



Encouraging a healthy attitude to learning throughout life

Upper School

 Steiner School
Hollywood

At Holywood Steiner School, we seek to develop the child's physical, emotional, and spiritual nature, and we value teaching methods that serve the child's practical, artistic, social, and intellectual needs equally.

During adolescence, young people awaken to a sense of their own individuality, in what can be a painful process. At the same time the teaching approach and the curriculum seek to strengthen the thinking and the individual's ability to manage the changes experienced at this time.

Upper School teachers understand these experiences and can help guide and support students through them, towards balance and maturity.

Independent working and skills are strongly encouraged, giving the young person a true inner confidence.

Upper School
Class 8 – Class 11
(Years 10-13)





A Balanced Education

We work hard to offer pupils a harmonious and flexible curriculum. This means balancing science and humanities subjects, practical activities, cultural pursuits, and exam preparation.

Students benefit from an exchange programme in Class 9 when they visit a family in Bochum, Germany and attend school for between three and six weeks.

Local grammar schools welcome Steiner educated pupils and recognise and appreciate the independent approach our pupils have to the world and their work.

Class 8

13-14-year-olds (Year 10)

Class 8 students study 13 subjects and complete a project, a presentation and attend an interview to enter Class 9.

Within the Class 8 curriculum there is much scope for the children to experience and grow.

This year can be seen as a culmination of the previous learning and the interrelationships of different areas of study can be coherently brought together to create a wide and living picture of today's world development.

Maths

Students study two blocks of Maths alongside their subject lessons. One focuses on a stretching and strengthening of their abilities in algebra, the other on a study of the platonic solids, which is much more practical and artistic. By the end of this year, they will have covered a wide range of topics and the teacher will have a good idea of the best path forward for each student in the Upper School.

English

Students work on developing a range of skills, including creative and persuasive writing. Students study romantic poetry and 'Animal Farm' which link to the theme of 'revolution'. In the main lessons they will study 'A Christmas Carol' and Shakespeare.

Chemistry

'The most beautiful thing we can experience is the mysterious. It is the source of all true art and science....' Albert Einstein. Chemistry explores the outer forces of nature and observes the nature of combustions and of acids and bases.

Biology

Students study the muscular and skeletal systems providing a visceral experience for students in this class who are typically experiencing many changes in their own body at this time. Looking at bones and muscles, tendons and ligaments strengthens this experience and provides a good counterpoint to the technical knowledge.



Physics

The main areas of study in Class 8 are pressure and electromagnetism. Many themes find their beginnings in these lessons which are picked up and related as the class move forward through the next years. Students look at how to measure pressure and how different pressures can create movement alongside how to create an electromagnet.

Geography

Students undertake two main lessons in geography, one human geography and one physical geography. Having been introduced to many of the world's countries throughout the Lower School, they study the topic of Development. This gives them a sense of their place in the world and encourages a sense of citizenship. Their study of physical geography introduces them to different biomes and meteorology.



History

The focus in History is on Revolutions, beginning with the Tudors. Students examine a range of revolutions including the French Revolution and events in Ireland up to 1920.

The students also work on developing their understanding of historical concepts of causation and change as well as developing their ability to analyse source material.

German

German Students cover various topic areas via different types of activities such as speaking, listening, and reading comprehension exercises as well as writing tasks. The aim is to develop the existing vocabulary and areas of grammar. The topics are relevant for later exams but are also aimed at the students experiencing German language and culture as enjoyable,

enriching, and useful. In Class 8 the Waldorf curriculum for foreign languages still features extensively through poetry work and stories.

Art

Art begins with a move from the Italian Renaissance in Class 7 to the German Renaissance and the study of Albrecht Durer. The class spend a half term creating a copy of Durer's Melancholia as an introduction to proportion in drawing. Following this, they are encouraged to add their own choice of vibrant colour to the image. The rest of the year is spent honing a proficiency in drawing and learning a variety of techniques such as the grid method, tracing and developing a quick line sketch to a finished work. They are also introduced to the formal elements of art and undertake guided analyses of famous artists' works. These are often related to their main lessons.

