

Colchester County High School for Girls

Year 9 Essential Information

2021-2022



Year 9 Essential Information 2021 - 2022

Contacting us

The Year 9 Tutor Team

9C	Mrs P Burnett	PBurnett@cchsg.com
9O	Mrs C Croxson	CCroxson@cchsg.com
9L	Mr J Garland	JGarland@cchsg.com
9H	Mr I Minton	IMinton@cchsg.com
9E	Mrs S Watkins	SWatkins@cchsg.com

The first point of contact should always be your child's tutor.

Mr M Holdsworth Year Leader – Year 9	MHoldsworth@cchsg.com
Mrs J Ward Upper School Pastoral Assistant	JWard@cchsg.com
Mrs D Frost Vice Principal	DFrost@cchsg.com
Mrs W Jackson Associate to the Principal & CEO	WJackson@cchsg.com

Dates for your Diary

29 September	Information Evening
19 October	Geography and History Matrix Day
22 November	Progress Check 1 issued
11 January	Geography and History Matrix Days
26 January	Holocaust Memorial Breakout Day
10 February	Parent Consultation Evening
4-5 March	Computing Matrix Days
14 March	Progress Check 2 Released
23-27 May	Examination Week
7 – 8 June	Computing Matrix Days
27 June	Examination results issued
5 July	Healthy Lives Matrix Day
7 July	Enterprise Matrix Day
8 July	Environmental Science Matrix Day
14 July	Reports issued
14 July	Sports Day
18 July	Activity Day Trip (Provisional)

Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Team work with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an online reporting system in 2021-22 to enable students to report more freely; this can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs W Jackson wjackson@cchsg.com (Mrs K Daniels from January 2022)

Deputy DSLs:

Mrs K Daniels	kdaniels@cchsg.com
Mrs D Frost	dfrost@cchsg.com
Dr S Parrott	sparrott@cchsg.com
Mrs S Hughes	shughes@cchsg.com

Year 9 Curriculum Related Information

Careers (Delivered through PSHCE lessons)

- An overview of the opportunities that lie ahead - 14+, 16+, 18+ and Post Degree
- A detailed exploration of the GCSE preferences available to students
- An examination of each student's choice and how it affects their future pathway
- Use of relevant Careers resources within the school and on-line
- Using the telephone with professionalism
- Introduction to the world of employment to include key employability skills and building a career portfolio

Relationship and Sex Education (delivered through PSHCE lessons)

- Students consider the emotional and caring aspects of relationships not just the physical and biological issues
- Will raise awareness and develop knowledge of STIs, their consequences and transmission, prevention and treatment.
- Students will understand the effectiveness of contraception in protecting against STIs and pregnancy
- They will discuss the idea of consent in relationships and other situations
- Students will cover LGBTQAI+
- Lessons will look at ensuring students understand how to keep safe online around issues such as stalking and harassment

Religion and World Views

All students follow the OCR Religious Studies course which they began in Year 8. They will take the GCSE examinations in the Summer of 2023.

Physical Education

Students will take part in core PE as part of their timetable. Extra-curricular clubs will be advertised on a half termly basis via the Weekly Bulletin.

E-Safety - Who you can turn to:

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their daughter's on-line activity to ensure they are safe and using social media responsibly. These websites are useful for more information or to report any negative experiences online.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

In school, students must turn off their mobile phone and keep it in a locked locker during the school day.

