

Parents' guide to the Year 9 Curriculum 2019 - 2020

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Dear Parent/Carer,

Thank you for taking the time to read this booklet, it has been designed to provide you with information about the courses your child will be following this academic year. We hope that it will give you a greater understanding of our curriculum and allow you to support your child'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 child 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 initially contact either you child's tutor or subject teacher.

Yours sincerely,



Mr P Beale
Deputy Headteacher

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

THE YEAR 9 CURRICULUM

A normal school day has five lessons. Each lesson is one hour long and some subjects may be taught over a double period. There are two lessons before break, one before lunch and a final two in the afternoon. Every morning there is a registration period before lessons begin.

Currently pupils are able to select two subjects to study from French, Spanish, Mandarin, Religious Studies, Business and Drama. For full details please refer to the Year 8 choices section on our website.

Subject	Yr7 hours	Yr8 hours	Yr9 hours
Maths	7	7	7
English	7	7	7
Science	6	6	6
C.S	2	2	3
Geography	3	4	4
History	3	4	4
French/Spanish	6	6	
Art	3	2	2
Music	2	2	
P.E	4	4	4
R.E	2	2	
Tech	4	4	4
Option 1			4
Option 2			4
PSHE	1		1
TOTAL	50	50	50

Citizenship teaching is integrated within all the subjects on the curriculum. PSHE lessons are supplemented by a series of impact days across years 7—10.

HOMWORK

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

- Pupils are given a journal to record all homework in. This can be a challenge for new students and support from parents and teachers is important to promote routine and accurate recording.
- All departments have their own individual homework policies. A copy of the homework policy can be found on our website. However an approximation of expected time to spend on homework is listed below.

	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	35 minutes	70 minutes
YEAR 9	2	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 will depend on the ability of each pupil.

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.

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 homework 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**

Homework will be set in accordance with the homework policy. Year 7-9 pupils will write in the homework on the day it is set.

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 club**

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
 - a planner
 - basic geometry set
 - USB Pen

We strongly recommend that equipment is kept in a pencil case and that it is checked and restocked regularly. Many pupils begin with the correct equipment but quickly misplace key items, while getting into a routine.

B) The presentation of work is important. We expect all formal written work to conform to the following....

- All work should have a title that is underlined with a ruler.
- Work should be dated and if loose a name should be on it.
- Label homework.
- Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
- Check the spelling, punctuation, grammar.

C) While marking work teachers will commonly use the following symbols.

www - what went well
Pu - punctuation error

hti - how to improve
Sp x5 - spelling error

D) Praise is vitally important to build confidence and self-esteem. Try to praise the effort rather than intelligence. Praising hard work and determinations encourages a good work ethic, praising a pupil's intellect can discourage them from taking risks with harder work in case they no longer look clever.

"Well done, you worked very hard to get that grade" is a better choice than "you are so clever, well done!"

IMPORTANT DATES – YEAR 9

13th December 2019	-	Full report
9th January 2020	-	Parents' Evening
30th January 2020	-	Options Evening
4th March 2020	-	Options Deadline
2nd April 2020	-	Interim report 1
19th June 2020	-	Interim report

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.

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/game playing)
- Need short term specific 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 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 termly 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.
- Book tokens / gift tokens.
- End of year awards, including certificates, vouchers and trophies.
- Attendance competitions, including tutor group awards, prize draws and reward days.

HOME-SCHOOL COMMUNICATION

- Please remember that a great deal of information can be found on the school website: **www.reephamhigh.com**
- Go4Schools is a website which records pupils behaviour, attendance and their academic reports. To ensure that this works, please make sure we have your most up-to-date email address
- At the start of the year you should receive a data collection sheet. This allows the school to update your address and contact details as well as giving permissions for your child. If any information changes throughout the year please notify the school.

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers at school and at home can provide many opportunities to support your child's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home your child will be able to access additional school resources as well as educational websites to assist with their learning.

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.

