This booklet is a curriculum summary for Year 8 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly with the Heads of Department.

Mr T Lougher
Deputy Head - Academic
At Clifton College Preparatory School, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is also a wide range of sport, activities and extra-curricular clubs in which our children can participate.

Please find below a weekly allocation of lessons per subject:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 8 Allocation</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>DT</td>
<td>1</td>
</tr>
<tr>
<td>PSHE</td>
<td>1</td>
</tr>
<tr>
<td>Maths</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>IT</td>
<td>1</td>
</tr>
<tr>
<td>PE</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
</tr>
<tr>
<td>MFL A</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Games</td>
<td>10</td>
</tr>
<tr>
<td>MFL B</td>
<td>3</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
</tbody>
</table>

When allocating children to classes, consideration is given to previous academic achievement and in certain cases, social dynamics. At the end of Year 7 children are placed in new forms on the basis of recommendations made by all teachers using grades, modular assessment and end of year exams.

In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children’s achievements. Tutors are allocated on a house basis and it is their role to meet their tutees on a weekly basis to discuss their progress, and help the children meet their targets.

We have introduced a system of Achievement Points to reward your child for outstanding work and effort. These are updated on the Insight Parent Portal and the children record their achievements in their tutor file. The Achievement Points accumulate to result in bronze, silver and gold certificates over the year.

In Year 8 the children are expected to complete about an hour of prep most days of the week (a prep timetable is provided). This will consist of two subject-related thirty minute preps, and in addition we would recommend that children read on a daily basis.

Please find below our calendar for reporting to parents at the Preparatory School for Year 8.
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Michaelmas Term</th>
<th>Lent Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Half of Term</td>
<td>Half Term</td>
<td>End of Term</td>
</tr>
<tr>
<td></td>
<td>Informal Parent Information Evening</td>
<td>Grades in Examinable Subjects with Pastoral Comments</td>
<td>End of Term Written Report with Grades</td>
</tr>
<tr>
<td></td>
<td>First Half of Term</td>
<td>After Half Term</td>
<td>End of Term</td>
</tr>
<tr>
<td></td>
<td>Formal Parent Evening</td>
<td>Boarder Report (Non-Attenders)</td>
<td>Grades in all Subjects with Targets (Including House, Games, Music and Tutor Comments)</td>
</tr>
<tr>
<td></td>
<td>End of Term</td>
<td></td>
<td>End of Year Full Written Report and Exam Results Letter</td>
</tr>
</tbody>
</table>
Year 8
The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories and poetry; ability to use the School Resource Centre and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is an integral part of the curriculum. Crucial to our aims is a coherent purpose and method which ensure continuity between years and Key Stages and keep the teachers confident of their role in the process of progression, and hence in their ability to communicate a series of basic skills and strategies to the children. The principles of formative assessment are vital in helping the children and teachers evaluate and monitor the progress of teaching and learning. We continue to focus closely on crucial writing techniques including paragraph structure and sentence development.

Visits from storytellers and authors often provide an exciting stimulus.

Years 7 and 8 are the first two years of Key Stage 3 which finishes after the first year (Year 9) in their next school. The class work and exams are a conscious preparation for the kinds of writing and response required in GCSE and the final Year 8 exams are set and marked by the Upper School.

This is the second year of working towards Key Stage 3 and subsequently GCSE. Pupils will undertake a wide range of oral, reading and writing assignments with continued encouragement of reading. Literature texts studied will include Shakespeare’s ‘Macbeth’, the novel and ‘Animal Farm’ as well as a range of poetry.

Progress is assessed by regular Interim Reports, ongoing monitoring and by school examinations in January and external exams in May or June – Common Entrance or Clifton College Transfer Entrance Exams or, in some cases, a Scholarship Exam to Clifton or to other schools.
The Curriculum of the Mathematics Department is largely based on the National Curriculum. In the Upper Prep School (Years 7-8) the main resource used is the Essential Maths series. In addition to this, other material will be used to support learning. In particular, top sets, who are preparing for the Scholarship Exam will more exam specific texts.

Throughout the system, emphasis will be placed on the skills of numeracy, and Mental Arithmetic is to be given an increasingly high profile, with written calculations being delayed until the level of competence of the children is suitable for their introduction. The use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques, and the use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. In addition every pupil at the Prep School has a Mathletics or Khan Academy account, both of which are used to support learning. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability. It is policy also that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at good pace, with an increasing independence of method gradually moving them away from reliance on pencil and paper techniques.