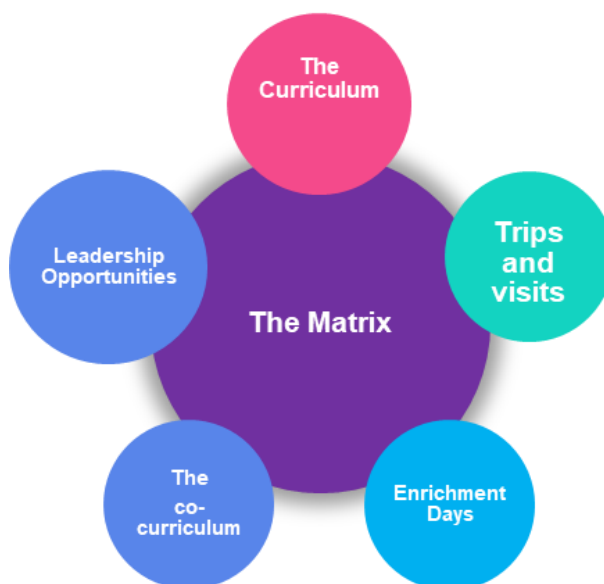
R Rewards

Year 9 have an R Reward System where students collect 'R's' which convert into raffle tickets. Draws will take place for reward prizes each half term and all tickets go into a draw for a larger prize in July. This will be reviewed by the Student Voice Team during 2021-2022

The Year 9 Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is "fluid" with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 1 Young Learners Chinese Test.



Duke of Edinburgh – Bronze Award

Year 9 will be offered the opportunity to complete the Duke of Edinburgh Bronze Award through an after school programme and expeditions in the Summer of 2022. Details will be published to students and parents via the DofE Coordinator Mr Embleton (cembleton@cchsg.com).

Please contact the Head of Department for subject specific queries

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Dr Martin	imartin@cchsg.com
Chemistry	Dr van Mierlo	cvanmierlo@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Mrs Barber	ebarber@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Wiseman	nwiseman@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Ms Morley	smorley@cchsg.com
Religion and World Views	Mr Summers	msummers@cchsg.com

Recording Progress in Year 9 2020-21

Student attainment and progress in Year 9 will be measured using the GCSE Grades 9 to 1.

In the autumn term each student will be issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point, but also take into consideration progress in Years 7 and 8.

Progress Checks and School Reports issued during Year 9 will provide a Working at Measure (GCSE Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

School Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 9 Examinations in the spring term. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE.

Grading of GCSEs post 2017 reform

NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
			<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> 4 = C and above and above </div>								
						<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 					
		A*	A	B	C	D	E	F	G	U	

Progress Checks and School Reports issued during Year 9 will provide a Working at Measure for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

School Mock Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 9 Examinations later in the summer term.

Please check your child's homework diary regularly to see the work being set in line with the homework timetable included in this information pack.

Examinations

If there are any circumstances you feel may affect examination performance or any access arrangements requirements, please ensure that you have informed Mrs Pye our Data and Examinations Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at exams@cchsg.com. If a student is ill on the day of a public examination Mrs Pye must be informed that day and a letter from their GP is required for the school to be able to apply for special considerations.

Subject Examination Board Specification	Textbook	Website
Art & Design Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html http://www.bbc.co.uk/schools/gcs ebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
Biology Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes	Website with full specification and some past papers: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1 Useful revision sites: http://www.s-cool.co.uk/gcse/biology http://www.docbrown.info/gcsebiology.htm http://www.bbc.co.uk/education/subjects/z9ddmp3 http://www.bbc.com/earth/uk and www.bbc.co.uk/science https://www.physicsandmathstutor.com/biology-revision/
Chemistry Edexcel 1CH0	Chemistry for You by Lawrie Ryan <i>Textbooks are available in school and are issued to students at the end of Y9 start of Y10</i>	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcs ebitesize/science/ https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
Computer Science OCR J277	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote Online resources Teach-ICT Username: co33us Password: python1	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ http://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://student.craigndave.org/

Subject Examination Board Specification	Textbook	Website
Drama WJECeduqas 601/8420/6 C690QS	Not applicable	http://www.eduqas.co.uk/
English Language AQA 8700	Book1 – AQA GCSE English Language. Developing the skills for learning and assessment. Helen Backhouse and Beverley Emm. Book 2 – AQA GCSE English Language. Assessment preparation for Paper 1 and Paper 2. Jane Branson and Peter Ellison.	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
English Literature AQA 8702	Not applicable -a range of texts are used: An Inspector Calls Romeo & Juliet Poetry Anthology Pride And Prejudice	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
French AQA 8658	GCSE French Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login. AQA GCSE French Higher Student Book Publisher: Oxford University Press ISBN 978 019 836583 583 9	http://www.aqa.org/ http://www.languagesonline.org.uk/ www.memrise.com/
Geography AQA 8035	AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922 GCSE Geography AQA Student Book Publisher: Oxford University Press ISBN-13: 9780198366614 GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632 CGP AQA GCSE Revision Guide	http://www.aqa.org.uk/qualifications.php

