

# Parents' guide to the Year 9 Curriculum 2016 - 2017

*Comprehensive Excellence*

# Reepham High School & College 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 9 CURRICULUM

- 50 one hour lessons a fortnight
- about 80 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 French/Drama/Art or Spanish/Drama/Art	3/3 4/1/1 4/1/1	12%
Geography	3	6%
History	3	6%
Art	2	4%
Technology	4	8%
Physical Education	4	8%
Music	2	4%
Religious Education	3	6%
Computer Science & ICT	2	4%
Drama	1	2%

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 homework in.
- ◆ Pupils are expected to spend the following amounts of time on their homework.

	<b>Subjects per night</b>	<b><u>Approx</u> time per subject</b>	<b><u>Approx</u> time per evening</b>
<b>YEAR 7</b>	2	30 minutes	60 minutes
<b>YEAR 8</b>	2-3	35 minutes	70 minutes
<b>YEAR 9</b>	2-3	40 minutes	80 minutes
<b>YEAR 10</b>	1-2	60 minutes	120 minutes
<b>YEAR 11</b>	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 went well                                |
| Hti    | - | how to improve                                |
| pu     | - | punctuation error                             |
| Sp x5  | - | spelling error—write correct spelling 5 times |
| para// | - | new paragraph needed                          |
| ?      | - | this part is confusing                        |
| s/str  | - | sentences have run on. Put in full stops      |
| gr     | - | grammatical error                             |

### IMPORTANT DATES – YEAR 9

November 2015	Interim report
January 2016	Full report
21st January 2016	Parents' Evening
4th February 2016	Options Evening
June 2016	Interim report 2

## 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 & College 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 widened.

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 month and 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 an 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](http://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](http://www.thinkuknow.co.uk)

[www.bbc.co.uk/cbbc/topics/stay-safe](http://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 have monthly and termly assemblies too.

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
- ❖ EN2 Reading
- ❖ EN3 Writing

**◆ Major Areas of study**

Year 9 work includes revision of skills learnt in Year 7 and Year 8. 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  
A Shakespeare text  
Media and electronic texts  
Rhetoric  
Further development of analytical responses to text and study of the author's craft  
Responses to personal reading
  
- ❖ EN3 : A wide range of written activities, including formal responses to texts and covering the key areas of:  
writing to imagine, explore, entertain  
writing to inform, explain, describe  
writing to analyse, review, comment  
writing to persuade, argue, advise

All of the above include a focus on adapting form, structure and language according to the audience and purpose.

*Accuracy continues to be vital. A key target for the year is to develop independent writing skills. Pupils will continue to use relevant ICT skills. 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 so these are more important than ever.*

**◆ 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
- ❖ Data Handling
- ❖ Shape & Space
- ❖ Using and Applying Mathematics

**◆ Key skills being developed**

- ◆ Year 9 is a prerequisite year for the new GCSE course. Pupils are taught all of the skills needed to access the course.
  - ❖ Significant figures, decimal places
  - ❖ Standard form
  - ❖ Fractions and percentages
  - ❖ Simultaneous equations, simple quadratic equations
  - ❖ Tree diagrams, cumulative frequency, stem and leaf diagrams, box plots
  - ❖ Trigonometry, Pythagoras' Theorem
  - ❖ Bearings, Transformations
  - ❖ Real-life problems and their representations in graphs

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

- ❖ ST(P) Maths by Bostock & Chandler, ISBN: 07487 1260 7
- ❖ 3A, ISBN: 07487 1260 7
- ❖ 3E, ISBN: 085950 731 9
- ❖ Progress in Maths 3G by L. Murray, ISBN: 085950 177 9
- ❖ Impact Maths 3 by Heinemann ISBN 0 435 01831 0
- ❖ Mathlinks Oxbox 9A, 9B, 9C, ISBN: 978 0 19 91530 2
- ❖ A homework book will be provided

**◆ Equipment pupils will need**

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

**◆ Useful Websites**

- ❖ [www.mymaths.co.uk](http://www.mymaths.co.uk)  
individual logins will be provided for on-line homework
- ❖ [www.emaths.co.uk](http://www.emaths.co.uk)
- ❖ [www.counton.org](http://www.counton.org)
- ❖ [www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)
- ❖ [www.gcse.com](http://www.gcse.com)
- ❖ [www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)
- ❖ [www.projectgcse.co.uk](http://www.projectgcse.co.uk)
- ❖ [www.coolmath4kids.com](http://www.coolmath4kids.com)
- ❖ [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- ❖ [www.mathscareers.org.uk](http://www.mathscareers.org.uk)