It is also policy that if there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Less able N.C. Level 4–6</th>
<th>More able N.C. Level 6–8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+/– fractions; frac x integer, integer ÷ frac</td>
<td>All content to left at higher levels and:</td>
</tr>
<tr>
<td></td>
<td>Prime factorisation</td>
<td>Index laws; +ive/-ive powers; simple surds</td>
</tr>
<tr>
<td></td>
<td>Recurring decimals</td>
<td>Significant figures; standard form</td>
</tr>
<tr>
<td></td>
<td>Percentage increase and decrease</td>
<td>% changes; reversed percentages</td>
</tr>
<tr>
<td></td>
<td>4 rules of negative numbers</td>
<td>Problem solving with linear equations</td>
</tr>
<tr>
<td></td>
<td>Sequence analysis; term to term rules</td>
<td>Multiplication of binomials</td>
</tr>
<tr>
<td></td>
<td>Manipulation of algebraic expressions</td>
<td>Compound measures</td>
</tr>
<tr>
<td></td>
<td>Simple formulae – substitution</td>
<td>Gradient and intercept; inequalities</td>
</tr>
<tr>
<td></td>
<td>Complex linear equations</td>
<td>Mathematical reasoning and proof</td>
</tr>
<tr>
<td></td>
<td>Volume of cuboids and rectilinear solids</td>
<td>Formulae – manipulation, change of subject</td>
</tr>
<tr>
<td></td>
<td>Area triangle, parallelogram, trapezium</td>
<td>Simultaneous equations inc. graphical</td>
</tr>
<tr>
<td></td>
<td>Bearings and scale drawing</td>
<td>Graphs of non-linear functions</td>
</tr>
<tr>
<td></td>
<td>Angles in triangles; angles with parallel lines</td>
<td>Factorisation</td>
</tr>
</tbody>
</table>

Reviewed Summer Term 2018
Next review Summer Term 2019
<table>
<thead>
<tr>
<th>Congruent shapes and tessellation</th>
<th>Volume of cylinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loci</td>
<td>Interior/exterior angle sum</td>
</tr>
<tr>
<td>Enlargement</td>
<td>Bearings and back bearings</td>
</tr>
<tr>
<td>Travel graphs; drawing graphs</td>
<td>Geometrical similarity</td>
</tr>
<tr>
<td>Statistical problems</td>
<td>Basic trigonometry</td>
</tr>
<tr>
<td>Complementary events, possible outcomes, experimental probability</td>
<td>Combined transformations</td>
</tr>
<tr>
<td></td>
<td>Surface area</td>
</tr>
<tr>
<td></td>
<td>Scatter graphs, correlation</td>
</tr>
<tr>
<td></td>
<td>Frequency polygons</td>
</tr>
<tr>
<td></td>
<td>Compound, mutually exclusive, independent events</td>
</tr>
</tbody>
</table>
SCIENCE
Head of Department: Mr T Harris

Aims
- To make Science an interesting and attractive subject.
- To provide opportunities for the pupils to develop their skills, creativity, knowledge and understanding of Science through a range of activities, to work quantitatively, use first-hand and secondary sources of information and to develop their use of I.C.T.
- To encourage pupils to think carefully and to ask questions during their work; to communicate their ideas and information in a variety of ways (including I.C.T.), using scientific terms and symbols, SI units, and to demonstrate their scientific knowledge and understanding.
- To relate scientific knowledge and understanding to familiar phenomena and things used every day, to develop awareness of the relevance of Science to their personal health, living things and local environment, how it influences the quality of their lives and how it has contributed to scientific and technological developments.
- To obtain evidence to test scientific ideas and to consider how ideas have changed through time; the reasons for these developments, to see that Science provides explanations for many phenomena and that scientific knowledge and understanding need to be supported by evidence to explain these fully.
- To develop pupils’ knowledge and understanding of health and safety when working with living things and materials, to recognise hazards and assess risks to themselves and others.

Science is divided into 4 attainment targets
- **Sc 1** How science works
- **Sc 2** Organisms, their behaviour and the environment
- **Sc 3** Materials, their properties and the earth
- **Sc 4** Energy, forces and space

Each is split into nine levels of achievement. Pupils should be aiming for at least Level 5 in the end of year exams. Pupils have eleven lessons per fortnight plus prep and continue to follow the Nelson Thornes’ Key Stage 3 course “Spotlight Science” started in Year 7, supported by KS3 Boardworks. They work from textbooks, which are supplemented by photocopied worksheets, and longer practical investigations. Each year is divided into topics.

Each topic includes:
- A checklist for each pupil, stating what he or she should now and be able to do by the end of the topic
- A revision quiz to help them revise the topic
- An end of topic test, which can be directly used to monitor progress through Sc 2–4

The pupils will also have a suitable “background reader” textbook to enhance their understanding and help with revision. They are examined formally in June. The target is to attain at least Level 5 (National Curriculum).
The scholarship group will follow the same course but at greater depth (and pace) and experience past Scholarship papers as preparation for the exam in May (including a formal trial exam in January).

The topics are as follows

Autumn Term - Populations & Environment, Using Forces, Elements
Spring Term - Food and Digestion, Earth and Space, Staying Alive
Summer Term - Light and Sound, Revision (including Electricity, Energy, Plants), Chemical Reactions
The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the consequences of their ‘Digital Footprint’.

It is essential that children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts.

