

# **Colchester County High School for Girls**

## **Year 9 Essential Information**

**2023-2024**



Please be aware all information in this booklet is subject to change in accordance with government guidance and school policy.

## **Year 9 Essential Information 2023-24**

### **Contacting us**

#### **The Year 9 Tutor Team**

9C – Mr Holdsworth – Mholdsworth@cchsg.com

9O – Mr Batcher-Clark – Cclark@cchsg.com

9L – Mrs Styan – Pstyan@cchsg.com

9H – Miss Simcock – Asimcock@cchsg.com

9E – Miss Dyer – Ldyer@cchsg.com

9S – Mr Adamson – Tadamson@cchsg.com

Mr Snow Year Leader Year 9 Ssnow@cchsg.com

Mr Kidby Pastoral Lead Year 7-9 Kkidby@cchsg.com

Mrs Ward Upper School Pastoral Assistant JWard@cchsg.com

Mrs Frost Associate Principal DFrost@cchsg.com

## **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 Teamwork 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 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 K Daniels [kdaniels@cchsg.com](mailto:kdaniels@cchsg.com)

#### **Deputy DSLs:**

Mrs D Frost     [dfrost@cchsg.com](mailto:dfrost@cchsg.com)  
Mr M Summers [msummers@cchsg.com](mailto:msummers@cchsg.com)  
Dr S Parrott    [sparrott@cchsg.com](mailto:sparrott@cchsg.com)  
Miss V Wilson [vwilson@cchsg.com](mailto:vwilson@cchsg.com)  
Mr Snow        [ssnow@cchsg.com](mailto:ssnow@cchsg.com)  
Mrs S Hughes [shughes@cchsg.com](mailto:shughes@cchsg.com)  
Mr K Kidby     [kkidby@cchsg.com](mailto:kkidby@cchsg.com)  
Mrs K Sharp    [ksharp@cchsg.com](mailto:ksharp@cchsg.com)  
Miss S Torr     [storr@cchsg.com](mailto:storr@cchsg.com)

## **Dates for your diary**

19 September	Year 9 target grades Issued
28 September	Information Evening
20 November	Progress Check 1 Issued
21 November	Religion & World Views Matrix Day (9AA,9BB,9CC)
22 November	Religion and World Views Matrix Day (9DD,9EE,9FF,9GG)
7 December	Geography and History Matrix Day
9 January	E-Safety Event
25 January	Parent Consultation Evening
26 January	Holocaust Memorial Day
11 March	Progress Check 2 Issued
1-5 March	National Careers Week
20 March	Computer Science in a day (AA,BB,CC)
21 March	Computer Science in a day (DD,EE,FF,GG)
27 March	Enterprise Matrix Day
20 April	Duke of Edinburgh Training Day (A)
2 May	Creative Arts Matrix Day
4 May	Duke of Edinburgh Training Day (B)
20-24 May	Examination Week
8-9 June	D of E Group A Qualifying Expedition
22-23 June	D of E Group B Qualifying Expedition
24 June	Examination results issued
27 June	Computing Matrix Day 2 (AA,BB,CC)
28 June	Computing Matrix Day 2 (DD,EE,FF,GG)
4 July	Environmental Sustainability Day
9 July	Healthy Lives Day
15 July	Reports to Parents
18 July	Activity Day

## Student School Procedures

1. Students in Years 7 – 11 should not arrive before 08.30. Students who arrive before 08.30 may purchase breakfast and eat this in the Dining Hall from 08.00. Students should wait outside the school building. If students are unsupervised in teaching rooms they will be instructed to go outside.
2. School Reception is staffed from 08.00 until 16.00. This is the first point of contact for general school enquiries.
3. If students are late for either morning (08.45) or afternoon (13.25) Period 4 registration, they must sign-in via Inentry which is at Reception. Persistent lateness will result in school sanctions and a meeting with your parents. A register is taken in every lesson; students must not be out of lessons without a yellow lanyard pass given to them by a teacher. Visits to the toilet will be noted on SIMS for safeguarding reasons. These do not count as behaviour points.
4. If students are absent the school attendance line should be contacted by 08.45 by parents giving the student name, specific reason for absence and expected duration of absence. This should be followed up with a written note on their return. The school Attendance Officer will contact the parents of students who are absent if we have not heard from them by 09.45.
5. If students need to leave the premises during the school day a note must be given, in advance, to the Form Tutor. Before leaving students must sign out using INVENTORY at Reception.
6. If students feel ill or have an accident during the day students should ask their teacher if they may go to Reception. One of the office staff will take the student to the medical room and contact a First Aider and parents if necessary. **Students must not contact parents directly themselves before going to Reception.**
7. **Students must leave the building by 16.00 at the end of the day.** Students may only remain in school if they are in a supervised after school club or activity with a designated member of staff. Students must sign in for this activity using Inentry at reception. Students **must** leave school in their uniform. They must not use the school facilities to change out of their uniform.
8. All students' belongings should be clearly named. Valuable items should not be brought to school and if they are students do so at their own risk. Students who lose an item should retrace their steps, and then report the loss to Reception. If, for any reason, students have to bring a large sum of money to school, they must give it to the Finance Office for safe keeping. Lockers and padlocks should be used.
9. We operate a cashless catering system in the Dining Hall. Parents can top up their child's credit via ParentPay. All trips and visit payments should be made via ParentPay and accompanied by a signed written consent slip.
10. For safety reasons no student may bring an aerosol to school. Cigarettes, vapes and associated items, alcohol, illegal substances, pornographic materials, sharp items and offensive weapons are strictly forbidden and will incur a school sanction (including external suspension) if brought into school.
11. **Mobile phones.** Many students have long journeys to school that are made safer by the possession of a mobile phone. For this reason only, mobile phones may be brought to school. **They must be switched off and out of sight during the school day** i.e. in a locked locker. If phones are used in school they will be confiscated until the end of the day when they may be collected from the School Reception. Parents will be contacted if phones have to be confiscated for a second time. Additional school sanctions may also be applied. Mobile phones are brought into school at students' own risk.
12. In an emergency, a brief telephone call may be made from Reception. All emergency calls from a parent to a student during the school day must go via Reception.

