

Year 9 Parents' Handbook 2020-21



CONTENTS

Preface	Page 4
Pastoral team and Structure of the day	Page 5
Assessment Calendar	Page 6
General Information	Page 8
Expectations of our students	Page 9
Uniform	Page 10
Supporting your child's learning	Page 13
Supporting your child	Page 14
Rewards and Sanctions	Page 15
Curriculum Extension Days	Page 16
Careers and guidance	Page 16
Learning Resource Centre	Page 16
Activities week	Page 17
Comberton eXtra Reward Scheme	Page 18
Art	Page 20
Computing	Page 22
Design and Technology	Page 23
Drama	Page 25
English	Page 27
Geography	Page 28
History	Page 29
Maths	Page 31
MFL – French	Page 33
MFL – German	Page 35
MFL – Spanish	Page 37
Music	Page 39
PSHE	Page 40

PE	Page 41
RPE	Page 43
Science	Page 45

PREFACE

I am delighted to be able to commend this parental handbook. As a school, we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all young people in our care. This handbook is a genuine attempt to try to be helpful in that partnership. We do hope that parents and carers find it useful. Please do use it. Please do also provide us with any feedback about it. We would find this genuinely helpful and will endeavour to take on board all such comments in the future development of these handbooks.

Peter Law, Principal

Message from the Head of Year 9

I am delighted to see the year group reach this pivotal point in their time with us at Comberton Village College; in year 9 pupils take steps towards making choices about their futures in terms of subjects they wish to pursue higher up the school. We will be monitoring our pupils even more closely in the coming year with two sets of reports being sent to you as well as a parents' evening. You will also have a personal appointment with your child and a member of the senior team to discuss their particular options choices. All of this should ensure your son/daughter will make the appropriate choices over courses they will study as they move into the upper school.

With this focus on finishing Key Stage 3 courses and thinking ahead to KS4 courses, Year 9 affords a fantastic opportunity for fresh starts as well as the embedding of good learning habits. Pupils will be taught in new mixed ability groups for many of their subjects and so have the chance to establish some new relationships with a wider group of their peers, which will also aid smooth transition at the start of Year 10.

Miss Quick and I will work closely together to continue our year group ethos, which focuses around our pupils being considerate of their actions towards others, showing kindness and getting involved in all the school has to offer and achieving their full potential, whatever that may be. We will be monitoring the progress and effort of our pupils carefully and will continue to work closely with you to praise the positives as well as addressing needs for support or changes to behaviour. In terms of celebrating success, we do like to hear from you about achievements beyond the school day; please do pass on such information to us here at the college for us to recognise in school.

Mrs R Larter
Head of Year 9

YEAR 9 TEAM 2020- 2021

Year 9	Pastoral team	TG	Room	Tutor	Attached staff
		C	En1	Eloise Johnson	Lily Miles (M,Tu,W,Th)
DP	Regina Lawrence	O	En2	Jamie Magan	Sally Newton (Easter 21 start)
AP	Zach Beamish	M	En3	Joseph Stirling	James Baker (M,T, Th, Fr)
HoY	Rebecca Larter	B	En4	Adina Hategan (M, Tu, W/Karen Dodson (Th, Fr)	Mark Dawes (W, Th)
AHoY	Jess Quick	I	En5	Chris Baker	
A2HoY	Carmel Walker	E	En6	Bill Lansbury	
Lockers		R	En7	Adam Gooch	
Social Area		T	En8	Sally Harding	
Active form: Friday		N	Ar3	Helen Lanzrein (M,Tu,W,Th)/ Lily Miles (Fr)	
Assembly: Wednesday		V	En9	George Anderson	

Day & Week Structure 2020-21

Lesson start times:

Registration:	8.30
Period 1:	8.50
Period 2:	9.40
Period 3:	10.50
Period 4:	11.40
Period 5:	1.10
Period 6:	2.00

Buzzer times:

8.25	warning for morning registration
8.45	end of registration
9.40	end of period 1
10.30	break
10.45	end of break warning
11.40	end of period 3
12.30	lunch
1.05	warning for start of period 5
2.00	end of period 5
2.50	end of school

Assembly day: Wed

YEAR 9 ASSESSMENT DATES

Term	Outline of assessment	Suggested deadline
1a	Art project: Expressionism	End of October
	Drama: practical baseline assessment	October
	DT Baseline test	September
	RPE assessment	September
	Computer Science – Bebras test	October
Term	Outline of assessment	Suggested deadline
1b	Art project: Abstract Art	November
	Computer Science (CS): Programming using BYOB1	November
	Drama: Practical assessment and end of term written assessment	December
	Geography: Earthquakes assessment	November
	History: Causes of WW1; Did 2 bullets lead to 20 million deaths?	November/December
	Maths test	December
	RPE assessment	December
	Science: End of Term Test	December
Term	Outline of assessment	Suggested deadline
2a	Art project: Photography	February
	CS: Game programming	February
	Drama: Practical assessment	February
	Geography: Development assessment	January/February
	History assessment	February/March
Term	Outline of assessment	Suggested deadline
2b	Art project: Pop Art	April
	CS: Multimedia advert	April
	Drama: Practical assessment and end of term written assessment	April
	Maths test	End of Easter term
	RPE assessment	April
	Science: End of Term Test	End of Easter term
	Geography : tropical rainforest assessment	End of Easter term
	History: WWII; Who or what was to blame for WWII?	End of Easter term
Term	Outline of assessment	Suggested deadline
3a	Art project: GCSE Foundation work + revision of the year's work for Art History test	May/June
	Drama: Practical assessment	May
	History: How can we challenge the generalisations of the holocaust?	May/June
Term	Outline of assessment	Suggested deadline
3b	Art: GCSE Foundation work + revision of the year's work for Art History test	June/July
	CS exam	June
	Drama: Practical assessment and end of term written assessment	July
	Geography: India big geography question	June
	Maths test	End of June/start of July
	RPE assessment	June/July
	Science assessment	June/July
	History: The Holocaust; Is Goldhagen's Hitler's Willing Executioners 'simply a bad book'?	June/July

NB:

DT: Pupils are taught on a subject rotational basis, completing assessments within each block of DT at the appropriate time within the scheme they are following.

Drama - every half term there is a practical assessment and a written assessment (in various forms).

MFL: Continuous assessment of pupil progress takes place throughout the year.

Music: On average practical work is formally assessed once in each half term, however most music work forms part of a programme of continuous assessment which will sometimes take the place of a formal assessment. Pupils are assessed in the skill areas of appraising, composing, performing and music literacy.

PE: Pupils are assessed regularly throughout lessons and are given a formal level at least at the end of every half term.

GENERAL INFORMATION

Attendance

Please help us to maximise your child's progress at school by ensuring that he or she attends punctually for every possible session. We understand that pupils will sometimes be unable to attend due to illness; in this case, please notify us by 8.30am on each morning of the absence, by email to attendance@combertonvc.org or by phone. Please avoid making routine appointments in school time whenever possible. When notified that a pupil is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the pupil's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances. For further information on this and other attendance issues, please contact Mr Grant or Head of Year.

Home-School Communication

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, however, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to our teaching and other commitments. Our policy for managing home/school communication can be read in full via the link below, but in brief: Our Receptionist will attempt to connect your telephone calls for you, and will pass a message to the relevant staff member if he or she is not immediately available. The staff member will try to respond as soon as possible and by the end of the next school day whenever possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. In emergencies, the Receptionist will pass on messages to pupils. The school will always try to acknowledge letters and e-mails received from parents within two working days. The college email is: thecollege@combertonvc.org. To contact particular members of staff, please address correspondence 'For the attention of:' We will respond to letters or e-mails as soon as we can, and within 7 working days. The Pupil Diary can be used to correspond with teachers about homework, and to communicate routine information to tutors. The school has adopted the CombertonPost system to send all standard forms of communication home via email. Hard copies will be sent out on request. For more information and to register, please contact combertonpost@comberton.cambs.sch.uk. The school now seeks to put as much up-to-date information as possible on its website. Most general information that parents would seek can be readily found by logging on at www.combertonvc.org. Parents are encouraged to do this on a regular basis.

EXPECTATIONS OF OUR STUDENTS

- Line up quietly.
- Remove outdoor garments before entering the class.
- Go directly to your place, sit down and take out your equipment.
- Behave in a calm and orderly manner.
- Work hard in lessons.
- Start tasks promptly.
- Focus on the task set.
- Keep any discussion to the task.
- Refrain from communicating with pupils not on the same row.
- Ask for help when required.
- Catch up on any work missed.
- Listen to staff and other students carefully and respectfully.
- Respond immediately to the teacher's signal for attention.
- Follow instructions promptly and carefully.
- Be courteous to all staff and other pupils.
- Treat personal and school property with respect.