Concepts and skills are overlapped and developed each year in order to develop the continuity and progression of their understanding.

By the end of Key Stage 3, pupils are expected to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

(National Curriculum 2013)

Hardware and Software
Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer. Some Computing lessons will involve the use of an individual iPad device, which will be supplied by the school.
school has a wealth of software for the pupils to use. All lessons are a double on a fortnightly basis.

**Internet Safety**
We visit this important area several times throughout the year and parents will be sent a copy of all material used. We have several CEOP ambassadors at Clifton and there is an E Safety Officer available for you or our child to talk to if you have any concerns or want to seek advice. There are also several parent workshops you can attend, details of which are sent nearer the time.

**Prep**
Pupils are expected to complete a prep each lesson, which is once a fortnight, either using the ICT Suites, the computers in the houses, or at home, if they access to one.

**Year 8 Curriculum**

<table>
<thead>
<tr>
<th><strong>My Digital Footprint</strong></th>
<th><strong>Amazing Mazes</strong></th>
<th><strong>Grand Designs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing keeping safe and our behaviour online, using a variety of skills to create a portfolio of work. Use the Web to research facts etc. Exploring plagiarism, radicalism, sexting, social pressures and consequences.</td>
<td>Discussing what makes a good game, designing a maze based game using more advanced features of Scratch.</td>
<td>Exploring the world of 3D printing, and using Sketch Up to create the ultimate House that even Kevin McCloud would be proud of!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fruity Tunes</strong></th>
<th><strong>What’s App?</strong></th>
<th><strong>Blink and You’ll Miss it</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Makey Makey board and some bananas/tangerines to compose a tune. Moving onto using Sonic Pi to create a musical composition and live coding.</td>
<td>Using App Inventor to create apps.</td>
<td>Using the Wink to understand physical computing. Complete a variety of tasks to control the device. Learn a new programming language (Arduino) with physical computing.</td>
</tr>
</tbody>
</table>
FRENCH

Head of Department: Mrs H Higham

Introduction
The aim is to provide a solid base and promote a lasting interest in French, which will be a useful and marketable tool for our pupils in the future. Pupils have three lessons and one prep of French per week.

We use the course book Studio 2 in Year 8. This focuses equally on the four skills (listening, speaking, reading and writing). Following current government recommendations, we ensure pupils have exposure to French culture with authentic materials, including literature and are able to translate from French into English. The differentiated material in Studio 2 is used according to the ability of pupils. There are two textbooks: Studio 2 rouge and Studio 2 vert. The former course progresses faster and covers more complex grammar and structures.

Beginners are given assistance through lunchtime catch-up sessions.

Assessments
End of Module Tests
These test the four skills and are given systematically at the end of each Module.

School Examinations
Year 8 pupils will have an oral examination in May, followed by a reading and writing paper in June. Scholarship examinations tend to take place slightly earlier. We ensure that pupils have a mock examination in the Lent Term to give them a ‘practice run’ for the summer.

Self-assessment
Pupils are encouraged to identify their own strengths as well as the gaps in their knowledge by completing self-assessment sheets at the end of each module. We hope this will help pupils to focus their efforts more effectively when they revise at home.

Linguistic objectives
Module 1: T’es branché(e)?
Talking about television programmes and films, talking about reading and using the internet, talking about what you did yesterday evening.

Module 2: Paris, je t’adore
Saying what you did on holiday and when you did things. Understanding information about a tourist attraction and giving your opinions. Saying where you went and how and asking questions in the past tense.

Module 3: Mon identité
Talking about your character and about relationships. Talking about music, agreeing and disagreeing. Talking about your clothes and your passion using different tenses.

Module 4: Chez moi, chez toi
Describing where you live and your home. Talking about meals and discussing what food to buy. Talking about an event either past, present or future.
Module 5: Quel talent?!
Talking about talent and ambition. Encouraging or persuading someone. Rehearsing for the contest. Saying who the best, the most, the least is and showing how much you can do with the French language.

Major grammatical points
Irregular verbs in the present tense, perfect tense with avoir and être, near future, some parts of the imperfect tense, negatives, prepositions, expressions of time (depuis, pendant, etc.), adverbs, expressions of degree (beaucoup, souvent, assez, très, etc.), relative pronoun qui. Comparatives and superlatives. Different verbs + infinitive, Je vais/Je voudrais + infinitive.

Beyond the Classroom
Pupils in Year 7 and 8 have the opportunity to go on a French trip, which runs every other year. We stay in the grounds of a château, having fun on the assault courses and learning archery with French instructors. The location is perfect for exploring Brittany and Normandy.

During languages week, we invite a visiting theatre company to perform to our French speakers in Years 6, 7 and 8. The pupils are always buoyed up by how much they understand and enjoy the humorous side of the play, especially when there is audience participation.

Scholarship Set
Introduction
Pupils study Studio 2 rouge, as the rest of Year 8, but progress at a faster pace. In addition, examination practice is given in listening comprehension, reading comprehension, and writing and there is specific preparation for the oral examination.

