

JCoSS Year 9 Curriculum Booklet 2016-17

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

Key Dates for Year 9:

By end of November	Y9 First report sent home
1st February	GCSE Options Evening
23rd February	Y9 Parents' Evening (Subject conversation with teachers)
22nd March	Y9 Careers Fair
By end of March	Y9 Second report sent home
3rd May - 16th May	Y9 Assessment weeks
11th June – 25th June	Y9 Israel Journey and Year 9 Programme
By end of July	Y9 Third report sent home

I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?

No.	Question	Yes	No
1	Is the question to do with learning in a subject?	Go to Q2	Go to Q8
2	Is this the first time you have had to contact the school about this issue?	Go to Q3	Go to Q4
3	Write a note to the subject teacher in your child's link book and ask them to show it to the teacher in the next lesson.	If resolved Go to Q15	Not resolved Go to Q4
4	Is this a follow up question about a previous issue that you are happy to contact the subject teacher about?	Go to Q3	Go to Q5
5	Contact the Head of Faculty / Department for the subject.	If resolved Go to Q15	Not resolved Go to Q6
6	Are you happy to contact the Head of Faculty / Department again?	Go to Q5	Go to Q7
7	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(subject)'		
8	Write a note to your child's form tutor in the Link Book or send in a note.	Go to Q9	
9	Did this answer your question or solve the problem?	Go to Q15	Go to Q10
10	Do you feel happy talking to the form tutor again?	Go to Q8	Go to Q11
11	Contact the Year Learning Coordinator (YLC) for your child.	Go to Q12	
12	Did this answer your question or solve the problem?	Go to Q15	Go to Q13
13	Do you feel happy talking to the YLC again?	Go to Q11	Go to Q14
14	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(Year 9)'		
15	You do not have to do anything else, but you may wish to keep any correspondence for future reference.		

Curriculum organisation for Y9 students:

Half year groups are called: T which is B, F, N and R Tutor groups V which is S, W and Y Tutor groups

Students are placed in sets for the following subjects: Jewish Education, Geography, History (all linked with the same teaching groups), Mathematics, English, Science, French, and Spanish.

Students are taught in mixed ability groups for the following subjects: Design & Technology, P.E., Ivrit and Art, Drama, Music (all linked with the same teaching groups).

Students are taught in their tutor groups for Kvutzah.

Subject	Art	
<p>Main topics/areas studied this year.</p> <p>Theme: Portraiture</p>	Autumn	<ul style="list-style-type: none"> Refinement of recording skills including line, tone, texture and form. With emphasis on human features. Recording and experimenting with the use of pencil, biro, fine liner and coloured pencil. Research of relevant artists, linked to the theme of Portraiture.
	Spring	<ul style="list-style-type: none"> Refining painting skills such as the use of water colours and acrylic. Refinement of students' use of colour, through a range of materials including mixed media. Research of relevant artists, linked to the theme, such as Andy Warhol, Chuck Close and Roy Lichtenstein.
	Summer	<ul style="list-style-type: none"> Refinement of skills learnt throughout Key Stage 3 with an introduction to GCSE Art. Students will gain an understanding of how to approach a GCSE Foundation unit. A quick paced, exciting mini project, engaging all students.
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> Baseline Assessment – given in the first half term to establish a working level and end of year target level. 2 further assessments over the course of the year. Each assessment will consolidate students' learning of that project. Students' overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term. 	
<p>Useful Resources:</p>	<ul style="list-style-type: none"> Victoria & Albert Museum Tate (Modern & Britain) National Portrait Gallery National History Museum British Museum Royal Academy Of Arts Saatchi Gallery Cass Sculpture Foundation The British Library. 	<p>Websites:</p> <ul style="list-style-type: none"> https://www.artsy.net/ http://www.artcyclopedia.com/ https://www.pinterest.com/ http://www.illustrationweb.com/ http://www.axisweb.org/
<p>What parents can do to support learning:</p>	<ul style="list-style-type: none"> Encourage students to consider what has worked well in their own work, and how they could improve it further, thinking about techniques, materials and processes. Encourage the students to continue to explore different artists who look at natural environments. Encourage students to develop thoughts and opinions about the styles and work of artists. Encouraging students to visit galleries, exhibitions and museums to put art into context. 	
<p>Number of lessons in this subject:</p>	2 timetabled lessons per fortnight.	
<p>How much Home Learning is expected per week?</p>	<p>Normally one piece of Home Learning each fortnight, taking 20-40 minutes on average. Some pieces may last over more than one Home Learning slot. (For example a mini project that can take 4 weeks)</p>	

Lessons and project structure will be guided by each teacher, so there may be some variation in teaching content between classes.