Subject Examination board specification	Textbook	Website
German AQA 8668	GCSE German Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login. AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 978 019 836587 7	http://www.aqa.org/ https://www.languagesonline.org.uk/ www.memrise.com/
History AQA 8145	Oxford AQA GCSE History; Germany 1890-1945 AQA GCSE History; Understanding the Modern World AQA GCSE History; Health and the People AQA GCSE History; Elizabethan England c1568-1603 Oxford AQA GCSE History; Thematic Studies c.790-Present Day	http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources
Latin OCR J282	Own 'in house' course. Year 9 Booklet GCSE Latin booklet : physical copies given to students and electronic copies available on SharePoint	http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/
Mathematics Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	http://www.edexcel.org.uk/ www.corbettmaths.com www.nrich.maths.org www.bbc.com/education www.mathsgenie.co.uk www.drfrostmaths.com
Music Edexcel 1MU0	Edexcel GCSE (9-1) Music by John Arkell & Jonny Martin (Pearson) Anthology of Music – Edited by Julia Winterson (Pearson)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html
Physical Education AQA 8582	AQA GCSE (9-1) PE Ross Howitt Mike Murray	www.aqa.org

Subject Examination board specification	Textbook	Website
Physics Edexcel 1PH0	Physics for You by Keith Johnson	http://www.edexcel.com/ https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://senecalearning.com/en-GB/
Psychology Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain et al Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html
Religious Studies OCR J625	OCR GCSE (9-1) Religious Studies By Lorraine Abbott	https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/

Year 9 Curriculum Outline 2021/22

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design (GCSE) Pearson Edexcel FA0	<p>FOUNDATION UNIT TOPIC: SURFACES AND TEXTURES – Natural Forms. Key Skills: objective observation, media & annotation –mark making inc. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation.</p> <ul style="list-style-type: none"> • Generating ideas, visual research, developing & refining original source material • linking contextual studies • extending and refining ideas • meeting assessment objectives • experimenting with different materials and techniques • resolving problems • realising ideas / presenting final work 	<p>TOPIC: THEMATIC COMPONENT Key Skills: media selection/ critical reflection/contextual/cultural understanding/print /sculpture/3D construction.</p> <ul style="list-style-type: none"> • how to generate interesting/original ideas from a body of work • portfolio development • effective annotation • printmaking • 3D outcome • preparing for end of year assessment and maximising impact and presentation • summer project development 	<p>TOPIC: YEAR 9 MOCK EXAM (Cubism)</p> <p>Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria.</p> <ul style="list-style-type: none"> • understanding assessment and addressing objectives • impact/presentation • preparation/planning studies for mock examination • gallery visit / contextual links • reflection for progression • personal outcome(s) • Evaluation
Biology (GCSE) Pearson Edexcel 1BIO	<ul style="list-style-type: none"> • Cells and cell transport • Biomolecules and enzymes • Respiration • Lungs 	<ul style="list-style-type: none"> • Lungs (cont'd) • Heart and circulatory system 	<ul style="list-style-type: none"> • Plant structure and function • Ecosystems
Chemistry (GCSE) Pearson Edexcel 1CHO	<ul style="list-style-type: none"> • atomic structure and bonding • acids, alkalis, bases and salts • the Periodic Table and Group Trends 	<ul style="list-style-type: none"> • careers topic • the atmosphere • solubilities • qualitative analysis 	<ul style="list-style-type: none"> • introduction to chemical calculations