Pupils are required to be fluent in the perfect tense, and also to know some parts of the imperfect and future tenses. They are expected to know all the vocabulary included in Studio 1 and Studio 2 rouge or vert, as well as a few added topics from their revision sheets.
Introduction
At the Prep School we aim to give pupils an enjoyable introduction to Spanish. We prepare pupils for our end of year examinations and provide sound foundations for those wishing to study for a GCSE at the Upper School. Nonetheless, Spanish also has obvious uses outside the classroom, not only for foreign travel but as a language that is increasingly used in international commerce. Pupils have three lessons and one prep of Spanish per week. Beginners are given assistance through lunchtime catch-up sessions.

Linguistic objectives
We follow Mira 1 Express. It is a new KS3 course which follows the most recent Curriculum guidelines. While it encourages a communicative approach, it also follows a clear grammatical progression. The Year 8 topics that we will focus upon are as follows:

Módulo 4: En Casa
Describing where you live, your house, your room, your daily routine and activities you do at home.

Módulo 5: Mi Tiempo Libre
Talking about what you do in your free time, telling the time, talking about sports and things you like doing and saying what you are going to do.

Módulo 6: En la ciudad
Describing your town, giving and understanding directions, making and responding to invitations, describing the weather.

Grammar
This is integrated into the teaching of the topics above. We aim for children to grasp a good understanding of the following as well as the grammar points covered in Year 7:

- Prepositions
- Irregular verbs and regular verbs in the present tense and stem-changing verbs
- Reflexive verbs
- Me gusta + infinitive
- Near future: ir + infinitive
- Using comparatives
- Giving directions

Use of ICT
We have ‘Mira 1 Express’, a software package which follows our course book. This offers pupils the opportunity to complete a wide range of tasks. We also use the computers for word processing, oral presentations (using Powerpoint) and we access relevant websites, especially “linguascope”, which can be accessed from home.

Studying Spanish in Spain
Pupils in Year 7 and 8 have the opportunity to go on a Spanish trip, which runs every other year.
We go to Rosas, a coastal resort in Cataluña. The days are divided between practical language activities, classroom work and cultural visits, all of which help pupils to gain confidence and skills in the Spanish language. Pupils have also had the wonderful opportunity to stay in Spanish families on an exchange programme with BSV Vila Real.

**Self-assessment**

Pupils are encouraged to ‘self-assess’ at the end of each unit. They work through a check list of the skills they should have acquired in the module and they test each other informally in pairs.

**Assessment**

Assessment is an integral part of our course. We test pupils at the end of each module. We aim to balance assessment across the four skills, so your child will experience tests for listening, speaking, reading and writing over the course of a term. In addition, we have regular ‘mini-tests’ to encourage children to learn vocabulary and verbs on a regular basis. All Year 8 pupils have a mock examination in the Lent Term and a final examination in the Summer Term to access overall progress during the year.
We use the course called **Echo**. It has a range of very user-friendly ancillary materials resources. Using a thoroughly modern oral-based course which incorporates the Framework, Echo is ideal for Year 7 beginners. It introduces the pupils to the language in sensible steps and new grammatical concepts are first absorbed before being gradually analysed. In addition, use is made of other course materials whereby young learners improve their German via a variety of techniques: games, puzzles, etc. and also encounter genuine German situations and voices. Children are also encouraged to present work making full use of their ICT skills. Beginners are given assistance through lunchtime catch-up sessions.

Pupils working for the scholarship exam are given a somewhat extended experience, leading to greater familiarity with authentic materials to prepare them for their written exam, oral requirements being well covered by the technique of our course book. There are three lessons and one prep of 30 minutes per week as well as being expected to revise vocabulary and grammar regularly.

**Linguistic objectives**

*Kapitel 4: Freizeit*
Talking about sports, what you do in your free time, saying what you like to do, making and responding to invitations.

*Kapitel 5: Mein Zuhause*
Describing where you live, your house, your room, your daily routine and activities you do around the house.

*Kapitel 6: Stadt und Land*
Describing the location of your town; saying what there is in town; talking about transport; asking for, giving and understanding directions; buying food and drink; talking about plans for future holidays.

**Assessment**
The course is provided with its own regular assessment procedure at the end of each module, where pupils are also encouraged to feed back their own views on their progress. These module tests involve assessments in listening, speaking, reading and writing and enable the teacher to assess the pupils’ progress every half term.

Formal “mock” exams take place in January for Year 8, with an end of year exam in June to allow Transfer to the Upper School or other Independent Schools via Common Entrance. Children who are deemed capable of taking the extended paper for the Scholarship exam to the Upper School sit the Extension Paper. Year 7s also have an exam in June testing the 4 skills.

**Development**
As a most important European language, German still ranks highly alongside French, Spanish and Mandarin at the Prep School. We work in close co-operation with the Upper School where ex-Pre pupils gain very impressive results both at GCSE and A Level.