Subject	Drama and Theatre Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Devising Theatre
	Spring	<ul style="list-style-type: none"> • Staging 'The Crucible' by Arthur Miller
	Summer	<ul style="list-style-type: none"> • JCoSS Fringe Festival 2017
Assessment Headlines	<p>Created monologues, duologues and groups scene based on a range of stimuli. Applied the techniques of Brecht, Berkoff, Artaud and Stanislavski. Annotated a script as a performer, designer and a director. Written a response to a theatre production under timed conditions.</p>	
Useful websites or resources	<p> http://www.digitaltheatre.com/ http://www.digitaltheatre.com/education https://www.unicorntheatre.com/ https://www.chickenshed.org.uk/ http://www.shakespearesglobe.com/?gclid=Cln-sJT6w88CFUUq0wodizoIEg </p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have 'booked' rehearsal time in the theatre space when preparing their work for assessment.</p>	
Number of lessons per fortnight in this subject	1 lesson per fortnight	
How much Home Learning is expected per week?	<p>An extract of text to learn a fortnight, taking 30 minutes on average.</p> <p>Able and Ambitious: design and/or learn plays ready for rehearsal as part of the JCoSS Theatre Company for the Shakespeare Schools Festival.</p>	

Subject	Design and Technology	
Main topics/areas studied this year	Food Technology	<ul style="list-style-type: none"> • Up, Up and Away – investigating in-flight meals. Choosing a country and designing and making a product suitable for an in-flight meal on an aeroplane • Use Your Loaf – a bread making project. Investigating the functions of ingredients in bread. Trialling bread products from different countries. Designing and making a bread-based product.
	Graphics	<ul style="list-style-type: none"> • Shoe box Structures – Designing and making a prototype for a living space of their choice. Learning how to model ideas using modelling materials and equipment. A final prototype will be presented to the rest of the class in the format of a client pitch. • Marking the Passage of Time – an innovative design project. Working as a design group, taking roles similar to those in the design industry and learning to work collaboratively. A final prototype of the product solution will be made using materials selected by the students following thorough research.
	Resistant Materials	<ul style="list-style-type: none"> • Wind Chime Project – designing and making a suitable wind chime for a specific outdoor space. Materials used during this project will include metal and wood. Students will investigate different structures and forces applied to these and they will draw on nature for inspiration for their designing. This project will include making a mould and pewter casting.
Assessment Headlines	<ul style="list-style-type: none"> • Research – Investigations, Product Analysis, Questionnaire, Recipes • Designing – presentation of ideas, annotation/labelling • Planning – flow charts and time plans on diary sheets • Making – range of skills and equipment used, quality of finish • Evaluating and Testing – target user groups testing products, evaluating the success of the final product <p>Formal Assessment will take place at the end of each unit/project in the form of a National Curriculum level. Students will also carry out peer and self-assessment during these projects.</p>	
Useful websites or resources	<p> www.technologystudent.com http://www.bbc.co.uk/food/recipes www.interiordesign.net http://www.channel4.com/4homes/design-decorate/decorating-ideas http://www.philobiblon.com/eisenbahn/scratchbuilding.shtml </p>	
What parents can do to support learning	<ul style="list-style-type: none"> • Help students fully prepare for food practical lessons by ensuring a container and T Towel are supplied. • Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish. • Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind. • Encourage students to be independent learners. 	
Number of lessons per fortnight in this subject	3 lessons per fortnight	

How much Home Learning is expected per week?

30 minutes of home learning is expected per week in Design and Technology. At times students may be expected to complete two home learning tasks of approximately 20 minutes.