**GCSE AQA Biology, Chemistry and Physics****Assessment**

100% Written examinations

**Units studied**

**Unit 1 – Biology**

**Unit 2 – Chemistry**

**Unit 3 – Physics**

**◆ Key skills being developed**

- ❖ Working scientifically i.e. planning, evaluating, decision making, analysis obtaining data, communication of ideas and observations, relevant use of scientific and technical vocabulary.
- ❖ Revision skills.
- ❖ ICT
- ❖ Literacy and numeracy.

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

- ❖ AQA GCSE (9-1) Biology for Combined Science: Trilogy ISBN: 9780008175047
- ❖ AQA GCSE (9-1) Chemistry for Combined Science: Trilogy . ISBN: 9780008175054
- ❖ AQA GCSE (9-1) Physics for Combined Science: Trilogy .ISBN: 9780008175061
- ❖ GCSE Science 9-1 AQA GCSE Biology 9-1 Student book ISBN: 9780008158750
- ❖ GCSE Science 9-1 AQA GCSE Chemistry 9-1 Student book ISBN: 9780008158767
- ❖ GCSE Science 9-1 AQA GCSE Physics 9-1 Student book ISBN: 9780008158774

**◆ Revision guides**

- ❖ Grade 9-1 GCSE Biology AQA Complete Revision ISBN: 9781782945833
- ❖ Grade 9-1 GCSE Chemistry AQA Complete Revision ISBN: 9781782945840
- ❖ Grade 9-1 GCSE Physics AQA Complete Revision ISBN: 9781782945857

- ◆ **Major topics**
  - ❖ Biology topics
  - ❖ Chemistry topics
  - ❖ Physics topics
  
- ◆ **Key skills being developed**
  - ❖ Revision skills
  - ❖ Group work
  - ❖ Investigation skills
  - ❖ Further scientific report writing
  - ❖ Use of vocabulary
  - ❖ ICT
  - ❖ Literacy and numeracy
  
- ◆ **Text books and networked programs available to pupils in lessons only**
  - ❖ Exploring Science (How Science Works) 9 by G. Williams ISBN: 978-1-4058-9551-4
  - ❖ 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

## **SUBJECT: Art**

**YEAR: 9**

### ♦ **Major topics**

- ❖ The importance of drawing - refining techniques from previous study
- ❖ Cultural icons and Pop Art - exploring topic news items, celebrity culture and consumer products
- ❖ Printmaking– etching and relief
- ❖ Expressive portraits - drawing, recording different genres of portraiture

### ♦ **Key skills being developed**

- ❖ Drawing - observation, various media
- ❖ Idea development and exploring new media
- ❖ Improving the use of literacy and contextual studies
- ❖ Independent learning and thinking skills

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

- ❖ Sketchbook A4 or A3 - 100-130gms - can be purchased from Art department for £1
- ❖ Pencils 2H, HB, 2B, 4B
- ❖ Pencil crayons
- ❖ Pens/biros

## **SUBJECT: Drama**

**YEAR: 9**

Drama is an enjoyable subject, which aims to develop creativity, co-operation, confidence and thinking skills through a range of practical activities. Students in Year 7 have one lesson of Drama per week, whilst Years 8 and 9 have one lesson every two weeks.

### ♦ **Major topics**

- ❖ The history of theatre
- ❖ Comedy and tragedy
- ❖ Responding to stimuli (poems, props, scripts, music and photographs)
- ❖ Shakespeare
- ❖ 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. We are also offering the Arts Award bronze and silver qualification. Each year, there will be a whole school production, which enables students to be involved in all aspects, including costume, set and technical design.