**Beyond the Classroom**

Pupils have the opportunity to go to Berlin, enjoying a cultural and language experience in December 2018 or December 2020. We also have strong links to CFG, a Grammar School in Wuppertal with an opportunity to have pen pals.

Pupils in Year 8 have also had the opportunity to experience Berlin, at Christmas time, learning more about the culture and history of German.
MANDARIN

Head of Department: Miss E Cordwell

Mandarin is taken as an option in Years 7 and 8. Pupils with no previous knowledge of Chinese follow the scheme of work detailed below leading to the GCSE exam in four skills in Year 11. It is sometimes possible to accommodate pupils who have an advanced level of Chinese in a separate class, where they follow an accelerated course of study.

Pupils will learn how to use a Chinese word processing package and will have opportunities to practise their oral skills with a native speaking teacher. They will also be involved in cultural activities and will celebrate Chinese New Year and Moon Festival.

Years 7 use parts of the following course books – Hanyu for beginners and Chinese Made Easy 1. These books are heavily supplemented with teacher produced material.

Topic areas covered in Year 7 are: Self; Family and friends; Numbers; Dates; Time; Colours; Animals (pets); Opinions (likes and dislikes); Classroom Vocabulary; Countries; Nationalities; Greeting and Entertaining; Food and Drink; Café and Restaurant.

By the end of Year 7 students will have a vocabulary of about 150 characters. They will have a thorough knowledge of pinyin and stroke order and will be able to listen for and to use tones. Students will also be able to use a Chinese dictionary.

In Year 8 more focus is given to character writing. The following course books are used – Hanyu for Intermediate Students and Chinese Made Easy 2. As in Year 7 these books are heavily supplemented with teacher produced material.

Topic areas covered in Year 8 are: Transport, places, activities, asking the way, professions, clothes, colours, personal description, body parts, school, times of day, time phrases and opinions.

By the end of Year 8 pupils will have a vocabulary of about 300 characters.
History in the Prep School is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an enquiry and perception that will be applicable in many other areas and subjects as well. We also emphasise a 'hands on' approach – using artefacts, where possible, bringing in History Workshops with actors to recreate and present characters from the tale and going on trips to such sites as Bath, Glastonbury, Tintern, Chepstow not to mention Bristol itself – in order to bring the subject to life for the children and thereby encourage the same style of historical enquiry. Indeed, it is with this in mind that I have introduced role plays and History Individual Projects (a kids’ version of ‘who do you think you are?’) into the subject. Hopefully, through researching, trying to understand and then enacting or describing a character from history (both ordinary and famous), the whole process will become truly three dimensional – and, in amongst the fun, the level of awareness and understanding will inevitably grow!

We are, as far as I am aware, unique in teaching the Age of Reason and the Great Enlightenment in Year 8. This intellectual revolution underpins all that follows and demonstrates our commitment to expanding the pupils’ minds and level of awareness. The pupils (apart from the Scholars who are intent on working out the mysteries of generic essay writing) now prepare a piece of coursework (at the end of the Lent Term) on an aspect of the syllabus that has caught their eye which also encourages them to think for themselves.

As a department, though, we are not always looking backwards. Indeed, we are willing participants in a variety of national and city-wide initiatives (such as the Race Forum which we participated in recently) and try to absorb the new technology wherever we can, using ICT skills, powerpoint teaching, multimedia resources and the like. This, however, is not that surprising, since, although History is in essence a study of elements from the past, it is this with the future very much in mind. We are not the finished article, we do make mistakes, and in the 20th Century alone those mistakes cost millions of people their lives, not to mention the misery of many more who survived. It is, I feel, essential to learn from the errors (and successes) and try to make sure that we – and our children – create a better world in which to live. The history which the children learn here, and the spirit of enquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

**Year 8**

The Agrarian and Industrial Revolutions (causes, factors, course, chronology, key individuals and consequences);

The Slave Trade and its Abolition

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Reviewed Summer Term 2018  
Next review Summer Term 2019
Political and social changes and development (including Peterloo, the Great Reform Act, the Bristol Riots of 1831, Chartism, Trades unions, Suffragettes, Public Health Acts, Factory Reforms, Workhouses and Prisons);

Brief resume of the growth of Empire – and consideration of the changing role of the UK in Europe and the world.
The Geography department at Clifton College Preparatory School is fuelled by an enquiry based approach to learning with a focus on securing key skills. We use creative and practical geographies to generate breadth and depth of knowledge within pupils' learning. This entails an analysis of spaces and places around the globe. Fieldwork is a strong component of the Geography department at Clifton Prep and draws on investigative skills to produce maximum understanding of the processes at work on the earth. The curriculum is ever evolving in line with the dynamic nature of the earth.

Geography helps us to make sense of the fast changing world in which we live. Through Geography we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity, purpose coupled with awe and wonder at the world we live in. Through this, we make links between physical and human aspects of the subject.