Subject	English	
Main topics/areas studied this year	Autumn	Contemporary poetry The Publisher's Intern
	Spring	Old English Sir Gawain and the Green Knight Macbeth
	Summer	Modern fiction <i>Of Mice and Men</i> Types of writing – argue/persuade/describe Non- Fiction
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Additionally, students' exercise books are reviewed regularly to take account of on-going classwork and homework. Students will receive their end of Key Stage 3 level at the end of Y9.	
Useful websites or resources	http://www.bbc.co.uk/skillswise/english/games?page=1 http://eastoftheweb.com/games/ http://www.bbc.co.uk/bitesize/ks3/english/	
What parents can do to support learning	<p>Discuss topical issues with students and encourage them to give their opinion, justifying their ideas.</p> <p>Ensure that students read regularly from a wide range of genres of fiction and non-fiction. Reading lists are available on Moodle.</p> <p>Discuss ideas for writing with students and encourage them to consider the impact of their writing on their audience.</p> <p>Ensure that students proof read their work.</p>	
Number of lessons per fortnight in this subject	7 lessons per fortnight, including 1 library lesson and 1 literacy lesson.	
How much Home Learning is expected per week?	<p>4 pieces per fortnight, one of which will be an independent reading task.</p> <p>Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets.</p> <p>Each task should take approximately 30 minutes.</p>	

Subject	French	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • My Family and Home Life: Giving descriptions of appearance and personality; adjectival agreements; saying who you get on with and why; household chores; revision of tenses. • Leisure and Hobbies: Sports and common hobbies; giving a variety of opinions; musical instruments; using <i>depuis</i> with the present tense; talking about books, films and TV programmes.
	Spring	<ul style="list-style-type: none"> • Healthy Living: Sports and healthy eating; fast food; human rights and responsibilities; using comparatives and superlatives; using the imperfect tense • The World of Work: Revision of school subjects; types of jobs and the skills needed to do them; expressing aims and future plans; adverbs and quantifiers; using the concrete future tense
	Summer	<ul style="list-style-type: none"> • Our planet: Talking about the environment; using object pronouns; using <i>devoir</i> in the present tense; using <i>il faut</i> with infinitives • Practical spoken French: Going on holiday and booking hotel rooms; campsites and travel tickets; explaining problems and emergencies
Assessment Headlines	<ul style="list-style-type: none"> • Four assessments over the year testing three skills from Reading, Writing, Listening, Speaking and Translation • Students' overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.bbc.co.uk/schools/gcsebitesize/french • www.vocabexpress.com • www.languagesonline.org.uk 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home. • Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels. 	
Number of lessons per fortnight in this subject	4 lessons per fortnight	

How much Home Learning is expected per week?

Normally 1 piece each week, taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day.

Subject	Geography	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • Megacities ; examines some of the fastest growing cities around the world. Each city we look at has its own challenges from riots to flooding. At the end of the unit students will research their own megacity and its challenges. They will present their findings and offer viable solutions for its challenges. • ‘Restless Earth’; a topic which grips students’ imagination and delves into the centre of the Earth, investigating why the earth’s crust moves. Students then look at the scientific aspect of different plate margins and study a variety of natural disasters from super volcanoes to mega thrust tsunamis.
	<p>Spring</p>	<ul style="list-style-type: none"> • Development; introduces students to global disparities of wealth and seeks to understand why some countries are rich and some are poor. • Globalisation; examines the concept of a shrinking world; examining the causes and consequences of an in integrated world economy. It covers the trade vs aid debate and culminates in Fair trade fortnight which will enable the students to learn about the importance of fair trade and how it relates to our society.
	<p>Summer</p>	<ul style="list-style-type: none"> • Coasts; investigates the physical processes at coasts as well as the impact of human activity at coastal areas. This is a short unit which uses geographical information systems along with other geographical skills and techniques to investigate coastal geography along the prized Jurassic Coast. Old Harry, Durdle Door and other landforms will be studied. • Conflict Geography – Students will investigate contemporary geographical issues; such as resource exploitation and the impact of increasing international relations. Students will the explore the relationship between people and their environment and how this results in conflict.
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level. • Students will be assessed over the year through a variety of different elements of Geography – such as map skills, extending writing, analysis and evaluation. 	
<p>Useful websites or resources</p>	<p>http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en http://www.bbc.co.uk/science/earth/natural_disasters http://www.un.org/en/globalissues/</p>	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to watch the news and look out for articles relating to both human and physical geography • Buy an atlas for use at home 	