Microsoft 365—Using the school outlook emails, pupils can access an online cloud where departments may post resources such as digital copies of homework sheets. Sometimes pupils can also submit work through this system.

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

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

Useful website to provide pupil and parental guidance on E-Safety:

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

◆ Key skills being developed

- ❖ Reading
- ❖ Writing
- ❖ Speaking

◆ Major areas of study

Year 9 work includes revision of skills learnt in Year 7 and Year 8. In addition, pupils will study the following units.

❖ Genre Study: The Gothic

Pupils will be introduced to the key features of Gothic writing and will then explore a range of examples to see how the genre has developed. Extracts will include: *The Castle of Otranto*; *Dracula*; *Wuthering Heights*; *Rebecca*; *The Woman in Black*.

❖ The Language of Protest

Pupils will explore a range of different texts on the theme of protest. These will include: Martin Luther King; Thomas Jennings; Emma Gonzalez; Emmeline Pankhurst.

❖ Drama: Shakespeare's *Twelfth Night* OR *Much Ado About Nothing*

Pupils will continue to develop their understanding of Shakespeare and the historical context in which he was writing. In particular, pupils will explore features of Shakespearean comedy and representations of men and women.

❖ Prose: Orwell's *Animal Farm*

Pupils will develop an understanding of life in 20th century Russia and a key author (George Orwell) from this time.

❖ Crime and Justice in Victorian England

Pupils will be introduced to key contextual knowledge of Victorian Crime and Justice writing. This will include both non-fiction and fiction texts.

◆ Books issued to pupils

- ❖ Prose, poetry, drama and non-fiction texts studied in class.
- ❖ Homework booklets for each unit of work.

◆ 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

We are beginning to use homework booklets to support learning in each unit. Class teachers will instruct individual classes on how to use these. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

◆ Major topics

- ❖ Number and algebra
- ❖ Geometry and measure
- ❖ Ratio and proportion
- ❖ Probability and statistics
- ❖ Reasoning and problem solving

◆ 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

- ❖ 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
- ❖ Mathslinks Oxbox 9A, 9B, 9C, ISBN: 978 0 19 91530 2
- ❖ A homework book may be issued by the teacher

◆ 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
- ❖ www.bbc.co.uk/revision
- ❖ www.projectgcse.co.uk
- ❖ www.coolmath4kids.com
- ❖ www.bbc.co.uk/schools
- ❖ www.mathscareers.org.uk
- ❖ www.corbettmaths.com
- ❖ www.transum.org
- ❖ www.mrbartonmaths.com
- ❖ www.geogebra.com
- ❖ www.desmos.com

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
- ❖ Literacy and numeracy
- ❖ ICT
- ❖ Revision skills

◆ Text books available to pupils in lessons only

- ❖ 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.
- ❖ **NOTE** - digital copies of these textbooks are also available from the website below.

◆ Website

- ❖ <https://connect.collins.co.uk>

◆ Revision materials

- ❖ Grade 9-1 GCSE Biology AQA Complete Revision. ISBN: 978 1 78294 556 7.
- ❖ Grade 9-1 GCSE Chemistry AQA Complete Revision. ISBN: 978 1 78294 557 4.
- ❖ Grade 9-1 GCSE Physics AQA Complete Revision. ISBN: 978 1 78294 558 1.
- ❖ 9-1 GCSE Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

GCSE AQA COMBINED SCIENCE: TRILOGY♦ **Assessment**

- ❖ 100% written examinations

Units studied

Unit 1 - Biology 1

Unit 2 - Chemistry 1

Unit 3 - Physics 1

♦ **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
- ❖ Literacy and numeracy
- ❖ ICT
- ❖ Revision skills

♦ **Text books**

- ❖ 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.
- ❖ **NOTE** - digital copies of these textbooks are also available from the website below.