We will endeavour to do the following:

- Enjoy the study of the world and local area whilst developing a sense of place.
- Investigate processes that shape our world in physical and human spheres.
- Investigate patterns in our world in both physical and human landscapes.
- Investigate environmental perceptions and stewardship that seeks sustainable futures.
- Encourage pupils to locate places around the world and to develop understanding of how maps work and what they represent.
- Encourage pupils to use a variety of resources to develop their geographical knowledge including field sketches, photographs, plans and maps.

**Term 1**
**Energy:** renewable and non-renewable sources and a wind farm decision making exercise.
**Economic Activity:** primary, secondary, tertiary and quaternary industries, location factors, social and environmental impacts.

**Term 2**
**Glaciers:** location of glaciers, glaciers at work, landscapes shaped by glaciers and glaciers on OS maps.

**Term 3**
**Map skills:** grid references, distance, direction, symbols and relief.
Revision: preparation for transfer exams.

A field trip will take place in October to visit The Big Pit and Blaenavon.
Latin, the language of the ancient Romans and the basis for most languages spoken in the western world today, is a stimulating, valuable and highly-regarded subject, studied for two periods per week throughout Years 7 and 8.

As an unchanging and thoroughly logical language, Latin offers a unique insight into how verbal communication works, and so helps pupils both to use their own language more effectively and to master other modern languages, such as French, Spanish or German. The children learn to spot connections between Latin words and words in modern languages, become more careful and precise in their written work, and develop confidence in describing and using different parts of speech.

Latin also opens up the rich and fascinating world of Greek and Roman mythology, history and daily life. During Year 7, we focus on myths and legends such as Theseus and the Minotaur, Jason and the Golden Fleece, or the Trojan War. During Year 8, we look at highlights from Roman history, including Hannibal crossing the Alps, the invasion of Britain and the destruction of Pompeii. We also discuss, of course, the lasting legacy of the Romans on the world today.

Perhaps most importantly, Latin trains the mind in logic, and encourages the pupils to think independently and express themselves persuasively. These are essential and highly-prized skills for a wide variety of subject areas and future careers.

Classics at the Preparatory School is now very much viewed as part of a continuum with the Upper School, and all teachers of Latin teach at both schools. Latin-teaching in Years 7 and 8 lays down a hugely important foundation of skills, understanding and knowledge for those continuing to GCSE, A-Level or beyond. For this reason, we have recently adopted the Common Entrance syllabus, which is language-rich and offers plenty of scope for differentiation. At the end of Year 8 the pupils tackle a Common Entrance-style paper pitched at the appropriate level.

Outside the classroom, we lay on plenty to enrich the children’s learning, including day-trips to the Roman legionary fort at Caerleon (where they visit the amphitheatre, baths and barracks, with the opportunity to dress up as a gladiator or legionary!), to the recently renovated Museum at Corinium (i.e. Cirencester), and to the remarkable Roman villa at Chedworth. Every other year we run an overseas trip to Pompeii and the Bay of Naples, and we have ideas in the pipeline for sessions to handle antiquities and talks from visiting speakers.

A new Classical Civilisation course has recently been brought in for Year 8, covering the history and culture of the Greeks and Romans. The course consists of four modules: Virgil's Aeneid; the Persian Wars; Carthage; Roman Britain. Classical Civilisation has so far proved successful and popular, and ties in nicely with the Classical Civilisation courses available at the Upper School.
Ancient Greek is currently not offered on-timetable, but run a Greek Club on Thursday mornings, and always give pupils a taste of Greek at the end of Year 8.
ART
Head of Department: Mrs A Kipling

Year 8
In Year 8 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art.

Central to the department’s aims and indeed the National Curriculum, are the development of broad skills. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Generate Ideas
Record responses through direct experience, memory and imagination in sketchbooks, journals and other media as a basis for gathering and exploring ideas. Use source material selecting and modifying imagery in order to develop ideas or themes for independent work.

Making
Exploring and experimenting with a range of materials, tools and techniques in order to realise their intentions. To increase their proficiency in the handling of different materials.

Evaluating
To analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work.

Knowledge
To learn about the history of Art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

Work in Year 8 is based on observation and recording from first hand experience, looking critically at the wider environment. Development of ideas and quality of outcome is continually stressed at this stage and pupils showing outstanding talent will have their abilities stretched by entry into the Clifton College Art Scholarship process.

Extension Learning
Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists alongside visiting galleries and museums.

Talented pupils are stretched by entry into the schools Art Scholarship process which starts at the end of Year 7 and continues through to Year 8. Scholarship assessment is based upon practical tests, interviews and a submission of a portfolio of work.

Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

Reviewed Summer Term 2018
Next review Summer Term 2019
DESIGN AND TECHNOLOGY  
*Head of Department: Mr S Webb*

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the school

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

By Year 8 the pupils will have a good knowledge of the design process. We will produce an LED light using plastics in various forms; isometric drawing, perspective and electronics will be covered. We will also look in more depth at 2D Design in preparation for work in Year 9.

