



# POCKLINGTON SCHOOL

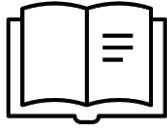
## Second Year Curriculum Guidance

2024-2025



# Contents

Introduction	Page 2
The Second Year Curriculum	Page 3
<b>Subject Information</b>	
Art	Page 4
Computing	Page 6
Design and Technology	Page 7
Drama	Page 9
English	Page 11
French	Page 13
Games	Page 15
Geography	Page 16
German	Page 18
History	Page 20
Latin	Page 22
Mathematics	Page 24
Music	Page 25
Physical Education	Page 26
PSHE	Page 28
Religious Studies	Page 29
Science	Page 30
Spanish	Page 33
<b>Additional Support and Resources</b>	
Learning Support	Page 34
English as an Additional Language	Page 35
Academic Extension	Page 36
The School Library	Page 37



# Introduction

This booklet provides you with details of the curriculum followed by our Second Year pupils at Pocklington.

By providing an overview of each topic studied throughout the year, our aim is to enable you to support and monitor your child's studies and revision at home as well as giving suggested examples of wider reading and extension activities for them to try.

Our Second Year curriculum is designed to extend pupils' knowledge and understanding across a broad range of academic disciplines as well as embedding the learning skills and aptitudes required for success across their range of subjects as they prepare to make the transition from Lower to Middle School. With an increasing focus on pupils taking ownership over their learning and setting goals for their future development, pupils will continue to receive encouragement and challenge from their subject teachers as well as support to set personalised targets for their academic progress.

Pupils will take in-class assessments towards the end of the Michaelmas Term. The focus of these assessments is on practising the key skills being learned in each subject area rather than on substantial revision of subject content.

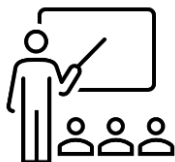
In addition, pupils will take end-of-year examinations in the majority of subjects listed here. These take place in the week before half term in May. Pupils will be given more specific guidance about which topics they will need to revise in preparation for these examinations as well as further advice on revision techniques.

In the Summer Term, pupils will be asked to make some decisions about the optional subjects they wish to study in Third Year. A small degree of optionality is introduced into their academic curriculum at this stage, in preparation for the GCSE subject choices they will go on to make in the Third Year. Further information about this process is shared towards the end of the Lent Term and there is the opportunity to discuss possible choices with subject teachers during online Parents' Evening appointments.

Your child's tutor or Housemaster/mistress will be able to assist with most specific queries about your child's academic studies and progress. Details of specific subject teachers can also be accessed via your child's timetable, available through the parent portal. Contact details for Heads of Department are also provided on the pages which follow. Should you have any queries about the school's curriculum as a whole, please do not hesitate to get in touch with me, or Mrs S. Hughes, Head of Lower School.

I hope that you will find the information contained here useful.

Miss Laura Powell  
Senior Deputy Head (Academic)



# The Second Year Curriculum

The Second Year curriculum is designed to be broad and varied, as shown in the table below.

**Subjects studied** (the number of allocated lessons per fortnight is shown in brackets)

English (6)	Science (6)	History (3)	Art (3)
MFL (two from French, German, Spanish – the same studied in First Year) (3) (3)	Mathematics (6)	Geography (3)	Music (3)
	Design and Technology (3)	Religious Studies (3)	Drama (3)
Latin (3)	Computing (3)	Physical Education (3)	PSHE (2)
			Games (4)

In the Second Year, pupils are divided into four mixed ability forms, labelled W, X, Y, and Z. These will be different from the First Year groupings that pupils were placed in. They contain pupils from a mixture of different houses, and house staff work hard to ensure that groupings are appropriate. Pupils are taught for the majority of subjects in these forms. For modern foreign languages, pupils are placed into mixed ability teaching groups according to their language allocation.

For English, mathematics and science, pupils are taught in four sets. In addition, Latin is taught in the same setting arrangement as for English. The composition of sets may differ in each subject. Placement into sets or bands is based on ongoing assessment data, internal examination results and on general progress. Parents are contacted prior to proposed changes during the academic year.

## Homework

At the start of term, pupils will receive their lesson and homework timetables from their tutor. Parents can also find complete homework timetables for each year group on our parent portal. As far as possible, each year group (1<sup>st</sup> – 5<sup>th</sup> Year) has two homework slots per evening (Monday – Friday). The length of each slot will gradually increase as pupils progress through the school. This structure is intended to make organisation and prioritisation manageable for pupils whilst also giving them the opportunity to complete substantial pieces of work and explore topics outside the classroom.

Year group	Usual number of preps per night	Length of each prep
1st and 2 <sup>nd</sup> year	2 subjects	30 minutes
3 <sup>rd</sup> year	2 subjects	40-45 minutes
4 <sup>th</sup> and 5 <sup>th</sup> year	2 subjects	45-50 minutes
Sixth Form	No fixed timetable	4-5 hours per subject per week (a combination of homework and guided independent study).

# Art



**Overview**

Pupils will:

- Experiment with various media inspired by the work of different artists and/or cultures.
- Refine observational drawing techniques.
- Improve research skills and how to effectively present these in a sketchbook.

## Programme of Study

<b>Michaelmas Term (1)</b>	<b>Lent Term (1)</b>	<b>Summer Term (1)</b>
<p><b>Proportions of the body</b> Looking at the work of figurative artists such as Julian Opie or Keith Haring, or the Day of the Dead figures from Mexican culture, pupils will produce a piece of work illustrating the proportions of the body. This might be a puppet or a life size cut out self-portrait.</p>	<p><b>3D option</b> Drawing from flora and fauna, pupils will begin drawing from observation. Looking at the work of Mark Hearld, pupils will develop their work into mixed media involving paint, oil pastel, watercolour, collage, layering and relief. They will then build these into a three-dimensional design or two-dimensional relief.</p>	<p><b>Perspective</b> Looking at the work of an artist such as Jo Peel or David Hockney, we look at two-point perspective and how artists break the rules to create interesting imagery.</p>
<b>Michaelmas Term (2)</b>	<b>Lent Term (2)</b>	<b>Summer Term (2)</b>
<p><b>Observed drawing</b> Pupils draw from objects in front of them such as plants, sweets, shoes, etc. They then develop these into geometric patterns. They will look at artists such as Michael Craig-Martin and how to simplify a drawing into a design. This will also include enlarging/reducing.</p>	<p><b>Print</b> Pupils start with observed drawing and develop their ideas into a print and/or scraper board. Masks - African, Japanese Noh, Balinese masks etc. - will provide inspiration for the drawings. This will lead to a lino-print/mono-print final piece of work.</p>	<p><b>3D option</b> Pupils will draw from images of animals inspired by the ceramic work of Pablo Picasso. They will then develop these ideas into three-dimensional form using clay. Final result of a coiled ceramic pot or tile inspired by the work of Picasso.</p>
<p>N.B. All projects and artists studied are subject to change. We update units annually in response to exhibitions and events that are current at the time of the work being set. All key skills are taught and assessment criteria met within each term of work.</p>		

**Typical methods of assessment**

- Verbal formative assessment throughout lessons.
- End of unit assessments, either a drawing task or skill relating to current project.
- Comments and targets written in book.
- Annual exam based on observational drawing.

**How parents can support learning at home**

- Encourage observational drawing from primary sources.
- Help pupils to find reputable websites, book sources, etc. to gather info about artists and collect images of their work.
- Gallery and Museum visits are highly recommended.
- Cultural visits nationally and internationally can be a great source of inspiration.
- Encourage creativity at home – take photos, build something sculptural, collect interesting objects. Can you incorporate any of these into your art studies?

## Suggested further reading and useful websites

- Information will be given with regards to websites/reading related to the artist/artist movement studied.
- Instagram and Pinterest are a great source of visual inspiration.
- Practice makes perfect. Draw from observation whenever you can to improve your practical ability.
- Learn about the work of artists. Look at their work and find out the meanings behind their work.

[www.tate.com](http://www.tate.com)

<https://www.nationalgallery.org.uk/>

<https://www.britishmuseum.org/>

<https://www.vam.ac.uk/>

<https://www.yorkartgallery.org.uk/>

<https://www.hcandl.co.uk/museums-and-galleries/ferens/ferens-art-gallery>

<https://thebigdraw.org/>

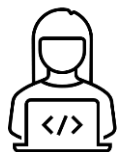
<https://www.graysonsartclub.com/>

<https://www.tes.com/teaching-resources/hub/secondary/art-and-design/>

## Contacts

Mr Dan Cimmermann, Head of Art ([cimmermann@pocklingtonschool.com](mailto:cimmermann@pocklingtonschool.com)), or your child's art teacher.