All students are required to adhere to these expectations, failure to do so will result in sanctioning, which is in line with the School's Positive Behaviour Policy

CVC SCHOOL UNIFORM

For full information visit our website at <http://www.combertonvc.org/Uniform>

A summary is below:

Shirts:	College polo shirt. <i>Any garment worn under the polo shirt must not be visible whether the shirt is worn buttoned or unbuttoned.</i>
Sweatshirts:	College sweatshirt. The college fleece can be worn over the college sweatshirt
Trousers:	As sold by our supplier.
Skirts:	As sold by our supplier and should finish at the knee. These can be worn with plain, neutral coloured tights or socks which must be either grey, black or white in colour.
Shoes:	These should be flat and all black with no logos or symbols. They should be of a traditional style and suitable for movement around a large, busy school. They must be able to be securely fastened and worn accordingly. Backless sandals, mules, raised heels or boots are not acceptable.
Shorts:	As sold by our supplier. They must be worn with plain socks and can be either grey, black or white.
Socks:	These should be ankle length, plain (no logo) and in black, white or grey. These may be worn with tights provided they are plain (no logo) and match the colour of the tights so are either black or neutral.
Tights:	If worn these should be black or neutral and unpatterned. Leggings or footless tights are not acceptable.
Jewellery:	<p>The only jewellery allowed is one small, plain stud in each pierced ear. Nose studs and other facial piercings are not acceptable.</p> <p>All jewellery and piercings must be completely removed for PE. Earrings cannot be taped for PE. Please ensure that new piercing is only done at the beginning of the summer holiday and not done within the academic year.</p>
Hairstyles:	Extreme haircuts as judged by the college are not acceptable. <i>Shaven heads or any haircut which involves the shaving of lines or symbols, extreme coloration or particularly noticeable variations in colour or length will almost certainly be judged as extreme.</i>

Makeup:

Any make-up which is obvious and noticeable is not acceptable. Eyeliner, eye shadow, nail-varnish and false nails are not acceptable.

Coats:

Any outside coat should be plain and appropriate. Coats can only be worn over the college sweatshirt and not instead of it. The school fleece is the only outer-garment that may be worn in the classroom.

Apron:

An apron will be required for the food and nutrition curriculum only.

Comberton Village College PE Department Kit Policy

Students must **bring their PE kit to every PE lesson**. In the event that a student is unwell or injured, they should arrive with full PE kit and a note from their parent or carer. Staff will then support students in maintaining an active role within the lessons which considers the injury or illness which the student is suffering from. The CVC kit that students are required to wear is as follows:

PE kit compulsory items for both boys and girls

Navy CVC shorts

Sky blue CVC polo shirt

Blue hockey socks

Additional footwear that are not their current school shoes – they should be suitable for the sport.

Leggings are not permitted

PE kit compulsory for boys

Blue and gold CVC rugby top

Optional items for boys and girls

These are not compulsory items, but those worn should have the CVC logo. Alternatives are not allowed.

Navy blue CVC hoody

Navy blue CVC tracksuit bottoms

Navy blue CVC baselayer leggings

Baselayer top

Optional item for girls

Navy blue CVC skort

Due to the nature of the activities in this subject, all students **should have a separate pair of trainers** which are in addition to their school shoes, pumps such as 'Vans' or 'Converse' are not adequate for PE and students should not be wearing their school shoes for PE.

There may be some activities where students require specialist equipment. Students should wear studded boots when participating in games on the school field, such as football and rugby. We strongly recommend that students wear mouth guards when participating in rugby and hockey and that shin pads are essential when performing in football and hockey.

Students are permitted to wear a small pair of studs in their ears while at school. **However, please be aware that all jewellery must be removed for PE lessons. This includes all piercings, plastic or metal and friendship bands.** These items represent a potential hazard, not only to the wearer but also to other children. The Association for Physical Education Safe Practice confirms that any jewellery worn in Physical Education lessons is an unnecessary

risk and should be avoided at all times. Serious accidents have occurred as a result of contact between pupils wearing earrings or studs with other pupils or equipment. **Taping over earrings is no longer a sufficient practice as it does not effectively prevent injury, particularly impact injuries.** With this in mind, we expect that students considering any piercings in the near future undertake them at the beginning of the summer break and not during the school year. It is not acceptable to wear piercings to school that cannot be removed.

Thank you for your help and support with this policy. This will enable all students to have their PE lessons in a fun, enjoyable and safe environment.

Michael Wilce - Head of PE at Comberton Village

SUPPORTING YOUR CHILD'S LEARNING

Organisation

Children need to be prepared with their books and equipment for six lessons each day and your help is invaluable in teaching them how to organise themselves. Please encourage your child to refer to the School Diary every evening as they prepare for the day ahead.

Practical Tips:

- Display a copy of your child's timetable somewhere obvious at home. Colour-coding lessons is helpful.
- Provide somewhere to store school books and equipment safely and in one place.
- Provide a wallet or purse for storing cashless card and bus pass, etc.
- Ensure that the school bag is packed in the evening for the following day.
- Encourage your child to empty their school bag regularly and carry the equipment for just one day at a time.
- Plan ahead for when cooking ingredients are needed.
- Purchase a locker and encourage your child to use it to store coats, PE kit etc. during the day.
- Label all items of personal property, especially clothing, including coats, shoes and PE kit.

Homework

Information can be found on each subject page in this booklet. As parent or carer, you will help to make homework as effective as possible, if you can:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework.
- Establish a routine for when homework is done.
- Make it clear to your children that you value homework and believe it can help them to make good progress.
- Encourage your children in their homework tasks.
- Expect deadlines to be met and check that they are.
- Check regularly (at least weekly) and sign the pupil homework diary.

The school expects ICT to play an ever-greater role in homework and our website and Virtual Learning Area contain a great deal of material to support homework tasks. Most pupils have access at home to appropriate ICT for use in homework. For those not in this position, pupils can access ICT on the school site at various times outside lessons, in IT rooms, the Learning Resource Centre and in Comberton Sports & Arts. Completing homework should not be a stressful experience for your children or for you. Please let the relevant subject teacher know if your child is worried or is spending excessive amounts of time completing homework. Arrangements can be made to support pupils to complete homework at school at the end of the school day, if this is helpful.

SUPPORTING YOUR CHILD

Comberton Village College has an excellent reputation for supporting pupils with special educational needs and/or disabilities (SEND) in a fully inclusive environment.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for co-ordinating SEND provision across the school and for managing the SEND Department, known as 'The Centre'. The Centre supports students with a wide range of SEND including, but not limited to, dyslexia, hearing impairments, Down's syndrome, global delay and dyspraxia.

Since 2007, the school has housed an additional centre for pupils with Autism, known as The Cabin. These pupils are supported by specialist staff to attend mainstream lessons, and to participate in all areas of school life.

The Green Room provides support for pupils who may have difficulty in mainstream lessons, usually because of behaviour.

The fourth area of support is The Hub; this is a learning space for students who have a reduced timetable (usually for medical reasons), but also provides a breakout space for students with social, emotional, or mental and physical health needs.

Identification of Special Educational Needs and/or Disabilities

We work with primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year this information is shared with the staff who will work with the pupils.

We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged. We encourage pupils to request support if they feel that they are not making adequate and appropriate progress.

We employ a variety of assessment methods to establish the nature and scope of SEND, including the use of assessment tests as appropriate and the careful monitoring of individual progress including progress towards agreed targets, in keeping with a graduated approach of action and intervention to help pupils with SEND.

The SEND team is able to organise assessments and submit requests for special public examination arrangements for pupils with identified SEND.

For further information please see our Special Educational Needs and Disability Information on the school website at <https://www.combertonvc.org/about-us/SEND>

Contact SENDCo: Miss Kara Earl

kearl@combertonvc.org

REWARDS AND SANCTIONS

Pupils are expected always to behave in accordance with the school Code of Conduct, and to try their best in all lessons and activities. Merits can be awarded for exceptionally good effort or achievement in and outside of the classroom, and are recorded in the homework diary. Merit certificates are awarded in assembly when certain milestones are reached:

25 merits—Bronze

50 merits—Silver

100 merits—Gold

In addition, the Principal's Award is given to those pupils whose school reports show exceptionally high levels of effort and or attainment, and pin badges can be won under the Comberton eXtra Scheme.