Subject	Autumn Term	Spring Term	Summer Term
Computer Science (GCSE) OCR J277	<ul style="list-style-type: none"> • Hardware Projects – physical computing with the Raspberry Pi– (11 lessons) • 1.1 Systems architecture– (6 lessons) • 2.5 Programming languages and Integrated Development Environments– (7 lessons) • 1.2 Memory and storage (part 1) – (8 lessons) • Robot Wars – (1 lesson) 	<ul style="list-style-type: none"> • 2.4 Boolean logic – (4 lessons) • 2.1 Computational Thinking & Algorithms – (10 lessons) • 2.2 Programming fundamentals – (12 lessons) • Murder at the Museum – (1 lesson) 	<ul style="list-style-type: none"> • 1.5 Systems software – (5 lessons) • 3D Design – Printing small artefacts – (3 lessons) • Robotics and Artificial Intelligence – (5/6 lessons) • Exam Preparation – (2/3 lessons) • Year 9 Examination process – (2/3 lessons) • System development life cycle – (2 lessons) • Process for success– (2 lessons) • Programming Project – version 1 – (10 lessons) • Escape room – (1 lesson) • One day visit to Essex University Robotics department (TBC)
Drama (GCSE) WJEC Eduqas 3690QS	<p>An introduction to the course.</p> <p>History of World Theatre part one: Ancient Greek Theatre</p> <p>Practical assessment – extract from Euripides/Sophocles</p> <p>History of World Theatre part two: Medieval Mystery and Morality Plays</p> <p>Practical assessment – production of devised medieval morality play</p>	<p>History of World Theatre part three and c Mini research project looking at context, structure and socio-historic aspects of Elizabethan Theatre lose textual study. Elizabethan Theatre</p> <p>History of World Theatre part three and close textual study. Elizabethan /Jacobean Theatre</p> <p>Practical assessment – production of scene from text studied</p>	<p>History of World Theatre part four – Victorian Melodrama</p> <p>Practical assessment with director’s notebook</p> <p>An introduction to modern theatre – the work of Bertolt Brecht.</p> <p>Year 9 examination</p> <p>Mini-Devised piece using stimulus provided</p>

Subject	Autumn Term	Spring Term	Summer Term
English (Introduction to English Language AQA 8700 and Literature – AQA 8702)	<ul style="list-style-type: none"> The Gothic Genre: main text either <i>Frankenstein</i>, <i>Jane Eyre</i> or <i>Dracula</i> - plus skills for writing Modern Drama – main text either <i>Journey's End</i>, <i>A Streetcar Named Desire</i>, <i>Hobson's Choice</i>, <i>The Crucible</i> or <i>The Importance of Being Earnest</i> 	<ul style="list-style-type: none"> <i>Of Mice and Men</i> by John Steinbeck <i>Macbeth</i> by William Shakespeare 	<ul style="list-style-type: none"> Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers' methods Preparation for the GCSE Spoken Language Component <i>Love and Relationships</i> Poetry Anthology
French (GCSE) AQA 8658 French Foundation Textbook OUP	<ul style="list-style-type: none"> Revision, consolidation and extension of grammar from Years 7 and 8. Baseline Assessment Introduction to La Francophonie Introduction to French Music Theme 1: Identity and culture Unit 1 1: Me, my family and friends <p>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests</p>	<ul style="list-style-type: none"> Theme 1: Identity and culture Unit 2: Technology in everyday life La Francophonie Introduction to French Literature <p>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests</p>	<ul style="list-style-type: none"> Theme 1: Identity and culture Unit 3: Free-time activities La Francophonie Introduction to French Cinema Year 9 exams End of Year Activities (Film, Quizzes, Cultural studies etc...) <p>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests</p>
Geography (GCSE) AQA 8035	<p>The Challenge of Natural Hazards</p> <ul style="list-style-type: none"> Natural Hazards Tectonic Hazards Weather Hazards Tropical Storms Extreme Weather in the UK Climate Change 	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> UK resources – Food, Energy and Water Global food security Geographical Issue Evaluation 	<p>Geographical Applications</p> <ul style="list-style-type: none"> Geographical skills

