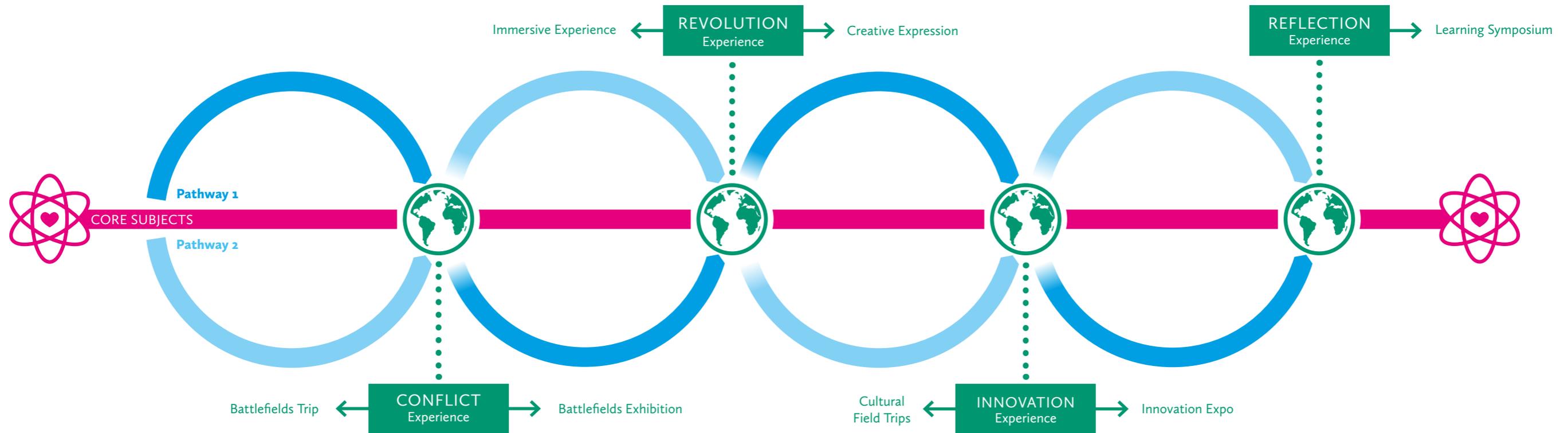


CO-CURRICULUM



ASSESSMENT

Curriculum overview

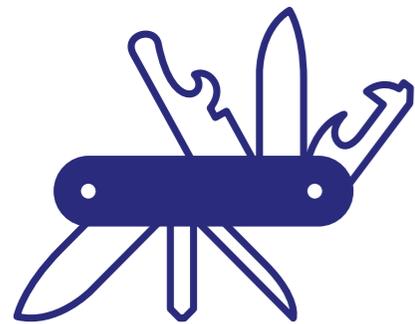


The Removes curriculum, supported by a structured **competencies** framework, consists of **core subjects** studied by every pupil, two personal **pathway choices** accommodating further subjects and individual interests,

and four **experiential learning activities** beyond the classroom. These key elements are complemented by a broad **co-curricular programme** and culminates in a formal **assessment and certification** process.

Competencies

The Removes Curriculum is underpinned by the competencies which will be developed throughout the year. We want pupils to understand how to read and interpret the world around them; we want them to understand themselves as learners and their place within the discourse of powerful knowledge; we want them to produce beautiful, meaningful work and take pride in what they create.



Literacy

Reading

- Understanding, summarising, analysing, evaluating and synthesising information

Information

- Finding, interpreting, judging and creating information
- Interacting with texts to use and create ideas and new information

Digital

- Interacting with digital tools to support learning and to create ideas and new information

Cultural

- Critically appreciating multiple viewpoints
- Identifying cross-cultural links
- Identifying cross-curricular links

Thinking

Knowledge

- Making connections between new concepts and familiar concepts
- Exploring misconceptions
- Understanding how new concepts or ideas fit within the wider subject

Thinking

- Becoming aware of pupils' own strengths and weaknesses, and the strategies they use to learn

Self-regulation

- Engaging in learning and developing strategies to improve learning
- Planning learning, monitoring progress and reflecting on learning

Expression

Significance

- Engaging in work that matters to pupils, to their teachers, and to the world outside school
- Connecting studies to the world through fieldwork, community service, internships, and consultation with outside experts

Collaboration

- Managing time and tasks effectively
- Developing effective academic relationships with peers, teachers and academic mentors

Meaningful

- Producing beautiful, high quality and meaningful work.
- Identifying as academics, producing work of integrity, accuracy and of an academic register
- Standing on the shoulders of giants.