When a pupil's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Usually a sticker will be placed in the School Diary to inform you when this has happened. Tutors and Heads of Year monitor diaries carefully and will take action if a number of stickers accumulate. Class teachers may impose break, lunchtime or after-school detentions if work is not done well or if homework is submitted late. At least 24 hours' warning is given if an after-school detention is imposed. A pupils may be put 'on report' if it is thought that his or her work needs very close monitoring, or if their behaviour is interfering with the learning of others. Parents are asked to sign stickers, and to sign reports each evening, so that good communication is maintained.

CURRICULUM EXTENSION DAYS

These are routinely held on the two days immediately before the autumn half-term holiday. On these days the normal timetable is suspended and pupils undertake activities in particular subject areas which are designed to extend and enhance their learning in the normal curriculum.

In Year 9 pupils undertake:

- A day of activities in maths where they may be involved in investigating base 8 arithmetic, learning about strategy games or creating and testing the viability of 3-D models, amongst others.
- A day of DT activities where pupils undertake a series of practical projects which stretch their DT and team-working skills.

CAREERS

The Year 9 career programme will give pupils lots of information during PSHE on how to choose a career take part in an enterprise activity. They will gain understanding on how to choose their GCSE options and will be offered a one to one yr9 career guidance meeting to help them reach the best decision for them. Beyond the PSHE lessons they will have the opportunity to take part in:

- **robotic club:** Every Wednesday afternoon (From P5 until 5pm) STEM club robotic competition in partnership with Qualcomm sending in an engineer to help students with design and build of the robot. Yrs 9-13 involved in everything from coding, graphic design, writing the engineering notes and building the robot.
- **Launchpad project** (pre-project visits, Application, Competition, visits to various Companies for chosen students)
- Talks by **visiting speakers** from different companies as well as sectors during some assemblies
- **Public speaking** at Peterhouse (for specific students)
- **National Careers Week event**
- **Apprenticeship week event**
- **Science week (during activity week)**

LEARNING RESOURCE CENTRE

We are lucky to have a spacious and vibrant new library at the front of school. Open from 8.00am to 4.00pm (Mon - Fri) with book borrowing, computer facilities, and welcoming, helpful staff, the library is a popular place for students to read, research, study and print homework. Borrowing is free although lost books will be charged for. The cashless catering card works as the library card. Essential school stationery can be purchased at the library desk.

The library is the venue for reading clubs after school; we have regular author visits and book signings. All Year 7 pupils have an introduction to the library and many have lessons regularly timetabled there. Pupils are expected to behave considerately and to be reasonably quiet in order to maintain a pleasant working environment.

Appropriate use of the Library after school

Our Library is used by 6th formers and other students for revision and personal study. To this end if students are in the Library after school they are expected to be working/reading quietly, the computers should only be used for school work. Students not working quietly or looking for somewhere to socialise with their friends, eat, play on their phones or play computer games etc. will be asked to leave. Students are not allowed to congregate in the Reception area.

ACTIVITIES WEEK

Activities Week takes place in the second week of July. While Year 7 is at Beaumanor, Year 10 on Work experience and Year 11 finish exams, pupils in Years 8 and 9 sign up for their choice of activity for the week – there is a very wide range on offer. Some pupils take advantage of residential trips to such venues as Stratford Upon Avon or Naples, most remain at Comberton and participate in day trips out, sporting and physical activities such as Sports Focus, dance, cycling or take part in cookery courses, Film Week or a wide range of arts and craft activities held at or near to CVC. The range offered depends on the interests and enthusiasms of the staff, and varies each year. Some courses are completely free, for others there is a small charge, while week-long sporting activities such as kayaking and sailing, and the residential courses in particular, are always the most expensive. The College has a bursary scheme which can help families on free school meals with the cost of an international visit, and we can also sometimes help to subsidise other activities. Please contact your child's tutor in the first instance for further information about this.

COMBERTON EXTRA REWARD SCHEME

The Comberton eXtra scheme – ‘Making a Difference’

What is it?

The Comberton eXtra recognises and rewards pupils that do well in ‘Active participation and responsibility, beyond the curriculum, in and outside school’. CVC believes that active participation in the school or wider community will support pupil achievement.

How does the scheme work?

Pupils log below the number of hours they participate in activities/responsibilities beyond the classroom; hours need to be verified by an adult.

How long does it take to achieve a shirt/badge?

There are five stages to the scheme. The first badge is awarded after pupils have done 100 hours of participation beyond the classroom. Each of the next stages are achieved through a further 150 hours of participation. Pupils should log their hours in their planner below. Hours accumulated in one year eg year 7, can be carried forward into the next year eg year 8.

Active participation and responsibility, beyond the curriculum, in and outside school

(hours would count from time of arrival at an event to time of departure from event, with the exception of D of E and other residential trips, eg school play, meet at 3pm finish at 9pm = 6 hours. For each residential trip one night away counts as 6 hours.).

Active participation and responsibility would include taking part in any of the following **types** of activities, these are examples/guides only:

- . Sports clubs
- . Sports teams
- . Scouts/Guides/Cadets
- . Music activities such as jazz band and other clubs such as drama, art, languages
- . School events such as concerts or plays
- . Year group and tutor group activities
- . Charity events eg fund raising
- . Assisting at home or in the community in a caring capacity
- . Volunteering in some capacity at your local primary school
- . Baby sitting
- . Assisting in a local club/organisation eg grounds maintenance of the local cricket club
- . D of E/other residential trips (1 night away is equal to 6 hours of participation)

Recording (Hours for a single activity can be added up over time and recorded termly).

<u>Activity name</u>	<u>Date</u>	<u>Hours</u>	<u>Accumulated Hours</u>	<u>Adult Signature</u>
First Aid course	Autumn 2020	12	12	XXXXXXXXXX
Climbing Club	Autumn 2020	14	26	YYYYYYYYYY

(Use an additional sheet and staple it into your planner if necessary)

Record accumulated hours below: (hours can be continued from one school year into the next; tick when you complete a badge)

In year 7

In year 8

In year 9

In year 10

In year 11

total hrs total hrs Combined 7-8 total hrs Combined 7-9 total hrs Combined 7-10 total hrs Combined 7-11

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Badge 1 (tick) 100 hrs

Badge 2 (250 hrs (tick)

Badge 3 – 400hrs (tick)

Badge 4 550 hrs (tick)

Badge 5 700 hrs (tick)

ART

Pupils will cover the areas below over the course of the year. Sometimes these are supplemented by additional projects that correspond to current events or opportunities that appear within the school year.

Tonal Drawing	Pupils advance their drawing and shading skills producing highly detailed outcomes.
Digital Photography and Editing	An introduction to using IT to enhance and manipulate digital images. A grounding in the basics of photography composition and style.
Composition	An advanced look at differing compositional techniques to help pupils plan effective artworks.
GCSE Foundation Drawing Course	A chance to use the GCSE format to prepare for next year whilst also developing further drawing skills in a range of styles. Non GCSE students get to complete a concurrent project on Urban Art styles.
Tonal Drawing	Pupils will learn to work in a high level of detail with increased understanding of tonal value through completing tonal pencil work inspired by great black and white portrait photography.
Art History	Pupils will carry out supporting work and have the chance to learn about the key periods of art history covered in the homework projects. See below for further details on this.
Art Analysis –	Pupils will be gaining in their confidence in using technical terms, such as the formal elements, and be using these to make judgements about work.

Groupings Lessons are taught in learning groups.

Homework Information

Key Stage 3 Art Homework Projects

The Art Department will be setting a series of Art homework that run sequentially through KS3. The idea of this is to give pupils a broad understanding of key periods within Art history from the Egyptians through to Photography and Pop Art.

Each Art History project will last for half a term and should be expected to take around 3-4 hours in total. This is based on an average weekly homework time of half an hour. If pupils wish to put in more time than this they are, of course, very welcome! The analysis work will be done in class for each project; the homework will be the completion of a related artwork and a small amount of visual research. Any additional visits to galleries and exhibitions etc are encouraged and can add to the success of the project.

The following list shows the period of art history, the term in which this will be covered and some of the key artists and areas of research to be studied. The projects will be introduced by the Art staff and explanations given in more detail to the pupils at the start of each half term block. Other areas of art history, such as art from other cultures and traditions, contemporary art etc are covered elsewhere in the curriculum.

Year 9 - The 20th Century and Beyond

Term 1a Expressionism – Kathe Kollwitz, Edvard Munch, Otto Dix, George Grosz, Franz Marc, Marc Chagall

Term 1b Abstract Art – Kandinsky, Mondrian, Miro, Abstract Expressionism -Jackson Pollock, Mark Rothko, Barnett Newman, Willem De Kooning, Franz Kline

Term 2a Photography – Ansel Adams, David Bailey, Mario Testino, David Hockney, Cindy Sherman, Robert Capa, Henri Cartier-Bresson, Man Ray, Edward Weston

Term 2b Pop Art – Andy Warhol, Roy Lichtenstein, Robert Rauschenberg, Claes Oldenberg, Richard Hamilton, Peter Blake, David Hockney, Jean-Michel Basquiat

Term 3a/b GCSE Foundation work + revision of the year's work for Art History test.