Subject	Autumn Term	Spring Term	Summer Term
German (GCSE) AQA 8668 German Foundation text book OUP G (groundwork) pages for all topics.	<p>Revision, consolidation and extension of grammar from Years 7 and 8.</p> <p>Theme 1: Identity and culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals</p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>	<p>Theme 2: Local, national, international and global areas of interest Topic 1: Where you live Topic 2: Social issues Topic 3: Global issues (begin)</p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>	<p>Theme 2: Local, national, international and global areas of interest Topic 3: Global issues (finish) Topic 4: Travel and Tourism</p> <p>Year 9 exam</p> <p>Theme 3: Current and future study and employment Topic 1: Life at school/college Topic 2: Jobs, career choices and ambitions</p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>
History (GCSE) AQA 8145	<p>Germany, 1890-1944: Democracy and Dictatorship (Paper One)</p> <ul style="list-style-type: none"> • Germany and the growth of Democracy <ul style="list-style-type: none"> - Kaiser Wilhelm II and the difficulties of ruling Germany - Impact of the First World War - The Stresemann era • Germany and the Depression <ul style="list-style-type: none"> - The Depression and the rise of the Nazis - The failure of Weimar democracy - The establishment of Hitler's dictatorship 	<ul style="list-style-type: none"> • The experiences of Germans under the Nazis <ul style="list-style-type: none"> - Economic changes - Social policy and practice - Control and resistance 	<p>Conflict and Tension in Asia, 1950-1975 (Paper Two)</p> <ul style="list-style-type: none"> • Conflict in Korea <ul style="list-style-type: none"> ○ The causes of the Korean War ○ The development of the Korean War ○ The end of the Korean War and its significance for Cold War relations
Latin (GCSE) OCR J282	<ul style="list-style-type: none"> • revision of year 8 vocabulary and grammar • expansion of grammar to include all tenses and cases; Comparison of Adjectives; Participles; 	<ul style="list-style-type: none"> • increasing competence in translation skills and familiarisation with the language itself • increased vocabulary knowledge 	<ul style="list-style-type: none"> • new grammar • regular translation work.

	<ul style="list-style-type: none"> • background work on Mythology • regular grammar and translation exercises 	<ul style="list-style-type: none"> • new grammar [Passive; Deponent Verbs ;Subjunctive] • vocabulary tests • regular translation 	
--	---	---	--

Subject	Autumn Term	Spring Term	Summer Term
Mathematic (GCSE) Pearson Edexcel 1MA1	1) Number 1.1 Number problems and reasoning 1.2 Place value and estimating 1.3 HCF and LCM 1.4 Calculating with powers (indices) 1.5 Zero, negative and fractional indices 1.6 Powers of 10 and standard form 1.7 Surds Algebra 2.1 Algebraic indices 2.2 Expanding and factorising 2.3 Equations 2.4 Formulae 2.5 Linear sequences 2.6 Non-linear sequences 2.7 More expanding and factorising 3) Interpreting and representing data 3.1 Statistical diagrams 1 3.2 Time series 3.3 Scatter graphs	3) Interpreting and representing data 3.4 Line of best fit 3.5 Averages and range 3.6 Statistical diagrams 2 4) Fractions, ratio and percentages): 4.1 Fractions 4.2 Ratios 4.3 Ratio and proportion 4.4 Percentages 4.5 Fractions, decimals and percentages 5) Angles and trigonometry : 5.1 Angle properties of triangles and quadrilaterals 5.2 Interior angles of a polygon 5.3 Exterior angles of a polygon 5.4 Pythagoras' Theorem 1 5.5 Pythagoras' Theorem 2 5.6 Trigonometry 1 5.7 Trigonometry 2	6) Graphs 6.1 Linear graphs 6.2 More linear graphs 6.3 Graphing rates of change 6.4 Real-life graphs 6.5 Line segments 6.6 Quadratic graphs 6.7 Cubic and reciprocal graphs 6.8 More graphs 7) Area and volume 7.1 Perimeter and area 7.2 Units and accuracy 7.3 Prisms 7.4 Circles 7.5 Sectors of circles 7.6 Cylinders and spheres 7.7 Pyramids and cones

