

Parents' guide to the Year 8 Curriculum 2016 - 2017

Comprehensive Excellence

Reepham High School Aims

These aims have been formulated by a group comprising : teachers, pupils, parents, governors.

All students are entitled to

- ◆ A teaching and learning experience which allows them to achieve the highest possible standards
- ◆ The opportunity to develop the skills necessary for life
- ◆ Be supported by the school, parents and community in partnership
- ◆ A school environment which is stimulating and enjoyable
- ◆ Be valued and treated with respect
- ◆ A school which is orderly, tolerant, fair and caring
- ◆ Equal opportunities to the services the school provides

October 2016

Dear Parent/Carer,

This booklet has been designed to provide you with information about the courses your son/daughter will be following this academic year. We hope that it will allow you to support your son's/daughter's education even more effectively.

It must be emphasised that the booklet is no more than a guide. As circumstances change, (for example, the publication and purchase of new text books), the information contained in it may become less accurate. Nevertheless, we expect the booklet to provide you with a source of useful information that will enable you to help your son/daughter fulfil their potential.

We have no expectation that any parent will purchase any of the books/resources mentioned in the booklet. Work will never be set with this assumption. However, every year several parents request information about courses and text books. We believe it best if all parents are provided with such information.

If you require further information, please contact the school.

Yours sincerely,

L. Wallace

Mrs L Wallace
Vice Principal

THE YEAR 8 CURRICULUM

- 50 one hour lessons a fortnight
- about 70 minutes homework a night

Subject	Amount of time per subject in hours	Percentage of curriculum time
English	7	14%
Mathematics	7	14%
Science	6	12%
French/Spanish or Spanish/Literacy/Drama or French/Literacy/Drama	3/3 4 / 1 / 1 4 / 1/ 1	12% combined 12% combined 12% combined
Geography	3	6%
History	3	6%
Art	2	4%
Technology	4	8%
Physical Education	4	8%
Music	2	4%
Religious Education	2	4%
Computer Science and ICT	2	4%
PSHEE/Drama	1 / 1	2% each

Citizenship teaching is integrated within all the subjects on the curriculum

HOMEWORK

1. The purpose of homework

Homework is given for the following reasons:

- ◆ to help pupils develop independent habits of study
- ◆ to develop perseverance and self discipline
- ◆ to consolidate and reinforce skills and understanding developed at school
- ◆ to involve parents and carers in pupils' work
- ◆ to permit more ground to be covered and more rapid progress to be made
- ◆ to enable our pupils to achieve the highest possible results in public examinations.

2. How homework is organised

- ◆ The homework timetable specifies which subjects have homework set on which night.
- ◆ Pupils are given a journal to record all homeworks in.
- ◆ Pupils are expected to spend the following amounts of time on their homework.

	Subjects per night	<u>Approx</u> time per subject	<u>Approx</u> time per evening
YEAR 7	2	30 minutes	60 minutes
YEAR 8	2-3	35 minutes	70 minutes
YEAR 9	2-3	40 minutes	80 minutes
YEAR 10	1-2	60 minutes	120 minutes
YEAR 11	1-2	60 minutes	120 minutes

Please recognise that these timings are approximate and that some pupils will spend longer on homework than others.

3. Types of homework

A range of different exercises could be set as homework :

- ◆ writing a formal essay
- ◆ questions to answer
- ◆ making notes
- ◆ drafting an essay
- ◆ learning spellings/vocabulary
- ◆ researching a topic
- ◆ reading
- ◆ practising a particular skill
- ◆ revision
- ◆ preparing a presentation.

All are equally important!

4. The responsibilities of the pupil

Pupils are expected to:

- ◆ always write down a summary of their homework in their homework journal
- ◆ always have their journal with them and get it signed at home by a parent/carer every week
- ◆ complete homework tasks to the best of their ability within the appropriate length of time
- ◆ submit homeworks at the time requested.

It is recommended that pupils get into the habit of doing homework on the night it is set and designating a regular homework time.

5. How you can help your son/daughter with homework

- ◆ Talk about homework tasks with them.
- ◆ Look at their homework and offer praise and encouragement.
- ◆ Check their homework journal (and write down a note for the tutor if you have a concern).
- ◆ Help your son/daughter to develop study habits and organise themselves. Fix regular times for them to work and make sure they stick to them. A routine (say 4.30-5.30 pm every night), will do much to ensure your son/daughter achieves his/her academic potential.
- ◆ Help your son/daughter meet deadlines by reminding them of them.
- ◆ Give plenty of praise for hard work.
- ◆ Provide a quiet place for your son/daughter to work and/or use the school homework club.