# Computing



## Overview

The Second Year computing programme follows on from the skills and computational thinking activities accomplished throughout the First Year. All software can continue to be accessed both in and out of lessons; the key term is “practice” while enjoying exploration of the technical world. Topical aspects of computing will be studied alongside a curriculum that stretches and challenges all.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<ul style="list-style-type: none"> <li>• General housekeeping and refresher on File Management and acceptable use of technology.</li> <li>• Digital Safety and AI and its uses</li> <li>• Awareness for Second Year</li> <li>• Hour of Code.</li> </ul>	<ul style="list-style-type: none"> <li>• Python 2 (following on from Python 1 in First Year).</li> <li>• Coding with functions for a modular approach.</li> <li>• Your Voice is Power Competition – Coding in Python to create a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Build it! – Learning about Computer Architecture. Hands on exploring hardware and components.</li> <li>• Understanding the specification of buying computer hardware.</li> </ul>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<ul style="list-style-type: none"> <li>• HyperText Mark Up Language(HTML).</li> <li>• Understanding the language to create webpages.</li> <li>• Utilising tags to structure a dynamic website.</li> </ul>	<ul style="list-style-type: none"> <li>• Python challenges Part 2.</li> <li>• Problem solving and advanced syntax.</li> <li>• Data Representation – HEX</li> <li>• Amazon Bot Coding challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Curricular project – ICT and the environment (links with Art and Geography).</li> <li>• Use <i>Flipsnack</i> to create an interactive digital artefact.</li> </ul>

### Typical methods of assessment

- Project work (HTML)
- Programming challenges (Python)
- Presentations (Flipsnack)
- Rubric assessments through Teams

### How parents can support learning at home

**Feed it forward....** Ask your children to show you what they have learned, play the games they have coded in Python, set them a weekend challenge to make a mini website.

### Suggested further reading and useful websites

<https://www.w3schools.com/>- lots of resources for HTML and Python

<https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/4> - Technology and the environment

### Contacts

Mrs Helen Alexander, Head of ICT and Computing ([alexanderh@pocklingtonschool.com](mailto:alexanderh@pocklingtonschool.com)), or your child’s Computing teacher.

# Design and Technology



## Overview

Through problem-solving and technological activities, pupils will build up their skills and gain the confidence to take an open-minded and investigative approach to designing creative solutions, as well as the resilience to explore how products can be further developed to improve them. Pupils will tackle a variety of Design and Make tasks as well as focused capability tasks.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Phone Stand:</b> Use of lightweight card modelling to develop independent design skills in creating individual responses to the design brief through experimentation.	<b>Lantern:</b> Exploring traditional Japanese design as a starting point for the development of a personal lantern design. Using card modelling and 3D sketching to experiment with ideas before developing their finished product.	<b>Robot:</b> A cross-curricular project run with Computing. It allows pupils to challenge themselves to use a supplied motor module to build the fastest and most manoeuvrable robot to compete against other teams.
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>Memphis-inspired clock:</b> To reference the Memphis Design Group in the production of their own wall clock. The aim is to expose them to a very different design form and to encourage them to be experimental in their work.	<b>Lantern:</b> Exploring traditional Japanese design as a starting point for the development of a personal lantern design. Using card modelling and 3D sketching to experiment with ideas before developing their finished product.	<b>Serpentine Pavilion:</b> This fosters team work and allows pupils to produce a design proposal for a new Serpentine pavilion. They have to write their own brief and produce a unique solution.

## Typical methods of assessment

There will be ongoing checking of research tasks, sketch and development work leading to a final grade for the finished task.

## How parents can support learning at home

- Ask your child to explain the project they are working on in DT and to talk you through the problem/s they will have to solve. It could be, for example, that they need to find an image or images, which they will use, and it would be helpful for them to get a critical second opinion.
- Discussing problems that you find with the products they use or, when buying a new product explaining your reasons for your choice, will help pupils to think about the design process and meeting the needs of their end user. It is about getting them to question the world around them.
- If your family are involved in any form of manufacturing, then getting them involved would be excellent experience as visiting a workshop or factory will help to open them up to the wider world.

## Suggested further reading and useful websites

<https://www.dezeen.com/>  
 BBC Click <https://www.bbc.co.uk/programmes/n13xtmd5>  
<https://www.designboom.com/>  
<https://www.womenintech.co.uk/>  
<https://www.yankodesign.com/tag/britain/>  
<https://inhabitat.com/>

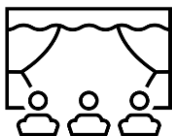


<https://design-milk.com/>  
<https://youngengineers.org/>  
<https://www.tomorrowsengineers.org.uk/>

## **Contacts**

Mr Steve Ellis, Head of Design and Technology ([elliss@pocklingtonschool.com](mailto:elliss@pocklingtonschool.com)), or your child's DT teacher.

# Drama



## Overview

Now that pupils have developed a strong foundation of fundamental drama skills, in the Second Year pupils will begin to explore a wider range of specific styles and techniques. Starting with Konstantin Stanislavski, pupils will have the opportunity to explore the methodology behind modern performance. Pupils will be challenged to dig deep into their own experiences to create realistic and believable characters. In contrast, pupils will also have the opportunity to explore the beginnings of melodrama, taking them back to 16<sup>th</sup> century Italy and exploring from where stock characters derived. This style of theatre relies heavily on non-verbal communication to communicate meaning effectively to an audience, particularly with the introduction of mask work, completely removing the ability to speak. Alongside these practical lessons (two a fortnight) pupils will also be given the opportunity to develop their analysis and evaluative skills in a Technical Theatre Unit (TTU) in which they will have one 55-minute dedicated lesson on a fortnight; this year they will be studying Sound and Lighting Design. In the Summer Term, pupils will apply their knowledge of both performance and technical theatre to analyse and evaluate a piece of live theatre (summer examination) and create their own Radio Plays (final summer project).

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p><b>Exploring Naturalism - 'Blood Brothers'</b></p> <p>Pupils will explore naturalistic performance techniques, using Stanislavski as their main theatre practitioner. Using 'Blood Brothers' as a focus to their exploration, pupils will have the opportunity to learn about given circumstances, the magic if, objectives and many other techniques thought to be the foundation of modern theatre.</p>	<p><b>Commedia dell'arte</b></p> <p>In First Year, pupils studied melodrama and pantomime. Commedia dell'arte is where these two forms of theatre stemmed. Heading back to 16<sup>th</sup> century Italy, pupils will explore the characters and style of Commedia including an introduction to masks.</p>	<p><b>Analysing and Evaluating Live Theatre - 'The Railway Children'</b></p> <p>Pupils will spend this half term practically recapping key skills and refreshing key terminology ready for their summer examination. They will study the York Railway Museum's 'The Railway Children' with a focus on two key moments, explored together in class.</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p><b>'Blood Brothers' in performance</b></p> <p>Continuing from the exploration of naturalism in performance, pupils will be challenged with the task of rehearsing and performing an extract of 'Blood Brothers'. They will refresh their memory of rehearsal techniques learned in First Year as they build believable characters.</p>	<p><b>Trestle Theatre</b></p> <p>Moving from historical uses of masks in theatre to a contemporary theatre company, pupils will have the opportunity to explore Trestle Theatre masks and use a variety of non-verbal communication skills to improvise and devise comedic scenes.</p>	<p><b>Radio Plays</b></p> <p>Having explored sound and foley within the Technical Theatre Unit lessons, pupils will have the opportunity to put their skills into practice with the creation of their own radio plays. Pupils will be expected to use a variety of vocal skills and to create or source their own sound effects, editing it all together themselves.</p>

Typical methods of assessment

How parents can support learning at home

Practical lessons will be assessed through rehearsal (formative) and performance (summative), focusing on a selection of fundamental skills at every stage of their learning. These mark schemes have been developed from the GCSE criteria, ensuring pupils are developing an understanding of expectations from an early stage. The Technical Theatre Unit will be assessed through the use of a portfolio, which pupils will be developing through the year and in a final project where they are asked to record and edit their own radio play.

Watching theatre, both live and on live stream (such as Digital Theatre Plus) is a great way to familiarise pupils with the world of staged performance. Discussing the plot is always a great starting point but asking pupils to discuss how the production elements (such as lighting and sound) helped to communicate meaning to an audience is a great way to get pupils to think about how acting and technical theatre can work together to create a fantastic (or maybe not so fantastic) performance. Sharing your own opinions on what you have watched is also a vital aspect of evaluating theatre, after all, what's the point of performance if there is no audience?

### **Suggested further reading and useful websites**

- [digitaltheatreplus.com](https://www.digitaltheatreplus.com) (school subscription)
- [dramaonline.com](https://www.dramaonline.com) (school subscription)
- [ntlive.com](https://www.ntlive.com)
- Theatre in Practice, Nick O'Brien, Routledge 2018,
- Into the Woods: How Stories Work, John Yorke, Penguin 2014

### **Contacts**

Miss Katie Crossley, Head of Drama ([crossleyk@pocklingtonschool.com](mailto:crossleyk@pocklingtonschool.com)) or your child's Drama teacher.