# School Uniform and Equipment

## School Uniform

It is important for students to wear their uniform in the correct manner and to keep it looking smart, even when you are on your way to or from school. As a member of Colchester County High School for Girls students uniform will say a great deal about you to visitors, members of the public and other members of the school and students should be proud to wear it. Students will need to always wear your blazer and ask permission in class to remove it.

### **School Uniform September 2023**

1. **BLAZER** is a navy blue jacket with school logo on pocket, only available **from Coes**.
2. **BLOUSES** are pale blue and of cotton or polyester/cotton; they are plain, V-necked, reverse collar style with long or short sleeves. These are available **from Coes** or they may be purchased from any appropriate retailer.
3. **TROUSERS** are plain dark navy and of classic, straight leg style. These are available **from Coes** or they may be purchased from any retailer, but must be of the appropriate style. Fashion styles, for example, low-waisted trousers or tapered legs, are not acceptable.
4. **SKIRTS** are kilt-style, navy, grey and white tartan and must be of a length that is worn **on the knee (ie to at least the middle of the knee)**. The skirt is only available **from Coes**.
5. **CARDIGAN** is navy blue with pale blue stripes at the cuff and only available from **Coes**, however a plain navy V necked cardigan with plain navy buttons may be purchased from other retailers. The cardigan is an optional item of uniform.
6. **SHOES must be leather or leather look, flat heeled in plain black**. Fabric or canvas shoes, converse shoes, trainers, sling-back and backless/toeless shoes are not acceptable. Boots or ankle boots are not to be worn in school. If boots or trainers are worn on the way to school, a change of shoes must be brought to wear in school.
7. **TIGHTS** should be plain navy, black or natural **not** patterned. Plain white, navy or black **ANKLE SOCKS** only may be worn. Bare legs without socks or knee high/over the knee socks are not acceptable.
8. **COATS** and scarves may **not** be worn in school. A **CCHSG School Scarf** is available from **Coes** as an optional item of school uniform. Hoodies are not acceptable.
9. **OVERALLS** are worn for Science and Art. They are dark blue and long-sleeved and must be embroidered with your daughter's first name (approximately 5-10cm high) on the left front and left back shoulder. **This must be purchased from Coes**. From Year 10 a long-sleeved white overall may be worn for Science, which may be purchased from a range of suppliers.
10. **HAIR** of shoulder length or longer should be tied back for safety in all practical subjects with navy, black or natural hair colour bands or slides. Hair which goes beyond natural colour tones in natural combinations or is extreme in style is not acceptable.

Headcoverings worn for religious reasons e.g. headscarf, must be plain navy or black and of a short style.

11. **JEWELLERY** – no jewellery or badges (except badges connected with school) may be worn with school uniform. Only small gold or silver plain studs may be worn in pierced ears; only one ear stud may be worn in each earlobe. No other piercings including ear stretchers are acceptable. A watch may be worn; i-watches or similar are not permitted. Jewellery which is not permitted must be removed and will be confiscated.
12. Make-up, nail varnish, false eyelashes and false nails **must not** be worn with school uniform.
13. **SCHOOL BAG** should be of a style suitable for carrying to, from and around the school. Bags with wheels or a trolley-type attachment are not acceptable for health and safety reasons.



A navy jacket  
available from  
Coes



Blue school blouse with  
revere (v necked) collar



Kilt style skirt worn to  
at least the middle of  
the knee from Coes.



Navy blue trousers of a classic  
straight leg style (*if purchasing from  
a store other than Coes please do  
not remove labels without checking  
with the school that they are of the  
appropriate style*)

## **Kit for Physical Education**

Advice on specific activities and kit requirements will be given by your PE teachers.

### **Basic PE Kit**

- Navy blue shorts embroidered with the school logo only available from Coes
- Sky blue polo shirt - only available from Coes
- Navy long sleeved top with the school logo - only available from Coes
- Plain navy tracksuit trousers - **available from Coes or other retailers. Please check with PE Department regarding acceptable styles.**
- White short socks
- Mainly white trainers (coloured stripe or logo is acceptable) for indoor PE and on netball courts.
- A white, navy or black base layer may be worn under PE kit in colder weather (white only for school team matches)
- PE bags should be of a style suitable for carrying to, from and around the school. A draw string PE bag will fit into a locker more easily.

### **Items required for Specific PE Activities**

#### **Netball/Badminton/Basketball/Rounders**

An optional navy skort with the school logo is available from Coes (shorts as above are acceptable)

#### **Cross Country/Football/Rugby**

Long navy blue football socks with school logo only available from Coes  
Outdoor trainers (mainly white) or astro boots for outdoor PE activities, shin pads for football.

#### **Swimming (Summer term unless attending extra-curricular swimming activities)**

A one piece plain black or navy swimsuit (not halter-neck, with white strip is acceptable), swimming cap, towel and flip-flops.