Music

Music is an enrichment subject and Class 8 are encouraged to take part in listening, performing, and composing as a means of expression. Regular singing lessons continue with a repertoire of seasonal songs and pieces that are relevant to the wider curriculum, such as The Elements Song (Chemistry) and Die Erlkonig (German).

PE/Games

Athletics, football, tennis, hockey, gymnastics, volleyball, basketball, rugby and yoga.

Hard Craft

Students make carved hinged lid boxes with box joints in oak and three legged stools in hardwood.



Community Projects

Students carry out projects around the school, such as maintenance of outdoor areas and small building projects.

Progression

Class 8 students are required to produce a project, a presentation and attend an interview with the Head of the Upper School and the Headteacher.

This project is a chance for students to demonstrate their abilities and

independence and forms a concrete piece of work around which the school can discuss the student's place in the Upper School.

Details of the project are given to the students during the year by an Upper School teacher.

There are three outcomes from this process, the student is accepted into Class 9, accepted with conditions or (rarely) the student is advised to continue their education elsewhere.

Class 9

14–15-year-olds (Year 11)

Class 9 students study 14 subjects, sit an OLA external exam in German and create a learner portfolio in Level 1 ICT.

Class 9 students should begin to show self-motivated interest in the world around them.

Students should be able to show structure in their thinking and be able to make logical, casual deductions; from judgement based on feeling to judgement based on observation and understanding.



Maths

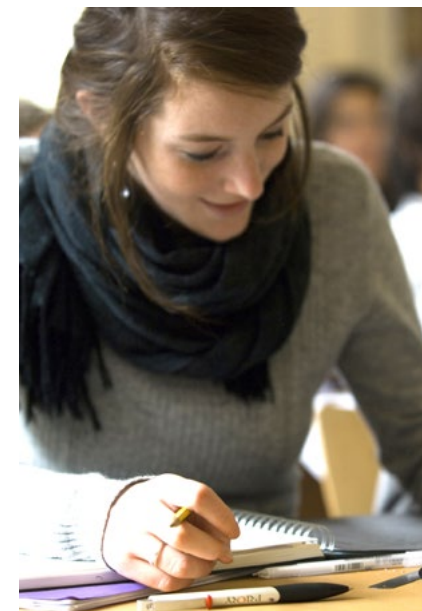
This year's Maths is framed by a study of permutation, combinations and probability and the mix of geometry and algebra that can be seen in conic sections. The clear-cut thinking involved in defining permutations is a great way to address if something is possible or not. The GCSE course starts in earnest with the students filtering into a level that challenges them but allows them to progress.

English

Students begin a gentle introduction to the GCSE course with a focus on grammar, vocabulary, and techniques we can use to make our writing more effective. They start looking at texts from a variety of sources to study the writer's craft and then apply the techniques used to our own creative and persuasive writing assignments to really improve the quality and effectiveness of our work. In preparation for GCSE, the class also works towards becoming more confident carrying out talking and listening tasks, such as debates, group discussions and presentations. Students also study a novel this year as both a vehicle for the study of linguistic techniques and to prepare for writing the controlled assessment part of the GCSE course.

Chemistry

Students begin studying Unit 1 Chemistry of CCEA Double Award Science. This involves the nature of atoms and subatomic particles,



isotopes, the development of the Periodic Table, and the characteristics of Groups 1, 7 and 8 elements and transition metals. Following on to the nature of bonding in metals and non-metals and the resulting structures, allotropes of carbon, nanoparticles, and the beginning of quantitative chemistry.

Biology

The major topic of the year is respiration, which builds on work in previous years linking together concepts and the interplay of the respiratory, digestive, and circulatory systems. Going deeper into our understanding means looking at respiration on a cellular level. This work complements the biology component of the GCSE Double Award Science course that begins in this year.



Physics

Students begins to study Unit 1 of the Physics module by examining energy forms and resources, both renewable and non-renewable; calculating kinetic energy, gravitational potential energy, efficiency, work, and power.

Geography

Students are introduced to Geology. The structure of the earth, plate tectonics, fold mountains, earthquakes, volcanoes, minerals, fossils and classifying rocks.