6. Homework timetable 2016 - 2017

Students in Year 8 and 9 should be set one homework per week for each of the following subjects:

Maths, English, Science, French, Spanish, RE, ICT, Tech and Art

Note:

History and Geography –one homework per **fortnight**. This will be a substantial piece of homework lasting 70mins in Year 8 and 80mins in Year 9.

Homework for Music and Drama will be set as required. For those learning an instrument it is expected that they practise every day for a minimum of 20 minutes.

Students not taking both languages only have one piece of language homework per week.

If pupils have a problem with meeting a homework deadline they should have a **quiet** word with the teacher **well before the deadline**. If there is a good reason, the deadline will be extended a little. If your son/daughter is having difficulties in submitting homework on time, or difficulties with homework in general, then he/she should see his/her tutor.

7. Homework clubs

If your son/daughter finds it difficult to work at home they might want to work at the school homework club. This takes place between 3.30 and 4.30 pm on Monday to Thursday in the library. A member of staff will be available to supervise.

LITTLE THINGS MATTER

- A) In order to fulfil his/her potential at school your son/daughter needs to be organised. You can help them by:
- ◆ Checking the homework (see earlier comments).
 - ◆ Ensuring that your son/daughter always comes to school with
 - a blue or black pen
 - a pencil
 - a ruler
 - a scientific calculator
 - an eraser
 - a pencil sharpener
 - compasses
 - protractor
- B) The presentation of work is important. We expect all formal written work to conform to the following....
1. All work should have a title that is underlined with a ruler.
 2. Work should be dated and the name should be on it.
 3. Label homework.
 4. Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
 5. Check the spelling, punctuation, grammar.
 6. Rule off after a completed piece of work.
- C) Work marked by teachers will use the following symbols.
- | | | |
|--------|---|---|
| www | - | what wen well |
| hti | - | how to improve |
| pu | - | punctuation error |
| sp x 5 | - | spelling error—write correct spelling 5 times |
| para// | - | new paragraph needed |
| ? | - | this part is confusing |
| s/str | - | sentences have run on. Put in full stop |
| gr | - | grammatical error |

IMPORTANT DATES – YEAR 8

December 2016	Interim report
April 2017	Full Report
June 2017	Interim report
8th June 2017	Parents' Evening

ACHIEVEMENT: BOYS AND GIRLS

You are probably aware of the national concern that has been expressed about the academic performance of boys relative to that of girls.

The national GCSE examination results reveal boys doing significantly less well than girls at 16. Indeed, research is suggesting that girls do better than boys at school from the age of 5 to 16!

At Reepham High School we want all pupils to succeed and fulfil their potential no matter what their sex or background. Nevertheless, we have been working particularly hard to boost the achievement of boys, and with some success. Last year, however, with a year group consisting of 20 more boys than girls, the gap opened again.

We believe that one of the most effective strategies is to work with parents in boosting the achievement of all, but boys in particular.

It is our experience that boys are more likely to :

- ◆ need a little more encouragement to do their homework (a **regular routine** helps them as does rationing the amount of television watching)
- ◆ need short term targets rather than long term ones, (e.g. “You need to do 30 minutes English homework tonight” rather than, “Your homework needs to improve this year”)
- ◆ need help getting organised (checking of their homework journals is particularly important)
- ◆ believe academic success depends on ability rather than hard work. This just is not true! The level of effort is more important than the intellect in determining how well a pupil does
- ◆ not to want to appear hard working and conscientious. On the quiet many do work hard, but never tell their friends! Tell your son not to believe everything his friends tell him.

REWARDING EFFORT

Reepham High School & College expects pupils to try their hardest. When a pupil has made a particularly impressive effort he/she can be rewarded in many ways. Some examples are:

- ◆ Spoken praise from their teacher, Head of Department or Pastoral Leader.
- ◆ The issuing of a merit.
- ◆ Special Head of Year, Bronze, Silver, Gold merits.
- ◆ At KS3 Pastoral Leader’s Award certificates both individually and for tutor groups on a monthly basis.
- ◆ The issue of a subject certificate for hard work in a subject over several weeks.
- ◆ The issue of badges for responsibilities.
- ◆ Letters and postcards of congratulations sent home.
- ◆ Credits in our Leadership Academy.
- ◆ Book tokens / gift tokens.
- ◆ End of year awards, including certificates, vouchers and trophies.
- ◆ Attendance competitions, including tutor group awards, prize draws and reward days.