The work will be completed in their Art History sketchbooks.

The deadline for each project is the last Art lesson of the half term unless otherwise detailed by the teacher. Please make sure that you do not leave this to the last minute. It may be a good idea if parents can support the deadlines when set and put these into your calendar at home.

Equipment

In addition to the essentials listed in the introduction it would be an advantage for pupils to have a range of drawing pencils including softer 4B pencils, a glue stick and a small set of colouring pencils. An apron will also be useful during messier lessons! Pupils will need to purchase 2 A3 sketchbooks at the start of the year. A letter about this will be sent out at the start of term.

Visits / Extra-Curricular opportunities

There are often Art Clubs for KS3 students. Please check the latest after-school activities information for news of these.

Contacts / Any further information - Mr G Dean – Head of Art and Design

gdean@combertonvc.org

COMPUTING

Pupils will continue to develop their skills in multimedia products, computer programming and digital literacy in order to prepare them for the GCSE options. Some topics from Year 7 and 8 will be revisited allowing pupils consolidate their learning on those areas.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Advanced features of spreadsheets.	End of unit practical test
2	Coding in Python. Pupils write programs in Python.	End of unit test
3	Students are given a consolidation task to create a specific computer game using BYOB skills learned in Year 7 and 8. Students design a new interactive game/quiz/ challenge of their own	Students completed game in BYOB—First year 9 level established
4	Students program and test their new game	Finished Product
5	Students create an advert to promote their game. Students creating packaging for game using Microsoft Publisher	Finished product—First interim level established
6	Students plan and execute a launch event for their game. Students have the opportunity for group work and team leading skills during this time	Students promote their game to the rest of the class

Groupings

Students are taught in mixed ability groups throughout the year

Homework

Homework typically includes research tasks, design tasks, evaluations, practising skills learned in lessons and revision for assessments. Homework is usually set twice per half term, taking an average of half an hour per piece.

Extended Study Information

Pupils could download some of the software onto their computer at home, and continue to experiment with the programs. Much of the software is free.

Contact Dr W Grey, Head of Computer Science (wgrey@combertonvc.org)

DESIGN AND TECHNOLOGY

Pupils complete several units of study during each year of Key Stage 3. The scheme is completed on a rotational basis to make best use of our specialist facilities and will therefore not necessarily follow the sequence set out below:

Information

Pupils complete several units of study during each year of Key Stage 3. The scheme is completed on a rotational basis to make best use of our specialist facilities and will therefore not necessarily follow the sequence set out below.

Unit	Knowledge and Skills	Assessment: Key pieces and dates
Food and Nutrition	<p>When working in Food and Nutrition, your child will have the opportunity to develop new skills and learn how to cook. In addition, how to make informed decisions about diet and health. In preparation for KS4, pupils undertake an introduction to hospitality and catering. The areas of study include:</p> <p>Select, prepare and cook a range of different ingredients, with an emphasis on technical skills, and making links to the vocational context of the hospitality and catering industry</p> <p>Further develop a bank of dishes to make and adapt now and in the future.</p> <p>Keep safe when preparing particularly high risk foods and be able to explain and apply personal, kitchen and food safety rules.</p> <p>To further develop knowledge of issues surrounding eating out and the responsibility of the hospitality and catering industry to provide healthy choices.</p> <p>Apply temperature control for safe storage, hot-holding and cooking of food.</p> <p>Maintain a healthy and active lifestyle, developing an understanding of the importance of a variety of nutrients, especially micro-nutrients and proteins.</p> <p>Plan and design dishes adapted for specific groups of people, nutritional or sensory improvements</p>	Homework tasks are assessed as well as practical cooking skills and an extended writing task.
Product Design	<p>Product design</p> <p>The product design scheme consists of a series of short 'design and make' tasks completed over a fifteen week period. Pupils will have the opportunity to develop a range of design and manufacture skills related to using a variety of materials. They will design and make a desk tidy using CAD/CAM and will make several mobile telephone stands using different resistant materials and techniques. Graphic design is also studied, using software such as Photoshop, Illustrator and 2D design.</p> <p>Key Knowledge, Skills & Understanding</p> <ul style="list-style-type: none"> · CAD for design 	<p>Assessed aspects of the project:</p> <ul style="list-style-type: none"> • Product research • Design ideas and development • Knowledge of construction methods for thermoplastic • Completed product • Product evaluation

	<ul style="list-style-type: none"> · CAM for manufacture <ul style="list-style-type: none"> • Analysis of existing products • Specifying a product requirements · Thermoforming when working with acrylic · Cutting and shaping wood by hand/machine/ laser cutter · Use of a pillar drill/disc sander <ul style="list-style-type: none"> • Project evaluation 	
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Groupings

For Design Technology we do some reorganising of Tutor Groups to attain a smaller class size that is more appropriate for the range of activities undertaken. To achieve this we create additional groups in X and Y. The teaching groups are all fully mixed ability.

Homework

Homework is set as and when appropriate to the topic being studied. It includes researching product information, analysing existing products, considering economic factors, design tasks and project evaluation.

Food and nutrition homework includes researching recipes, planning and preparation for practical lessons.

Equipment Food and nutrition - Equipment is provided for every lesson, however, usually ingredients and cooking dishes must be provided from home. Pupils will be told each week what is needed. The following items will be needed at different times: ovenproof casserole dish, lasagne dish, ovenproof plate/pie dish, 20cms flan dish, decorating equipment (not essential).

Contact for any further information: Mrs E Goodson Head of DT, egoodson@combertonvc.org

DRAMA

In Year 9 there is a strong emphasis on working as part of a group, developing team working and communication skills. We refer to the use of Personal Learning and Thinking Skills (PLTS) and encourage a friendly, supportive, hard-working and fun environment. The curriculum also emphasises the essential skills needed for self-expression and confidence in public presentation.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Introduction to Year 9 Drama & Mystery Pictures Experiencing skills, conventions, technique and style that will be used and developed throughout the year. Mystery Pictures: Exploration of the struggle for a young girl's appreciation of the world around her.	Students will complete practical assessment tasks every half term; they will self-assess, peer assess and will be teacher assessed according to the appropriate column of levels. Teachers will regularly check that students are aware of the level that they are working at in <ul style="list-style-type: none"> - Creating - Performing and - Responding
2	Brechtian Theatre A look at the qualities of Epic Theatre and political agit-prop. Focus on this unit is around spass, breaking down the fourth wall and use of narration.	
3.	Just for Laughs A comedic project that develops the skill of presenting something humorous to an audience with focus and sustained characterisation.	
4	Devising Theatre A look at the children's book; 'The Boy Who Kicked Pigs' and presenting ideas through individual interpretation .	
5	'Blood Brothers' Textual exploration of the play and a look at multi-role qualities and characterisation.	
6	Devising Theatre An opportunity to use all of the skills used throughout KS3 towards a performance with a focus towards TiE (Theatre in Education)	

Groupings All Drama classes are taught in form groups at KS3. This allows for a diversity of experience, ability and skill. Differentiation is monitored by outcome, although all schemes of work allow for extension and 'stretch' exercises – whilst ensuring that the generic work is accessible to all.

Homework

Homework is not set on a regular basis in drama due to the practical nature of the subject – although pupils are often asked to read, research or complete script writing, depending on the scheme of work being followed.

Extended Study Information

Exploration of different theatre styles / exposure to theatre performances and reading plays.

Visits / Extra-Curricular opportunities

Lower School Drama clubs, open to all students, are run on a regular basis and the Lower School summer production is open to all Key Stage 3 pupils. All students may audition for the annual whole school production.

Theatre visits are run when opportunity allows and there are further creative opportunities in Activities week.

Contact

Mr J Frost - Head of Department

jfrost@combertonvc.org

ENGLISH

The English curriculum is usually taught through five units of work, each assessing skills in writing, reading or speaking and listening. Whilst the broad knowledge and skills developed are the same, teaching approaches, specific content and methods of assessment will vary between teachers to meet the needs of their class.