♦ **Website**

- ❖ <https://connect.collins.co.uk>

♦ **Revision materials**

- ❖ New Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition – Higher. ISBN: 978 1 78294 559 9.
- ❖ 9-1 GCSE Combined Science|: Biology AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science|: Chemistry AQA Revision Question Cards
- ❖ 9-1 GCSE Combined Science|: Physics AQA Revision Question Cards
- ❖ **NOTE** - Both the revision guides and the question cards will be available to buy from the Science department.

Year 9 student embark on a course that incorporates more challenge. Building upon previous years the students are introduced to more contextual studies to build up more knowledge relating to the wider context of art. Beginning with a portrait project the focus is on exploring a range of traditional skills contrasting with more expressive forms of mark making.

◆ **Major Topics**

- ❖ The importance of drawing, refining traditional approaches to line and tonal drawing with more controlled mark making.
- ❖ Expressive portraiture, exploring meaning and emotions in art through portraits and portraiture.
- ❖ Pop Art and cultural icons.

◆ **Key skills being developed**

- ❖ Observational drawing and recording. Mixed media and traditional techniques and process
- ❖ Intaglio printing, dry point etching.
- ❖ Clay relief tiles.
- ❖ Presentation.
- ❖ Contextual studies based on the research of other artists

◆ **Resources pupils might find it useful to have at home**

- ❖ A4 sketchbook, these can be purchased from the art department for £1.
- ❖ Pencils – HB, 2B, 3B, for drawing and shading
- ❖ Colour pencils
- ❖ A range of other mark making material – fine line pens, biro pens, felt tip pens

♦ Major topics

- ❖ Holiday destinations
- ❖ Describing past holidays and future travel plans
- ❖ Media (TV, film, internet and apps)
- ❖ Healthy living
- ❖ Environmental issues
- ❖ Citizenship and volunteering

♦ 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, future and conditional tense verbs)
- ❖ Studying a French language film

♦ 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

♦ Major topics

- ❖ The British Isles– Weather, Climate and Climate Change
- ❖ The Geography of Health
- ❖ Hostile environments: Tectonic Landscapes
- ❖ China: An Emerging Superpower?
- ❖ Glacial Landscapes
- ❖ Population Change and Migration

♦ Key skills being developed

- ❖ Organisation of material
- ❖ Investigative skills
- ❖ Use of statistics
- ❖ independence
- ❖ Map skills
- ❖ Presentation of information
- ❖ Empathy
- ❖ Communication of knowledge
- ❖ Fieldwork
- ❖ Literacy

♦ Text books available to pupils in lessons only

- ❖ Progress in Geography by D. Gardner
- ❖ 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

- ❖ Google Earth
- ❖ Atlas
- ❖ Local O.S. Map
- ❖ Geography programmes on TV and films relevant to the topic e.g. Planet Earth/ Human Planet
- ❖ Events on the news that are relevant eg. USA, Russia, UK and China relations, Brexit, plastic pollution and Climate Change

♦ Major topics

- ❖ Slavery to Civil Rights
- ❖ World War One
- ❖ Dictatorships 20th Century
- ❖ World War Two
- ❖ The Holocaust and Modern Genocides

♦ 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

- ❖ History books
- ❖ Internet research
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant

SUBJECT: Computer Science

YEAR: 9

In Year 9 Computer Science, students will cover a range of topics. They will investigate online the use of data and ethics online, examine computer systems and how they represent sound using binary, understand the importance of effective programs and creating programs using the Python programming language, identify hardware and software of embedded systems and emerging technology, and produce a programming project. These topics are assessed regularly throughout the year through essays, tests and portfolios.