Subject	Autumn Term	Spring Term	Summer Term
Music (GCSE) Eduqas C660QS	<p>Component 1: Solo performance to the class</p> <p>Component 2: Writing a classical melody in a simple structure using devices. Compose a contrasting section to create a binary or ternary composition.</p> <p>AoS1 Musical Forms and Devices</p> <ul style="list-style-type: none"> • Introduction to GCSE Music • Aural, notational and listening skills – developing the ability to identify musical elements AO3 and appraising skills AO4 • Exploring structure and form (binary, ternary, rondo, minuet and trio, theme and variation) through Baroque and Classical pieces • Understanding simple chord progressions, melodic and rhythmic motifs and modulations • Case study <i>Eine Kleine Nachtmusik: Minuet and Trio</i> by Mozart • Case study <i>Piano Sonata No. 16 in C K.545</i> by Mozart 	<p>Component 1: Ensemble performance linked to an AoS to the class</p> <p>Component 2: Composing a short homophonic piece with a contrasting section, which demonstrates imitation between the parts on an ensemble</p> <p>AoS2 Music for Ensemble</p> <ul style="list-style-type: none"> • Exploring the development of musical theatre • Developing knowledge of texture through musical theatre songs • Listening exercises to develop notation skills; aural recognition of the difference between major and minor, and 'perfect' intervals i.e. 4th, 5th, 8^{ve} • Case study <i>I Wish I May</i> from <i>Witches of Eastwick</i> • Case study <i>If Only</i> from <i>The Little Mermaid</i> 	<p>Component 1: Tea-time concert</p> <p>Component 2: Composing a popular song using a conventional form that includes chords, drum pattern, bass line, melody and lyric writing</p> <p>AoS4 Popular Music</p> <ul style="list-style-type: none"> • Listening and recognising technological effects and exploring on Garage Band • Forms and features of popular music • Exploring the relationship between melody and chords • Circle of fifths and chord sequences • Case study <i>Since You've Been Gone</i> by Rainbow • Exam techniques: hints and tips • Building a vocabulary revision list • Clarifying theoretical points <p>End of Year Listening Assessment</p>

	Subject		Autumn Term		Spring Term	
	Theory	Practical	Theory	Practical	Theory	Practical
PE (GCSE) AQA 8582	<ul style="list-style-type: none"> • Skeletal System • Muscular System • Movement Analysis • Respiratory System • Circulatory System 	Netball Trampolineing Cross country/ athletics Climbing Table Tennis	<ul style="list-style-type: none"> • Levers • Mechanical Advantage • Planes and Axis • Aerobic & anaerobic • The immediate & short term effects of exercise 	Netball Trampolineing Cross country Climbing Swimming	<ul style="list-style-type: none"> • Recovery • Long term effects of exercise • Health and Fitness • Components of Fitness 	Athletics Swimming Climbing
Physics (GCSE) Pearson Edexcel 1PH0	<ul style="list-style-type: none"> • waves and sound • Waves and Electromagnetic Spectrum 		<ul style="list-style-type: none"> • Energy • Vectors and Motion 		<ul style="list-style-type: none"> • Forces and Motion • Static Electricity 	
PSHCE	<ul style="list-style-type: none"> • MADE – GCSE Study Skills • Mental Health L1 – Recognising and coping with anxiety • Mental Health L2 – Managing stress • Resilience for Success 1 – What is resilience? • Resilience for Success 2 – Self managers • Resilience for Success 3 – Changing habits – marginal gains • Resilience for Success 4 – Taking control of my future • Risks 1 – Alcohol Awareness • Risks 2 – Drugs and the Law • Careers: Key Employability Skills • Human Rights 1 – Trafficking • Human Rights 2 – Is sending Aid the answer? • Human Rights 3 – The Equality Act 2010 		<ul style="list-style-type: none"> • E-Safety • Finance 1 – Navigating financial institutions • Finance 2 – How can I avoid debt? • Finance 3 – Our rights as consumers • First Aid • British Values – Multicultural society • Body Image – Media and eating disorders • SRE 1 – Making love or having sex? • SRE 2 – STI's • SRE 3 – Contraception • SRE 4 - Consent 		<ul style="list-style-type: none"> • SRE 5 – Peer pressure • SRE 6 – LGBTQ+ • SRE 7 – Revenge Porn • SRE 8 – Stalking and harassment • Exam Stress/Preparation – managing time effectively • Young people in the UK – Knife Crime • Young people in the UK – Crime and punishment • Young people in the UK – Interpersonal skills 	