We recommend that all certificates, exam results and letters of recognition are kept safely to be put in a Record of Achievement in Years 10 and 11.

HOME-SCHOOL COMMUNICATION

Please remember that a great deal of information can be found on the school website.

❖ www.reephamhigh.com

Click on second tab entitled "Information for Parents"

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers at school and at home can provide many opportunities to support your son/daughter's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home the following web sites might provide some help for your son/daughter and some assistance for you in supporting the education of your son/daughter.

Email - Students are issued with a Google email account that they will have access to anywhere with internet access. The email account will provide communications between student and teacher and also access to online resources that will be subject specific.

School website - The school website has many useful links to various student and parental documents. It is up to date with achievements of students and trips that have taken place. The website address is below:

www.reephamhigh.com

E-Safety - All students will be provided with E-Safety guidance in ICT lessons. This will cover:

1. Social networking
2. Digital footprints
3. Dos and don'ts on the internet
4. Impact Day on E-safety that will involve guest speakers for help and advice

Useful websites to provide student and parental guidance on E-Safety:

www.thinkuknow.co.uk
www.bbc.co.uk/cbbc/topics/stay-safe

THE YEAR 8 - YEAR 9 DIP

At a national level there is some evidence that pupils in Years 8 and 9 are a little less effective in fulfilling their potential than other years. Perhaps this is not surprising given that these two years :

- ◆ do not have the novelty of Year 7
- ◆ do not have the urgency of Years 10 and 11.

We are conscious of this and we are working hard to try and address this issue. With parents and teachers working together we are more likely to be effective. We believe there are a number of key issues :

1. Homework

Regular study at home is essential. We are working hard to ensure appropriate homework is set at the appropriate time. We believe that when homework journals are monitored by parents and tutors, pupils are more likely to do their work.

So please check the homework journal weekly.

2. Rewards

Some pupils tend to get a little more cynical and less positive the older they get. Nevertheless, we believe praise is essential in motivating young people.

For this reason we encourage staff to praise pupils in lessons and when marking books. More formal praise is given through the merit system.

We would encourage all parents to praise the efforts and achievements of their sons and daughters as much as possible. For many pupils just spending an hour a night on their homework is a considerable achievement. They are more likely to do this if they know they will be praised for doing so.

3. What's in it for me?

Some pupils don't always see the point of lessons and learning. Consciously or sub-consciously they decide that the benefits of education aren't worth the hard work required. Such pupils, perhaps all pupils, can really be helped if they :

- ◆ have a career to aim for (and know the qualifications needed)
- ◆ know that the better their qualifications the more likely they are to have a well paid job
- ◆ regularly discuss at home possible careers, look at job adverts, look at the pay of different careers and the qualifications needed.

◆ Key Skills being developed

- ❖ EN1 Speaking & Listening
- ❖ EN2 Reading
- ❖ EN3 Writing

◆ Major areas of study

Year 8 work includes revision of skills learnt in Year 7. In addition, pupils cover the following.

- ❖ EN1 :
 - Attentive listening
 - Exploration of language
 - Formal debates and presentations—sharing ideas; dialogues
 - Drama, role-play and performance-taking on the role of others; personal expression

- ❖ EN2 :
 - Contemporary prose, poetry and drama
 - English literary heritage: prose, poetry and drama
 - Various non-fiction and media texts
 - Further development of critical responses to text and study of the author's craft
 - Responses to personal reading
- ❖ EN3 :
 - A range of written activities such as diary, narrative and letter writing, newspaper articles, discussion, essays, scripts, poetry, and leaflets. Pupils will cover the key features of different writing styles such as:
 - ❖ imagine, explore, entertain
 - ❖ inform, explain, describe
 - ❖ analyse, review, comment
 - ❖ persuade, argue, advise

Accuracy of work continues to be very important. Spelling rules and strategies will be revised through the year. Pupils will be involved in peer and self-assessment. Spelling, punctuation and grammar account for 20% of the new GCSE marks.

◆ Books issued to pupils

- ❖ Novels and non-fiction texts to be selected by the class teacher.

◆ Books/resources pupils might find it useful to have access to at home.