<p>Number of lessons per fortnight in this subject</p>	<p>3 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 1 piece each week, taking 30 minutes on average. Some pieces may span more than one Home Learning slot and some may be longer, depending on assessments.</p>

Subject	History	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Britain at war 1914-45 – World War 1 and 2.
	Spring	<ul style="list-style-type: none"> • The Holocaust • The Modern World since 1945
	Summer	<ul style="list-style-type: none"> • The Modern World since 1945 • Independent Historical Enquiry
Assessment Headlines	<ul style="list-style-type: none"> • 3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with a level. <i>NB: assessment in the first term will be based on GCSE style questions. Students will answer smaller exam questions frequently which, together, will make up a final assessment grade for the unit.</i> • Students’ overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.schoolhistory.co.uk • www.Johndclare.net • www.spartacus.schoolnet • www.bbc.co.uk/history 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to watch horrible histories or any relevant topical history documentaries. • Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books. 	
Number of lessons per fortnight in this subject	3 lessons	
How much home learning is expected per week?	Normally one piece each week, taking 30 minutes on average. Some pieces may last over more than one Home Learning slot and may be longer, depending on assessments.	

Subject	Jewish Education	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<p>UNIT ONE: BIBLICAL LEADERSHIP</p> <ul style="list-style-type: none"> • Introduction to leadership: what is leadership? • Biblical Leaders • Slavery in Egypt • The Birth of Moses and his early life • Return to Egypt • Exodus • Giving of Torah, What Happened at Sinai? • Interpretation of text – • Traditional text vs Divine inspiration • Generation of the wilderness • Moses and siblings • Korach- A rebel with a cause? • Moses’ final words <p>UNIT TWO: LEADERSHIP IN EXILE</p> <ul style="list-style-type: none"> • Daniel and life in Babylon • What does Megillat Esther tell us about the role of female leaders? • What does the life story of R.Akiva tell us about the importance of Dugma in Jewish leadership? • Why was there a need for Yavne (Sanhedrin) in the 1st century? • How did the dispersal of Jews affect the way Jews were led?
	<p>Spring</p>	<p>UNIT THREE: DEVELOPMENT OF JEWISH LAW</p> <ul style="list-style-type: none"> • Development of Jewish Law • What is halacha? • The development of Rabbinic Judaism • How were decisions made? • Development of law today • Rabbinic decision making • Questions & Responsa within the denominations <p>UNIT FOUR- DILEMAS OF LEADERSHIP</p> <p>Leadership In Anglo Jewry</p> <ul style="list-style-type: none"> • Who are the leaders of Anglo Jewry? • The Chief Rabbi • Hugo Gryn • Louis Jacobs <p>Dilemmas of leadership in Jewish history: the Judenraat</p> <ul style="list-style-type: none"> • The Warsaw Ghetto Uprising • Comparison of being the head of the Judenraadt • Mordechai Anielewicz; Rumkowski; Elkes; Cherniakov

		<p>Dilemmas of modern Israeli Leaders</p> <ul style="list-style-type: none"> • Golda Meir- What were her leadership qualities? What made her a great leader? • Gilad Shalit vs the release of 1000 terrorists • Should Israel give up Land for Peace? The role of Yitzchak Rabin • The building of the separation wall to reduce terrorism The building of new Settlements
	<p>Summer</p>	<p>UNIT SIX: ISRAEL</p> <ul style="list-style-type: none"> • What was Ben Gurion’s vision of Israel? • Secular religious divide • Why is Israel so diverse? Jewish minorities: FSU; Ethiopian Jewry; Aden • Six Day War • What is life like for a non-Jew in Israel? Arabs, Palestinians; Druze; Christians; Bedouin • Does Israel live up to the vision of its founders?
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Moses as a leader- Text analysis • Writing a responsa • Were the Judenrat collaborators? • Project work: the challenges facing Israel today 	
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • jewishvirtuallibrary.org • jewfaq.org/index.htm • maven.co.il • g-dcast.com • tali-virtualmidrash.org.il • www.chabad.org/ • www.masorti.org.uk/ • www.reformjudaism.org/ • www.theus.org/ 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community. • Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available. 	
<p>Number of lessons per fortnight in this subject</p>	<p>5 lessons per fortnight</p>	
<p>How much Home Learning is expected per week?</p>	<p>Normally two pieces each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>	