# English



## Overview

Building on the solid interpretive and analytical skills learned in First Year, our Second Year pupils are now introduced to classic novels, poetry and plays dating from the 16<sup>th</sup> century to the present day. Non-fiction and imaginative writing are embedded into our term-long schemes, allowing pupils to take an immersive approach to literature and language, developing the skills needed for their KS4 IGCSE curriculum.

## Programme of Study

	Curriculum Content
<b>Michaelmas Term (1)</b>	<b>Animal Farm</b> George Orwell's canonical 1945 novella gives pupils an exciting route to exploring the socio-historic context of the Russian revolution.
<b>Michaelmas Term (2)</b>	<b>The Art of Rhetoric</b> Pupils will explore some of the great speeches of the 20 <sup>th</sup> century and work towards creating their own persuasive speech.
<b>Lent Term (1)</b>	<b>Shakespeare and Creative Writing</b> Pupils study one of a selection of texts, including: King Lear, The Tempest and A Midsummer Night's Dream. Our focus is on plot, characterisation and language.
<b>Lent Term (2)</b>	Pupils will also produce imaginative writing inspired by their studied text.
<b>Summer Term (1)</b>	<b>Poetry</b> An anthology of poetry which encapsulates a range of styles and techniques is studied in the first half of summer term. Pupils will develop their skills in understanding metaphor and figurative language.
<b>Summer Term (2)</b>	<b>Development of the English Language</b> Pupils delve into A level territory, looking at language change and development through the ages.

## Typical methods of assessment

Pupils are frequently assessed through electronic quizzes, to test comprehension and understanding. They will have a minimum of one extended written assessment each half term. These include: writing a speech/article or leaflet; answering an essay style question; answering an extract analysis. Pupils may also be asked to produce presentations to assess their speaking and listening skills.

## How parents can support learning at home

- Ask your child to explain the text they are studying to you. This will help to clarify and consolidate their learning in class. What do they think of the characters? How would they describe them?
- Encourage your child to read frequently and widely. As pupils will be studying non-fiction texts this year, reading and discussing newspaper opinion pieces will help them to understand a new style of writing.
- Try to encourage good spelling, punctuation and grammar in emails and text messages – this is an important habit that will carry through to their studies!

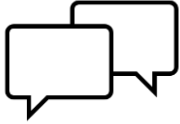
## Suggested further reading and useful websites

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-animal-farm>  
<https://.rsc.org.uk/collections/no-fear-shakespeare-study-guides>  
<https://poetry.harvard.edu/guide-poetic-terms>

## **Contacts**

Ms Sally Stone, Head of English ([stoness@pocklingtonschool.com](mailto:stoness@pocklingtonschool.com)), or your child's English teacher.

# French



## Overview

In the Second Year, pupils continue to learn the two languages that they started learning in the First Year. At the end of the Second Year, pupils then choose their preferred language from the two they have studied for two years to take in the Third Year and through to GCSE as their core language. Pupils may choose their second language as an option in the Third Year if they wish.

Language learning throughout Key Stage 3 builds in terms of grammar and range of vocabulary in order to progress pupils' language skills in all 4 areas: listening, reading, writing and speaking.

French is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly, and complexity is developed through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the Second Year and this contains everything they need to know for each unit.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p><i>Recap material covered in Units 1-4: general questions, presentations about yourself etc.</i></p> <p><u>Allez 1 Unit 6 – Ça, c'est mon truc</u></p> <p>Clothes and opinions Weather and what to wear Activities and frequency Weekend activities Music preferences</p> <p><b>Present tense regular -er verbs:</b> <i>porter, jouer</i></p> <p><b>Present tense of faire</b></p> <p><b>Reflexive verbs: se lever, se coucher</b></p> <p><b>Possessive adjectives : son/sa/ses</b></p>	<p><i>Revision of Mich1&amp;2</i></p> <p><u>Allez 1 Unit 7– Destination vacances</u></p> <p>Describe a past holiday Festivals</p> <p><b>Perfect tense with avoir</b> <b>Perfect tense of aller</b></p>	<p><u>Allez 1 Unit 8 – Bouger, c'est important!</u></p> <p>Sports personalities and events</p> <p><b>Jouer and faire</b></p> <p><b>Depuis + present tense</b> <b>Je voudrais/j'aimerais + infinitive</b> <b>Perfect tense of aller</b> <b>Pouvoir + infinitive</b> <b>J'ai mal au/à la/ à l'/aux...</b></p> <p><b>Summer exam – listening, reading, writing, speaking</b></p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p><i>Revision of Mich 1</i></p> <p><u>Allez 1 Unit 7– Destination vacances</u></p> <p>Usual and preferred holidays Ideal holiday</p> <p><b>Present tense of choisir, finir, prendre</b></p> <p><b>Near future : je vais prendre</b> <b>Je voudrais/j'aimerais + infinitive</b> <b>'In' + countries/cities</b></p> <p><b>Assessment – listening and speaking</b></p>	<p><i>Revision of Mich 1/2 &amp; Lent 1</i></p> <p><u>Allez 1 Unit 8 – Bouger, c'est important!</u></p> <p>Sports, leisure activities and active holidays Parts of the body and sports injuries</p> <p><b>Jouer and faire</b></p> <p><b>Depuis + present tense</b> <b>Je voudrais/j'aimerais + infinitive</b> <b>Perfect tense of aller</b> <b>Pouvoir + infinitive</b> <b>J'ai mal au/à la/ à l'/aux...</b> <b>Assessment – reading and writing</b></p>	<p><u>Cultural focus</u></p> <p>Independent project work for one lesson and prep per week (see The Great Pock Lockdown Project info on Firefly)</p> <p>Other lesson to introduce cultural material of teacher's choice (e.g. French-speaking music, food, film etc.)</p>

## Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

### End of Michaelmas term:

Assessments in listening and speaking

### End of Lent term:

Assessments in reading and writing

### Summer term:

Summer exam in listening, speaking, reading and writing

## How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increases cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

## Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

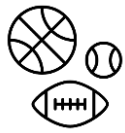
[KS3 French - BBC Bitesize](#) – vocabulary and grammar consolidation.

[www.sentencebuilders.com](http://www.sentencebuilders.com) – pupils will be set assignments here to practise their sentence builders and vocabulary learning

[www.quizlet.com](http://www.quizlet.com) – vocabulary practice

## Contacts

Mr Matthew Thomas-Peter, Head of Modern Languages and Subject Lead for French  
([thomaspeterm@pocklingtonschool.com](mailto:thomaspeterm@pocklingtonschool.com)) or your child's French teacher.



# Games

## Michaelmas Term

<b>Boys</b>	Rugby
<b>Girls</b>	Hockey

## Lent Term

<b>Boys</b>	Rugby 10's/7's      Hockey
<b>Girls</b>	Netball

## Summer Term

<b>Boys</b>	Tennis      Cricket
<b>Girls</b>	Tennis      Cricket



# Geography



## Overview

Geography is taken by all pupils from First to Third Year and in those three years the department provides them with a broad, engaging and challenging Geography curriculum. Second Year pupils start the year looking at landscapes and processes involved in forming them, then go on to study Development including development indicators and a study of Dharavi, Mumbai. This is followed by Weather and Climate including how different aspects of weather are measured and finishing the year with a co-curricular project with Art and ICT on Sustainability in the Environment. In the Summer term, a day trip to Malham takes place where pupils can see the landscape processes studied at the start of the year in process.

## Programme of Study

<p><b>Michaelmas Term (1)</b></p> <p><b>Landscapes:</b> structure of the earth, geological timescale, the rock cycle, weathering and erosion, limestone and ice</p>	<p><b>Lent Term (1)</b></p> <p><b>Development:</b> definition of development, development indicators including HDI, role play and Dharavi, Mumbai.</p>	<p><b>Summer Term (1)</b></p> <p><b>Sustainability in the Environment:</b> how sustainable are you, sustainability in the home and garden, the future of transport, the 5 R's and plastic pollution.</p> <p><b>Revision for upcoming exams</b></p>
<p><b>Michaelmas Term (2)</b></p> <p><b>Weather and Climate:</b> definition, measuring the weather, types of rainfall, air pressure, weather report, example of extreme weather and climate change</p>	<p><b>Lent Term (2)</b></p> <p><b>Globalisation:</b> definition, globalisation in clothing, TNC's, is globalisation a good thing?</p>	<p><b>Summer Term (2)</b></p> <p><b>Sustainability in the Environment cont.</b> Model presentation</p> <p><b>Malham field trip and follow up work</b></p>

### Typical methods of assessment

Michaelmas term: Landscape tasks

End of summer term: full assessment covering all the topics learned during the year.

There is also ongoing assessment throughout the year in the form of class discussions, retrieval quizzes and preps.

### How parents can support learning at home

- Encourage pupils to have an awareness of the geography of the area where they live or where they visit in particular the landscapes that they can see.
- Encourage them to be aware of any geographically related news stories, such as an extreme weather event.
- Encourage them to watch weather reports in order to build up an understanding of the different aspects of weather.