The main units of study that the majority of classes will undertake are below, in no specific time order:

Knowledge and skills	Assessment
Moving images: Students will learn about a range of filming techniques and use these to analyse scenes from film and television	Students will produce a number of pieces of analytical and critical writing, one of which will be used as a progress check.
Class novel: Students will read and study a novel, <i>To Kill a Mockingbird</i> , as a class, developing close reading, inference and analytical skills. This study usually takes place over two half terms.	Students will produce a number of pieces of analytical and critical writing, one of which will be used as a progress check.
Autobiography: Students will read a variety of extracts from autobiographies and produce their own non-fiction writing	Students will produce a number of pieces of writing, both analytical and creative, one of which will be used as a progress check.
Speeches and Debates: Students will look at famous speeches from across the ages and this will inform their own speech writing	Students will produce a number of pieces of writing. Students speeches, delivered in class, will be assessed using the GCSE criteria.
19th Century Literature: Students will study a range of extracts from 19th Century novels in preparation for their GCSE course	Students will produce a number of pieces of analytical and critical writing. At the end of the unit they will answer a GCSE-style extract question from an unseen 19 th century text.

Groupings

Students will mostly remain in the groups they were placed into in Year 8. Though students are broadly grouped by ability, their individual needs and requirements are also taken into account. Groupings are flexible and will be revised through the year to ensure that students are suitably placed. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

Though students will not formally begin the GCSE course, they will undertake assessment and teaching of direct relevance for their Key Stage 4 study to help prepare them for the next academic year.

Homework and Extended Study

Reading is essential to students, not just in English but across the school; as students' literacy improves, so does their confidence, vocabulary, general knowledge and critical thinking. We ask that students read daily at home, ideally for 20 minutes or more and maintain a reading diary (with reading tasks to complete) which they should contribute to weekly. It is expected that all students will have a private reading book for all English lessons. Students should try to read a wide range of fiction and non-fiction.

On occasion, additionally to this, a homework project over a half term may be set and sometimes teachers will set homework to complete or consolidate classwork.

Students should also use homework time to address any feedback tasks given, and to correct errors of spelling, punctuation and grammar, identified in marked work.

Visits / Extra-Curricular opportunities

Theatre trips (subject to availability)

Carnegie Shadowing Club

Reading Club

Creative Writing Club

Contact

Mrs V Edmans: Head of English

Ms J Hillman: KS3 Co-ordinator in English

GEOGRAPHY

Students always have 3 assessments a year and may be a test done in lessons or an extended 2 week project that they complete at home. They often have a choice as to how they present their work. This will be specified when the work is set. National curriculum levels are used to mark this work.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Would It be worth living on a volcano? Students learn about major tectonic events, contrast their impacts in countries of differing levels of development and develop ways to creatively manage and tectonic and seismic events.	Big Geography question on earthquakes in contrasting parts of the world
2	Continuation of the Tectonics topic Is the World a fair place?: Students investigate the distribution of wealth and power across the globe, poverty and the debt crisis and learn about international aid and the millennium development goals.	Big Geography question the Millennium Development Goals
3.	Continuation of the development topic.	Decision making test on issues in the world's oceans
4	The Tropical Rainforest. Students will study the physical geography of these environments and look at how people have adapted to live in these conditions. Students will then investigate why tropical rainforests are under threat.	
5	India—change for the better or for the worse? Students look at the newly industrialising country of India and the recent changes this has brought.	Big Geography Question on life in India
6	Continuation of India topic.	

Groupings

Students are taught in teaching groups in Year 9. Any student with special educational needs is taught within the normal tutor group and extra provision is arranged by their Geography teacher where appropriate.

Homework There is no homework timetable in Geography. Students are set a variety of homework activities as and when it is deemed appropriate and relevant by the class teacher. Approximately one piece of homework every fortnight is to be expected for Year 9, taking 30 minutes to complete.

Homework tasks in Year 9 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on events and processes.

Extended Study Information Any opportunity to read around the subject by looking at recent geographical events in the news and online is welcome. This should help develop students' global understanding and knowledge. Good sources include the BBC Environment and Science Pages, relevant documentaries on the BBC and Channel 4 in addition to quality news articles

Visits / Extra-Curricular opportunities Field study opportunities exist for Geography students in Years 8, 10 and 11.

Contact Mr S Aitken, Head of Geography saitken@combertonvc.org

HISTORY

History is a fascinating subject which encourages students to consider the role of individuals, events and key themes and their contributions to our past. It offers parallels with our society today, helping us to explain current events and issues. Everyone has a connection with the past; it is about discovering which aspect of the past unlocks an individual's interest.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	<p>Did 2 bullets lead to 20 million deaths?</p> <p>This in-depth unit aims to extend students' causal reasoning continuously developed throughout Years 7 and 8. Students will assess a range of factors, events and individuals that may have contributed towards the outbreak of WW1. This unit neatly continues from the end of Year 8 to enable students to build a sense of chronology.</p>	Students' final assessment for the unit will consist of an essay that addresses the question: 'Did two bullets lead to twenty million deaths?' This will have a conceptual focus on causation and therefore we will encourage them to use language to fully support the casual argument they are making.
2	<p>What role did the Home Front play in World War One?</p> <p>Students will examine a range of evidence to consider the reasons why World War One was different from other previous wars due to the nature of it being a 'total war.' They examine see how attitudes towards war changed, how the government used propaganda and censorship to encourage high morale and how women's roles began to change during World War One.</p>	Students will complete a series of different questions, based on a GCSE style assessment, to examine their knowledge of the Home Front. They will be tested on their knowledge, with shorter factual recall questions, as well as their ability to analyse source material and write an extended answer showing their own opinion. This will be done in lessons time, under timed conditions and therefore students will be set revision homework prior to this being completed.
3.	<p>How important was the British policy of appeasement in causing World War Two?</p> <p>This in-depth unit allows students to consider the context of the interwar period and how different roles and key events (Treaty of Versailles and the role of the League of Nations) contributed towards the British policy of appeasement. Students will continue to develop their causal reasoning to justify to what extent this policy led to WW2. This scheme broadens students' awareness of the relationships between countries and their leaders, building upon their understanding of WW1.</p>	Throughout the teaching of this unit, students will be expected to assess continuously the significance of key events. Students will be assessed by a final written assessment answering the enquiry question on the role of appeasement alongside a variety of other factors taught throughout the scheme
4	<p>How can we challenge generalisations about the Holocaust?</p> <p>This enquiry will look at a number of common generalisations about the Holocaust and through looking at a range of factual detail, students will challenge these generalisations in order to become more informed historians.</p>	The final assessment will take the form of a double page spread or booklet. We will pose the challenge that the Holocaust Educational trust are wanting to work more closely with schools in educating people about the Holocaust. They feel that many schools only teach the Holocaust by using Schindlers' List or by reading fictional novels. They feel that they need to challenge some of the generalisations students might be given about the Holocaust by only learning in this way. Students will create a double page spread which outlines the main

		generalisations and uses their knowledge to challenge them.
5	<p>Is Hitler's Willing Executioners 'simply a bad book'?</p> <p>We begin this enquiry by studying an overview of the history of anti-Semitism, and the types of persecution and policies applied by the Nazi German state. By looking at Goldhagen's book, Hitler's Willing Executioners, students examine the way claims are presented by historians, the evidence selected to support their claims and how arguments are constructed.</p>	Students produce a book review of Goldhagen's book, comparing his use of evidence, language and the claims he makes and their own knowledge of the Holocaust.

Groupings

Students are taught in their teaching group with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework can take a variety of forms in Year 9, from learning for a subject knowledge test to designing their own WWI propaganda poster. Sometimes students will be asked to finish work they have not completed in lesson time. Students will also be set their end of topic assessment to do at home and are usually given between a week and a fortnight to complete this. These will usually be set once every half term. Assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research. While these tasks may average around 45 minutes, they will vary in length with shorter research tasks sometimes leading into longer written assessments.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

Visits / Extra-Curricular opportunities

A trip to the Imperial War Museum. A visit from a Holocaust Survivor. Optional trip to Ypres and the Somme to visit the WWI battlefields.