Subject	Autumn Term	Spring Term	Summer Term
Psychology (GCSE) Edexcel 1PS01	<p>Core Topic 11: Research methods – How do you carry out psychological research?</p> <ul style="list-style-type: none"> • Be able to identify the Key Variables e.g. IV/DV • The influence of extraneous variables and ways to control for them, including • Be able to write a null hypothesis and alternative hypothesis • Methods of sampling • Practical activity 1 • Experimental and research designs • Knowledge of experimental research methods e.g. the laboratory experiment • Knowledge of non-experimental methods e.g. Interviews and questionnaires, observations etc • Practical activity 2 • Reliability and Validity Issues when conducting research • Knowledge and practice of data analysis techniques • Understand, and know the difference between primary data & secondary data and qualitative data & quantitative data • Understand ethical issues in psychological research and how to deal with them • Practical activity 3 	<p>Core Topic 1: Development – How did you develop?</p> <p>Students need to understand:-</p> <ul style="list-style-type: none"> • Early brain development, the eye • The role of education and intelligence, including Piaget's Theory of Cognitive Development • The effects of learning on development using Carol Dweck's fixed/ growth Mindset theory • Daniel Willingham's learning theory • The key studies of Piaget and Inhelder (1956) Three Mountains Task and Gunderson et al. (2013) Parent Praise to 1-to 3-Year-Olds • Morality issues in psychology and the individual • Practical activity 	<p>Core Topic 2: Memory – How does your memory work?</p> <ul style="list-style-type: none"> • The structure and process of memory and information processing • The features of short-term and long-term • memory, including: duration and capacity • Retrograde and anterograde amnesia (terms and symptoms) • The active process of memory through the • Theory of Reconstructive Memory (Bartlett, 1932) • The structure and process of memory through the Multi-store Model of Memory (Atkinson and Shiffrin, 1968) • The key studies of Bartlett (1932) War of the Ghosts and Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items • The reductionism and holism debate • Practical activity

Subject	Autumn Term	Spring Term	Summer Term
Religious Studies (GCSE) OCR J625	Paper 1 Christianity Beliefs and Teachings: <ol style="list-style-type: none"> 1. The Nature of God 2. The Trinity 3. The Creation Evil & Suffering 4. Jesus Christ 5. Incarnation, Crucifixion, Resurrection & Ascension 6. Concept of Salvation 7. Eschatological Beliefs & Teachings 	Paper 1 Christianity Practices <ol style="list-style-type: none"> 1. Worship 2. Sacraments 3. Prayer 4. Pilgrimages & Celebrations 5. Mission 	Paper 3 Religion, philosophy and ethics in the modern world from a Christian perspective: Relationships and Families

Year 9 Core PE Programme of Study 2021-2022

	9AA (Set 1)	9BB (Set 2)	9CC (Set 3)	9DD (Set 1)	9EE (Set 2)
2 Weeks	Rounders	Rounders	Rounders	Rounders	Rounders
4 Weeks	Netball	Football	Dance	Netball	Dance
Half Term					
3 Weeks	Tag Rugby	Netball	Lifesaving	Tag Rugby	Lifesaving
4 Weeks No Hall	Lifesaving	Rugby	Table Tennis	Lifesaving	Table Tennis
Christmas Break					
3 Weeks	Dance	Lifesaving	Netball	Dance	Netball
3 Weeks	Football	Dance	Badminton	Football	Badminton
Half Term					
3 Weeks	X-Country	X-Country	X-Country	X-Country	X-Country
3 Weeks	Table Tennis	Badminton	Football/ Rugby	Table Tennis	Football/ Rugby
Easter					
4 Weeks	Cricket	Athletics/Rounders	Athletics/Rounders	Cricket	Athletics/Rounders
1 Week	Exams	Exams	Exams	Exams	Exams
1 Week	Athletics/ Rounders	Cricket	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders
Half Term					
3 Weeks	Athletics/Rounders	Cricket	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders
3 Weeks	Athletics/Rounders	Athletics/Rounders	Cricket	Athletics/Rounders	Athletics/Rounders

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ The school benchmark is 97%
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

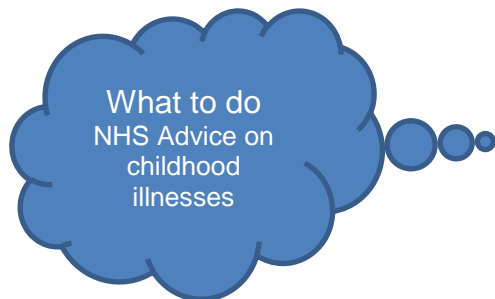
Please note that holidays taken in term time cannot be authorised.