### Suggested further reading and useful websites

Please note that pupils do not use a textbook at Key Stage 3; however, pupils are always welcome to visit the Geography library in Room 18 to borrow any books related to the topics they are exploring. In addition, pupils are encouraged to use the school library which has a geography section.

Burrows, C., Forsberg, E., Thomson, C. (eds) (2019). *Key Stage Three Geography Complete Revision & Practice*. Newcastle upon Tyne: CGP

Key Stage 3 BBC bitesize <https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Pocklington Geography Twitter <https://twitter.com/PocklingtonGeo6>

Google Earth

## **Contacts**

Mrs Rebecca Brennan, Head of Geography ([brennanr@pocklingtonschool.com](mailto:brennanr@pocklingtonschool.com)), or your child's Geography teacher.

# German



## Overview

In the Second Year, pupils continue to learn the two languages that they started learning in the First Year. At the end of the Second Year, pupils then choose their preferred language from the two they have studied for two years to take in the Third Year and through to GCSE as their core language. Pupils may choose their second language as an option in the Third Year if they wish.

Language learning throughout Key Stage 3 builds in terms of grammar and range of vocabulary in order to progress pupils' language skills in all 4 areas; listening, reading, writing and speaking.

German is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly, and complexity is developed through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the Second Year and this contains everything they need to know for each unit.

## Programme of Study

<b>Michaelmas Term (1)</b>	<b>Lent Term (1)</b>	<b>Summer Term (1)</b>
Retrieval of First Year work  <u>Zoom Unit 3B – Mein Zuhause</u> Places in town What you can do there Ask for and give directions Buy tickets and presents Understand tourist info  <b>Registers</b> <b>Es gibt +einen/keinen</b> <b>Modal verbs – können/wollen</b> <b>Give instructions</b> <b>Ask questions</b>	<i>Revision of Mich1&amp;2</i>  <u>Zoom Unit 4A – Modestadt Berlin</u> Clothes Opinions What you wear and what you would like to wear  <b>Singular noun + ist</b> <b>Plural noun + sind</b> <b>Adjective endings in accusative</b> <b>Ich möchte + infinitive</b> <b>It/them – ihn/sie/es/sie</b>	<u>Zoom Unit 4B – Zu Besuch</u> Holidays – where/how long for/how you travel/where you stay What you can do What you're going to do Past holiday  <b>Prepositions + dat</b> <b>Modal verbs – können/wollen</b> <b>Future Tense</b> <b>Perfect Tense – haben/sein</b>  <i>Revision of:</i> <i>Mich 1&amp;2</i> <i>Lent 1&amp;2</i> <i>Summer 1</i>
<b>Michaelmas Term (2)</b>	<b>Lent Term (2)</b>	<b>Summer Term (2)</b>
<i>Revision of Mich1</i>  <u>Zoom Unit 3A – Guten Appetit!</u> Food and drink Opinions on different meal times Order food in a café/snack bar Buy food in a shop Healthy Eating Order a meal in a restaurant Numbers up to 1000  <b>Modal verbs – sollen</b> <b>Ich möchte +noun</b>	<i>Revision of Lent 1</i>  <u>Zoom Unit 4A – Modestadt Berlin</u> Go shopping for clothes Talk about problems with clothes Designer clothing School uniform  <b>Future tense</b> <b>Comparisons</b>  <i>Revision Unit 4A</i>	<b>Feedback from Assessment</b>  <b>Cultural Awareness:</b> <b>Mini project based on Unit 4B:</b> <b>Pupils to create a tourist brochure for a holiday destination OR design a homepage for a holiday experience</b>

<p>Verb as the second idea Opinions – gern, lieber etc. Negatives – kein</p> <p>Revision Unit 3B/3A</p> <p><u>Listening and Speaking</u> <u>Assessment Units 3B/3A</u></p> <p><u>Weihnachten</u></p>	<p><u>Reading and Writing Assessment</u> <u>Unit 4A</u></p> <p>Ostern</p>	
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### Typical methods of assessment

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

**End of Michaelmas term:**

Assessments in listening and speaking

**End of Lent term:**

Assessments in reading and writing

**Summer term:**

Summer exam in listening, speaking, reading and writing

### How parents can support learning at home

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

### Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

[KS3 German - BBC Bitesize](#) – vocabulary and grammar consolidation

[www.quizlet.com/PocklingtonSchoolMFL](http://www.quizlet.com/PocklingtonSchoolMFL) – vocabulary practice

<https://app.memrise.com/group/400730/> - vocabulary practice

### Contacts

Mrs Catherine Davies, Subject Lead for German ([daviesc@pocklingtonschool.com](mailto:daviesc@pocklingtonschool.com)), or your child's German teacher.

# History



History is studied by all pupils from First Year to Third Year. Over those three years the department aims to challenge pupils, giving them a detailed insight into the craft of the historian, challenging misconceptions, and showing them the diversity of history. In the Second Year pupils begin with a depth study exploring the 'Witch Craze' in Europe in the 16<sup>th</sup> and 17<sup>th</sup> centuries, focusing on the history of everyday life and the challenges this presents to the historian. Pupils are then introduced to the English Civil War (or is it the 'War of the Three Kingdoms'?), focusing on the concept of causation and their ability to develop convincing arguments. They then move on to exploring the idea of significance through looking at the whole of the 17<sup>th</sup> century. Pupils will then look at the French Revolution comparing this with the English Civil War, looking at similarities and differences. Finally, pupils will complete a reflective research project on the British Empire, considering the themes of race and racism.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p>What changed in medicine from Ancient Greece to the Medieval Period? (complete from 1<sup>st</sup> Year 2024)</p> <p>What can we learn from Medieval Mali about the rise and fall of kingdoms?</p>	<p>Did an environmental disaster lead to a witch craze in the 16<sup>th</sup> and 17<sup>th</sup> centuries?</p> <p>In what way was Britain turned upside down in the 17<sup>th</sup> century?</p>	<p>The Enlightenment – Did an idea lead to an Age of Revolutions?</p> <p>A comparison of revolutions in America, France and Haiti (cont.)</p> <p>Revision for Summer Exam</p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p>Were the causes of the Reformation in Europe and England the same?</p> <p>What can we learn about the Tudors from their art?</p>	<p>The Enlightenment – Did an idea lead to an Age of Revolutions?</p> <p>A comparison of revolutions in America, France and Haiti</p>	<p>Family history project – How historical are my assumptions about the past?</p>

### Typical methods of assessment

At the end of each topic, pupils are assessed by either an extended written response to an enquiry question, a recorded presentation or short answer tests. For some of these, the pupils' research skills will also be assessed. In addition, some of these will be completed in timed conditions.

There is ongoing assessment in the form of retrieval quizzes; source and interpretation analysis and evaluation; and class discussions. In Michaelmas Term (2) and Summer Term (1) pupils will also be assessed more formally, with assessments focused on source skills; analysis and evaluation of historical interpretations; and

### How parents can support learning at home

Make speaking about history (and politics) the norm at home. Ask them about their opinions about what they are learning in class; buy them one of the books below as Christmas present and chat with them about it; encourage them to listen to an episode of one of the podcasts above on a topic that fascinates them; take them to a historical site – we are lucky in Yorkshire to be immersed in history linking to a number of these Second Year topics, for example York's Civil War history and battlefield of Marston Moor.

In Summer Term (2) pupils will be embarking on a personal history project which will encourage them to speak with you and other family members about the past

extended written responses on causation/change and continuity/significance. Feedback will be a combination of traditional marking, verbal feedback (recorded by the pupil), peer feedback, and whole class feedback, dependent on the assessment. We will also develop pupils' ability to actively respond and use this feedback through a focus on the process of 'feedforward'.

to test the assumptions they have about history. Please do support them with this, digging out any intriguing documents or heirlooms that will reveal how 'alive' history is.

Finally, come along to one of our Historia talks, put on by pupils, the department and university lecturers to see how the department works.

## Suggested further reading and useful websites

Pupils (and parents) are always welcome to visit our extensive department library to borrow any books related to the topics they are exploring. If you can't find it, we will also happily try to get our hands on the book (and read it ourselves afterwards!). As a department we have a genuine passion for reading and want to share this with our pupils, challenging them to engage with historical scholarship inside and outside the classroom. Here is a list of some popular history books for pupils (and parents) who are hungry to learn more:

Tracy Borman (2014) *Witches: James I and the English Witch Hunts*

Anna Keay (2022) *The Restless Republic: Britain Without a Crown*

David Olusoga (2014) *The World's War: Forgotten Soldiers of Empire*

Diane Purkiss (2007) *The English Civil War: A People's History*

Sathnam Sanghera (2023) *Stolen History: The truth about the British Empire and how it shaped us*

Simon Schama (2004) *Citizens: A Chronicle of the French Revolution*

In addition, we would recommend the following podcasts. If you trawl through their archives you will find everything from the basics to in-depth historical scholarship on the topics we study and much more:

<https://play.acast.com/s/the-rest-is-history-podcast>

<https://www.historyhit.com/podcasts/>

<https://play.acast.com/s/historyextra>

<https://www.bbc.co.uk/programmes/p01dh5yg> - for something that packs a scholarly punch!