**It is recommended that the basic kit and autumn term items are purchased initially.**

### **ALL CLOTHING & PROPERTY MUST BE CLEARLY NAMED INCLUDING SOCKS & TRAINERS**

All property is brought into the school at the owners risk and the school cannot be held responsible for theft, loss or damage. Expensive electronic items should not be brought into school. Students should use their locker and padlock for storage of possessions including their mobile phone during the day.

Parents should be aware that the School's contents and insurance cover does not extend to students' property. Parents should include their child's belongings within their domestic insurance policies if required. **Marking of clothes and other property with the owner's name is required.**



## **Stationery Equipment**

Students are requested to bring with them to every lesson:

- A black ball point pen
- A green pen for self assessment
- A purple pen for progress
- A pencil, ruler, rubber and sharpener
- A glue stick
- A whiteboard marker
- A mathematical calculator
- A reading book
- A set of drawing pencils from B to 6B (Art)
- A compass and protractor (Mathematics)

### **Optional:**

- Colouring pens/pencils
- Highlighters

**Students should NOT bring their own scissors into school**

**Students should NOT bring any form of correction fluid (e.g. Tipp-Ex) into school**

## 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

There is an extensive careers programme that spans the Y7-13 PSHCE curriculum as well as careers information being incorporated into subject lessons. Our independent careers advisor, will provide an overview of the opportunities that lie ahead - 14+, 16+, 18+ and Post Degree.

Students are also introduced to the world of employment to include key employability skills and building a career portfolio.

Students also receive careers information from guest speakers throughout the year

### PSHCE

The PSHCE curriculum at Colchester County High School for Girls is designed to:

- equip students with knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- develop student's capacity to make sound decisions when facing risks
- support students to develop resilience, to know how and when to ask for help, and to know where to access support.

Topics that are covered in Year 9 include:

- Research skills and online learning
- Bullying, peer pressure and cyber-bullying
- Family, friends and well-being
- Finance – including how to budget and ethical shopping
- Relationship and Sex Education including FGM

If you would like to discuss the content of the PSHCE lessons, please contact your child's form tutor.

## **Religious Education**

All students follow the OCR Religious Studies course which they began in Year 8. They will take the GCSE examinations in the summer of 2025.

## **Physical Education**

Students will take part in core PE as part of their timetable. At present additional clubs are not running following Government guidance.

### **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 child's online activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. We intend to run parent e-Safety sessions in the spring term.

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/>

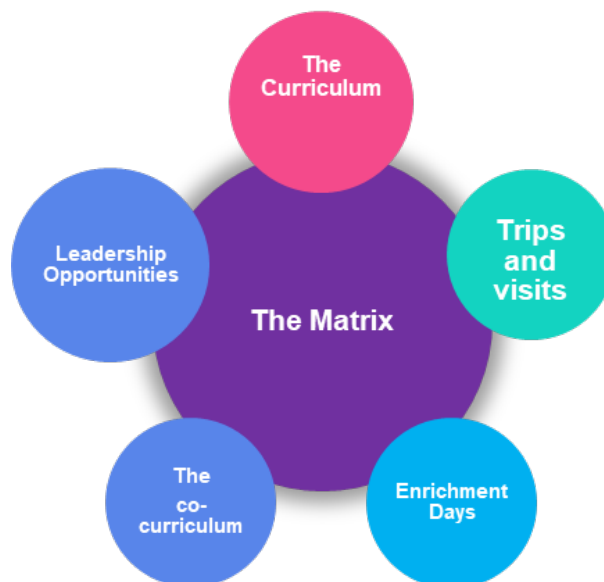
Think U Know - <https://www.thinkuknow.co.uk/>

E-safety advice is also given each week in the Parent Weekly Bulletin

## The Y9 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, Religion and Worldviews, 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 2 Youth Chinese Test.



**Please contact the Head of Department for subject specific queries**

<b>Department</b>	<b>Head of Department</b>	<b>Email address</b>
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Ukwatte	mukwatte@cchsg.com
Chemistry	Mrs A Batcher-Clark	abatcherclark@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Mrs Laughlin	blaughlin@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
Physical Education	Miss Mather-Hutchinson /Mrs Styan	kmatherhutchinson@cchsg.com pstyan@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Ms Bridge	sbridge@cchsg.com

## Recording Progress in Year 9 2023-24

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.

**The Attitude to Learning descriptors are as follows:**

<b>Outstanding</b>  1	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls. -
<b>Good</b>  2	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
<b>Requires improvement</b>  3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
<b>Poor</b>  4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

The End of Year Report at the end of the year will contain a WAS, AtL, Target Step and specific targets for each subject. These targets aim to allow students to focus on areas, in order to improve. The End of Year Reports also contain information from the Form Tutor regarding attendance, uniform etc along with a Form Tutor comment.

## Examinations

If there are any circumstances, you feel may affect examination performance please ensure that you have informed Mrs Pye our Examinations Officer and Data Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at [LPye@cchsg.com](mailto:LPye@cchsg.com). If a student is ill on the day of the examination Mrs Pye must be informed that day and a letter from her GP is required for the school to be able to apply for special considerations.

## **CCHSG AWARDS merit system**

As a school we recognise that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Staff at Colchester County High School for Girls are encouraged to actively look for opportunities to praise students both within and beyond lessons. Our system of rewards allows us to celebrate achievement, excellence, and student contribution in all aspects of school life.