Contact: Head of History

MATHS

In maths, the curriculum is broken into three termly modules, each containing a number, algebra, data and geometry element. Towards the end of each term, pupils will sit a progress test in which they can demonstrate their mastery of the topics they have been learning.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	<p>Number: Number skills including order of operations, place value, negative numbers, decimal numbers, indices and standard form. Investigating and discovering special properties of certain numbers.</p> <p>Algebra: Expressions, including linear and quadratic, and manipulating algebra including using letters to represent numbers.</p> <p>Geometry: Angles and angle facts at a variety of levels from looking at angles along a straight line to angles in polygons of various sizes. Accurately drawing shapes using a ruler and a protractor. Pythagoras' theorem. Trigonometry for right-angled triangles.</p> <p>Data Handling: Representing data using tables, charts and graphs. Understanding correlation. Methods of sampling.</p>	End of topic homework. Progress test taken in early December.
2	<p>Number: Calculations including different methods of multiplication or division and rounding. Developing skills at using a calculator. Compound measures and upper and lower bounds.</p> <p>Algebra: Forming equations, looking at ways to solve them including using a number machine and writing the problem as a sentence. Solving equations as well as inequalities. Solving linear simultaneous equations.</p> <p>Geometry: Area and perimeter of shapes, ranging from rectangles to compound shapes and then circles. Volume and surface area of 3D shapes.</p> <p>Data handling: Analysing data using averages and measures of how spread out the data is. At some levels this will include finding averages from data presented in frequency tables or graphs.</p>	End of topic homework Progress test is taken in March.
3.	<p>Number: Fractions, decimals and percentages, including recurring decimals.</p> <p>Algebra: Sequences including spotting patterns; filling in gaps, finding the rule to generate the sequence and finding the n^{th} term. Plotting coordinates onto a graph and plotting ones which follow a set rule with a view to looking at how this links in with straight line graphs. Further work with straight line graphs, including mid points of line segments, linear inequalities and perpendicular gradients.</p> <p>Ratio and Proportion: Looking at the differences between ratio and proportion, then linking this in to skills done previously with percentages. Percentages of amounts. Simple and compound interest. Creating and using scale drawings. Iterative processes.</p> <p>Geometry: Reflective and rotational symmetry, similarity including congruency, and a selection of the different transformations depending on the level of the pupil – from</p>	End of topic homework Progress test is taken at in early July.

	translations, reflections, rotations and enlargements. Properties of 2D and 3D shapes will also be considered. Use of vectors.	
	Data handling: Continuing to investigate probability ranging from words to describe likelihood, working out numerical probabilities and drawing diagrams to display all possible outcomes.	

Groupings

Pupils are grouped into classes with students who all have similar attainment in maths. This is done initially based on scores on KS2 national curriculum tests ('SATS') and on teacher assessment from primary schools.

Whilst the expectation is that students will stay in their sets for the year, groups are reviewed after each testing period and if a student is clearly working at a different rate to their peers, a move may be considered.

Homework Information

Approximately five homework tasks are set each half term; this equates to about one per week. A homework task should typically take approximately 30 minutes to complete.

Homework ranges from question and answer based homework, to activities set on hegartymaths.com or www.mymaths.co.uk, investigations, posters or revision for an upcoming assessment. The more substantial homework tasks are likely to be the end of topic homework sheets which include questions covering the full range of topics covered over the course of a half term, although these are set at the discretion of the teacher.

Extended Study Information

The school website: www.combertonvc.org.

The school subscribes to HegartyMaths, <https://hegartymaths.com/>, which is an excellent resource for independent study. It contains detailed, high-quality explanations on topics which are accompanied by appropriate questions on the topic. This website could be used for reviewing the content of lessons shortly after covering the content in class or for revision in the run-up to the end of term tests. Pupils log in with their name and date of birth and will set their own password in a maths lesson.

For a more open-ended selection of maths problems the NRICH website can prove useful: <http://nrich.maths.org>. If you click the 'secondary students' section you can find a selection of problems suitable for a variety of levels. Within live problems are tasks which are currently open for solution and for which pupils could submit their own solution – the website publishes the best solutions each month referencing the students who submitted these.

Visits / Extra-Curricular opportunities

UKMT – Junior Maths Challenge takes place in April. World Maths Day in March leads to an online competition which some groups may take part in during their Maths lessons. All students can follow this up at home; students should ask their teacher for their login near the time.

Contact: J Baker and K Slusar – Fletcher – Head of Maths

FRENCH

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in French to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes, an online resource named 'Quizlet' and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year when the class is ready for them rather than at a set time.

Half Term	Knowledge and Skills	Assessment: Key pieces and dates
1	<u>Topic: Your world</u> What clubs and activities you do, describing your friends, parties and clothes.	Regular vocabulary tests End of module skill-based assessments in listening, speaking, reading, writing and grammar.
2	<u>Topic: Future plans</u> What you'd like to do as a job, other future plans, travel plans, what the world will be like in the future.	
3	<u>Topic: Music</u> Your musical tastes, describing what you used to be like and what your primary school was like, saying how things have changed, looking at music around the world	
4	<u>Topic: It's a small world!</u> Cuisines in different countries, discussing veganism and vegetarianism, animals, nature and projects to help save animals, plastic and its impact on the environment, how you would like to change the world	
5 - 6	<u>GCSE Topic 1: Theme 1: Identity and culture</u> Me, my family and friends, relationships. Working on Key conversation questions: me, my family and friends: relationships 1 Quelle est ta personnalité? 2 Décris ton/ta meilleur(e) ami(e). 3 C'est quoi un bon ami, pour toi? 4 Parle-moi de ta famille. 5 Tu t'entends bien avec ta famille? Pourquoi? 6 Qu'est-ce que tu vas faire ce soir/ce week-end avec tes amis/ta famille? 7 Est-ce que tu es sorti(e) récemment avec ta famille/tes amis? 8 Comment étais-tu quand tu étais plus jeune? 9 Qui est ton modèle? 10 Pourquoi est-ce que tu admires cette personne? <u>Main Grammar Focus:</u> questions formations and questions words using all three tenses.	End of Topic 1 Assessments: Listening, reading, writing & speaking

Groupings Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed regularly based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons. Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the **Go 4 Schools** website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick, pencil and ruler to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their French. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

www.activelearn.com

<http://www.wordreference.com/conj/FrVerbs.aspx>

www.jde.fr

<https://www.bbc.com/bitesize/subjects/zgdqxnbn>

Visits / Extra-Curricular opportunities

Pupils will have various opportunities to take part in trips to France during their time at Comberton. From Year 8 onwards, pupils will have opportunities to visit Paris, where they will take part in a visit to a French school, where they will take part in activities and games with French pupils. The immersive trip to Paris involves several activities including visits to the Louvre Museum, Le Château de Versailles, Sacre-Coeur and a scavenger hunt around Paris. Pupils will be accompanied by Comberton staff plus Sixth Form leaders, who will speak with the pupils in French to ensure a fully immersive experience. The trip has been planned to provide the very best opportunities to experience French life and culture, to improve French listening and speaking skills, take part in cross-curricular projects and to make new friends abroad. Students who have taken part in CVC language trips in the past have found them to be an extremely rewarding experience. This unique enriching experience opens the mind to other cultures while motivating them further in their studies.

Contacts / Any further information

If you have any queries then please contact Mrs Cox (Head of MFL) or Miss Johnson (Head of KS3/4 French) by e-mailing or telephoning the college.

GERMAN

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an on-going basis in German to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that constantly builds on previous vocabulary and grammar. For this reason we have milestone tasks in the skills of listening, reading, speaking and writing and also on grammar. These are taken throughout the year and when the class is ready for them rather than at a set time.

Half Term	Knowledge and Skills	Assessment: Key pieces and dates
1	Holidays: destinations, countries; accommodation; transport; weather; revise & extend opinions; reasons for visit; holiday activities question words and question forming; revision of regular and irregular present tense verbs; revision of 'gern'; 'man kann' + infinitive; revision of word order (time phrases + WO2); um...zu + infinitive; past perfect tense	Regular vocabulary tests and milestone tasks
2	Holidays: Revision of vocabulary with past tense: transport; accommodation; destinations; weather; holiday activities Wann? Wie? Wo? word order rule; word order with conjunctions 'weil & 'obwohl' (WO3); consolidation of past perfect tense	Regular vocabulary tests and milestone tasks
3	Media: Film & TV habits; genres; opinions; invitations, acceptance and rejection; arranging/describing cinema visit revision of question forming; using opinions and intensifiers; combining tense & word order	Regular vocabulary tests and milestone tasks
4	Media: Music genres; developing awareness and opinions of musical tastes in Germany and UK; past & present tastes of self & others; 'favourite things' project.	Regular vocabulary tests and milestone tasks
5	School: What you are looking forward or not looking forward to at school next year; describing a school day; discussing school rules; understanding the German school system; talking about class trips and exchanges.	Regular vocabulary tests
6	School: Revision and consolidation of school topic for assessment purposes; focus on development of speaking skills based on GCSE format.	Assessment

Groupings

Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed continuously based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback.

Homework Information Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and

14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt and tested informally in lessons. Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the **Show My Homework** website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment

Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

<http://www.nachrichtenfuerkinder.de/>
<http://www.tivi.de/fernsehen/logo/start/>
<http://www.blinde-kuh.de/aktuell/>
<http://www.sowieso.de/portal/>
<https://www.audio-lingua.eu/?lang=en>

These are links to additional online resources that your child can access to further improve and extend their German.