Punctuality

Daily lateness adds up:

- ▶ 5 minutes late 3 days lost per school year
- ▶ 10 minutes late 6.5 days lost per school year
- ▶ 15 minutes late 10 days lost per school year
- ▶ 20 minutes late 13 days lost per school year
- ▶ 30 minutes late 19 days lost per school year

Good punctuality is as important as good attendance. A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with activities. Your daughter might also miss any announcements which affect her.



Go to school; get treatment if needed

Can be catching; some restrictions for school attendance

Don't go to school; see the GP

What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bud/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Year 9 Homework Timetable 2021 – 2022

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Option Block	Option C (Ger; VGR, Frn; KOL, Geog; MHO, Hist; KKI, Hist, SSA, Lat; MDO, PE; SBA)	Option A (Cpu; CNA, Ger; SPG, Frn; KOL, Geo; JKI, Hist; SPI, Lat; BHO, Psy; VWI)		Option B (Art; BMO, Cpu; MWH, Dra; MC~U, Frn; SSN, Geog; NKE, Hist; IPZ, Mus; FJE, Psy; SMR)	
MA/EN			English	Maths	English
AA	Bio (IMA)			Chem (ANE)	Phys (TAD)
BB	Phys (TAD)	Chem (AMO)		RE (MSU)	Bio (MSE)
CC	RE (VWI)	Chem (NCO)	Bio (MUK)	Phys (IMI)	
DD	Chem (ANE)		Phys (IMI)	RE (VWI)	Bio (BYE)
EE		Bio (CBR)	Chem (JGA)	Phys (ASW)	

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Option Block		Option B (Art; BMO, Cpu; MWH, Dra; MC~U, Frn; SSN, Geog; NKE, Hist; IPZ, Mus; FJE, Psy; SMR)	Option A (Cpu; CNA, Ger; SPG, Frn; KOL, Geo; JKI, Hist; SPI, Lat; BHO, Psy; VWI)		Option C (Ger; VGR, Frn; KOL, Geog; MHO, Hist; KKI, Hist, SSA, Lat; MDO, PE; SBA)
MA/EN	Maths		English	Maths	English
AA	Chem (ANE)	Bio (IMA)		RE (VWI)	Phys (TAD)
BB	Phys (TAD)	Chem (AMO)		Bio (MSE)	
CC	Phys (IMI)	Chem (NCO)			Bio (MUK)
DD	Chem (ANE)	Bio (BYE)		Phys (IMI)	
EE	Phys (ASW)	RE (MSU)		Chem (JGA)	Bio (CBR)

Practical Stress Busters For Teenagers

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. Have a good bedtime routine:</p> <ul style="list-style-type: none"> • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating • TURN OFF PHONES – don't get distracted just before trying to get to sleep • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently • YOU CAN USE THIS ANYWHERE, ANYTIME

Supporting Student Wellbeing

Sources of Support – for emotional wellbeing and mental health

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Childline www.childline.org.uk Tel: 0800 1111
- Samaritans www.samaritans.org/how-we-can-help-you/contact-us Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over
- Talk to the CCHSG Pastoral Team about sources of support and how we can help you in school

Student Pastoral Support

Rev Greenland offers chaplaincy services on a voluntary basis in school to both staff and students, to those of all faiths and none, to offer support both pastoral and spiritual. Meetings are available on Teams, talk on the phone or correspond by email; please contact Rev Greenland via hgreenland@cchsg.com

The school is also able to make appointments with the School Nurse or School Counsellor via the Year Leader or Pastoral Assistants.

Kooth and Mental Health Essex

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via www.kooth.com

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

All information correct at the time of publication. Some information may be subject to change depending on changes to current restrictions and Government guidance.