Aim –To consistently acknowledge students’ effort and achievements in the classroom and whole school environment. To be quick and easy for staff to award merits and ensures that everything is logged and recorded. To promote our school values beyond the classroom, which also allows all members of school staff to acknowledge our students’ achievements. Students are to be rewarded with merits through the AWARDS system. This consists of the following:

<b><u>C</u>ategories</b>
<b><u>A</u>cademic.</b>
<b><u>W</u>ider school and extra-curricular activities.</b>
<b><u>A</u>ttendance of school clubs.</b>
<b><u>R</u>ole model – Doing the right thing.</b>
<b><u>D</u>etermination - Showing resilience and effort.</b>
<b><u>S</u>ocial – Helping others in the community.</b>

All merits are to be awarded on SIMs. Students will receive these awards through their whole school journey **Y7-Y13** to ensure continuity and clear expectations. Teachers to aim to award 2-3 merits a lesson.

Students will be acknowledged for their merits in each term and the end of year assembly. Merit totals to be reset each academic year. Total of AWARDS merits achieved also to be included in progress checks and signposted in end of year tutor reports. If students achieve Gold or Platinum Awards in the academic year, they will be entered in a draw for a ‘special prize’.

<b>AWARDS total</b>	<b>To be awarded:</b>
50	Bronze award
100	Silver award
150	Gold award
200	Platinum award

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



<b>Drama</b> WJECeduqas 601/8420/6 C690QS	Not applicable	<a href="http://www.eduqas.co.uk/">http://www.eduqas.co.uk/</a>
<b>Subject Examination Board Specification</b>	<b>Textbook</b>	<a href="#"><u>Website</u></a>
<b>English Language</b> 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.	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700"><u>http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</u></a>
<b>English Literature</b> AQA 8702	Not applicable -a range of texts are used: An Inspector Calls Romeo & Juliet Poetry Anthology Pride And Prejudice	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702"><u>http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</u></a>
<b>French</b> 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	<a href="http://www.aqa.org/"><u>http://www.aqa.org/</u></a> <a href="http://www.languagesonline.org.uk/"><u>http://www.languagesonline.org.uk/</u></a> <a href="http://www.memrise.com/"><u>www.memrise.com/</u></a>

<p><b>Geography</b> AQA 8035</p>	<p>AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922</p> <p>GCSE Geography AQA Student Book Publisher: Oxford University Press ISBN-13: 9780198366614</p> <p>GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632</p> <p>CGP AQA GCSE Revision Guide</p>	<p><a href="http://www.aqa.org.uk/qualifications.php">http://www.aqa.org.uk/qualifications.php</a></p>
<p><b>Subject Examination board specification</b></p>	<p><b>Textbook</b></p>	<p><b><u>Website</u></b></p>
<p><b>German</b> AQA 8668</p>	<p>GCSE German Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.</p> <p>AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 978 019 836587 7</p>	<p><a href="http://www.aqa.org/">http://www.aqa.org/</a> <a href="https://www.languagesonline.org.uk/">https://www.languagesonline.org.uk/</a> <a href="http://www.memrise.com/">www.memrise.com/</a></p>
<p><b>History</b> AQA 8145</p>	<p>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</p>	<p><a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources">http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources</a></p>
<p><b>Latin</b> OCR J282</p>	<p>Cambridge Latin Course Book III</p>	<p><a href="http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/">http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/</a></p>

<b>Mathematics</b> Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	<a href="http://www.edexcel.org.uk/">http://www.edexcel.org.uk/</a> <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> <a href="http://www.nrich.maths.org">www.nrich.maths.org</a> <a href="http://www.bbc.com/education">www.bbc.com/education</a> <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a>  <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a>
<b>Music</b> Edexcel 1MU0	Edexcel GCSE (9-1) Music by John Arkell & Jonny Martin (Pearson) Anthology of Music – Edited by Julia Winterson (Pearson)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html</a>
<b>Physical Education</b> AQA 8582	AQA GCSE (9-1) PE Ross Howitt Mike Murray	<a href="http://www.aqa.org">www.aqa.org</a>
<b>Physics</b> Edexcel 1PH0	Physics for You by Keith Johnson	<a href="http://www.edexcel.com/">http://www.edexcel.com/</a> <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf</a> Useful revision site: <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/">http://www.bbc.co.uk/schools/gcsebitesize/science/</a> <a href="https://senecalarning.com/en-GB/">https://senecalarning.com/en-GB/</a>
<b>Subject Examination board specification</b>	<b>Textbook</b>	<a href="#"><u>Website</u></a>
<b>Psychology</b> Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain etal Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html</a>
<b>Religious Studies</b> OCR J625	OCR GCSE (9-1) Religious Studies By Lorraine Abbott	<a href="https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/">https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/</a>