**♦ Major topics**

- ❖ Pocket money and part time jobs
- ❖ Expressing views on TV, films and music
- ❖ Future plans and careers
- ❖ Illness and healthy living
- ❖ Research on a region of France
- ❖ Making travel arrangements
- ❖ Studying a French film

**♦ Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Translation from and into French
- ❖ Developing more advanced expression in written and spoken French
- ❖ Reading and listening comprehension (including using authentic materials)
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Awareness of GCSE success criteria
- ❖ Cultural knowledge of a specific region of France

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

- ❖ Expo 3 Rouge, ISBN: 978 0 435385 934
- ❖ Expo 3 Vert, ISBN: 978 0 435385 347

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

- ❖ French/English bilingual dictionary
- ❖ Internet access



**♦ Major topics**

- ❖ The British Isles
- ❖ World catastrophes
- ❖ Geography in the news
- ❖ Italy
- ❖ Extreme environments
- ❖ Crime and mapping
- ❖ The World—Global Warming
- ❖ GCSE Coasts

**♦ Key skills being developed**

- ❖ Research skills
- ❖ Map skills
- ❖ Group work
- ❖ ICT
- ❖ Use of videos
- ❖ Fieldwork

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

- ❖ Interactions by D. Waugh
- ❖ Connections by D. Waugh, ISBN: 0780748728800
- ❖ Key Stage 4 Geography 2 by D. Waugh, ISBN: 0748716718
- ❖ Key Stage 4 Geography 1 by D. Waugh, ISBN: 074871670
- ❖ Access to Geography 2 by R. Kemp, ISBN: 0198334532
- ❖ Access 3 by R. Kemp, ISBN: 019833454
- ❖ Access 4 by R. Kemp, ISBN: 0198334743
- ❖ Access 5 by R. Kemp, ISBN: 0198334753
- ❖ 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**

- ❖ Any Atlas
- ❖ O.S. Map
- ❖ Up-to-date books on Europe, USA or Japan
- ❖ Newspapers, magazines & TV very useful for up-to-date information.
- ❖ Geography programmes on TV and films relevant to the topic e.g. Planet Earth/Human Planet.
- ❖ Events on the news that are relevant

**◆ Major topics**

- ❖ Working conditions in the industrial mills
- ❖ Trade 19th Century
- ❖ Slavery
- ❖ World War One
- ❖ Dictatorships 20th Century
- ❖ World War Two
- ❖ The Holocaust
- ❖ The Cold War

**◆ 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**

- ❖ Peace and War by C. Shephard, ISBN: 0719549779
- ❖ Twentieth Century World (Foundation) by F. Reynoldson, ISBN: 0435309803
- ❖ British Social and Economic History by P. Sauvai, ISBN: 0859506193
- ❖ 20th Century World by P. Speed, ISBN: 0199181500
- ❖ Think History: Modern Times by Caroline Beechener. ISBN: 0-435-31370-3.

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

- ❖ Books on Britain in the nineteenth century or world history in the twentieth century (these would be useful for Key Stage 4)
- ❖ Internet research
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant eg. Hurricanes and Iraq War/Afghanistan War

**♦ 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
- ❖ Computer systems
- ❖ E-Safety
- ❖ APP Development
- ❖ Managing a project

**♦ 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 the internet.

**♦ Performing**

- ❖ Group performing
- ❖ Individual practice
- ❖ Band work
- ❖ Musical futures project

**♦ Composition**

- ❖ Song writing
- ❖ Blues improvisation
- ❖ Musical futures project

**♦ Listening**

- ❖ Periods of music
- ❖ Musical theory
- ❖ GCSE style tests

**♦ Key skills being developed**

- ❖ Keyboard work / Band instruments
- ❖ Singing
- ❖ Developing listening skills and being able to talk about music using appropriate vocabulary
- ❖ Composing

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

- ❖ Access to 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: 9**

There is no PSHEE on the timetable in Year 9. Many of the major topics and themes will be explored through Drama, tutor times and “Impact Days.”

#### ◆ **Major topics**

- ❖ First Aid
- ❖ Alcohol and drug education
- ❖ Relationships
- ❖ Peer pressure and its consequences
- ❖ Homelessness
- ❖ Decision Making (careers guidance on options system and how to make sound choices for courses in Years 10 and 11)
- ❖ Interview techniques
- ❖ CV writing
- ❖ Study skills
- ❖ Target setting

There will be an Impact Day around the 1st December, called ‘World Aids Day’. 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.