◆ **Major topics**

- ❖ 9.1 Use of Data and Ethics
- ❖ 9.2 Sound Representation
- ❖ 9.3 Robust Programming
- ❖ 9.4 Embedded Systems and Emerging Technology
- ❖ 9.5 Programming Project

◆ **Key skills being developed**

- ❖ Investigating the importance of data and ethics in computer science
- ❖ Computer systems, hardware, binary and sound representation
- ❖ Creating effective programs and programming in Python
- ❖ Project management skills by developing a programming project

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

- ❖ A computer/laptop with access to the Internet
- ❖ Microsoft Office (available online through Office 365/school account)
- ❖ Python IDLE (Version 3) installed on a laptop/computer

SUBJECT: Mandarin

YEAR: 9

◆ **Major Topics:**

- ❖ Introductions
- ❖ Home and family
- ❖ Personal description
- ❖ Hobbies and interests
- ❖ Food and drink
- ❖ Places in town

◆ **Skills covered:**

- ❖ Listening
- ❖ Speaking
- ❖ Reading
- ❖ Writing Chinese characters
- ❖ Translation from and into Chinese
- ❖ Cultural and general knowledge
- ❖ Knowledge and understanding of grammar

◆ **Textbook in class:**

- Jin bu 1 – ISBN 978-0435041137
- Jin bu 2 – ISBN 978-0435041144

♦ Major Topics:

Minimalism - Students explore the minimalist style.

Key skills being developed:

- ❖ Key features of the style
- ❖ Motifs and how to compose a motif
- ❖ Unusual time signatures
- ❖ Group work
- ❖ Using a computer to create music

Film Music – Students study how music is used in films.

Key skills being developed:

- ❖ Leitmoifs – performing and composing
- ❖ Performing – individual and group
- ❖ Creating music to match the action on screen using music technology.
- ❖ Elements of music

Songwriting – Students write their own song to a brief.

Key skills being developed:

- ❖ Composition
- ❖ Song structure
- ❖ Chords

Fusions – Students study music from different genres and cultures and how they can be mixed together to create a new style/genre of music

Key skills being developed:

- ❖ Study of music from other cultures, countries and genres
- ❖ Listening and appraising skills, focusing on instrumentation
- ❖ Performing and composing activities based around the works being studied.

Performance development – Students practise and develop their skills and technique on an instrument of their choice.

Key skills being developed:

- ❖ Practise routines / skills
- ❖ Performing on an instrument of their choice
- ❖ Performing in front of others

Music Theory Fusions – Students study music from different genres and cultures and how they can be mixed together to create a new style/genre of music

Key skills being developed:

- ❖ Study of music from other cultures, countries and genres
- ❖ Listening and appraising skills, focusing on instrumentation
- ❖ Performing and composing activities based around the works being studied.

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

Access to a keyboard (or own instrument) for practising pieces and working on composing ideas. Computer and access to the internet.

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

YEAR: 9

- ◆ **Major topics** (taught through lessons & tutor time)
 - ❖ First Aid & CPR
 - ❖ Alcohol and drug education including smoking
 - ❖ Mental health & healthy living
 - ❖ Relationships, LGBTQ+, Peer pressure and its consequences
 - ❖ Influence of the media
 - ❖ Esafety
 - ❖ Decision Making (careers guidance on options system and how to make sound choices for courses in Years 10 and 11 and for work experience)
- ❖ Study skills
- ❖ Target setting & reflection
- ❖ Growth mindset
- ❖ British values

There will be an module on RSE. 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 focus**

The Year 9 curriculum will use previously learnt skills to develop performance in gameplay and application of tactics. Students will develop their ability to apply tactics into a game situation, whilst further developing their skills in a range of sports.

Students will:

 - ❖ Learn how to outwit opponents through participation in games activities, such as netball, football and rugby.
 - ❖ Be able to use accurate replication of actions, phrases and sequences through participation in gymnastic activities, such as gym and trampolining.
 - ❖ Be able to explore and communicate ideas, concepts and emotions through participation in dance activities.
 - ❖ Be able to perform at maximum levels in relation to speed, height, distance, strength or accuracy through their participation in athletic activities.
 - ❖ Be able to identify and solve problems to overcome challenges of an adventurous nature through participation in various outdoor activities.
 - ❖ 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:

 - ❖ Successful learners who enjoy PE, learning, making progress and achieving in sport.
 - ❖ 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
 - ❖ The ability to exercise safely.