## Year 9 Curriculum Outline 2023/24

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: Fine Art (GCSE) Pearson Edexcel FA0	GCSE <i>FOUNDATION UNIT</i> TOPIC: SURFACES AND TEXTURES Key Skills: objective observation, media & annotation –mark making inc. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation. <ul style="list-style-type: none"> <li>• Generating ideas, visual research, developing &amp; refining original source material</li> <li>• linking contextual studies</li> <li>• extending and refining ideas</li> <li>• meeting assessment objectives</li> <li>• experimenting with different materials and techniques</li> <li>• resolving problems</li> <li>• realising ideas / presenting final work</li> </ul>	TOPIC: THEMATIC COMPONENT Key Skills: media selection/ critical reflection/contextual/cultural understanding/print /sculpture/3D construction. <ul style="list-style-type: none"> <li>• how to generate interesting/original ideas from a body of work</li> <li>• portfolio development and refinement</li> <li>• effective annotation</li> <li>• contextual development</li> <li>• printmaking</li> <li>• sculpture</li> <li>• preparing for end of year assessment and maximising impact and presentation summer project development</li> </ul>	TOPIC: YEAR 9 MOCK EXAM (Topic Synthetic and Analytical Cubism) Timed test in May 2023 Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria. <ul style="list-style-type: none"> <li>• understanding assessment and addressing objectives</li> <li>• impact/presentation</li> <li>• composition and refinement</li> <li>• preparation/planning studies for mock examination</li> <li>• gallery visit / contextual links</li> <li>• reflection for progression</li> <li>• personal outcome(s)</li> <li>• Evaluation</li> </ul>
Art and Design: Graphic Communications	GCSE <i>FOUNDATION UNIT</i> TOPIC: Typographic design Key Skills: <ul style="list-style-type: none"> <li>• Objective drawing</li> <li>• Typographic design</li> <li>• Digital photography</li> <li>• 3D paper structure skills</li> <li>• Following a brief and meeting assessment objectives</li> </ul>	TOPIC: Zine Production Key Skills: <ul style="list-style-type: none"> <li>• Zine design and publication</li> <li>• Digital and manual layout</li> <li>• Printmaking and digital manipulation</li> <li>• Masthead creation</li> <li>• Critical and contextual studies</li> </ul>	TOPIC: YEAR 9 MOCK EXAM Key Skills: <ul style="list-style-type: none"> <li>• Packaging production</li> <li>• Brand identity and rebranding</li> <li>• Painting and drawing workshops</li> <li>• Self-reflection and evaluation</li> </ul>