#### ◆ **Key skills being developed**

- ❖ Knowledge, understanding and development of oneself
- ❖ Ability to do exams, survive the experience and achieve one’s potential
- ❖ Better understanding of conflict resolution in relationships
- ❖ Better understanding of the relationship between the individual and society
- ❖ Better understanding of one’s rights and responsibilities

## **SUBJECT: Physical Education**

### **YEAR: 9**

#### ◆ **Major topics**

The national curriculum objectives will enable pupils to achieve the following:

- ❖ 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.
- ❖ become confident individuals who are able to live safe, healthy and fulfilling lives in PE.
- ❖ be responsible citizens who make a positive contribution to society in PE.
- ❖ develop physical skills relevant to activities.
- ❖ gain an understanding of how the body reacts to exercise.
- ❖ gain an appreciation of the importance of exercise.
- ❖ achieve the ability to analyse and improve performance.

All Year 9 students begin a GCSE full course in Religious Studies

Component 1: The study of Christianity, beliefs, teachings and practices.

♦ **Themes**

- ❖ Theme A - Relationships and families
- ❖ Theme B - Religion and life
- ❖ Theme E - Religion, crime and punishment
- ❖ Theme F - Religion, human rights and social issues

♦ **Christianity Key Beliefs**

- ❖ God
- ❖ Creation
- ❖ Life after death
- ❖ Jesus Christ
- ❖ Salvation
- ❖ Incarnation
- ❖ Trinity
- ❖ Resurrection

**Key Practices**

- ❖ Worship
- ❖ Prayer
- ❖ Sacraments
- ❖ Pilgrimage
- ❖ Role of the church

♦ **Key skills being developed**

- ❖ Ability to reflect upon and respond to some of life's deeper questions
- ❖ Ability to identify a variety of viewpoints
- ❖ Ability to evaluate personal responses and differing viewpoints concerning the issues studied
- ❖ Ability to link beliefs with lifestyles

**♦ Major topics**

- ❖ Family and friends
- ❖ Talking about TV and films
- ❖ Describing your school
- ❖ Pocket money and world of work
- ❖ Shops and shopping
- ❖ Environmental problems
- ❖ Illness and healthy living
- ❖ Spanish speaking countries and regions of Spain.

**♦ Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Translation from and into Spanish
- ❖ Developing more advanced expression in written and spoken Spanish
- ❖ Reading and listening comprehension (including using authentic materials)
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Awareness of GCSE success criteria
- ❖ Cultural knowledge of Spain

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

- ❖ ¡ Mira! Rojo 3, ISBN: 9780435391638
- ❖ ¡ Mira! Verde 3 ISBN:9780435391645

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

- ❖ Spanish / English bilingual dictionary
- ❖ Internet access

**Key Stage 3 Year 9 – Making choices (all recipes are on school website)**

This scheme of work has been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food.

♦ **Major topics**

Pupils will have the opportunity to work through the following contexts:

- ❖ Domestic and local (home, health and culture).
- ❖ Industrial (food and manufacturing).

♦ **Key skills being developed**

- ❖ Pupils will extend their knowledge and understanding of food, diet and health.
- ❖ Pupils will extend food preparation and cooking techniques.
- ❖ Pupils will extend their knowledge of consumer food and drink choice.
- ❖ Pupils will be able to apply their knowledge to make informed choices.
- ❖ Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- ❖ Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users.
- ❖ Pupils will evaluate and test their ideas and products and the work of others.

♦ **Learning outcomes overview**

Through this Scheme of Work, pupils will:

- ❖ Apply the principles of *the eatwell plate* and relate this to diet through life.
- ❖ List and explain the dietary needs throughout life stages.
- ❖ Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare.
- ❖ Explain the characteristics of ingredients and how they are used in cooking.
- ❖ Adapt and follow recipes to prepare and cook a range of predominately savoury dishes.
- ❖ Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene.
- ❖ Investigate and discuss new trends and technologies used in food production, processing and cooking.
- ❖ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- ❖ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science.
- ❖ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.