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
<p>Main topics/areas studied this year</p>	<p>Autumn</p>	<ul style="list-style-type: none"> • Identity and Goals • Respect and Values – Celebrating Difference • Friendship and Peer Pressure • Bullying – Emotional and Physical • Respect – Boundaries With Members of the Opposite Sex • Dangers of Mobile Phones and Potential Consequences • E-Safety and Cyber Bullying • Mental Health – Coping with Pressure • Sex Education • Marriage and Civil Partnerships • Relationship Education - Saying No (Consent) • Realistic Expectations • Making Informed Decisions • Taking Precautions (Contraception) • STIs • HIV
	<p>Spring</p>	<ul style="list-style-type: none"> • Crime and Punishment • Young Offenders • Parliament and the Law • Juvenile Imprisonment • Eating Disorders • Drugs • Relationships and Love • Smart Shopping • Consumerism • Stress Management
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum. • Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time. 	
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • http://www.pshe-association.org.uk/ • http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe • http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance • http://www.sexeducationforum.org.uk/ • http://www.brainpop.co.uk/psheandcitizenship/seeall/ • http://news.sky.com/ • http://www.bbc.co.uk/newsround/ 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to discuss the issues that they have been learning about in Kvutzah – PSHCE. • There may be questions or issues that students may only feel comfortable asking parents about or that they may wish to discuss in greater detail. • Encourage students to engage with current affairs – watch Newsround or access Sky News. 	

Number of lessons per fortnight in this subject	2 lessons per fortnight
How much Home Learning is expected per week?	Not applicable

Subject	Latin	
<p style="text-align: center;">Main topics/are as studied this year</p>	<p>Autumn</p>	<p>Cambridge Latin Course Book I: Stages 1-10</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Word order in sentences with ‘est’ • Word order in sentences without ‘est’ • Nominative and accusative singular • Sentence pattern: nominative + accusative + verb • Nominative and accusative of 1st, 2nd and 3rd declensions • 1st and 2nd person singular present, including sum, es. • Nominative plural • 3rd person plural present • Imperfect and perfect (v-stems) in 3rd person singular and plural • ‘erat’ and ‘erant’ • Sentence pattern accusative + verb • Perfect tense (other than forms in ‘v’) • Accusative plural • Superlative • dative singular and plural • 1st and 2nd person plural present including ‘esse’ • Comparative <p>Cultural background:</p> <ul style="list-style-type: none"> • Pompeii: Caecilius’ household, houses in Pompeii • Pompeii: daily life and food • Pompeii: town life and business • The forum at Pompeii; finance and the law courts • The theatre: actors and performances; pantomime, comedy • Slaves and freedmen • Roman beliefs about life and death • The amphitheatre and gladiatorial shows • The Roman baths • The Roman education system; books and writing <p>Preparations for Classics Week (5-9 December)</p>
	<p>Spring</p>	<p>Cambridge Latin Course end of Book I, beginning of Book II: Stages 11-14</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Intransitive verbs with dative • Sentence pattern nominative + dative + verb • ‘placet’ • ‘nobis’ and ‘vobis’ • Different ways of asking questions • 1st and 2nd person (singular and plural) imperfect and perfect • 1st and 2nd person (singular and plural) imperfect of esse • Infinitive + volo, nolo, possum. -que. • Infinitive + difficile, necesse, etc • Agreement of adjectives in case and number • Form of adjectives 1st, 2nd and 3rd declensions