History

Students study some of the content of Unit 1 of the GCSE course, Germany 1933-1945. This involves gaining knowledge and understanding of how Hitler took control in Germany, opposition to the Nazis and life for workers, women and family, young people and the Jewish community and minority groups.

The students work to develop their exam technique, examining causation and change as well as their

ability to examine both sides of an argument to explain how far they agree with a proposition.

Alongside their study of Modern History, the spiral curriculum returns Class 9 students to the study of Ancient Civilizations.

German

OLA German exam — May/June

In Class 9 the lesson content focuses more on exams. The students can sit an external exam which formally acknowledges the level at which the student has been able to work at.

Class 9 is also the year during which an exchange with a Steiner school in Bochum, Germany takes place. This provides the students with a real opportunity to apply what they have learned in their German lessons in the country where the language is spoken. The students stay with a German host family for up to 6 weeks. During this time, they experience life and culture in all its facets.

ICT

OCN Level 1 — Portfolio — May/June

In Class 9 students work towards an OCN Level 1 Certificate in Essential Skills in Information and Communication Technology (ICT) Students are assessed in Using ICT systems, finding and exchanging information and developing and presenting information. They create a learner portfolio which is internally assessed and standardised and subject to external moderation.

Students can progress from this qualification to the Level 2 Certificate in Class 10.

Art

Further experimentation with the formal elements of art is encouraged in Class 9, through exploration of a range of media. The students begin to undertake independent studies of artists and are encouraged to form their own ideas and create original pieces based on what they learn from other practitioners. Proficiency in using different media is encouraged through regular formative feedback.

Music

Music continues in Class 9 as an enrichment subject. They take part in seasonal events through singing and learn basic analysis of structure. The repertoire studied is from a wide range of genres and the choice is often negotiated with the class.

PE/Games

Athletics, football, tennis, hockey, gymnastics, volleyball, basketball, rugby and yoga.

Learning for Life & Work (LLW)

LLW consists of 3 modules and a Controlled Assessment. Students study the Local and Global Citizenship module of the GCSE course. This involves diversity and inclusion; rights and responsibilities around local and global issues; government and civil society with a focus on social equality and human rights; democratic institutions involved with promoting inclusion, justice, and democracy; democracy and active participation and NGOs.

Hard Craft

Basketmaking.



Class 10

15–16-year-olds (Year 12)

Class 10 students study 14 subjects and are entered for up to 10 GCSEs. Class 10 students will take GCSE exams in 6 subjects in May/June of this year and create a learner portfolio in Level 2 IT.

Class 10 students have come to the next step in maturity. Feeling comfortable in themselves they become interested in process, in development and in metamorphosis.

In Class 10 students have left behind the polarities of Class 9; they have gained the ability to compare and contrast, reaching logical conclusions. The curriculum reflects this in bringing experience of balance and order - from the laws of physics and mathematics to the study of acids and bases in Chemistry, where the polarities come together in balanced substances.



Maths

GCSE exam — May/June — Unit 1

The study of cartography allows students to see the practical origins of geometry. From the beginnings of similarity, we progress into trigonometry in all its glory, as far as possible linking its use in solving practical problems to the theory we learn. Students continue to progress at their chosen level through the GCSE course, sitting their first GCSE module in the summer term.

Further Maths

This begins in Class 11.

English Language

GCSE exam — May/June
Unit 1 - Controlled assessment

The study of the Development of the English Language, through Old English to the language of Shakespeare matches the desire of students to understand how things develop and change. The focus in Class 10 is on English Language, with study of English Literature beginning in Class 11. The students work towards sitting GCSE Unit 1 of English Language in the summer term - with the focus on understanding and analysing Non-fiction, Media texts and Personal Writing. They will also be working towards completing their Controlled Assessment on written language - while completing Speaking and Listening activities along the way.

English Literature

This begins in Class 11.

Double Award Science

GCSE exam — May/June — Unit 1

Chemistry

In Chemistry students complete their study of Unit 1 Chemistry, which includes acids and bases, methods of separating mixtures and quantitative Chemistry. They continue to work on developing exam technique in the run up to their exam in the summer term.