Biology (GCSE) Pearson Edexcel 1BIO	<ul style="list-style-type: none"> <li>• Cells and cell transport</li> <li>• Core concepts (Biomolecules and enzymes)</li> <li>• Respiration and lungs</li> </ul>	<ul style="list-style-type: none"> <li>• Respiration and lungs (cont'd)</li> <li>• Heart and circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>• Homeostasis</li> </ul>
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<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Chemistry (GCSE) Pearson Edexcel 1CHO	<ul style="list-style-type: none"> <li>• Atomic structure and bonding</li> <li>• Acids, alkalis, bases and salts</li> <li>• Careers topic</li> </ul>	<ul style="list-style-type: none"> <li>• The Periodic Table and Group Trends</li> <li>• Solubilities</li> <li>• Qualitative analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Revision</li> <li>• Introduction to chemical calculations</li> <li>• Nanoparticles and New Materials</li> </ul>
Computer Science (GCSE) OCR J277	<ul style="list-style-type: none"> <li>• 1.1 Systems architecture</li> <li>• 2.5 Programming languages and Integrated Development Environments</li> <li>• 1.2 Memory and storage (part 1)</li> <li>• Programming Practical Lessons</li> <li>• Vex Robotics</li> <li>• Robot wars</li> </ul>	<ul style="list-style-type: none"> <li>• 2.4 Boolean logic</li> <li>• 2.1 Computational Thinking &amp; Algorithms</li> <li>• 1.5 Systems software</li> <li>• Programming Practical Lessons</li> <li>• Escape room</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Preparation</li> <li>• Year 9 Examination</li> <li>• 2.2 Programming Fundamentals –</li> <li>• Programming project: version 1</li> <li>• Programming day*</li> <li>• GCSE Computer Science</li> </ul>
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"> <li>The Gothic Genre: main text either <i>Frankenstein</i>, <i>Jane Eyre</i> or <i>Dracula</i> - plus skills for writing. Variety of Gothic extracts.</li> <li>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></li> </ul>	<ul style="list-style-type: none"> <li>American Literature extracts in Language Paper 1 style. Main text: <i>Of Mice and Men</i> by John Steinbeck</li> <li><i>Macbeth</i> by William Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers' methods</li> <li>Preparation for the GCSE Spoken Language Component</li> <li><i>Love and Relationships</i> Poetry Anthology</li> </ul>
French (GCSE) AQA 8652	<p>Revision, consolidation and extension of grammar from Years 7 and 8. GCSE Grammar Work</p> <p>Baseline Assessment</p> <p><b>Theme 1: People and Lifestyle</b></p> <p><b>Topic 1: Identity and relationships with others</b></p> <p>Vocabulary tests, Phonics Dictation, Translation, Essays, Role Play, Reading Aloud and Photo card End of Topic Assessment</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Videos on Stream</li> <li>La musique Francophone</li> <li>Tv5.org, Netflix and YouTube <ul style="list-style-type: none"> <li>Language, Culture and Diversity Week</li> </ul> </li> </ul>	<p><b>Theme 1: People and Lifestyle</b></p> <p><b>Topic 2: Healthy living and lifestyle</b></p> <p>Vocabulary tests, Phonics Dictation, Translation, Essays, Role Play, Reading Aloud and Photo card End of Topic Assessment</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Videos on Stream</li> <li>La littérature Francophone</li> <li>Tv5.org, Netflix and YouTube <ul style="list-style-type: none"> <li>Language, Culture and Diversity Week</li> </ul> </li> </ul>	<p><b>Theme 1: People and Lifestyle</b></p> <p><b>Topic 3: Education and work</b></p> <p>Year 9 exams</p> <p>Vocabulary tests, Phonics Dictation, Translation, Essays, Role Play, Reading Aloud and Photo card End of Topic Assessment</p> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Videos on Stream</li> <li>Le Cinéma Francophone</li> <li>Tv5.org, Netflix and YouTube <ul style="list-style-type: none"> <li>Language, Culture and Diversity Week</li> </ul> </li> </ul>
Geography (GCSE) AQA 8035	<p>The Challenge of Natural Hazards</p> <ul style="list-style-type: none"> <li>Natural Hazards</li> <li>Tectonic Hazards</li> <li>Weather Hazards</li> <li>Tropical Storms</li> <li>Extreme Weather in the UK</li> <li>Climate Change</li> </ul>	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> <li>UK resources – Food, Energy and Water</li> <li>Global food security</li> <li>Geographical Issue Evaluation</li> </ul>	<p>Geographical Applications</p> <ul style="list-style-type: none"> <li>Geographical skills</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
German (GCSE) AQA 8668 German Foundation text book OUP G (groundwork) pages for all topics.	Revision, consolidation and extension of grammar from Years 7 and 8.  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  (Weekly vocabulary tests and regular translation practice throughout)	Theme 2: Local, national, international and global areas of interest  Topic 1: Where you live Topic 2: Social issues Topic 3: Global issues (begin)  (Weekly vocabulary tests and regular translation practice throughout)	Theme 2: Local, national, international and global areas of interest Topic 3: Global issues (finish) Topic 4: Travel and Tourism  Year 9 exam  Theme 3: Current and future study and employment Topic 1: Life at school/college Topic 2: Jobs, career choices and ambitions  (Weekly vocabulary tests and regular translation practice throughout)
History (GCSE) AQA 8145	Germany, 1890-1944: Democracy and Dictatorship (Paper One) <ul style="list-style-type: none"> <li>• Germany and the growth of Democracy               <ul style="list-style-type: none"> <li>○ Kaiser Wilhelm II and the difficulties of ruling Germany</li> <li>○ Impact of the First World War</li> <li>○ The Stresemann era</li> </ul> </li> <li>• Germany and the Depression               <ul style="list-style-type: none"> <li>○ The Depression and the rise of the Nazis</li> <li>○ The failure of Weimar democracy</li> <li>○ The establishment of Hitler's dictatorship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The experiences of Germans under the Nazis               <ul style="list-style-type: none"> <li>○ Economic changes</li> <li>○ Social policy and practice</li> <li>○ Control and resistance</li> </ul> </li> </ul>	Conflict and Tension in Asia, 1950-1975 (Paper One) <ul style="list-style-type: none"> <li>• Conflict in Korea               <ul style="list-style-type: none"> <li>○ The causes of the Korean War</li> <li>○ The development of the Korean War</li> <li>○ The end of the Korean War and its significance for Cold War relations</li> </ul> </li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Latin (GCSE) OCR J282	<ul style="list-style-type: none"> <li>• revision of year 8 vocabulary and grammar</li> <li>• expansion of grammar to include all tenses and cases; Comparison of Adjectives; Participles;</li> <li>• background work on Mythology</li> <li>• regular grammar and translation exercises</li> </ul>	<ul style="list-style-type: none"> <li>• increasing competence in translation skills and familiarisation with the language itself</li> <li>• increased vocabulary knowledge</li> <li>• new grammar [Passive; Deponent Verbs; Subjunctive]</li> <li>• vocabulary tests</li> <li>• regular translation</li> </ul>	<ul style="list-style-type: none"> <li>• new grammar</li> <li>• regular translation work.</li> </ul>
Mathematics (GCSE) Pearson Edexcel 1MA1	<p>1) Number</p> <p>1.1 Number problems and reasoning</p> <p>1.2 Place value and estimating</p> <p>1.3 HCF and LCM</p> <p>1.4 Calculating with powers (indices)</p> <p>1.5 Zero, negative and fractional indices</p> <p>1.6 Powers of 10 and standard form</p> <p>1.7 Surds Algebra</p> <p>2.1 Algebraic indices</p> <p>2.2 Expanding and factorising</p> <p>2.3 Equations</p> <p>2.4 Formulae</p> <p>2.5 Linear sequences</p> <p>2.6 Non-linear sequences</p> <p>2.7 More expanding and factorising</p> <p>3) Interpreting and representing data</p> <p>3.1 Statistical diagrams 1</p> <p>3.2 Time series</p> <p>3.3 Scatter graphs</p>	<p>3) Interpreting and representing data</p> <p>3.4 Line of best fit</p> <p>3.5 Averages and range</p> <p>3.6 Statistical diagrams 2</p> <p>4) Fractions, ratio and percentages):</p> <p>4.1 Fractions</p> <p>4.2 Ratios</p> <p>4.3 Ratio and proportion</p> <p>4.4 Percentages</p> <p>4.5 Fractions, decimals and percentages</p> <p>5) Angles and trigonometry :</p> <p>5.1 Angle properties of triangles and quadrilaterals</p> <p>5.2 Interior angles of a polygon</p> <p>5.3 Exterior angles of a polygon</p> <p>5.4 Pythagoras' Theorem 1</p> <p>5.5 Pythagoras' Theorem 2</p> <p>5.6 Trigonometry 1</p> <p>5.7 Trigonometry 2</p>	<p>6) Graphs</p> <p>6.1 Linear graphs</p> <p>6.2 More linear graphs</p> <p>6.3 Graphing rates of change</p> <p>6.4 Real-life graphs</p> <p>6.5 Line segments</p> <p>6.6 Quadratic graphs</p> <p>6.7 Cubic and reciprocal graphs</p> <p>6.8 More graphs</p> <p>7) Area and volume</p> <p>7.1 Perimeter and area</p> <p>7.2 Units and accuracy</p> <p>7.3 Prisms</p> <p>7.4 Circles</p> <p>7.5 Sectors of circles</p> <p>7.6 Cylinders and spheres</p> <p>7.7 Pyramids and cones</p>