		<p>Cultural background:</p> <ul style="list-style-type: none"> • Pompeii: elections and local government • The eruption of Vesuvius; the destruction and excavation of Pompeii • Life in Roman Britain: houses, mining, farming, slavery, career of Salvius • The Romans in Britain: conquest, Romanisation and trade, Boudica’s rebellion
	<p>Summer</p>	<p>Cambridge Latin Course Book II: Stages 15-18</p> <p>Main language features:</p> <ul style="list-style-type: none"> • Relative clauses. Imperfect tense of possum, volo and nolo. • Pluperfect tense. Relative clauses introduced by quos and quas • Genitive case • Gender; agreement of adjectives and relative pronouns in gender <p>Cultural background:</p> <ul style="list-style-type: none"> • Cogidubnus, king of the Regnenses, evidence for his reign • The palace of Fishbourn • Roman Alexandria: growth of the city, trade, key buildings, racial tensions • Glassmaking in Alexandria; government and economy of Egypt, peasant farmers
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Four assessments over the year testing three skills: Translation (Latin-English), Comprehension, Understanding of Grammar • Students’ overall predicted end of year levels are a mixture of the level in the assessment and ongoing teacher assessment throughout the term. 	
<p>Useful websites or resources</p>	<p>Apps</p> <ul style="list-style-type: none"> • http://www.cambridgescp.com (see esp the online vocab tester) • http://latinpadapps.com/ • http://www.britishmuseum.org/explore/cultures/europe/ancient_rome.aspx • http://www.theclassicslibrary.com • http://www.perseus.tufts.edu/hopper/ • https://quizlet.com/ <ul style="list-style-type: none"> • Lexidum • Quizlet (see MrsTrup < Year 9 Latin) • Memrise 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary and word tables. ‘Little but often’ should be the mantra! Offer to test them on these. Make sure they spend their time on the words that they do not yet know (rather than going over ones which they are confident with). Flashcards enable them to do this very efficiently. • Work with students on using the dictionary at the back of their text books and their grammar notes, rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. 	

	<p>This inhibits their progress as it is precisely the process of translation – i.e. the steps involved in figuring out what the Latin means - that they need to learn.</p>
<p>Number of lessons per fortnight in this subject</p>	<p>4 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally one piece each week, taking 30-40 minutes on average. Students will be given regular vocabulary and grammar tests - not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets, grammar exercises or short passages for translation may be set for completion over night.</p>

Subject	GCSE Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Number properties • Geometry and Measures • Statistical diagrams (Higher) • Fractions Decimals and Percentages • Approximation
	Spring	<ul style="list-style-type: none"> • Collecting and interpreting data • Sequences and graphs • Proportion • Ratio and scales • Transformations • Probability • Triangles and construction
	Summer	<ul style="list-style-type: none"> • Interpreting data • Circles • Advanced proportion • Solving Equations and inequalities • Plotting and sketching graphs
Assessment Headlines	<ul style="list-style-type: none"> • 5 assessments are set throughout the year; each assessment will include everything that has been taught up until that point. • Students will sit an end of term examination in December, and an end of year exam combining all topics in June. The exam is in three parts a non-calculator paper and two calculator papers. 	
Useful websites or resources	<ul style="list-style-type: none"> • http://www.mymaths.co.uk • http://www.mathswatchvle.com • http://www.bbc.co.uk/bitesize/ks4/maths/ • http://emaths.co.uk/KS3SAT.htm • http://nrich.maths.org/secondary-lower • http://www.ukmt-resources.org.uk/index-tr.html 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to complete Home learning on the day it is set, to use notes provided, Fronter or the websites above to support learning. • Encourage students to log onto MyMaths (even when it is not set for Home Learning) to discover new areas of maths and practise Key Skills. • When it comes to revision in the summer, print off past papers and work through at home under timed conditions. 	
Number of lessons per fortnight in this subject	8 lessons per fortnight	
How much Home Learning is expected per week?	Students are set Home learning twice a week	