Finally, here is a list of websites that are useful and reliable when it comes to research and revision:

<https://www.bbc.co.uk/ideas/videos/the-secret-history-of-witches/p0brm60q> - a good overview of the 'Witch Craze' focusing mainly on England and the Hopkins Witch Hunt (1645-47)

<https://yalebooksblog.co.uk/2020/05/26/an-a-z-of-the-world-e-h-gombrich-on-witchcraft/>

<https://www.bbc.co.uk/bitesize/topics/zk4cwmn>

<https://www.bbc.co.uk/bitesize/topics/z7kvf82>

<https://spartacus-educational.com/>

## Contacts

Mr Callum Braidwood-Smith, Head of History and Politics ([braidwoodc@pocklingtonschool.com](mailto:braidwoodc@pocklingtonschool.com)), or your child's History teacher.

# Latin



## Overview

In the Second Year, pupils continue to work their way through the textbook Suburani, following the characters who live in or pass through the Subura in Rome in the First Century AD, in the time of the emperor Nero. The characters explore new locations in the Roman Empire usually theming overlapping topics of grammar with specific geographical locations. For example, Roman Britain is explored as a flashback and as such brings the past tenses with it.

Chapters 6-10 are covered through the year, each one with new civilisation topics and new grammar and syntax. Latin language lessons are essentially continuous retrieval practice of prior learning and introducing new concepts on sturdy foundations, so in September we always invest time in reviewing material covered at the end of the year prior so that all pupils can start off the new year of learning with confidence.

## Programme of Study

### Civilisation

- Chapter 6 Slavery is considered as the stories focus on slaves within the Subura
- Chapter 7 We move to Britannia, a distant province of the empire...
- Chapter 8 and focus on problems with veteran soldiers v natives....
- Chapter 9 leading to Boudica's rebellion
- Chapter 10 Britannia winds up with pax Romana and Aquae Sulis

### Grammar

- Chapter 6 The ablative case of nouns. Time phrases
- Chapter 7 Past tense verbs...imperfect/perfect
- Chapter 8 Perfect Tense II. Superlative adjectives
- Chapter 9 The dative case
- Chapter 10 Adjectives

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Language:</b> Ablative case Time phrases <b>Culture:</b> Slavery in the ancient world	<b>Language:</b> Perfect tense in more depth Superlative adjectives <b>Culture:</b> Roman military – exploration of martial veteran soldiers versus native manual labourers	<b>Language:</b> Adjectives Summer revision of all language <b>Culture:</b> Aquae Sulis and pax Romana
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>Language:</b> Imperfect tense Perfect tense <b>Culture:</b> Roman Britain as a province	<b>Language:</b> Dative case Revision of cases <b>Culture:</b> Boudicca's rebellion	<b>Language:</b> Further consolidation of language Introduction to Third Year Latin <b>Culture:</b> Overview of Roman Britain

## Typical methods of assessment

Lessons usually start with pupils spending 5 minutes on the vocab trainer.

## How parents can support learning at home

There is an assessment at the end of Michaelmas and Lent terms; this is usually a short piece of translation, which pupils do using their text and exercise books to look up vocab and grammar. This shows us whether pupils know how to use those to translate Latin accurately. Latin is never a race to skim through a passage; it is much more an exercise in accurate decoding of grammar and syntax which requires close analysis of words and texts to achieve.

The summer exam focuses on vocab, grammar and civilisation and pupils are given a full guide through which to approach revision for that.

- Just get the pupils to show you their online site for Latin and learn alongside them. Get them to teach you Latin!
- Learning vocab together is really useful and then thinking about how the Latin words have influenced English and modern foreign languages is great fun and really useful...If pupils see that link with English, that is fantastic and puts them on the route to becoming proper linguists.
- Look out for programmes about the ancient world on television and watch them together.
- Visit ancient sites and lose yourselves in the world of the Romans.

### **Suggested further reading and useful websites**

[https://hands-up-education.org/suburani\\_full/](https://hands-up-education.org/suburani_full/)

Pupils have a username and password for the above site, through which they can access the online textbook, the vocab trainer and more.

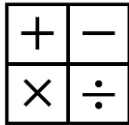
There are many novels, films and websites concentrating on all things Roman; the wider an interest pupils build up in the ancient world, the better for their engagement with and enjoyment of Latin. We are always happy to lend out books and recommend films, so pupils should feel happy to speak to us at any time.

### **Contacts**

Mr Adam Copley, Head of Classics ([copleya@pocklingtonschool.com](mailto:copleya@pocklingtonschool.com)), or your child's Latin teacher.



# Mathematics



## Overview

The Second Year Mathematics curriculum builds directly upon the First Year curriculum. Pupils continue their study by extending each of the topics from First Year and by the year end they will begin to be able to answer iGCSE questions.

## Programme of Study

<b>Michaelmas Term (1)</b>	<b>Lent Term (1)</b>	<b>Summer Term (1)</b>
Expressions and equations  Powers	Formulas and sequences  Constructions	Revision
<b>Michaelmas Term (2)</b>	<b>Lent Term (2)</b>	<b>Summer Term (2)</b>
Angle and shapes  Percentages	Geometric relationships  Area and volume	Area and volume

### Typical methods of assessment

End of topic test for the 9 units listed above.

End of year test on first 8 topics.

### How parents can support learning at home

- Be positive about Maths – please do not say “I was terrible at Maths”.
- Help pupils look back through their book to find their notes.
- Always encourage them to have a go. If they are wrong then we can help unpick what happened, it is normally one small issue that unlocks the problem. If they do not write anything then they are wrong and there is nothing to unpick.
- Encourage pupils to use the revision work to fully prepare for each topic test.
- They should use their topic tests to revise for their end of year test, therefore they should ensure they keep their old books safe.

### Suggested further reading and useful websites

- Second Year notes – on Teams
- CGP website for a copy of the textbook.

### Contacts

Mr Chris Ball, Head of Mathematics ([ballc@pocklingtonschool.com](mailto:ballc@pocklingtonschool.com)), or your child’s Mathematics teacher.

# Music



## Overview

Building on the First Year curriculum, singing and keyboard work remain the primary means of musical expression. In the Second Year, the focus is on combining notes and textures and understanding chords and tonality.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Chromaticism</b> <ul style="list-style-type: none"> <li>• Accidentals</li> <li>• Semitones/Tones</li> <li>• Chromatic, Major, Whole Tone scales</li> <li>• Keys (C, G, D, F)</li> <li>• Minor keys based on relative keys.</li> </ul>	<b>Variations</b> <ul style="list-style-type: none"> <li>• Canon/Texture</li> <li>• Augmentation/diminution</li> <li>• Intervals</li> <li>• Inversion/Retrograde</li> <li>• Minor tonality</li> <li>• Listening exercises</li> <li>• Introduce 6/8</li> <li>• By ear but also using notation.</li> </ul>	<b>Reggae</b> <ul style="list-style-type: none"> <li>• Bass line riffs</li> <li>• Melodic hooks,</li> <li>• Offbeat chords</li> <li>• Syncopated rhythms</li> <li>• Chords I IV V.</li> </ul>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>12-bar Blues</b> <ul style="list-style-type: none"> <li>• Chords/Triads</li> <li>• History of Blues</li> <li>• Blues musician research</li> <li>• Listening</li> <li>• Blues Scale</li> <li>• Improvisation</li> <li>• Structure of Blues songs.</li> </ul>	<b>Folk Songs</b> <ul style="list-style-type: none"> <li>• Harmony,</li> <li>• Intervals</li> <li>• Pedal</li> <li>• Drone</li> <li>• Ostinato</li> <li>• Triads</li> <li>• Broken chords</li> <li>• Arpeggios</li> <li>• Alberti Bass.</li> </ul>	<b>Classical</b> <ul style="list-style-type: none"> <li>• Development of the orchestra</li> <li>• Development of the piano</li> <li>• Symphonies</li> <li>• Mozart</li> <li>• Haydn</li> <li>• Early Beethoven.</li> </ul>

### Typical methods of assessment

- Theory tests
- Listening exercises
- Improvisation
- Performance.

### How parents can support learning at home

- Encourage an eclectic diet of music to listen to.
- Listen to your child(ren) practise: you don't have to be an expert but just offer some words of encouragement and be interested. Let them practise with the door open so that you can hear. Encourage them to practise everyday – even if only for 5 minutes on busy days and make it part of the daily routine. As Shinichi Suzuki said 'only practise on the days that you eat'!

### Suggested further reading and useful websites

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Michael Griffin – Developing Musical Skill.

<https://www.mmcourses.co.uk/> (for those taking music examinations) and <https://www.mymusictheory.com/>

### Contacts

Mr Samuel Austin, Director of Music ([austins@pocklingtonschool.com](mailto:austins@pocklingtonschool.com)), or your child's Music teacher.