Core subjects

At the heart of the curriculum is a strong core of subjects which will develop academic skills and abilities in such a way as to ensure that all options remain available to pupils later in their educational life. While the core subjects are important in their own right, they are also a strong foundation on which later learning can be built.

English

The English curriculum centres around the three pillars of classical education: reading, speaking and writing. Through the study of canonical texts in the three main literary genres of prose, poetry and drama, pupils will learn to interrogate what they read, develop the confidence to articulate personal responses and express themselves on paper with clarity and concision.

Maths

Pupils look to put in place core mathematical skills with elements of number, algebra, geometry and graph work. They will be challenged to think logically and creatively; to apply the knowledge they have to solve problems. Key skills such as being resourceful, reflective, structured and accurate will be honed during the year. Pupils are also encouraged to always articulate the reasoning that underpins the techniques that they learn.

Biology

We aim to deliver a foundation of fundamental principles in Biology via explorative and practical lessons. The topics will include studying the variety of life around us, to the collaborative work of basic components within a biological system. The skills that we aim to instil in our pupils range from being able to analyse complex problems to evaluating conclusions, using evidence extracted from laboratory-based work.

Chemistry

We aim to equip our pupils with an awareness that Chemistry is all around them. Removes will explore atomic structure and the history of the periodic table along with many other fundamental chemical principles. They will develop a range of skills such as reasoning, problem-solving and experimental design. From this, they will find new ways of looking at the world and widen their appreciation of a science which is central to every aspect of their lives.

Physics

The curriculum will increase the understanding of the role that Physics and associated technologies play in solving many problems faced by society and how scientific methods can be applied to a range of different disciplines in everyday life. Pupils will enhance their scientific literacy and become confident with their practical, research, problem-solving and collaborative skills, while carrying out scientific investigations.

History

The History curriculum introduces pupils to the tumultuous 20th Century. Through their study of World War One and World War Two, pupils gain an insight into geopolitics, modern society and the impact of totalitarianism. They see the best and worst of humanity, using modern sources of history as tools for investigation and sparking their intellectual curiosity. Pupils are encouraged to think critically about the representation of events and concepts we study, and why we study them.

Geography

Geography at Haileybury looks to prepare students to have an appreciation of global issues and consider ways that we can mitigate the negative impacts of the flows and movements of people, ideas and goods. Pupils will cover a variety of topics that fall into the categories of physical and human geography – it is the conflict created when humans interfere with nature and vice versa that will shape their future. Pupils will interpret, present and analyse data in a variety of different ways – a skill crucial in all subjects.

Theology & Philosophy

Pupils will be able to ask – and begin to answer – vital questions of human existence. They will chart their place in the cosmos as something unique, engaging with the work of Plato and Aristotle as foundational voices in the emergence of a Western Philosophy. They will explore the formation of a distinctive moral framework, asking profound questions about the nature and function of human society. Practical emphasis will be found in the study of conflict, through Just War theory and a visit to the battlefields of the Somme.

Modern Foreign Languages

Choose one: French, Spanish or German

French

Pupils begin to study the topics, themes, skills and grammatical concepts to prepare them for language learning. The aim is to consistently reinforce the vocabulary and structures needed later for writing and speaking. In this way, the course is designed to reflect language learning via immersion whereby vocabulary and structures are picked up simply by constant exposure at levels the pupils can understand.

Spanish

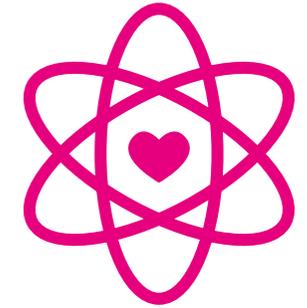
Pupils will have the opportunity to consolidate and extend their previous knowledge of the language by studying a range of topics both culturally and linguistically relevant to them. They will learn about the Hispanic world, famous artists, places and traditions through stories and audio-visual material. They will be exposed to engaging and motivational resources that will promote deep understanding of grammatical tenses and structures.

German

Traditional topics such as family, health and hobbies will be taught through imaginative background themes which includes exploring Berlin to give students a better understanding of life and culture in Germany's most vibrant and historically rich city. Emphasis will be placed on the four skills of speaking, listening, reading and writing, with special focus on conversational skills.