Subject	Modern Hebrew(Ivrit)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Discussing Multiculturalism in Israel using the present tense. • Recounting Aliyah(immigration to Israel) stories, using the past tense. • Learning about the History of Modern Hebrew & various family words. Visiting Israel; discussing preparations prior to the trip using the future tense and places to visit in Israel.
	Spring	<ul style="list-style-type: none"> • Planning the future: Discussing various careers & academic studies • Understanding authentic texts & developing reading strategies. • Israeli technology: Reading complex texts. • Environmental issues: Discussing global issues, giving opinions and suggesting solutions. Discussing endangered animals using authentic texts.
	Summer	<ul style="list-style-type: none"> • Learning about how to apply for voluntary jobs and reading about voluntary organisations in Israel.
Assessment Headlines	<ul style="list-style-type: none"> • 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking & Writing. • Students are also assessed according to their performances in various projects, spelling tests and home learning quality. 	
Useful websites or resources	<ul style="list-style-type: none"> • Israeli Newspapers for beginners such as; <i>‘Bereshit & Yanshuf’</i> • Rosetta Stone in Hebrew: http://www.rosettastone.co.uk 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage pupils to revise new words, grammatical structure and topics learnt in class. • Encourage students to extend their Hebrew reading and speaking beyond the classroom. Develop students’ interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel. 	
Number of lessons per fortnight in this subject	4 lessons per fortnight.	
How much Home Learning is expected per week?	1 piece each week taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and students should use the little and often approach to learning. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Music	
Main topics/areas studied this year	Autumn	Battle of the Bands – working as a group on performance skills
	Spring	Music for Film – composing music for a film/cartoon
	Summer	Project – composition or performance project
Assessment Headlines	End of each project. Students will be assessed on performing, composing, listening and appraising skills over the course of the year.	
Useful websites or resources	http://audacity.sourceforge.net http://musescore.org http://www.imslp.org http://www.echalk.co.uk/music/music.html http://note-attack.en.softonic.com http://www.musictheory.net/ http://www.skskids.org	
What parents can do to support learning	Encourage students to explore the music quizzes and free software, and listen to as many different types of music as possible. Students should also be encouraged to attend as many concerts and performances as possible.	
Number of lessons per fortnight in this subject	2 lessons per fortnight	
How much Home Learning is expected per week?	N/A per week.	

Subject	Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Multi-Skills/ Health related Fitness and Fitness Testing • Rugby • Football/ Netball • Hockey
	Spring	<ul style="list-style-type: none"> • Volleyball • Basketball • Table Tennis • Badminton
	Summer	<ul style="list-style-type: none"> • Athletics • Rounders • Cricket • Trampolining • Non Traditional Games (e.g. Lacrosse/ Handball/ Multi Skills games)
Assessment Headlines	<ul style="list-style-type: none"> • Fitness testing – Cooper Test and Multi Stage Fitness Test – Cardiorespiratory and Cardiovascular endurance tests. • Skill Related and Health Related fitness testing (speed/ power/ flexibility/ reaction time/ co-ordination/balance/ strength). • Assessment opportunities in all sports studied 	
Useful websites or resources	<ul style="list-style-type: none"> • BBC Sports Academy - http://news.bbc.co.uk/sport1/hi/academy/default.stm • Youth Sport Trust – http://www.youthsporttrust.org/ • JCoSS football results – www.football.mitoo.co.uk • Maccabi GB – www.maccabigb.org • Yahoo! Sport/ Eurosport http://uk.eurosport.yahoo.com/ 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage pupils to participate in a range of sports (competitive and recreational) outside of School hours • Spectate at a sporting event • Encourage importance of healthy and active lifestyle • Watch sports on Television/ listen on radio to help develop child’s awareness of sports 	
Number of lessons per fortnight in this subject	4 lessons per fortnight	

Subject	Religious Studies	
Main topics/areas studied this year	Autumn	<p>UNIT ONE: SIKHISM</p> <ul style="list-style-type: none"> • Introduction to Sikhism • Guru Nanak • The 10 Gurus • The 5 Ks • Gudwara and Guru Granth Sahib • Langar • Khalsa
	Spring	<p>UNIT TWO: HUMANISM</p> <ul style="list-style-type: none"> • What is humanism? • Key thinkers • Ethical debates • How do you know what's true? • How do you tell right from wrong?
Useful websites or resources	<ul style="list-style-type: none"> • http://www.bbc.co.uk/religion/religions/sikhism/ • http://www.bbc.co.uk/religion/religions/atheism/ • http://understandinghumanism.org.uk/what-is-humanism/ 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage the students to read current affairs; especially in relation to religions. • Develop an open forum at home for discussion about other faiths and cultures. • Visit places of religious significance such as mosques and churches. 	
Number of lessons per fortnight in this subject	1 lessons per fortnight	
How much Home Learning is expected per week?	Normally 1 piece per fortnight, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.	