There is also the opportunity for the more determined pupils to make an FM Radio as part of the extension work, using more complex electronics, the laser cutter and a fair measure of determination.

Year 8 also have the opportunity to become involved in our F24 Racing Car; a fantastic project in which we design, make and race a 24v battery powered car.
The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments with some 250 children making use of the facilities. There are many groups and ensembles, an orchestra, string orchestra, swing band, brass group, senior and junior sax groups, flute choir, scholars group, oboe group, string training orchestra, quartets, trios and pop groups. There are also opportunities for performance at special events and concerts. The choir is a major focal point, singing not only in Chapel but at special events. There is also a junior training Choir.

In the classroom, all pupils are taught the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key stage 3.

Year 8

- Revision of all musical elements;
- Develop knowledge of Garageband software to enhance more advanced composition techniques;
- An introduction to the genre of Minimalism – history and compositional analysis;
- Composition of a minimalist structure using Cubase;
- Pupils recognise and explore the ways sounds can be combined and used expressively;
- To recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect;
- An exploration of how music affects us, leading to a composition to show a chosen mood;
- Prepare a short presentation about a favourite piece of music or song using appropriate language, understanding of structure and knowledge of music elements.
RELIGIOUS EDUCATION

Head of Department: Mr J Giebus

Religious Education develops children’s core knowledge and deeper understanding of the role of religion in our lives. It extends their natural curiosity, broadens their world view and promotes ethical reflection. Religious Education celebrates the cultural difference of others. It promotes the development of beliefs and values and helps prepare children for the life within a modern, diverse society.

At Clifton College, Religious Education remains an integral component of spiritual, moral and academic life. The beliefs and practices of Christianity, Judaism and Islam are taught throughout the school and in each year group. Visits, speakers and twice-termly services in Chapel extend or complement work in the classroom.

Year 8
Pupils in Year 8 are examined at the end of the Summer Term. Module tests are administered at the end of the Michaelmas and Lent Terms as topics are completed. The criteria used to mark both tests and examinations are knowledge, understanding and evaluation. Revision skills are taught in order to enable every pupil to fulfil their potential.

Term 1
The Old and New Testament
- An exploration of Bible stories from the Garden of Eden to Saul’s conversion on the Road to Damascus.

Term 2
Rites of Passage
- Christian: Infant Baptism, Confirmation, Marriage, Death
- Judaism: Brit Milah, Bar Mitzvah, Marriage, Death

Term 3
Rites of Passage
- Islam: Adhan, Transition from childhood to adulthood, Marriage, Death

EXAM
- Festivals - celebration of major festivals in Christianity, Judaism and Islam
PHYSICAL EDUCATION
Head of Department: Mrs L Hardy

Aims and objectives
The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

We aim
- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential
- To develop each individual’s personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation
- To teach that there is a place for fun and competition
- To experience individual, partner and group participation in both competitive and cooperative situations
- To encourage cooperation, teamwork, planning and decision-making
- To appreciate the importance of valuing the contributions of others whatever their level of ability
- To learn to evaluate and comment on performance
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene

Time allocation
- Year 8 have one double period of Physical Education per week.

Staffing
All teachers in the department are specialist trained.

Year 8 Course Content

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Swimming
The children learn and work on:
- Stroke development – Front crawl, Back crawl, Breaststroke and Butterfly
- Individual standards – against the clock
- Tumble and Touch Turns
- Fitness training
- Waterpolo
- Life saving (including basic life support – CPR)
Games Skills (including Tennis)
Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

- Invasion Games e.g. Basketball
- Net/Wall Games e.g. Tennis, Volleyball, Badminton
- Striking/Fielding Games e.g. Cricket, Softball or Rounder’s

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving striking and traveling with a ball and in understanding the strategies and tactics linked to playing games.

Health-related fitness
- The importance and benefits of exercise
- What is physical fitness (general and specific fitness)
- The importance of warm up and cooling down
- Target zones – improving cardiovascular fitness
- Measuring physical fitness
- Location of major muscle groups on the body and their function
- Learn how to use gym equipment safely
- Experience endurance and strength training

Gymnastics
Pupils are taught to perform a variety of skills from the following skills categories:
- Travelling
- Balancing
- Flight – including vaulting

Emphasis is placed on the aesthetic qualities including body tension and extension, changes in body shape, level, speed and direction of movement.

Pupils practice, refine and repeat increasingly complex movement sequences on the floor and on the apparatus. They work both individually or with a partner and are encouraged to perform to a limited audience.

Athletics
Children learn to develop and refine basic techniques in:
- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.
GAMES

Head of Boys’ Games: Mr John Digby
Head of Girls’ Games: Miss C Graveney

Rationale
Games at Clifton College has a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Monday, Wednesday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children’s natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

Staffing
We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

Time allocation
All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

Major Sports
Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and either Cricket or Tennis in the Summer Term.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and either Cricket, Tennis or Athletics in the Summer Term.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Swimming, Triathlon, Equestrian, Archery and Skiing.