# Physical Education



## Overview

Core PE is studied by all pupils in the First to Third Year at Pocklington. We aspire to fill each pupil with the confidence and skills to undertake a range of sports and activities and encourage lifelong participation in sport. We believe sport is vital to staying physically and mentally fit and healthy as well as being an excellent way to learn skills such as teamwork, leadership, honesty, and integrity.

Through opportunity and repetition each pupil has access to a wide range of sports, and this year we look to develop more complex techniques ensuring sufficient challenge and progression is available to all pupils.

## Programme of Study

	Half term 1	Half term 2
<b>Michaelmas</b>	Cross country	Swimming
	TGFU	Basketball
<b>Lent</b>	Gymnastics	Table Tennis/Swimming
	Circuit Training/HRF	Badminton
<b>Summer</b>	Athletics	Athletics/Volleyball
	Softball	Football

**Cross Country:** Pupils are challenged to complete the 2-kilometre course. Accomplished runners are challenged to complete the course in less than 10 minutes to qualify for the 3- and 4-kilometre course. Pupils need to show good resilience and commitment and in this year focus on mixed terrain work that contains inclines and undulations.

**Teaching Games for Understanding (TGfU):** Invasion games principles are developed from last year and pupils are challenged to discover ways of winning possession of the ball, keeping possession of the ball, and preventing the opposition from scoring by denying space and applying pressure to win the ball back. Compassion, enquiry, and creativity are all key to mastering TGfU.

**Gymnastics:** Working independently towards the British gymnastics' proficiency awards, pupils are encouraged to demonstrate integrity and reflection to master a range of gymnastics movements. Whatever their development pathway from the First Year, pupils should be moving into their third level of skills assessment whilst those top band performers will have mastered intricate skills like the handstand, forward roll and core vaulting techniques.

**Circuit training:** Pupils will be learning new movement patterns such as planks, leg raises, Russian twists, and mountain climbers. This is an opportunity to learn new movements and knowledge about how to safely engage in resistance training. Pupils are encouraged to work collaboratively to give feedback to each other as well as assessing each other's movement competencies.

**Swimming:** Continuing to be a vital life skill with competency allowing access to many recreational activities in and around water, swimming is covered extensively in core PE. Focusing on basic strokes such as front crawl, breaststroke and back stroke pupils are challenged to work on racing starts and turns to progress against the

school standard times. Racing starts and turns, especially the flip turn for the front crawl and racing start for the breaststroke, are developed this year and pupils are encouraged to grow competence in a second or third stroke.

**Table Tennis:** Focusing this year on extending rallies and finishing shots as well as swerve on serves.

**Badminton:** The importance of footwork is explored as is positioning to allow the opening up of the forehand stand as well as drop shot development.

**Basketball:** A very popular PE option, pupils must demonstrate collaboration and compassion to work as a team. Key technical and tactical skills are developed over the term with a view to competitive game play in the final week. With the core skills of dribbling in passing from last year reinforced, shooting technique is focused on this year including the layup and set shot.

**Athletics:** Pupils will learn or develop techniques in a range of athletics events including sprints, middle distance events, shot put, javelin, discuss, long, triple and high jump. This year will give pupils opportunity to learn sprint starts and the flight phase in the jumps. Pupils are encouraged to demonstrate enquiry and integrity in challenging themselves to better their own past performances.

**Football:** Pupils are split to develop skills and engage in meaningful smaller sided game play. Key skills from last year are reinforced and control skills and beating players as well as tackling skills are learned.

**Volleyball:** Progression this term to include proper digging of the ball and positional aspects of play as well as serving.

### Typical methods of assessment

Teacher-led assessment to technical criteria begins to be compared against the GCSE models in this year. In some sports such as cross country, swimming and athletics, times and distances are recorded to be used later. Staff will also observe gameplay or technical practices to offer feedback and assess learning.

### How parents can support learning at home

- Engagement with your child around the sport they are currently playing and new skills being learned.
- Reassurance that they are not judged on their sporting ability rather their effort and application to the lesson's content is vital.
- Supporting your child to bring the correct kit to lessons will allow them to take a full part in lessons. Even when injured or ill, kit should be brought into school as teachers will challenge pupils to coach or officiate as appropriate.

### Contacts

Mr Andrew Towner, Head of PE ([townera@pocklingtonschool.com](mailto:townera@pocklingtonschool.com)) or your child's PE teacher.

# PSHE



## Overview

PSHE (Personal, Social, Health, and Economic) lessons are taught to all pupils from the First – Fifth Year, as well as via tutor sessions, assemblies, and off-timetable days.

Its purpose is to provide young people with the knowledge and information they need to make informed choices now and in later life. By its very nature, it tackles complex topics in an age-appropriate manner and within a safe classroom environment, in which open debate and personal reflection are encouraged.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
Personal Risk and Influences	Prejudice and Discrimination Mental Health and Coping Strategies	RSE
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Prejudice and Discrimination	Mental Health and Coping Strategies	Intimate Relationships

## Typical methods of assessment

PSHE does not have formal exams, and work is not graded – Reports will therefore be based around ATL grades.

Pupils do complete assessments at the end of each topic, and these are designed to promote self-reflection and demonstrate their own understanding of the topics.

## How parents can support learning at home

Very simple: ask what they have been studying and talk about the issues with them!

## Suggested further reading and useful websites

*Please note these resources are intended for parental use and may not be appropriate for younger pupils.*

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/>

<https://www.sexdiaries.org/>

<https://giveusashout.org/get-help/resources/resources-parents/>

<https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/>

<https://parentingsmart.place2be.org.uk/>

<https://www.bishuk.com/>

## Contacts

Mr Adam Hall, Head of PSHE ([hallaw@pocklingtonschool.com](mailto:hallaw@pocklingtonschool.com)), or your child's PSHE teacher.

# Religious Studies



## Overview

Having studied Christianity in the First Year, pupils now embark on a study of three other world religions: Hinduism, Islam and Buddhism. Approximately a term is spent on each faith, and the course introduces pupils to key aspects of each religion. No prior knowledge is required, but pupils can research using the links suggested below, if they wish. The aim of the course is for all pupils to have a good knowledge and understanding of what other people might believe, and in turn have respect for those beliefs.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Hinduism: How did it all begin?</b> The Hindu Trimurti (Brahma, Vishnu Shiva) The Avatars of Vishnu Sanatana Dharma Varnashramadharma	<b>Islam: How did it all begin?</b> Life of Muhammad The Qur'an The Mosque The Five Pillars of Islam	Continuation of Islam project before end of term assessment  After assessment- <b>Buddhism- How did it all begin?</b>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
Puja (Hindu prayer) The Mandir (temple) Diwali Key rites of passage in Hinduism- marriage and death	Continuation of the Five Pillars of Islam  Begin project work on Hajj- creating an educational resource to teach others about the pillar	The Four Noble Truths The Eightfold Path Different types of Buddhism The importance of mindfulness and meditation

## Typical methods of assessment

Prep is set once every two weeks and is marked in line with reporting criteria. Occasionally pupils will be tested on their knowledge and understanding and will sometimes be given independent research tasks. They also have an assessment at the end of Michaelmas, and in the Summer Term.

## How parents can support learning at home

The best way to support learning at home is to ask pupils about what they have learned about each faith, and, where possible, relate it to current events in the news. The BBC link is provided in the next section.

## Suggested further reading and useful websites

- Any of the "Teach Yourself" range of books, for each of the faiths studied.
- <https://www.bbc.co.uk/religion/religions/>
- <https://www.bbc.co.uk/news/topics/cjnwl8q4ny3t>

## Contacts

Mrs Heather Page, Head of Religious Studies ([pageh@pocklingtonschool.com](mailto:pageh@pocklingtonschool.com)), or your child's RS teacher.

# Science



## Overview

Our Key Stage 3 science curriculum prepares pupils in the practical and scientific language skills needed for the GCSE in the Third Year. The topics will build upon their scientific knowledge from Key Stage 2.