- ❖ A dictionary
- ❖ A thesaurus
- ❖ A regular reading book
- ❖ A spellchecker may be useful but it does not need to be an expensive model

Expectations

As well as their regular weekly homework, which will be set by their teacher, we also expect pupils to learn spellings errors from their work and to read regularly for pleasure.

◆ Major topics

- ❖ Number and algebra
- ❖ Shape and space
- ❖ Data handling
- ❖ Using and applying mathematics

◆ Key skills being developed

- ❖ Enlargement, rotation, translation
- ❖ Percentage increase/decrease
- ❖ Approximation - decimal places, significant figures, mental arithmetic
- ❖ Linear equations, simple inequalities, sequence-relating to graphs
- ❖ Mensuration of circles, cylinders, prisms, constructions of shapes
- ❖ Mean, median, mode with discrete and grouped data
- ❖ Probability of compound events
- ❖ Implementation of the numeracy strategy including development of functional skills

◆ Text books available to pupils in lessons only

- ❖ ST(P) Maths 2A by Bostock & Chandler, ISBN: 07487 0542 2
- ❖ Progress in Maths 2G by L. Murray, ISBN: 085950176 0
- ❖ Impact Maths 2 by Heinemann, ISBN: 0 435 01795 0
- ❖ Maths links Oxbox 8A, 8B or 8C ISBN: 978-0-19-915291-9
- ❖ A homework book will be issued

◆ Equipment pupils will need

- ❖ Scientific calculator
- ❖ Ruler
- ❖ Protractor
- ❖ Compasses
- ❖ Pens, Pencil and Rubber

◆ Useful Websites

- ❖ www.mymaths.co.uk
individual logins will be provided for on-line homework
- ❖ www.emaths.co.uk
- ❖ www.counton.org
- ❖ www.nrich.maths.org.uk
- ❖ www.gcse.com - Year 10 and 11 only
- ❖ www.bbc.co.uk/revision
- ❖ www.projectgcse.co.uk
- ❖ www.coolmath4kids.com
- ❖ www.bbc.co.uk/schools
- ❖ www.mathscareers.org.uk
- ❖ www.mathsletic.co.uk
- ❖ www.spartacus.schoolnet.co.uk/REVmaths.htm

♦ Major topics

- ❖ Chemistry topics: water, materials and recycling, all that glitters, explaining the Earth
- ❖ Physics topics: heat transfers, forces and transport, light, sound and hearing
- ❖ Biology topics: Food, glorious food, going for gold, doctors and diseases, the way of the dodo

♦ Key skills being developed

- ❖ Group work
- ❖ Extending the skills for practical & investigative work
- ❖ Scientific report writing
- ❖ Use of scientific vocabulary
- ❖ ICT

♦ Text books and networked programs available to pupils in lessons only

- ❖ Exploring Science (How Science Works) 8 by M. Levesley, P. Johnson, S. Gray, I. Brand, M. O'Neil, ISBN: 978-4058-9543-9
- ❖ KS3 Revision – networked
- ❖ Various networked independent learning programs

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Any good encyclopaedia
- ❖ Access to the internet

- ◆ **Major topics**
 - ❖ Mexican Day of the Dead - exploring art and culture from different continents
 - ❖ Natural form and insects - drawing and recording shape and form in wire
 - ❖ The importance of drawing and recording
- ◆ **Key skills being developed**
 - ❖ Observational drawing
 - ❖ Understanding of key artistic movements
 - ❖ Interpretation of artists' methods and motivation
 - ❖ Experimenting with new media and process
- ◆ **Books/resources pupils might find it useful to have access to at home**
 - ❖ Books on the above subjects or individual artists associated with
 - ❖ A4 sketchbook 100-130gms - can be purchased from art department for £1
 - ❖ 2H, HB, 2B and 4B pencils
 - ❖ Pencil crayons
 - ❖ Pen/biro

Drama is an enjoyable subject, which aims to develop creativity, co-operation, confidence and thinking skills through a range of practical activities. Pupils in Years 8 and 9 have one Drama lesson every two weeks.