Reviewed Summer Term 2018
Next review Summer Term 2019
PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE) AND CITIZENSHIP

Head of Department: Mrs M Byas

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum. This is indeed very important, as the foundation subject, Citizenship, puts further demands on an already busy schedule. Careers guidance becomes statutory in Year 8 and is addressed during our individual tutor lessons, as this enables smaller groups to have more specific guidance. We also aim to invite in professionals, from many areas of work life, to talk to the pupils throughout the year. Careers discussions also often arise in the different lessons across the curriculum, by the individual teachers as part of the development and learning in each subject.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

Year 8
We aim to cover the following from the National Framework incorporating:

- Understanding yourself
- Citizenship
- Keeping healthy
- Developing relationships

Michaelmas Term
Values – Influences: Heroes vs Idols
Self-esteem – Learning assertiveness skills
Families – Relationships

Lent Term
Drugs education
The power of advertising
Drinking and Alcohol

Reviewed Summer Term 2018
Next review Summer Term 2019
Prevent: Contact

**Summer Term**
Safer sex – basic contraception and STI’s
Child Abuse – Staying safe
Assessing your progress and achievements – Careers advice
Britain’s Government
Homophobic bullying: including gender stereotyping, prejudice, discrimination and homophobia
The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

**Learning Support**

In order to support children who require extra support, either due to a specific learning difficulty, such as Dyslexia or Dyspraxia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of three approaches may be employed:

- The pupil may be withdrawn from classes to receive individual tuition from a specialist teacher in the Learning Support department.
- The pupil may be supported within the mainstream classroom through ‘Class Support’ by their teacher with the guidance of the Learning Support department.
- Group Learning Support – which takes place three times weekly, where targeted work to support the general curriculum and to support pupils, specifically with maths needs. These lessons are not charged and are timetabled into the school day.
- A combination of both of the above.

**Identification**

Identification of children who are ‘at risk’ is achieved through screening administered by our specialist teachers or by an Educational Psychologist. On the basis of the assessment obtained the children may be given individual specialist support as detailed above.

**Reporting**

All children who receive additional support from the Learning Support department have an Individual Education Plan (IEP) prepared for them by their Learning Support teacher. This IEP will set out the learning programme and targets for the term.

All parents, whose children are new to the Learning Support department are invited, during the first term, to come into the department to discuss the style of teaching that will take place and how best they can support their child at home.

An updated IEP is sent out termly and Learning Support teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback. All Learning Support staff attend Parents’ Evenings and liaise closely with the mainstream curriculum teachers on target setting.

**Inclusion**

Only if the Learning Support department is integrated within the mainstream can it be fully effective. At the school’s weekly staff meetings, Learning Support teachers discuss progress and concerns for individual children and help to support staff’s understanding of Specific Learning Difficulties (SpLD) and how best to support the individual in the classroom.
Facilities
The Learning Support department has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist support extremely seriously and, as a consequence, are given a generous budget to allow the department to keep itself at the forefront of new initiatives.

Charges
When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Learning Support department, a charge is made.

Children’s needs vary enormously, but as a guideline most children require two specialist lessons of 35 minutes per week. For those who require support both in Literacy and Numeracy, this may rise to three or more lessons.

Inspection
The school is regularly inspected by the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD). In the most recent CReSTeD report the Inspector concluded:

The school both meets and exceeds the criteria for re-registration and provides an environment where pupils with SpLD are encouraged to build on their strengths whilst being supported to address their weaknesses. The school has a focus on engendering pupils who are confident learners.

Reviewed Summer Term 2018
Next review Summer Term 2019
ACTIVITIES

Head of Department: Mr S Webb

The activities and clubs in the Prep School continue to blossom and flourish.

There are roughly 70 clubs, groups and other activities that take place during the week – many musical, many sporting and many purely cultural. Highlights include Horse Riding, F24 car racing club, Cooking, Chess, Judo, Drama Workshop, Language support, Archery, Academic mentoring, the School play, Masterclasses in various activities, Greek, Scottish dancing, Chess, ICT, Badminton – and Yoga, which you probably need to do, in order to keep up with all that is on offer!

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the ‘mainstream’. It is, if you like, the much quoted ‘Added Extra’ – and there is no doubt that it now represents a significant element in the mix.

The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. There are roughly 25 activities on offer every day and children are free to pick the activity that they enjoy. I would hope that each child could find an activity they cannot wait to do. The House will guide them in some cases, but predominantly activities are fun and ultimately I hope they will bring pleasure now and in the future.

Indeed, it is small wonder that the inspectors in a recent inspection praised the school for the breadth and depth of this part of its curriculum. They, like us, clearly appreciated the benefits to all the children.

Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!