Subject	Autumn Term	Spring Term	Summer Term
Music (GCSE) EDUQAS C660QS	Component 1: Solo performance and Winter Concert participation  Component 2: Writing a classical melody using devices.  Introduction to GCSE Music and MAD TSHIRT	Component 1: Ensemble performance linked to an AoS  Component 2: Composing a stylistic popular song using conventional form  AoS4 Popular Music	Component 1: Tea-time concert  Component 2: Exploring melodic writing  AoS2 Music for Ensemble  End of Year Listening Assessment
Physical Education (Core)	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Life Saving (Swimming)</li> <li>• Dance</li> <li>• Badminton</li> <li>• Football</li> <li>• Rugby</li> <li>• Table Tennis</li> </ul> Theory focus: <ul style="list-style-type: none"> <li>• Recapping basic muscles and bones</li> <li>• Recapping Importance of the warm up</li> <li>• Axis of rotation (gymnastics)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Life Saving (Swimming)</li> <li>• Dance</li> <li>• Badminton</li> <li>• Football/ Rugby</li> </ul> Theory focus: <ul style="list-style-type: none"> <li>• Applying components of fitness to sports (fitness testing)</li> <li>• Revisit GOAL Setting</li> <li>• Revisit Motivation</li> <li>• Revisit Heart Rate and Training Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> </ul> Theory focus: <ul style="list-style-type: none"> <li>• Revisit basic muscles and bones and importance of the warm up and cool down</li> </ul>

	Subject		Autumn Term		Spring Term	
	Theory	Practical	Theory	Practical	Theory	Practical
Physical Education (GCSE) AQA 8582	<ul style="list-style-type: none"> <li>Skeletal System</li> <li>Muscular System</li> <li>Movement Analysis</li> <li>Respiratory System</li> <li>Circulatory System</li> </ul>	Netball Trampolineing Cross country/athletics Climbing Table Tennis	<ul style="list-style-type: none"> <li>Levers</li> <li>Mechanical Advantage</li> <li>Planes and Axis</li> <li>Aerobic &amp; anaerobic</li> <li>The immediate &amp; short term effects of exercise</li> </ul>	Netball Trampolineing Cross country Climbing Swimming	<ul style="list-style-type: none"> <li>Recovery</li> <li>Long term effects of exercise</li> <li>Health and Fitness</li> <li>Components of Fitness</li> </ul>	Athletics Swimming Climbing
Physics (GCSE) Pearson Edexcel 1PH0	<ul style="list-style-type: none"> <li>waves and sound</li> <li>Waves and Electromagnetic Spectrum</li> </ul>		<ul style="list-style-type: none"> <li>Energy</li> <li>Vectors and Motion</li> </ul>		<ul style="list-style-type: none"> <li>Forces and Motion (static electricity removed)</li> </ul>	
PSHCE	<ul style="list-style-type: none"> <li>MADE – GCSE Study Skills</li> <li>Mental Health L1 – Recognising and coping with anxiety</li> <li>Mental Health L2 – Managing stress</li> <li>Resilience for Success 1 – What is resilience?</li> <li>Resilience for Success 2 – Self managers</li> <li>Resilience for Success 3 – Changing habit and marginal gains</li> <li>Resilience for Success 4 – Taking control of my future</li> <li>Risks 1 – Alcohol Awareness</li> <li>Alcohol Awareness – 2</li> <li>Human Rights 1 - Trafficking</li> <li>Careers: Key employability skills</li> <li>Risks 2 – Drugs and the Law</li> <li>Human Rights 2 – Is sending Aid the Answer?</li> <li>Human Rights 3 – The Equality Act 2010</li> <li>E-Safety</li> <li>Finance 1 – Navigating financial institutions</li> </ul>		<ul style="list-style-type: none"> <li>Finance 2 – How can I Avoid Debt?</li> <li>Finance 3 – Our rights as consumers</li> <li>British Values – Multicultural Society</li> <li>Making love or having sex?</li> <li>STIs</li> <li>Contraception</li> <li>Consent</li> <li>Peer Pressure</li> <li>LGBTQ+</li> <li>Revenge Porn</li> <li>Stalking and Harassment</li> </ul>		<ul style="list-style-type: none"> <li>Exam Stress and Preparation</li> <li>Careers 2</li> <li>Careers 3</li> <li>Young People in the UK – Knife Crime</li> <li>Young People in the UK – Crime and Punishment</li> <li>Young People in the UK – Interpersonal skills</li> <li>What makes a great leader?</li> <li>Talking about your activities</li> <li>Wellbeing - Being kind to yourself</li> <li>Identifying interests</li> <li>Your skills, your team, your future</li> <li>End of year reflection on Curriculum – Self reflection focus</li> </ul>	