- ◆ **Major topics**
 - ❖ The history of theatre
 - ❖ A range of play texts
 - ❖ Physical theatre
 - ❖ Costume and make-up, set design, sound and lighting
 - ❖ Devising
- ◆ **Key skills being developed**
 - ❖ A range of explorative strategies
 - ❖ Performance skills
 - ❖ Developing imagination and sensitivity
 - ❖ Building self-confidence
 - ❖ Encouraging creative group work/co-operation
 - ❖ Evaluating own work and work of others
 - ❖ Creativity and independent thinking
 - ❖ Keep records of their work in a variety of visual and written forms

Enrichment Activities

All students are welcome to participate in Drama club, which is held from 15.30 until 17.00 on Tuesdays. In the past, Drama Club has been involved in the Shakespeare Schools Festival and offers a range of performance opportunities throughout the year or pupils can be involved in all supporting roles such as costume, lighting, sound and set changes.

♦ Major topics

- ❖ Family and friends
- ❖ Jobs and workplace
- ❖ Describing events in the past tense
- ❖ Shops and shopping
- ❖ Clothes and fashion
- ❖ Food and drink
- ❖ Talking about holidays (past and present tenses)
- ❖ Describing future plans

♦ Key skills being developed

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Developing more advanced expression in written French
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Cultural knowledge of France

♦ Text books available to pupils in lessons only

- ❖ Expo 2 Rouge, ISBN: 978 0 435385 125 and Expo 2 Vert, ISBN: 978 0 435385 576

♦ Books/resources pupils might find it useful to have access to at home

- ❖ French/English bilingual dictionary

♦ Major topics

- ❖ The British Isles
- ❖ Intermediate OS map skills
- ❖ Geography in the news
- ❖ China
- ❖ Europe
- ❖ Conflict—Afghanistan and Iraq
- ❖ Rural issues
- ❖ The World
- ❖ Fieldwork skills - ‘weathering and erosion’
- ❖ Rivers

♦ Key skills being developed

- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Use of statistics
- ❖ Sense of place
- ❖ Map skills
- ❖ Presentation of information
- ❖ Awareness of difference

♦ Text books available to pupils in lessons only

- ❖ Foundations by D. Waugh
- ❖ Interactions by D. Waugh
- ❖ Connections by D. Waugh
- ❖ Geography 1 by Gallagher and Parish
- ❖ Geography 2 by Gallagher and Parish
- ❖ Geography 3 by Gallagher and Parish

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Encarta
- ❖ Atlas
- ❖ Local O.S. Map
- ❖ Geography programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant eg. Hurricanes, refugee crisis and Afghanistan War.

♦ **Major topics**

- ❖ The Tudors
- ❖ The Stuarts
- ❖ The Industrial Revolution

♦ **Key skills being developed**

- ❖ Chronology
- ❖ Use of evidence
- ❖ Causation
- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Research and enquiry skills
- ❖ Presentation of information
- ❖ Awareness of difference

♦ **Text books available to pupils in lessons only**

- ❖ Changing Minds by J. Byrom 0582 2946 7
- ❖ Making of the UK by C. Culpin 0.00 3272443
- ❖ Crown and Country by M. Whittock 0340 753439
- ❖ Societies in Change by C. Shephard 07195 4975 2
- ❖ Think History: Revolutionary Times 1500-1750 by Ros Adams. ISBN: 0-435-31350-9.

♦ **Books/resources pupils might find it useful to have access to at home**

- ❖ Internet research
- ❖ Any book on the Tudors and the Stuarts
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant

♦ **Major topics**

- ❖ Using data and information sources
- ❖ Searching and selecting
- ❖ Organising and investigating
- ❖ Analysing and automating processes
- ❖ Models and modelling
- ❖ Control and monitoring
- ❖ Fitness for purpose
- ❖ Refining and presenting information
- ❖ Communication
- ❖ Programming

♦ **Key skills being developed**

- ❖ How to use various software
- ❖ Group work
- ❖ Independent work
- ❖ Evaluation

♦ **Books/resources pupils might find it useful to have access to at home**

- ❖ Computer (not essential) with access to e-mail

SUBJECT: Music

YEAR: 8

◆ **Key skills being developed**

◆ **Performing**

- ❖ Keyboard skills
- ❖ Group performing
- ❖ Individual practice

◆ **Composition**

- ❖ Melody writing
- ❖ Carnival of the Animals
(group composition)

◆ **Listening**

- ❖ Carnival of the Animals
- ❖ Night on Bare Mountain
- ❖ World Music
- ❖ Pop/Rock Music

- ❖ Keyboard work
- ❖ Singing
- ❖ Percussion skills continued
- ❖ Developing listening skills and being able to talk about music with appropriate vocabulary
- ❖ Composing

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ Access to a keyboard for practising pieces and working on composing ideas
- ❖ Computer software for research work – internet access

SUBJECT: Personal, Social, Health & Economic Education (P.S.H.E.E.)