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

Website to food and health issues: (all websites offer many links)

- |   |  |
|---|--|
| ❖ <a href="http://Foodtech.org.uk">Foodtech.org.uk</a>                          | ❖ <a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a>   |
| ❖ <a href="http://www.bbc.co.uk/food">www.bbc.co.uk/food</a> (BBC On-Line Food) | ❖ <a href="http://www.peas.org">www.peas.org</a>               |
| ❖ <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>                | ❖ Weighing scales  |
| ❖ <a href="http://www.faia.org.uk">www.faia.org.uk</a>                          | ❖ <b>A large food container to bring and take food home in</b> |
| ❖ <a href="http://www.foodstandards.gov.uk">www.foodstandards.gov.uk</a>        | ❖ <a href="http://www.tesco.com">www.tesco.com</a>             |
| ❖ <a href="http://www.sainsburys.com">www.sainsburys.com</a>                    |  |

◆ **Major topics**

- ❖ Flat pack promotional model
- ❖ Packaging
- ❖ Marketing
- ❖ Corporate image
- ❖ Plastics
- ❖ CAD/CAM

◆ **Key skills being developed**

- ❖ Designing skills involving “fitness for purpose”
- ❖ Making skills of a more complex nature
- ❖ Making informed choices

◆ **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 Design by Tristram Shepard, Andy Loft, ISBN: 0-7487-2474-5

◆ **Resources available on school computer network**

- ❖ Adobe Photoshop
- ❖ Adobe Illustrator
- ❖ 2D design V2

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

- ❖ Any books and other resources involving good design and quality construction of artefacts
- ❖ [www.design-council.org.uk](http://www.design-council.org.uk)
- ❖ [www.howstuffworks.com](http://www.howstuffworks.com)
- ❖ [www.flying-pig.co.uk](http://www.flying-pig.co.uk)
- ❖ [www.technologystudent.com](http://www.technologystudent.com)



◆ **Major topics**

- ❖ Study of forces, motion and centre of gravity
- ❖ Study of structures
- ❖ Study of mechanisms
- ❖ Calculatory forces
- ❖ Design for a Whirligig
- ❖ Wood work for a Whirligig
- ❖ Material sustainability

◆ **Key skills being developed**

- ❖ Designing skills involving “fitness for purpose”
- ❖ Making skills of a more complex nature
- ❖ Making informed choices

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

- ❖ Foundation Course (Collins CDT) by M. Finney & P. Fowler, ISBN: 0-00-322053-2
- ❖ Modular Courses in Technology “Electronics” by National Centre for School Technology, ISBN: 0-05-003383-2

◆ **Resources available on school computer network**

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

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

- ❖ Any books and other resources involving good design and quality construction of artefacts
- ❖ [www.design-council.org.uk](http://www.design-council.org.uk)
- ❖ [www.howstuffworks.com](http://www.howstuffworks.com)
- ❖ [www.flying-pig.co.uk](http://www.flying-pig.co.uk)
- ❖ [www.parenting-child-family.com/a-online/toys\\_games.htm](http://www.parenting-child-family.com/a-online/toys_games.htm)
- ❖ [www.Technologystudent.com](http://www.Technologystudent.com)
- ❖ Schools 365 Technology pages

**♦ Major topics**

- ❖ Junky doll project
- ❖ Market research
- ❖ Hand embroidery skills
- ❖ Product development
- ❖ Pattern design and construction
- ❖ Making
- ❖ Presentation
- ❖ Evaluation

**♦ Key skills being developed**

- ❖ Research - development of consumer research
- ❖ Analysis of existing products
- ❖ Communication
- ❖ Problem solving
- ❖ Organisation
- ❖ Evaluation

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

- ❖ No set books. Students make use of a variety of resources including the school library and internet for research
- ❖ D & T Design and Make IT Textiles Technology for Key Stage 3 by McArthur/Shepard

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

- ❖ Computer with drawing/design programmes, questionnaire, word processing, internet
- ❖ 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
- ◆ Career 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 P.S.H.E.E. - Miss L Reid
- ◆ Careers guidance adviser & Work Experience co-ordinator – Mrs S. Osborne
  
- ◆ Useful web sites:-

[www.helpyouchoose.org](http://www.helpyouchoose.org)  
[www.gov.uk/appenticeships-guide](http://www.gov.uk/appenticeships-guide)  
[www.plotr.co.uk](http://www.plotr.co.uk)  
[www.icould.com](http://www.icould.com)  
[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)  
[www.barclaylifeskills.com](http://www.barclaylifeskills.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 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			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	PSE 1 hour
11	ENGLISH 8 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	

**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.