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

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

**Year 9 Core PE Programme of Study 2023-2024**

	<b>9AA 1</b>	<b>9BB 2</b>	<b>9CC 3</b>	<b>9DD 4</b>	<b>9EE 1</b>	<b>9FF 2</b>	<b>9GG 3</b>
<b>3 Weeks</b>	Lifesaving	Netball	Rugby	Table tennis	Lifesaving	Netball	Rugby
<b>4 Weeks</b>	Netball	Rugby	Table tennis	Lifesaving	Netball	Rugby	Table tennis
<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>	
<b>3 Weeks</b>	Rugby	Table tennis	Lifesaving	Dance	Rugby	Table tennis	Lifesaving
<b>4 Week*</b>	Table tennis	Lifesaving	Netball	Football	Table tennis	Lifesaving	Netball
<i>Christmas Break</i>		<i>Christmas Break</i>		<i>Christmas Break</i>		<i>Christmas Break</i>	
<b>3 Weeks</b>	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
<b>3 Weeks</b>	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>	
<b>2 Weeks</b>	Football	Dance	Basketball/badminton	Netball	Football	Dance	Badminton/basketball
<b>3 Weeks</b>	Dance	Basketball/badminton	Football	Rugby	Dance	Basketball/badminton	Football
<i>Easter</i>		<i>Easter</i>		<i>Easter</i>		<i>Easter</i>	
<b>5 Weeks</b>	Athletics/ Rounders	Athletics/ Rounders	Athletics/ Rounders	Athletics/ Rounders	Athletics/ Rounders	Athletics/ Rounders	Athletics/ Rounders
<b>1 Week</b>	<b>Exams</b>	<b>Exams</b>	<b>Exams</b>	<b>Exams</b>	<b>Exams</b>	<b>Exams</b>	<b>Exams</b>
<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>		<i>Half Term</i>	
<b>3 Week</b>	Athletics/Rounders	Athletics/ Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/ Rounders	Athletics/ Rounders
<b>3 Weeks</b>	Athletics/ Rounders	Athletics/Rounders	Athletics/Rounders	Athletics/ Rounders	Athletics/Rounders	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

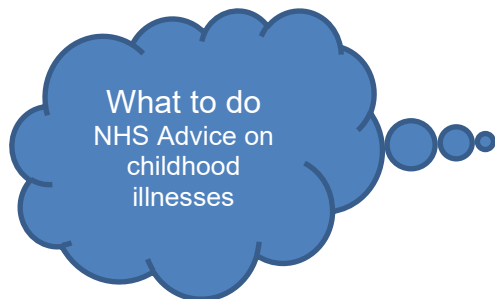
Please note that holidays taken in term time cannot be authorised.

### 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](http://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 2023-2024

<b>Week A</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Option Block	OPTION BLOCK A:  Art (KCR) German (SPG) Drama (MCU) French (SSN) Geography (MHO) History (SSA) PE (PCA) Psychology (SBI)		OPTION BLOCK C:  Computing (AGU) French (MBU + KOL) Geography (NKE + MHO) History (KKI) Latin (SWI)		OPTION BLOCK B:  Art (KCR + MSA) Computing (CNA) German (SPG) French (MBU) Geography (JKI) History (SSA) Music (FJE) Psychology (SBI)
Y	English	Mathematics	Mathematics		
X	Mathematics	English	English		
AA		Biology		Physics	Chemistry
BB		RE	Chemistry	Biology	Physics
CC		RE	Biology	Chemistry	Physics
DD		Physics	Biology	Chemistry	
EE		Biology	Physics	RE	Chemistry
FF		Chemistry	Physics	Biology	RE
GG		Chemistry	Physics	Biology	



<b>Week B</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Option Block		OPTION BLOCK A: Art (KCR) German (ADA) Drama (MCU) French (SSN) Geography (MHO) History (SSA) PE (PCA) Psychology (DMA)	OPTION BLOCK C: Computing (AGU) French (MBU + KOL) Geography (NKE + MHO) History (KKI) Latin (SWI)		OPTION BLOCK B: Art (KCR + MSA) Computing (CNA) German (SPG) French (MBU) Geography (JKI) History (SSA) Music (FJE) Psychology (SBI)
Y	Mathematics			English	English
X	English			Mathematics	Mathematics
AA	RE	Biology	Physics	Chemistry	
BB	Physics	Biology		Chemistry	
CC	Physics	Chemistry	Biology		
DD	RE	Chemistry	Biology	Physics	
EE	Physics	Biology		Chemistry	RE
FF		Chemistry	Physics		Biology
GG	RE	Chemistry		Physics	Biology

## 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"> <li>• Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating.</li> <li>• TURN OFF PHONES – don't get distracted just before trying to get to sleep.</li> <li>• Read a book for 10 minutes or listen to quiet music.</li> <li>• Keep bedroom dark and quiet</li> <li>• Don't go to bed too late; you won't sleep if you are overtired.</li> </ul>
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"> <li>• Concentrate on your breathing</li> <li>• Breathe deeply but without force</li> <li>• Visualise yourself somewhere peaceful/safe/happy</li> <li>• Allow positive feelings to fill you from within</li> <li>• Use positive affirmation: 'I can' .... 'I am'</li> <li>• Open your eyes slowly, listening to external sounds, and get up gently.</li> <li>• YOU CAN USE THIS ANYWHERE, ANYTIME.</li> </ul>

# **VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS**

## **Sources of Support**

- 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](http://www.getselfhelp.co.uk)
- Childline [www.childline.org.uk](http://www.childline.org.uk) Tel: 0800 1111
- Samaritans [www.samaritans.org/how-we-can-help-you/contact-us](http://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](mailto:hgreenland@cchsg.com)

## **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](http://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/>

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