Latin

Classical subjects are interesting and make you interesting. They are the study of people both similar and different from us. Anything you find interesting can be found in the Classical World, from sport to stories and from myth to magic. The course will continue a pupil's language learning and, through comprehensible input and storytelling, they are guided through the exciting world of the Romans, focusing on conflict and rebellion in the first term and then introducing the hugely important innovations of the Romans that still resonate today.



Art

Art at Haileybury aims to equip pupils with the skills they need to be able to interpret and understand sources, engage with new technologies and hone the fundamental skills. Problem-solving, critical and analytical thinking and creativity are all core skills that are developed. Pupils are encouraged to consider how they can transfer this knowledge across the curriculum.

Wellbeing

At this crucial stage of their development, pupils need to understand themselves as individuals, as young people, and as learners. The Wellbeing course teaches them to be digitally literate and safe online while maintaining healthy bodies and healthy minds. They will begin to understand relationships, sex and sexuality as well as discovering more about finance and future career pathways.

Pathways

All pupils will choose **two** pathways to complement their core curriculum. Pathway choices should be ambitious and aspirational and pupils should look to challenge themselves through these choices.

The core is strengthened by two distinct pathway options. These offer opportunities for pupils to design their own personalised learning experience. They may wish to use the pathways to develop their curiosity as linguists, or to develop their appreciation of the classical world; they may wish to choose pathways that extend their current academic ambition through sciences and technology, or to support vocational ambitions that they might hold, such as music or drama.

Technology

The Technology pathway at Haileybury is concerned with cognitive skills such as research, analysis, synthesis and evaluation which promote the generation and development of design proposals aimed at producing a successful outcome. Pupils are taught how to acquire, and access skills associated with designing, as well as the practical skills and understanding required to generate, record and make their proposals.

Coding & Logic

This pathway aims to teach important problem-solving and decision-making skills through the use of programming languages and computing. The course includes the study of modern web development using HTML, CSS, JavaScript, and PHP. Pupils will have access to their own web space to design and develop real online systems.

Greco-Roman World

The Greco-Roman World pathway is an exciting opportunity to study the cradle of Western culture and learn about Greek history, art and literature. Pupils will learn the fundamentals of the language and the key phases of history, from the mythical fall of Troy to the rise of Alexander the Great and the Roman conquest. Pupils will develop the skills of a classicist, which will equip them to study Classical Civilisation or Ancient Languages at GCSE and beyond.

Performance Music

This pathway is designed to nurture and develop a broad range of musical skills in pupils who already take instrumental or singing lessons, complementing and supporting the work already being done in their one-to-one lessons. Industry-standard Sibelius and Logic software packages are used as composition tools in our Apple Mac suite and pupils are encouraged to develop their own creative musical voice.

Performance Drama

The Performance Drama pathway will give pupils a great understanding of the skills required in stage and screen performance and provide some of the rigour of current 21st Century professional practice. Topics cover acting skills, the study of performance texts, classical and contemporary performance practices and their underlying academic logic. Pupils will also participate in a professional workshop, an immersive event and a theatre trip.

Visual Arts

Students develop an understanding of both historical, and contemporary art practices, alongside the development of their own practical skills. Tailored teaching focuses on building confidence in the fundamental skills of drawing and recording. Painting, printmaking, photography and digital media are all explored in this pathway.

French

This pathway mirrors the core French course but as a result of being designed for those with an increased interest, the depth and breadth of the topics is enhanced. The study of the core topics will be accelerated, giving space for pupils to study historical, cultural and contemporary aspects of France.

Ab Initio German or Italian

The Ab Initio pathway is a foreign language learning programme designed to be studied by students who have no previous experience of learning the target language. Each theme has a list of topics that provide pupils with opportunities to practise and explore the language as well as to develop intercultural understanding. Pupils will be able to communicate in speech and writing and deal adequately with familiar and practical needs.

Global Civilisations

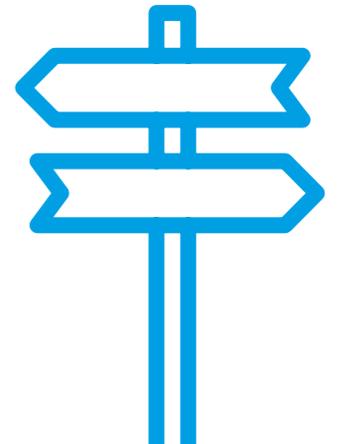
Pupils look at contexts – societal and historical – and explore the creation and development of the world as we know it. We examine the links and connections between literature, art, music and thinking. This pathway is suitable for pupils who want to understand, explore and critique the world in which they live. Pupils will also examine the relationship between art and nature.