Visits / Extra-Curricular opportunities

Further support, consolidation or extension for Key Stage 3 pupils will be offered on Mondays from 12:30-13:00 in MFL3 and again after school from 15:00-16:00 in MFL3.

Pupils have the opportunity to take part, once or more than once, in the German Exchange in Years 9, 10 or 11. The popular and successful exchange has been running for 10 years with our partner school in Bad Hersfeld. The exact dates for trips are confirmed each new academic year but we tend to go to Germany in December, to soak up the early Christmas atmosphere, and we have recently received the German pupils here in March. The exchanges last one week.

Contacts / Any further information

Please contact Ms McClelland (Head of German) by e-mailing or telephoning the college.

SPANISH

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, students build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning further languages in the future, and as students learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in Spanish to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year when the class is ready for them rather than at a set time.

Half Term	Knowledge and Skills	Assessment: Key Pieces and dates
1	My free time and routine: focus on writing and reading skills.	Regular vocabulary tests and milestone tasks
2	The world of work: talking about plans for the future and a typical day at work. Future Tense.	Regular vocabulary tests and milestone tasks
3	Healthy lifestyle: sports, diet and healthy living. What do you do to stay in shape?	Regular vocabulary tests and milestone tasks
4	Rights and responsibilities: Fairtrade, recycling. Describing places—comparing cities in the past and now.	Regular vocabulary tests and milestone tasks
5	Holidays: typical holiday activities, weather, holiday preferences.	Regular vocabulary tests and milestone tasks
6	Holidays: past and future holidays. Combination and consolidation of present, past and future tenses.	Speaking/writing/reading/listening assessment tasks on the topic of holidays

Groupings

Pupils are taught in 5 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed regularly based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback. In February/March groups are reviewed and formed again as the scheme of work follows GCSE material.

Homework Information

Pupils are set a variety of homework activities on a weekly basis. Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words is set for each learning homework from which 10 words will be tested or 10 words set for single linguist groups. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons.

Other homework tasks set between the vocabulary learning tasks focus on listening, speaking, reading or writing skills or grammar structures. There are occasional tasks set from the 'Active Learn' website, for which each pupil is given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the Go4Schools website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment

Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their Spanish. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

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

Pupils are encouraged to develop their Spanish further by reading and listening to authentic language online. We recommend the following:

Authentic news and current affairs

1 [www.noticiasfacil.es/ES/NOTICIAS/Paginas/default.aspx /](http://www.noticiasfacil.es/ES/NOTICIAS/Paginas/default.aspx/)

2 <http://cnnespanol.cnn.com/category/ninos/>

Listening (all languages)

<http://www.audio-lingua.eu/?lang=en>

Searchable MP3 clips by topic (try, for example 'Familia'), length, level (look for A1 clips) and language

<http://lyricstraining.com/>

Site for song activities in many languages using the text.

Visits / Extra-Curricular opportunities

Year 9

Spanish exchange takes place for Year 9 students during this academic year.

The exchanges take place during the academic year and each leg of the exchange is one week long. We have partner schools in Zaragoza.

Dali trip (Art/Spanish) during Activities Week

During Activities Week in July we offer a trip to Figueres, Spain. This trip is designed for students that are interested in both Spanish and Art. Before the trip leaves, there are some after-school art sessions at which the work of Salvador Dali is explored.

Language Leaders Award Programme

A very popular and dynamic award programme in which Year 9 students meet once a week to create Spanish lessons for our feeder primary schools. The students work in groups and go to the primary schools three times during the academic year and teach the lessons to primary school children. Students need to apply to take part in the programme.

Contacts / Any further information can be obtained from Mrs Barcz-Morgan (Head of Spanish KS3, Deputy Head of Modern Languages Department) by e-mailing or telephoning the college.

MUSIC

Teacher assessment is continuous in Music and learners' performance will be tracked across a wide range of performance, composition and music ICT tasks. Feedback will be given after each piece of work shown, but learners will also carry out some self-assessment during the task itself.

Half Term	Skills and musical features	Project examples
Autumn Term	Paired work Riffs/bass lines Improvisation Structure Solo playing Blues notes/chords Song writing Notation Performance skills Rhythm work Syncopation, research & appraisal	Blues Music: Spirituals Protest/autobiographical/work song blues / Communication blues Jazz Music of Central and South America Reggae, Samba, Salsa 'Musical DIY' (self-directed learning)
Spring Term	Ragas Non-western scales Alap, Jor, Jhala structure Atonal Irregular rhythms Dissonance/note clusters Sampling/sequencing/ICT Arranging Parody Structure Movement & music	World music: Indian Middle Eastern Music for Dance Minimalism 20th Century Music from Art
Summer Term	Consolidation of skills Responding to a given brief Refining and developing ideas Realisation Creating an impact/atmosphere Mood setting Understanding effect of audience/venue/ live/recorded	Music for a Special Event: Sports Day, Year 6 Intake Day, Award Ceremony, e.g. Blues Promo video, e.g. Sports, ICT Arts Festival Free choices of style for composition and performance GCSE preparation

Groupings

Learners are taught in their mixed tutor groups for Music. There will be opportunities to work in smaller groups or individually depending on the particular project. Those declaring an interest in the pursuit of Music at GCSE may be given specific additional tasks to prepare them for the GCSE specification.

Homework

Homework is likely to involve more extended projects such as presenting research about a particular style of music. It may be set over the course of a half term and is likely to require up to 30 minutes per week. Occasionally one-off more specific homework may be given such as "to listen to and log the music of five adverts". No homework set in Music demands that there is a musical instrument of some kind available at home.

Extended Study Information

To research any of the following styles of music in more depth and present your work in whatever engaging way you desire: Reggae Music, Indian Music, The Blues.

Equipment

A pair of in-ear, wired headphones with 3.5mm jack.

Visits / Extra-Curricular opportunities Year 9s are very welcome to join any of the Music Department clubs and activities which are on offer at any point during the year. They are also eligible to participate in the German/Music Exchange programme. Please ask about our range of instrumental lessons available for your child.

Contact - Mr B Parker - Head of Music

PSHE

PSHE encompasses Citizenship, Personal Well-being and Economic Well-being. In Year 7 the programme is delivered through discrete lessons and talks by visiting speakers. During each half-term, pupils' skills and knowledge are evaluated through a range of writing pieces, spoken pieces and group work. Teachers use these, along with their own observations, to inform their judgements as to whether students are working at, towards, or beyond expected levels for the students' age-group. This also allows for a continued development and review of the PSHE programme to ensure that students are taught a relevant and valuable curriculum.

Half Term	Knowledge and Skills –
1	Peer Pressure This unit focuses on being assertiveness and risk and gangs Key questions: Why do drug dealers use children to sell drugs ("county lines" play), What are unhealthy coping mechanisms? What is a good lifestyle and diet?
2	Understanding careers and future aspirations This unit focuses on identifying learning strengths and setting goals as part of the GCSE options process- students will also have a careers carousel by parents to assist them in understanding different career routes. Key Questions: What are my strengths? What careers can I research and what qualifications do they need?
3.	Managing conflict at home This unit focuses on the dangers of running away from home and the need to talk, We also cover homophobia, transphobia and sexism Key questions: What are the dangers to you if you struggle to talk to your parents/carers. How to get help if you want a third party there to manage the conflict.
4	Managing peer pressure in relation to illicit substances This unit encourages pupils asses the risks of drug and alcohol abuse and addiction Key questions: What does it mean to be an addict? How do I say know to my friends? What different behaviours could be addictive? How might these behaviours affect my life?
5	Relationships and sex education including healthy relationships and consent This unit focuses on the risks of STIs, sexting and pornography Key questions: How do I use a condom? Why are STIs on the rise in the under 25s? How is online pornography affecting people's views of what a healthy relationship is?
6	Planning and carrying out an enterprise project This unit focuses on students working as a team to come up with a business idea including making the marketing materials for it Key Questions: How do I start a business? How do I test that I have a good idea? How do I design an App?

Groupings

PSHE is taught in the same groups as humanities and Art subjects.

Extended Study Information : Students can enrich their understanding of Citizenship issues by reading newspapers and watching news items on TV. Documentaries might also add to their understanding, and offer useful and interesting perspectives on issues related to health and well-being. Discussions and informal debate at home might assist students in developing the skills and confidence to assess and evaluate different issues and views.