YEAR: 8

As part of the syllabus in Year 8 the major topics and themes to those studied in P.S.H.E.E. will also be explored through Drama.

◆ **Major topics**

- ❖ Money management/economic awareness
- ❖ Politics
- ❖ ‘The Real Game’ (role play simulation of careers)
- ❖ Citizenship - Rights and Responsibilities
 - What makes a good active citizen?
- ❖ Risky situations explored through “Watch over me II”
- ❖ Target Setting

◆ **Key skills being developed**

- ❖ Knowledge, understanding and the development of oneself
- ❖ Better understanding of the relationship between the individual and society
- ❖ Better understanding of one’s rights and responsibilities
- ❖ Better understanding of conflict resolution in relationships

The P.S.H.E.E. curriculum in Year 8 contains a unit of work on risky situations. This will involve at times consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing.

SUBJECT: Physical Education

YEAR: 8

◆ **Major topics**

The national curriculum objectives will enable pupils to:

- ❖ Pupils will learn how to outwit opponents through participation in games activities, such as netball, football and rugby.
- ❖ Pupils will be able to use accurate replication of actions, phrases and sequences through participation in gymnastic activities, such as gym and trampolining.
- ❖ Pupils will be able to explore and communicate ideas, concepts and emotions through participation in dance activities.
- ❖ Pupils will be able to perform at maximum levels in relation to speed, height, distance, strength or accuracy through their participation in athletic activities.
- ❖ Pupils will be able to identify and solve problems to overcome challenges of an adventurous nature through participation in various outdoor activities.
- ❖ Pupils will learn how to exercise safely and effectively in order to improve health and wellbeing through participation in fitness and health activities.

◆ **Key skills being developed**

The PE curriculum should enable all young people to become:

- ❖ Successful learners who enjoy learning, make progress and achieve in PE.
- ❖ Confident individuals who are able to live safe, healthy and fulfilling lives in PE.
- ❖ Responsible citizens who make a positive contribution to society in PE.
- ❖ Physical skills relevant to activities.
- ❖ An understanding of how the body reacts to exercise.
- ❖ An appreciation of the importance of exercise.
- ❖ The ability to analyse and improve performance

SUBJECT: Religious Education

YEAR: 8

◆ **Major topics**

- ❖ Prejudice and discrimination
- ❖ Rites of passage, including birth, coming of age, marriage and death
- ❖ Moral issues including abortion and euthanasia
- ❖ Suicide
- ❖ Suffering and evil
- ❖ Poverty

◆ **Key skills being developed**

- ❖ Ability to show empathy with those who have different beliefs and lifestyles
- ❖ Ability to express a personal viewpoint supported by a reason
- ❖ Ability to show awareness of the links between beliefs and lifestyles

◆ **Text books available to pupils in lessons only**

- ❖ Think RE 2, ISBN: 0 435 30726 6

◆ **Books/resources pupils might find it useful to have access to at home**

- ❖ The Bible
- ❖ The Usborne Book of World Religions £6.99 (ISBN: 0 7460 1750 2)

♦ Major topics

- ❖ Meeting and greeting
- ❖ Numbers and dates
- ❖ Family, friends and pets
- ❖ Describing home and village
- ❖ Telling the time
- ❖ Places in town
- ❖ Daily routine
- ❖ Ordering snacks
- ❖ Hobbies
- ❖ Sports and games

♦ Key skills being developed

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (present tense verbs)
- ❖ Cultural knowledge of Spain

♦ Text books available to pupils in lessons only

¡Miraj Express 1, ISBN: 978 0 435387 662

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Spanish/English bilingual dictionary

◆ Major topics

- ❖ Basic cooking skills
- ❖ Diet and nutrition
- ❖ Wise food shopping
- ❖ Hygiene and safety
- ❖ Pastry
- ❖ Sauces
- ❖ Crumbles
- ❖ Calzones
- ❖ Quiches
- ❖ Swiss roll
- ❖ Time saving equipment
- ❖ 'Active Kids Get Cooking' silver award
- ❖ Licence to Cook is a programme to enable students to learn to cook