Sport Science

Pupils will immerse themselves in the world of physiology and psychology in sport. The combination of practical and academic lessons equips pupils with the knowledge and skills to develop their performance in a variety of sports and understand the benefits to health, fitness and wellbeing. Pupils will have the opportunity to perform in a variety of physical activities, and through academic study, learn how to improve their performance.

Advanced Science & Astrophysics

Pupils will learn how physics and science work under conditions which are impossible to recreate on Earth. More importantly, they will be taken on a journey from a Newtonian world to an Einsteinian world. Experimental work for this part of the course involves learning about a variety of astronomical telescopes with opportunities to observe the night sky using Dobsonian telescopes and visiting the Bayfordbury Observatory.



Experiential Learning

The curriculum is bound together by a series of concepts that allow pupils to engage with and question the world around them. Each of these creates coherence and connection between core subjects and the pathways. Each concept culminates in an opportunity for experiential learning, during which pupils can apply their learning to a real world concept.

The outcomes of these experiences will vary but pupils will be challenged and supported to produce ambitious work that demonstrates and indicates their learning across subjects.



Concept

Experience

Outcome

CONFLICT

Battlefields trip

Battlefields exhibition

REVOLUTION

Immersive experience

Creative presentation evening

INNOVATION

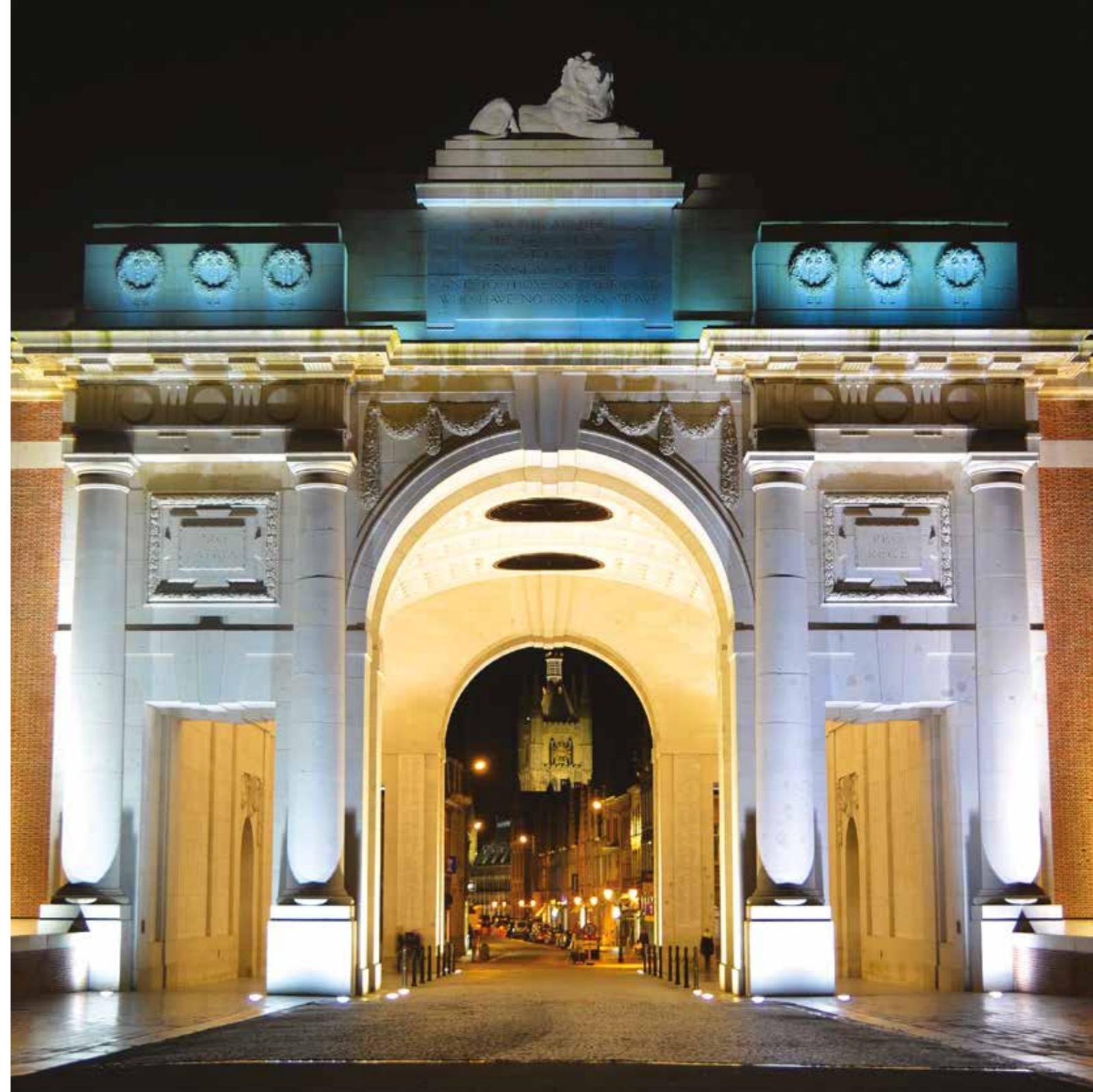
Trips to various museums, centres and galleries in Cambridge