## Programme of Study

Michaelmas Term 1 Electricity and magnets		Lent Term 1 Chemical reactions		Summer Term 1 Mixtures	
Book	Chapter / Topics covered	Book	Chapter / Topics covered	Book	Chapter / Topics covered
11	P1.1 Charging up	1	C3.1 Chemical reactions	2	C2.1 Pure substances
1	P1.2 Circuits and current	1	C3.2 Word equations	2	C2.2 Mixtures
1	P1.3 Potential difference			2	C2.3 Solutions
1	P1.4 Resistance	1	C4.1 Acids and alkalis	2	C2.4 Solubility
1	P1.5 Changing the subject	1	C4.2 Indicators and pH	2	C2.5 Filtration
	P1.6 Series and parallel circuits	1	C4.3 Neutralisation	2	C2.6 Evaporation and distillation
1	P1.7 Magnets and magnetic fields	1	C4.4 Making salts	2	C2.7 Chromatography
1	P1.8 Electromagnets	2	C1.1 Metals and non metals 1		
1	P1.9 Using electromagnets (use in a scrap yard and differences between permanent and electromagnets)	2	C1.2 Metals and non metals 2		
		2	C3.1 Metals and acids		
		2	C3.2 Metals and oxygen		
		2	C3.3 Reactivity series		
		2	C3.4 Metal displacement reactions		
Michaelmas Term 2 Photosynthesis and Ecosystems		Lent Term 2 Space		Summer Term 2 Reproduction	
Book	Chapter / Topics covered	Book	Chapter / Topics covered	Book	Chapter / Topics covered
2	B2.1 Photosynthesis	1	P4.1 The night sky	1	B3.6 Flowers and pollination
		1	P4.2 The solar system	1	B3.7 Fertilisation and germination
2	B3.1 Food chains and webs	1	P4.3 The Earth	1	B3.8 Seed dispersal
2	B3.2 Disruption to food chains and webs	1	P4.4 The Moon and changing ideas	1	B3.1 Adolescence
2	B3.3 Ecosystems			1	B3.2 Reproduction systems
2	B3.4 Competition			1	B3.3 Fertilisation and implantation
2	B4.1 Variation			1	B3.4 Development of a foetus
2	B4.2 Continuous and discontinuous				B3.5 The menstrual cycle
	Classification (not in textbook)				

All students have access to the online 'Activate Oxford Smart' textbooks on Kerboodle

B = Biology

C = Chemistry

P = Physics

### Typical methods of assessment

- End of topic tests
- End of Second Year exam

### How parents can support learning at home

Revise with your child. Revision tasks will be set prior to the end of topic test and end of year exam. Pupils will also be encouraged to make flash cards for each topic. These are a brilliant way of revising as the correct answer will be on the back so you can test them even if it's not your speciality.

Encourage your child to use their revision guide and online textbook to help them find the information rather than just an internet search.

### Suggested further reading and useful websites

Online 'Activate Oxford Smart' textbooks on [Kerboodle.com](http://Kerboodle.com)

Activate Oxford Smart revision guide – every child will be given one to keep. They contain a double page spread on each topic, quick retrieval questions and answers, and exam style questions. The answers are available online.

Key Stage 3 CGP work book – available on the CGP website or from bookshops

Key stage 3 bitesize science <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

Practice exam questions [www.mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/](http://www.mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/)

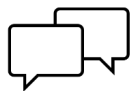
OYLA – Popular science magazine for pupils and parents (12yrs+) [www.oyla.uk](http://www.oyla.uk)

### Contacts

Mrs Claire Bell, Lower School Science Coordinator ([bellc@pocklingtonschool.com](mailto:bellc@pocklingtonschool.com)), or your child's Science teacher.



# Spanish



## Overview

In the Second Year, pupils continue to learn the two languages that they started learning in the First Year. At the end of the Second Year, pupils then choose their preferred language from the two they have studied for two years to take in the Third Year and through to GCSE as their core language. Pupils may choose their second language as an option in the Third Year if they wish.

Language learning throughout Key Stage 3 builds in terms of grammar and range of vocabulary in order to progress pupils' language skills in all 4 areas: listening, reading, writing and speaking.

Spanish is taught through engaging activities and games based on the extensive processing instruction methodology. Language is embedded quickly, and complexity is developed through the use of sentence builders and knowledge organisers. Your child will have a knowledge organiser for all 3 units in the Second Year and this contains everything they need to know for each unit.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<p><b>Phonics recap</b> Revisit present tense, hobbies and infinitives from unit 3</p> <p><b>Claro 1 Unit 4 Mi casa</b> Talking about the area where you live, your house and bedroom Using <i>es/está</i> and <i>Vivir</i> in the present tense Using the definite article <i>el/la</i> Using prepositions of place with <i>estar</i> Describing your dream home Using basic conditional expressions Talking about household tasks Saying how frequently you do things <i>Día de los Muertos</i></p>	<p><b>Claro 1 Unit 6 Mi insti</b> School subjects Verb <i>estudiar</i> Detailed opinions about subjects Exclamations with <i>¡Qué...!</i> Timetables in a Spanish school Time</p>	<p><b>Claro 2 Unit 2 ¡Por fin de vacaciones!</b> Talking about transport &amp; holiday travel Using <i>ir</i> with prepositions Describing holiday activities Using <i>soledad</i> <b>Summer exam – listening, reading, writing and speaking</b></p>
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<p><b>Claro 1 Unit 5 En mi ciudad</b> Places in a town &amp; directions <i>Hay</i> with sing. &amp; plural nouns Using <i>ir</i> in the present tense Discussing plans for the weekend The near future tense Comparing rural and urban places Using the comparatives <i>tan</i> and <i>tan...como</i> Describing how areas have changed over time &amp; imperfect tense <b>Assessment – listening and speaking</b> <i>¡Feliz Navidad!</i></p>	<p>Describing your school environment Using <i>se puede</i> and <i>se debe</i> Extracurricular activities Using <i>antes de</i> &amp; <i>después de</i> Discussing future plans Using future expressions <b>Assessment – reading and writing</b></p>	<p>Extending holiday descriptions Using common expressions &amp; slang Describing future holiday plans Revisiting the near future</p>

Typical methods of assessment

How parents can support learning at home

In lessons, pupils' understanding is assessed through regular use of mini whiteboards.

**End of Michaelmas term:**

Assessments in listening and speaking

**End of Lent term:**

Assessments in reading and writing

**Summer term:**

Summer exam in listening, speaking, reading and writing

It is really important that pupils learn their vocabulary and any support that you can offer with this at home will benefit your child. Learning vocabulary little and often is key. Your child will have a range of strategies they can employ; a couple of effective strategies are *look, cover, say, write, check* or making flashcards and using them to test themselves.

You could also test them regularly on the words they are learning. Their vocabulary learning, although set on one prep night, should be divided up over several nights to enable effective embedding of that vocabulary.

You could ask your child to teach you about what they have learned or learn the language together.

Importantly, promote the benefits of learning a language to your child; encourage them to be curious about different languages and cultures. Benefits include:

- Helps improve ability in English
- Improves cognitive ability, social skills and communication
- Builds confidence
- Improves chances of getting into university or college
- Widens horizons
- Increased cultural awareness
- Enhances travel experiences
- Improves employment potential
- Languages are FUN!

### Suggested further reading and useful websites

[www.kerboodle.com](http://www.kerboodle.com) – interactive online textbook

[KS3 Spanish - BBC Bitesize](http://www.bbc.com/1/learning/ks3spanish) – vocabulary and grammar consolidation.

[www.sentencebuilders.com](http://www.sentencebuilders.com) – pupils will be set assignments here to practise their sentence builders and vocabulary learning

[Quizlet](http://www.quizlet.com) – vocabulary practice

### Contacts

Mrs Rachel Stanley, Subject Lead for Spanish ([stanleyr@pocklingtonschool.com](mailto:stanleyr@pocklingtonschool.com)), or your child's Spanish teacher.

# Learning Support



The purpose of the Learning Support department is to help pupils overcome hurdles presented by their learning difficulties which could otherwise prevent them making progress in their subject studies.

'The Tower' (as the department is almost universally referred to by teachers and pupils alike) is a welcoming, calm space at the heart of the school where pupils' specialist intervention lessons take place. However, 'learning support' in a wider sense takes place within all academic lessons, through high-quality, personalised teaching from subject specialists.

Regular communication and liaison between our Learning Support teachers and their subject specialist colleagues further helps to ensure that pupils' individual learning needs are well-supported across the curriculum.

Our ultimate aim in the Learning Support department is independence for all our pupils. By regularly reviewing each pupil's progress, we can ensure that our support provision remains tailored to their individual needs as they move through the school.

## Learning Support Provision

For those pupils identified as requiring additional support, the nature of our provision changes throughout the Lower and Middle School.

In the Second Year we continue our focus on the core skills of reading and maths. Ensuring reading and mathematical skills are fluent and confident allows pupils to get the most out of the wide range of subjects on offer in the Lower School curriculum.

Interventions take place, for those who need them, outside of timetabled lessons so that pupils don't miss any curriculum content. Maths interventions usually happen before school and reading during tutor time.

### Maths intervention

Our maths intervention programme closely follows the Second Year Maths curriculum as well as building on core mathematical skills such as the four operations. Our aim is to unpick any areas of difficulty, break down the process until the misunderstanding can be identified and build fluency in the methods required.

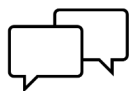
It is important to remember that practice makes things permanent – not perfect. So, by correcting the mistakes before a pupil practises the skill, we ensure that they don't embed an incorrect technique. Learning support tutors stay in regular contact with each pupil's maths teacher to track the impact of the intervention.