◆ Key skills being developed

- ❖ Use the grill, hob and oven - often simultaneously
- ❖ Weigh and measure ingredients accurately
- ❖ Combine and mix ingredients together carefully (forming dough)
- ❖ Learn about the rubbing-in method
- ❖ Make a savoury white sauce
- ❖ Divide mixtures, cut and shape dough
- ❖ Prepare a range of fresh ingredients, e.g. grating, spreading
- ❖ Use electrical equipment, e.g. hand-held whisk, food processor
- ❖ Prepare equipment for cooking
 - Users needs and the problems arising from them
- ❖ The criteria used to judge the quality of products, including fitness for purpose the extent to which they meet a clear need and whether resources have been used properly
- ❖ How to assess products in terms of sustainability
- ❖ Aesthetic, technical, constructional and relevant wider issues that may influence designing, selection of materials, making and product development

◆ Text books available to pupils in lessons only

- ❖ Design & Make It by Hazel King, ISBN: 0-7487-44274
- ❖ Routes D&T Food by Royal College of Art Schools Technology Project, ISBN: 0-340-697334
- ❖ Food for Health by Dodie Ros, ISBN: 0-582-22479-9
- ❖ All About Food by Helen McGraith, ISBN: 01983 27137

◆ Books/resources pupils might find it useful to have access to at home

Websites related to food and health issues:

All web sites offer many links.

- | | |
|---|--|
| ❖ Foodtech.org.uk | ❖ www.tesco.com |
| ❖ www.bbc.co.uk/food (BBC on-line Food) | ❖ www.sainsburys.com |
| ❖ www.nutrition.org.uk | ❖ www.eatwell.gov.uk |
| ❖ www.faia.org.uk | ❖ www.nutrition.org.uk |
| ❖ www.foodstandards.gov.uk | ❖ A basic cookery book |
| | ❖ Weighing scale |
| | ❖ A large food container to bring and take food home in |

♦ Major topics

- ❖ A chocolate greetings card
- ❖ Sustainability
- ❖ Product analysis
- ❖ Manufacturing
- ❖ CAD/CAM
- ❖ Computer Graphics
- ❖ Corporate image and licensing
- ❖ Designing

♦ Key skills being developed

- ❖ Designing skills involving modelling and graphics
- ❖ To recognise structural technology in the design of products
- ❖ IT skills

♦ Text books available to pupils in lessons only

- ❖ Design & Make It Product Design by Andy Biggs, Melanie Fasciato, Tristram Shepard, ISBN: 0-7487-4429-0
- ❖ Design & Make It Graphic Products by Tristram Shepard, Andrew Loft, ISBN: 0-7487-2474-5.

♦ Resources available on computer network

- ❖ Adobe Photoshop
- ❖ Adobe Illustrator

♦ Books/resources pupils might find it useful to have access to at home

- ❖ “Lego”/”Technic” type construction sets.
- ❖ Basic electronics kits/books/CD Roms as available
- ❖ General knowledge books on the use of the world’s resources
- ❖ www.design-council.org.uk
- ❖ www.wokplas.co.uk/vacuum.hlm
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk/
- ❖ www.technologystudent.com

♦ Major topics

- ❖ Jewellery and box design and manufacture
- ❖ Using enamels and plastics
- ❖ Acrylic slot together toy using CAD
- ❖ Promotional materials
- ❖ Graphics / Product Design
- ❖ Appropriate theory for above

♦ Key skills being developed

- ❖ Designing skills involving modelling and graphics
- ❖ To recognise structural technology in the design of products

♦ Text books available to pupils in lessons only

- ❖ Foundation Course (Collins CDT) by M. Finney & P. Fowler, ISBN: 0-00-3220530-2
- ❖ Modular Courses in Technology “Structures” by National Centre for School Technology, ISBN: 0-05-003389-1
- ❖ “Mechanisms” by N.C. for S.T., ISBN: 0-05-003386-7

♦ Resources available on computer network

- ❖ Technogames
- ❖ Pro desktop
- ❖ 2D design

♦ Books/resources pupils might find it useful to have access to at home

- ❖ “Lego”/”Technic” type construction sets.
- ❖ Basic electronics kits/books/CD Roms as available
- ❖ General knowledge books on the use of the world’s resources
- ❖ www.design-council.org.uk
- ❖ www.wokplas.co.uk/vacuum.hlm
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk/
- ❖ www.technologystudent.com