Subject	Key Stage 3 Science and (start of) GCSE Science	
Main topics/areas studied this year	Autumn	Ceramics, Endothermic and Exothermic Reactions The Earth Electricity and Magnetism
	Spring	Revision of KS3 GCSE Practical Skills Unit
	Summer	GCSE Practical Skills Unit End of KS3 Revision and Exams
Assessment Headlines	<p>Students are assessed continuously throughout the course of KS3.</p> <p>Testing will typically take place at the end of each unit, and will also consist of teacher assessment of written, oral and demonstrative work.</p> <p>Students will sit a KS3 SATS examination for science during their assessment week in Year 9.</p> <p>This will continue with the introduction of GCSE question based tests and assignments in the summer term.</p>	
Useful websites or resources	<p>Kerboodle: Students can access electronic textbooks and other resources. They have been issued usernames and passwords. http://www.kerboodle.com</p> <p>SAM Learning: Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. https://www.samlearning.com/</p> <p>Other useful websites: http://www.bbc.co.uk/bitesize/ks3/science/ http://www.freezeray.com/ http://www.echalk.co.uk/ http://www.planet-science.com/ http://www.schoolscience.co.uk/ http://www.arkive.org/ http://royalsociety.org/ http://scienceteachinglibrary.wordpress.com/ http://www.csiro.au/resources/DIYScience http://www.exploratorium.edu/who/parents/</p>	
What parents can do to support learning	<p>Encourage students to write using the PEE strategy: P – Point – Make a point E – Evidence – What evidence do you have to support your point? E – Explanation – Explain your point and evidence using your scientific knowledge and understanding, expand your answer to include scientific detail, keywords and diagrams.</p>	
Number of lessons per fortnight in this subject	6 lessons per fortnight	

How much Home Learning is expected per week?

1 or 2 home learning tasks are set each week taking about 40 - 60 minutes each.

Subject	Spanish	
<p>Main topics/areas studied this year</p>	Autumn	<ul style="list-style-type: none"> • Introducing myself: Saying hello and telling people how you are; counting to 100; giving and understanding dates and birthdays; naming classroom objects; talking about where you live. • En el instituto Talking about your school subjects; Saying what you do in lessons . Understanding regular verbs; Talking about teachers; Giving opinions and reasons / Understanding all adjective agreements. • Mi familia : Talking about your family / using Tener Talking about your pets; Talking about your appearance and character / Using the verb Ser; Talking about eyes and hair.
	Spring	<ul style="list-style-type: none"> • En Casa : Describing where you live ; Understanding nationalities; Talking about your home ; Talking about activities you do in your house /stem-changing verbs; Describe your bedroom / using prepositions; Talking about your daily routine / using reflexive verbs. • En la ciudad: Saying what your town is like / using comparatives; Talking about places in town; Asking where something is in a town / giving directions; Making and responding to invitations / using querer; Talking about the weather / using cuando; Using two tenses together / saying what you do in town.
	Summer	<ul style="list-style-type: none"> • Mis vacaciones y mi tiempo libre : Saying what you in your free time; Talking about sports; Saying what you like to do; Saying what you are going to do; Describing past holidays; Saying what you did on holiday. • Leisure and Hobbies: Sports and common hobbies; giving a variety of opinions; musical instrument; talking about books, films and TV programmes.
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • One assessment per half-term unit. Two skill areas will be assessed each half-term e.g. Reading and Writing • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term. 	
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.languagesonline.org 	
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home. 	

	<ul style="list-style-type: none"> • Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels.
<p>Number of lessons per fortnight in this subject</p>	<p>4 lessons per fortnight</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 1 piece each week, taking 20-30 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day. Worksheets and grammar exercises may be required to be completed over night.</p>