SUBJECT: Philosophy, Religion and Ethics (PRE) YEAR: 9

♦ **Major topics**

- ❖ Develop a personal philosophy for life
- ❖ Philosophical arguments for and against the existence of God
- ❖ Life and death
- ❖ Relationships and love
- ❖ Good and evil
- ❖ The image of religion
- ❖ Pilgrimage

♦ **Key skills being developed**

- ❖ identify a variety of viewpoints
- ❖ evaluate differing viewpoints concerning the ethical issues studied
- ❖ link beliefs with lifestyles
- ❖ debate philosophical issues
- ❖ compare and contrast different beliefs and practices

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

- ❖ Think RE 3, 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)
- ❖ www.bbc.co.uk/religions

SUBJECT: Spanish YEAR: 9

♦ **Major topics**

- ❖ Talking about TV and films
- ❖ Pocket money and world of work
- ❖ Healthy living
- ❖ Shopping
- ❖ Studying a Spanish city

♦ **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, future and conditional tense verbs)
- ❖ Cultural knowledge of Spain
- ❖ Studying a Spanish language film

♦ **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

- ◆ **Major topics**
 - ❖ Street food
 - ❖ Allergies
 - ❖ Customer needs
 - ❖ International cuisine

- ◆ **Dishes to be cooked**
 - ❖ Vegetable samosas
 - ❖ Fresh pasta and sauce
 - ❖ Millionaire's shortbread
 - ❖ Focaccia
 - ❖ Scotch eggs
 - ❖ Viennese biscuits
 - ❖ Lemon meringue pie

- ◆ **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.

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

Exploring Food and Nutrition - Hodder Education ISBN: 978 5104 5022 2

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

www.foodafactoflife.org.uk

SUBJECT: Technology (Graphic Product Design) YEAR: 9

♦ **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
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk
- ❖ www.technologystudent.com

♦ Major topics

- ❖ Study of forces, motion and centre of gravity
- ❖ Study of structures
- ❖ Study of mechanisms
- ❖ Calculating forces and ratio
- ❖ Electronic systems and using components
- ❖ Working with polymers
- ❖ 3D Computer Aided Design
- ❖ 3D Prototyping using 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

- ❖ 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
- ❖ Autodesk Fusion 360

♦ 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
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk
- ❖ www.parenting-child-family.com/a-online/toys_games.htm
- ❖ www.Technologystudent.com
- ❖ Schools 365 Technology pages
- ❖ Free download of Autodesk Fusion 360

♦ Major topics

- ❖ Junky doll project
- ❖ Market research
- ❖ Hand embroidery skills
- ❖ Textiles and the environment
- ❖ 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:

- ❖ Careers guidance interviews with qualified careers adviser, Mrs Osborne
- ❖ Careers Fair for Years 9 - 13 in Reepham College foyer with Reepham College, City College Norwich, Easton College, Apprenticeship providers, Armed Forces, Norfolk & Norwich University Hospital, the Police and a diverse range of employers
- ❖ Year 7 Futures Day
- ❖ Year 8 visit to Norfolk Careers & Skills Festival
- ❖ Year 9 CV skills workshop; speed networking events with employers
- ❖ Year 10 Employer Speaker mornings and Work Experience block
- ❖ Year 11 Careers Day
- ❖ PSHEE careers lessons
- ❖ Tutor time - online careers website
- ❖ Assemblies with education establishments and inspirational speakers.
- ❖ Lunchtime talks with employers

Up to date careers information is available through

- ❖ careers office situated in Maths block
- ❖ careers webpage on school website
- ❖ the careers noticeboard and careers corner in the library
- ❖ Twitter @RHSCCareers

If you seek further advice about careers guidance please contact

- ❖ Careers guidance adviser and work experience co-ordinator – Mrs S Osborne

Useful web sites

- ❖ www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/
- ❖ National Careers Service - <https://nationalcareersservice.direct.gov.uk/>
- ❖ Find an Apprenticeship - <https://www.gov.uk/apply-apprenticeship>
- ❖ I can Be A ... - <https://www.icanbea.org.uk/>