♦ Major topics

- ❖ CAD/CAM design and make task – bags
- ❖ Market research
- ❖ Product analysis
- ❖ Designing
- ❖ Industrial practices
- ❖ Manufacture of bags
- ❖ Sublimation printing and hand embroidery
- ❖ Quality control
- ❖ Marketing
- ❖ Evaluation

♦ Key skills being developed

- ❖ Investigation/research
- ❖ Designing
- ❖ Making
- ❖ Working in a team and as an individual
- ❖ Problem solving
- ❖ Organisation
- ❖ Evaluation

♦ Text books available to pupils in lessons only

- ❖ Selection of resources used from – Textiles and Clothing Parts 1, 2 and 3 (sponsored by Marks & Spencer)
- ❖ D & T Design and Make IT Textiles Technology for Key Stage 3 by McArthur/Shepard
- ❖ Textiles in Action by Judith Christian Carter and Bridget Crabtree ISBN: 0 19 8327358

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Computer/internet
- ❖ Scrap fabrics including velcro, buckles, buttons
- ❖ Cutting out shears, pins, tape measure, hand sewing needles
- ❖ Sewing machine

EDUCATION, WORK AND CAREERS

At Reepham High School & College we work hard to try and make what we do as relevant as possible to the world of work. Within lessons teachers consciously attempt to develop the skills, knowledge and understanding that employers want. The timetable is regularly collapsed for “impact days” when pupils work together in groups to solve real world problems. All pupils have the opportunity to get involved in extra curricular enterprise activities.

Within this broad context every pupil also benefits from receiving high quality careers education. The intention is to enable our pupils to make informed choices and to develop their work related knowledge and skills. Careers education is delivered through:

- ❖ PSHEE lessons
- ❖ Careers days
- ❖ Lessons
- ❖ Tutor time
- ❖ Assemblies with inspirational speakers.

Up to date careers information is available through

- ◆ The NCC “Help you Choose” website
- ◆ The careers noticeboard and careers corner in the Library

If you seek further advice about careers guidance please contact:

- ◆ Head of PSHEE - Miss L Reid
- ◆ Careers guidance adviser & work experience co-ordinator – Mrs S. Osborne

- ◆ Useful web sites:-

www.helpyouchoose.org
www.gov.uk/appenticeships-guide
www.plotr.co.uk
www.icloud.com
www.thestudentroom.co.uk
www.barclayslifeskills.com

Reepham High School : Curriculum 2016 - 2017

7	ENGLISH 7 hours	MATHS 7 hours	SCIENCE + 6 hours	TECH 4 hours	FRENCH 3 hours	SPANISH 3 hours	ART 3 hours	MUSIC 2 hours	DRAMA + 2 hours	RE 2 hours	HISTORY 2 hours	GEOG 2 hours	PSHEE 1 hour	PE 4 hours	ICT 2 hours
					FRENCH 3 hours	SPANISH 3 hours									
8	ENGLISH 7 hours	MATHS 7 hours	SCIENCE + 6 hours	TECH 4 hours	FRENCH or SPANISH 6 hours	ART or SPANISH 2 hours	MUSIC 2 hours	RE 2 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours	PSHEE 1 hour	DRAMA + 1 hour	ICT 2 hours	
					FRENCH or SPANISH only 4 hours 1 hour ART 1 hour										
9	ENGLISH 7 hours	MATHS 7 hours	SCIENCE + 6 hours	TECH 4 hours	FRENCH or SPANISH 6 hours	ART 2 hours	MUSIC 2 hours	RE 3 hours	GEOG 3 hours	HISTORY 3 hours	PE 4 hours		ICT 2 hours	DRAMA 1 hour	
10	ENGLISH 8 hours	MATHS 9 hours	MATHS 9 hours		SCIENCE + 10 hours	OPTION A* 4 HOURS	OPTION B* 4 hours	OPTION C 4 HOURS	OPTION D 4 HOURS	RE 2 hours	PE 4 hours		PE 4 hours	PSE 1 hour	
11	ENGLISH 8 hours	MATHS 7 hours	MATHS 7 hours		SCIENCE + 9 hours	OPTION A* 5 hours	OPTION B* 5 hours	OPTION C 5 hours	OPTION D 5 hours	RE 2 hours	PE 4 hours		PE 4 hours		

N.B. + These subjects make a significant contribution to the school's personal, health and social education programme.

* Identified pupils must take a MFL within one of these 2 option blocks.

PSHEE is not a timetabled lesson for every year group. It is delivered through impact days, assemblies, tutor time and contribution by departments.