Biology

Students study Botany in this year alongside the continued coverage of the GCSE topics. This mirrors their study in Class 5 but now allows for experimentation, a close look at the relationship between respiration, which the class studied last year, and photosynthesis.

Physics

The study of motion in the form of mechanics forms a large part of the physics course this year. This study also allows for an exemplar of how the 'scientific method' developed from Galileo to Newton.

Geography

Students study the mantles of the earth from the lithosphere to the stratosphere. The links between ocean currents as living organs of the earth and the links between ocean currents and climate. The layers of the atmosphere, meteorology, planetary winds and the earth's magnetic field are studied.

History

GCSE exam — May/June
Unit 1 - Sections A & B

In Class 9 students studied Section A of Unit 1 in History - Germany 1933 - 1945. In Class 10 they study Section B - Changing Relationships: Northern Ireland and its Neighbours, 1965-98.

Students continue working on developing exam technique and use of historical sources. They sit their GCSE exam on this module (part) of the course in the summer.

German

In Class 10 students embark on the 2-year GCSE course in German. This course looks to develop various skills, such as speaking, writing, listening, and reading comprehension and covers a variety of topics. Students also still work with language in a very particular, non-exam driven way, as well by exploring the language (and culture) through poetry for example.

ICT

OCN Level 2 — Portfolio — May/June

In Class 10 students work towards an OCN Level 2 Certificate in Essential Skills in Information and Technology Applications (IT). Students create a learner portfolio which is internally assessed and standardised and subject to external moderation.

The OCN NI Level 2 Award and Certificate in Information Technology Applications are designed to provide learners with the IT skills required to function successfully in the work and wider environment.

Art

GCSE exam — May/June
Component 1A

Class 10 begin their GCSE course in Art. They begin and complete their Component 1A: Exploratory Portfolio in which they are required to experiment with at least two disciplines through investigating and analysing existing



Learning for Life & Work (LLW)

GCSE exam — May/June
Modules 1 and 2

In Class 9 students studied the Local and Global Citizenship module of the LLW course. This year they work on Personal Development - which looks at personal health and wellbeing, relationships, and sexuality. Personal safety and well-being, responsible parenting and making informed financial decisions.

The students will sit GCSE exams in both modules in the summer term.

Hard Craft

Blacksmithing.

artists and their work and forming original ideas through their own investigations. The class also begin Component 1B: Investigating the Creative and Cultural Industries but will complete this in Class 11.

Music

Music continues in Class 10 as an enrichment subject. They take part in seasonal events through singing and learn basic analysis of structure. The repertoire studied is from a wide range of genres and the choice is often negotiated with the class.

PE/Games

Athletics, football, tennis, hockey, gymnastics, volleyball, basketball, rugby and yoga.



Class 11

16–17-year-olds (Year 13)

Class 11 students study 13 subjects and are entered for up to 10 GCSEs. Class 11 students will take GCSE exams in 1 subject in January and 9 subjects in May/June of this year.



Maths

GCSE exam — January — Unit 2

This year sees the culmination of the GCSE course with students sitting GCSE modules in January to complete the GCSE course. Students all have an opportunity to follow a level of maths appropriate to their ability while remaining in the same class. As their ability to learn independently and support each other is well established the students can all work towards achieving their potential.

Further Maths

GCSE exam — May/June — All units

Further Maths encourages students to extend their mathematical skills, knowledge and understanding. It gives them opportunities to select and apply mathematical techniques and methods to everyday situations.

Students design mathematical models that allow them to use problem-solving strategies and apply a broad range of mathematics to different situations.

The specification has four units. Students must complete Unit 1 and two of the three other units.

Unit 1: Pure Mathematics

Unit 2: Mechanics

Unit 3: Statistics

Unit 4: Discrete and Decision Mathematics



English Language

GCSE exam — May/June

Unit 4 - Controlled assessment

This year sees the culmination of the GCSE English course with students sitting Unit 2 in the summer term - Reading Literary and non-fiction texts and Creative Writing. They will also complete a Controlled Assessment on the study of spoken language.

English Literature

GCSE exam — May/June

Controlled assessment

Students in Class 11 begin their study of English Literature, which draws on some of the material they have studied. Students study a novel, a play and poetry as well as completing a Controlled Assessment on Shakespeare.