### Reading intervention

Our reading intervention programme concentrates on accuracy, fluency and comprehension of reading whole texts. Within each small intervention group (typically 2-3 pupils), pupils choose a book together which they read each week with a learning support tutor who helps them to build confidence while honing these vital skills.

The impact of improving reading skills is wide-ranging as reading accuracy, fluency and comprehension will have an impact on almost every subject in the Second Year curriculum.

# English as an Additional Language



## Overview

All international pupils are assessed on arrival including a CEFR for their speaking, listening, reading and writing skills. As part of their lower school education, they will work on all skill areas as well as working on subject specific vocabulary. In addition, all EAL lessons are personalised and either on a 1:1 basis or in small classes. This allows pupils to gain confidence while improving their level of English at their own pace using the Cambridge Global English Course, which also prepares them for their IGCSE in English as additional language. In addition to this course, there is also time for a variety of projects, such as surveys, presentations as well as reading and film projects.

## Programme of Study

Michaelmas Term (1)	Lent Term (1)	Summer Term (1)
<b>Cambridge Global English</b> <b>Unit 1 Languages of the World</b> <b>Unit 2 E-communication</b> In these units, the focus is on reading skills, extended writing as well as building up vocabulary. Subject support in Science, Geography and Maths is provided.	<b>Cambridge Global English</b> <b>Unit 5: Sports and Hobbies</b> <b>Unit 6: Entertainment and Media</b> In these units, the focus is on listening and speaking skills as well as continuing work on use of tenses and subject support. In addition, a reading project is included in the lessons in order to work on summary and review writing.	<b>Cambridge Global English</b> <b>Unit 9: Buildings and Structures</b> <b>Unit 10: Design and Shapes</b> In these units, the focus is on all skill areas while working on role plays. Subject support continues while helping pupils to prepare for their end of year assessments.
Michaelmas Term (2)	Lent Term (2)	Summer Term (2)
<b>Cambridge Global English</b> <b>Unit 3: Rivers and Coasts</b> <b>Unit 4: Great Expeditions</b> In these units, the focus is on listening and reading skills. In addition, the pupils will work on use of relative clauses and revision of tenses. In addition, subject support is provided when required.	<b>Cambridge Global English</b> <b>Unit 7: Household Routines</b> <b>Unit 8: Habitat Interactions</b> In these units, the focus is on describing rooms and talking about daily routine. Also, subject support in particular in Science and Geography is included as needed.	<b>Cambridge Global English</b> <b>Unit 11: Personality Types</b> <b>Unit 12: People and their Jobs</b> In these units, the focus is on writing, reading and speaking as well as reflection on the results of their end of year assessments and review of the year.

## Typical methods of assessment

End of unit tests  
 Regular homework including writing and reading  
 End of year assessment including reading and writing

## Suggested further reading and useful websites

- [ReadTheory | Free Reading Comprehension Practice for Students and Teachers](#)
- <https://app.memrise.com/signin>
- School & EAL library (books recommended by department)

## Contacts

Miss Martina Flint, EAL Coordinator ([flintm@pocklingtonschool.com](mailto:flintm@pocklingtonschool.com)), or your child's EAL teacher.



# Academic Extension

Our Second Year curriculum is designed to ensure that pupils experience a wide range of subject disciplines, helping to instill in them a sense of curiosity about the world around them as well as the confidence to establish aspirational goals for their future development. Through their range of academic lessons, pupils will develop their ability to ‘think like an expert’ in a range of contexts – analytically, creatively, experimentally, technically, empathetically, collaboratively...

Lesson activities are designed to offer stretch and challenge to pupils as they develop their ability to think and apply their understanding with increasing independence. This is achieved through the tasks that they are set, the amount of structure and support that is provided to them, flexibility in the ways that pupils formulate and present their finished work, and through the ways in which teacher feedback is provided and reflected upon. Our specialist teaching staff get to know each pupil well, so that strategies can be tailored to the individual.

Whilst a core part of our academic extension is provided through timetabled lessons, pupils will also find a wide range of lunchtime and afterschool activities which provide opportunities to enrich and extend their intellectual skills and creative talents. By participating in the ‘Pock Challenge’ and completing at least one activity from each category below, pupils can broaden their skillset whilst developing their personal qualities too:

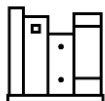
<b>Physical</b> Sport Physical Activity	<b>Outreach</b> Charitable Societies Community and Service
<b>Creativity</b> The Arts, Music and Drama New Skills	<b>Knowledge</b> Academic Societies Languages and Debating

Just a few of the huge range of knowledge-based activities on offer are:

Science Club Lower School Book Club Maths Challenge Club Quiz Club Trebuchet (Junior History Society) Eco Committee Perse Coding Challenge Duolingo Club	Computer-Aided Design Club E-sports Debating Team People Power Wildlife Group Photography Design Club Creative Writing Programming Club
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In addition, academic departments run a range of internal events and external trips and competitions designed to complement pupils’ academic studies. These include visits to theatrical and musical productions, participation in the UKMT Junior Maths Challenge, as well as the Languages’ department Spelling Bee, and celebrations for the European Day of Languages to name but a few!

# The School Library



## Overview

In Second Year, it is vital to keep up the momentum with reading for pleasure and we will continue focus on reading through the morning tutor time programme. The library carefully selects a book for the whole year group to enjoy, and form tutors serialise the story each week, reading aloud each as pupils follow along in their own copy.

The school library aims to support literacy and learning by fostering a lifelong love of reading. We provide access to a well-stocked and up-to-date collection of fiction, non-fiction and graphic novels, plus a wealth of electronic research resources that reflects the curriculum. We see our library collection as ever-evolving – as well as working closely with teaching staff, we are also very keen to reflect the wants and views of the pupils and so encourage them to share their ideas and book requests with us.

## Overview

The library is a welcoming and supportive environment that runs a number of weekly clubs, such as Lower School Book Club and Crochet Club, and various fun activities throughout the year (the annual World Book Day Quiz is always an absolute smash!). This encourages pupils to use the library as part of their school day outside of lessons, where they see their peers enjoying reading and learning independently, as well as enabling library staff to build positive relationships with pupils.

As part of our belief that an enjoyment of reading should be at the heart of the school, we run a foundation-wide Drop Everything and Read session twice a term. Often themed to reflect current world events and moments of importance, the whole school joins together to share 20 minutes of peaceful reading during morning tutor time, which really sets the tone for the day ahead and reinforces the importance of literacy.

For all years there is the opportunity to be awarded reading merits – working towards a digital reading trophy – as well as Library postcards, for those pupils who demonstrate commitment to reading.

Please see below for a list of books we think will be enjoyed by Second Year pupils. A more comprehensive and ongoing list can be found on the catalogue home page for the library.

## Recommended reading

Abercrombie, Lou  
Alcott, Louisa May  
Blackman, Malorie  
Bradford, Chris  
Childs, Lauren  
Christie, Agatha  
Collins, Suzanne  
Foster, Stewart  
Frank, Anne  
Hardinge, Frances  
Hickes, Phil  
Horowitz, Anthony  
James, Lauren  
L'Engle, Madeleine  
Landy, Derek  
Lauren Child

Coming Up for Air  
Little Women  
Nought and Crosses  
Young Samurai  
Look into My Eyes  
Murder on the Orient Express  
The Hunger Games  
Check Mates  
Diary of a Young Girl  
The Lie Tree  
The Haunting of Aveline Jones  
Stormbreaker  
The Next Together  
A Wrinkle in Time  
Skulduggery Pleasant  
Ruby Redfort

Lu, Marie  
Mann, Manjeet  
McCaughrain, Kelly  
McCaughrean, Geraldine  
Ness, Patrick  
O'Guilin, Pedar  
Paver, Michelle  
Pullman, Philip  
Schusterman, Neal  
Schwab, Victoria  
Sepetys, Ruta  
Stevenson, Noelle  
Stroud, Jonathan  
Telgemeier, Raina  
Tolkien, JRR  
Abercrombie, Lou  
Alcott, Louisa May  
Blackman, Malorie  
Bradford, Chris  
Childs, Lauren  
Christie, Agatha  
Collins, Suzanne  
Foster, Stewart

Legend  
Run Rebel  
Flying Tips for Flightless Birds  
Where the World Ends  
A Monster Calls  
The Call  
Wolf Brother  
The Northern Lights  
Scythe  
City of Ghosts  
I Must Betray You  
Nimona  
The Screaming Staircase  
Drama  
The Hobbit  
Coming Up for Air  
Little Women  
Nought and Crosses  
Young Samurai  
Look into My Eyes  
Murder on the Orient Express  
The Hunger Games  
Check Mates

### **Opening times**

Mon-Fri 08.30-17.45 (all pupils)

Mon-Fri 18.30-20.00 (boarders only)

Sat 08.30-12.00 (boarders only)

The librarians are Mrs Stephanie Saunders and Mrs Natalia Ward

[library@pocklingtonschool.com](mailto:library@pocklingtonschool.com)



# POCKLINGTON SCHOOL

Ages 2 to 18



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