Some good websites which are of interest include:

Centre 33 www.centre33.org.uk , Young Minds <http://www.youngminds.org.uk/> ,

Kidsmart www.kidsmart.org.uk/ , Beat Bullying www.beatbullying.org , Youthoria - www.youthoria.org

Contact:

Departmental lead PSHE

PE

The PE department promotes participation, leadership health and excellence. This is developed within the core PE lessons for all students, as well as in extracurricular clubs and competition beyond the school day. Staff are committed to ensuring students achieve high standards and experience enjoyment during lessons to help ensure they begin to develop a lifestyle incorporating physical activity outside of school.

Knowledge and Skills –	Assessment: Key Pieces and dates
<p>A typical PE student will complete the following activities across the year:</p> <p>Mountain Biking – Adventurous activity</p> <p>Basketball—Outwitting</p> <p>Fitness - Healthy and active lifestyle</p> <p>Gymnastics/Parkour/Sports Acro – Aesthetics</p> <p>Leadership—focussing on leadership and teamwork skills</p> <p>Dance – developing expressive skills</p> <p><i>Year 9 is identified as a transition year and will reflect the possible core pathway choices students will select from in KS4.</i></p>	<p>Students will be assessed at least at the end of each half term in their given sport which will contribute towards an overall level for the end of the year. Their practical performance, coaching, observation and analysis, leadership skills, participation and interest all form part of their assessment.</p> <p>This level will be used throughout the year in guiding the department’s decision on placement within the KS4 PE exam options.</p> <p>Interform competition forms part of the students’ experiences within the subject. Students will be offered a broad range of activities e.g. Football, Badminton, Cheerleading, Triathlon etc. to engage in, allowing students a more tailored competition. The focus remains on competition, but encourages students to make choices within sport and exercise.</p> <p>In the first week of July, students will complete a sports day as a year group. This will be an off-timetable day and will cover the full range of athletic events. The focus of the day is on team work and performance in tutor groups.</p>

Groupings

The Year 9 PE groups are usually mixed sets for girls one top set and two mixed for boys. The groups are single gender and are predominantly taught by the same gender teacher where possible.

Extended Study Information

Students will be encouraged to complete club sports as extra-curricular activities at Comberton VC <http://www.combertonvc.org/Extra-Curricular> or at local community clubs, contacts of which are listed within the student planner.

Jewellery

The only jewellery allowed is one small stud in each pierced ear. Nose studs and other facial piercings are not allowed. All jewellery and piercings must be completely removed for PE. Earrings and other piercings cannot be taped for PE. ***Please ensure that new piercings are only done at the beginning of the school summer holiday and not done within the academic year.***

Equipment: Students require: CVC polo top, CVC rugby top (boys only), CVC PE shorts or CVC Skort CVC, navy CVC tracksuit bottoms (optional), navy CVC hoody (optional), CVC blue socks (or white sport socks during the summer term), suitable sports trainers (not plimsolls, pumps, vans or converse type trainers and separate to school footwear), football boots, shin pads (essential for football and hockey) and gum shield (recommended for hockey and rugby). Students also require molded football boots or astro trainers to access the astro. All items of clothing must have the CVC logo. Please see the student planner.

Visits / Extra-Curricular opportunities

Students will have the opportunity to complete a broad range of physical activities as part of the Comberton Extra- Curricular programme. This often extends to fixtures and tournaments which can take place as late as 6pm across the week.
<http://www.combertonvc.org/Extra-Curricular> Students will have the opportunity to attend an outdoor activity centre during activities week.

Contacts

M Wilce, Head of PE

RPE

Religion, Philosophy and Ethics (RPE) is an exciting subject in which Comberton Village College students get to investigate and to explore some of the deepest questions ever asked! What is truth? Who am I? Does God exist? These are questions that frequently appear in RPE lessons and students will have the opportunity to explore them from a range of perspectives.

In RPE, there are different 'branches of knowledge' which students will explore:

- Basis (explored using concepts such as 'truth', 'tradition' and 'interpretation')
- Morality (explored using ethical concepts and their origins in religion and atheism)
- Action (explored using concepts such as 'culture', 'worldview' and 'symbolism')
- Reflection (explored through different sets of relationships, such as relating to 'Self', 'Others', 'God' and 'Environment')

Students will be given a clear guidance of how to progress within each 'branch of knowledge' and will be assessed as 'Beginner' (levels 1-4), 'Competent' (levels 5-6) or 'Master' (levels 7-10) for each.

Half Term	Knowledge and Skills	Assessment: Key Pieces
1	What different ways are there of making ethical decisions? During their first term in Year 9 students will study a variety of ethical theories proposed by philosophers ranging from Aristotle to Jeremy Bentham with the key question "What is the right thing to do?" Students also consider the impact of the media on how people decide what is right and wrong	Students complete an extended written piece based on a controversial statement, for instance "Killing is always wrong." Later in the term students will write an assessment around the question: "How should people make ethical decisions?"
2	What is the impact of Islamophobia in Britain? In this scheme of work students explore what Islamophobia is and how it has increased in Britain in recent years. Throughout this unit student reflect on how the news, media and social media shape what and how we think. Students will gain an understanding of the key beliefs and teachings in Islam and what challenges this can bring living in Britain.	Students will complete two essay style pieces of writing on two controversial statements. This will assess their knowledge and understand of the topic as well as their essay writing ability.
3	What is a sacred space or place? In the scheme of work students build on their understanding of the 'sacred'. They look at how for different religions the sacred could be from the home, to a building, to a whole city. Students delve into the sacredness of the city of Jerusalem and touch on the Israeli- Palestinian conflict.	Students will complete a written piece on the their understanding of the unit.
4	How should we remember the Holocaust? Instead of just focussing on the numbers of people involved in the Holocaust, in this scheme of work students will engage with the personal testimonies of those who were involved and how they have responded in different ways to make sense of this tragic event. Students carry out an extended reading of Night by Elie Wiesel and consider how different authors, artists and poets construct artwork to reflect the impact that the Holocaust has had.	Students will carry out a research project that examines how different people have responded to the Holocaust. They will also design a memorial which suitably reflects the themes they will have encountered in this unit.

Groupings

Students are taught in mixed groups with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework is set regularly, as deemed appropriate by the teacher. This work can take a variety of forms from additional research tasks such as interviewing a family member or a friend about a philosophical or ethical issue, to planning and creating presentations to deliver in class.

The main focus for homework is often an assessed written task to be completed at home; assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home; we would also encourage you to ask your son or daughter about what they have studied in RPE as this will enrich the discursive element of the subject. Additional reading lists may also be made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch, to garner more knowledge of specific subjects. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the issues facing many people in the wider communities.

Visits / Extra-Curricular opportunities In conjunction with the History department we offer trip to the Imperial War Museum in order to develop understanding of the Holocaust. In addition to this we arrange for a Holocaust Survivor to speak to the whole year group.

Contact: Silouani Stefanou Head of RPE

SCIENCE

At KS3, pupils follow an 'in-house' modular course, matched to the National Curriculum. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work. Assessment is via formative tasks (WS tasks) and end of term tests. An end of term test examines the content covered in that term.

	Course Content: Knowledge and Skills (These topics are rotated)	Assessment : WS (Working Scientifically) Task and Test
Term 1	Adaption and Variation – genes and DNA, together how species are formed are covered in this topic	1 WS task per topic and an end of term test.
	Environmental Chemistry – greenhouse effects, carbon cycle and recycling are covered in this topic	
	Electricity and Magnetism – this is a large topic where students learn about electric circuits and how magnets work	
	Photosynthesis – students explore this reaction and its importance to life	
Term 2	Cells – students look at the building blocks of life	1 WS task per topic and an end of term test.
	Reactivity - exothermic and endothermic chemical reactions together with the role of catalysts is examined	
	Energy - the scientific notion of energy is considered, together with the principle of the conservation of energy	
Term 3	Materials - exothermic and endothermic chemical reactions, polymers and composites.	1 WS task per topic and an end of term test.
	Pressure and Moments – pressure in fluids is considered using the particles model	
	Students will begin preparation for their science GCSE course towards the end of Year 9 with transition lessons working on key skills.	

Groupings - Pupils are taught in X and Y half-year groups. Pupils are placed into a mixed ability teaching band, each band containing two classes. The bands are formed from a range of data and using the judgement of teachers, Centre staff and Cabin staff. SEN support is provided for pupils as appropriate.

Homework Information - Homework will be set by teachers for pupils as appropriate and should take 40 minutes to complete (on average). Extension homework may also be set as appropriate.

Extended Study Information: KS3 revision guides which can be bought from the department or borrowed from the Library and BBC Bitesize for KS3 science

Visits / Extra-Curricular opportunities - Science and STEM club and various trips take place throughout the year and pupils are informed of these.

Contact Dr Suzanne Smith – Head of Science