Double Award Science

GCSE exam — May/June — Unit 2

Chemistry

In Class 11 students complete their study of Unit 2 of the Double Award Science Chemistry. This involves studying many of the practical applications of Chemistry such as Organic Chemistry, the production of iron and the Blast furnace and electrochemistry.

Biology

The centrepiece of this year is a block of study on genetics and DNA. The study of the mechanics of inheritance allows for wider discussion of evolution and moral questions raised by humans increasing ability to manipulate genes. Students at this age can reflect on their knowledge of 20th century history to see how ideas in biology

played into wider societal developments and how the arts have reflected these movements. The students continue to complete the components of the Double Award Science GCSE course.

Physics

The study of physics ranges from the hidden properties of the electromagnetic spectrum to the more visible practical applications of electricity, from the inner workings of atoms to the birth and life cycle of stars. As always physics provides a menu of explanations and experiences from the minute to the mega.

Geography

The geographical theme for this class is eco-geography. It examines the interplay between outer space, the relief structure of the face of the earth, climate, vegetation, the human being, the earth's landscape zones as ecosystems and the significance of biodiversity.

German

GCSE exam — May/June

In class 11 the GCSE course comes to a culmination with the students sitting the GCSE German exam in the summer term.

History

GCSE exam — May/June — Unit 2

In Class 11 students study Unit 2 of the History course; International Relations - 1945-2003.

This involves events from the end of World War Two, through the Cold War until new tensions emerge, 1991-2003.

Art

**GCSE exam — May/June
Component 1B**

The class will complete Component 1B: Investigating the Creative and Cultural Industries.



Learning for Life & Work (LLW)

**GCSE exam — May/June
Module 3 - controlled assessment**

The students will sit GCSE exams in both modules in the summer term. Class 11 sees the culmination of the course, students study the Employability Module which looks at - globalisation, recruitment, the rights and responsibilities of employers and employees, the social responsibility of businesses, self-employment, and personal career development. Students also complete a controlled assessment on one aspect of the course.

PE/Games

Athletics, football, tennis, hockey, gymnastics, volleyball, basketball, rugby and yoga.

Hard Craft

Stone carving.



Pastoral Care

We are here to help



Peter Chambers
Headteacher



Julie Higgins
Head of Upper School
& Class 11 Sponsor



Ciaran McIlhone
Class 8 Guardian



Emma Morgan
Class 9 Sponsor



Nadine Schmid
Class 10 Sponsor

Each class is assigned a Sponsor who looks after their overall well-being throughout their time in the Upper School. He or she carries a deep knowledge of the Waldorf curriculum, as it relates to the Upper School program, and guides the pupils knowledgeably through the crucial stages of adolescence.

The aim of the Sponsor is to evolve from manager and authority figure into partner; someone who works with an independent and self-motivated group of young adults to help them achieve their potential and contribute in a lasting and positive way to the school and wider community. The most fundamental definition of Steiner education is 'education towards freedom'.

At any time, pupils can make an appointment to meet with their Class Teacher, Sponsor, School Rep or Headteacher to discuss any issues or concerns that they may have.



Our Values

Acceptance

We recognise our responsibility to nurture the child. We aim to prepare students for life in a culturally diverse society by developing tolerant, articulate, motivated and mature individuals.

Connection

A meaningful relationship is fostered between the child, teacher and class. Parents are immersed into their child's school life and frequently involved within the school community.

Love of learning

We encourage all children, regardless of ability, to find the joy in learning, to believe in themselves and to be motivated to succeed in their chosen path in life.

Independence



Our priority is to support every child and provide them with firm foundations so that they can develop into free thinking, morally responsible and confident members of society.

Overall, it is a system that builds confident, articulate and reflective children who care about others, themselves and their environment. The Steiner approach is tried and tested and is part of state funded, mainstream provision in many European countries.



If you wish to find out more about
Hollywood Steiner School please visit
hollywood-steiner.co.uk

To arrange a walk-through and meeting with
Headteacher Peter Chambers, please contact
the school at info@hollywood-steiner.co.uk
or 028 9042 8029.

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