Innovation hub

REFLECTION

Reflective learning

Symposium





Co-curriculum

The Haileybury co-curriculum offers a vast array of activities designed to enable each pupil to confront obstacles in their way, learn more about themselves, become more confident and shape their own identity. We have worked hard to develop an enviable range of activities designed to challenge and educate in equal measure. From Climbing and Scuba Diving to Film Making and the Model United Nations and countless activities in between – there is something for everyone. The opportunity for new experiences, emotional rewards and character development are practically limitless.

Sport, Music, Drama and Dance

Sport, Music, Drama and Dance play a crucial role in the all-round educational experience at Haileybury. By engaging with the core components of the co-curriculum, pupils have the opportunity to develop new skills, to enjoy a wide range of experiences and to perform in front of others. Confidence, identity and enjoyment are the key outcomes for pupils. All pupils are expected to engage positively with the broad sports programme. Individual or group music, dance and LAMDA lessons are an elective element of the co-curriculum. There are numerous opportunities to engage more broadly in these areas through ensembles, House Music, dance activities and drama showcase evenings and larger productions. All pupils are expected, as a minimum, to attend at least one concert and one play during the year.

Outdoor Education

The Coghill activities programme runs on a Wednesday afternoon throughout the year with the aim and objective of introducing pupils to a range of challenging outdoor and adventurous experiences. Activities include navigation, survival, swimming, leadership tasks and physical challenges. Pupils are expected to engage enthusiastically with the programme and to develop interests that they can choose to explore in greater depth as they progress through the school.

Enrichment

Alongside the taught curriculum, pupils will have the opportunity to immerse themselves in a world of learning experiences. Through a timetable of lectures, societies, talks, trips and visits, pupils' learning will be strengthened and deepened. While all pupils will be involved in a myriad of opportunities, those who seek to connect and link their learning in the classroom to the wider experiences in a meaningful and thoughtful way will be those who develop as the most effective learners.



Assessment and certification

The end of the Removes year is celebrated through the awarding of the Haileybury Removes Certificate (HRC). The HRC will be awarded at three levels: Distinction, Merit, Pass.

The HRC will be a points-based award. Pupils will be awarded points as follows:

- Core Curriculum and Pathways (1-6)
- Capstone assessments of projects (1-3)
- Involvement in and commitment to Creative Arts, Sport and Service (1-2)

Progress in these areas will be reported on regularly. In particular, within the core curriculum and pathways, we will report on pupils' progress by describing them as exhibiting skills that show them to be a novice, intermediate, or expert in specific areas. The end of Removes assessments will be made by considering a portfolio of work which might include extended written pieces, fieldwork, practical work and examination work.

A full explanation of [assessment criteria](#) for subjects, pathways and competencies can be found at haileybury.com



Next steps

All you need to do now is study the core subjects and then consider which two pathways best complement your interests, aspirations and future plans.

Haileybury staff are here to help guide you with your decisions if you would like further advice. Contact details are on the back cover of this booklet.

Core subjects (studied by *all* pupils)

English
Maths
Biology
Chemistry
Physics
History
Geography
Theology & Philosophy
Modern Foreign Languages
Choose one: French, Spanish or German
Latin
Art
Wellbeing

Pathways (choose *two*)

Technology
Coding & Logic
Greco-Roman World
Performance Music
Performance Drama
Visual Arts
French
Ab Initio German or Italian
Global Civilisations
Sport Science
Advanced Science & Astrophysics





For further information about Haileybury's Removes Curriculum,
current pupils should contact one of the following:

Mr Stephen Campbell *Deputy Head (Academic)*
s.campbell@haileybury.com

Ms Olivia Firek *Assistant Head (Year Heads)*
o.firek@haileybury.com

For those new to Haileybury, please contact:

Mrs Michele Metcalfe *Registrar*
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01992 706 353

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