

# **Colchester County High School for Girls**

## **Year 9 Essential Information**

**2022-2023**



## Year 9 Essential Information 2022-23

### Contacting us

#### The Year 9 Tutor Team

9C - Mrs A Clayton – AClayton@cchsg.com

9O – Mr E Glease – EGleasant@cchsg.com

9L – Mr D Williams – DWilliams@cchsg.com

9H – Mrs F Jefferies – Fjefferies@cchsg.com

9E – Mrs N Knight – Nwiseman@cchshg.com

9S – Mr S Snow – SSnow@cchsg.com

Mr K Kidby Year Leader Year 9

KKidby@cchsg.com

Mrs J. Ward Upper School Pastoral Assistant

JWard@cchsg.com

Mrs D. Frost Vice Principal

DFrost@cchsg.com

#### Dates for your diary

|               |                                     |
|---------------|-------------------------------------|
| 19 September  | Year 9 target grades issued         |
| 28 September  | Information Evening                 |
| 14 October    | Parents and students social evening |
| 21 November   | Progress Check 1 issued             |
| 24 November   | Religion & World Views Matrix Day   |
| 10 January    | Geography and History Matrix Days   |
| 14-15 January | Computing Matrix Days               |
| 27 January    | Holocaust Memorial Breakout Day     |
| 9 February    | Parent Consultation Evening         |
| 1-5 March     | National Careers Week               |
| 4-5 March     | Computing Matrix Days               |
| 13 March      | Progress Check 2 Released           |
| 28 March      | Enterprise Matrix Day               |
| 23 April      | Duke of Edinburgh Training Day (A)  |
| 6 May         | Duke of Edinburgh Training Day (B)  |
| 22-29 May     | Examination Week                    |
| 26 June       | Examination results issued          |

|         |                                       |
|---------|---------------------------------------|
| 9 July  | Enterprise Matrix Day (Provisional)   |
| 13 July | Activity Day – Cinema – (Provisional) |
| 13 July | Reports issued                        |

## **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

### **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 2024.

### **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 daughter's on-line activity to ensure they are safe. 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/>

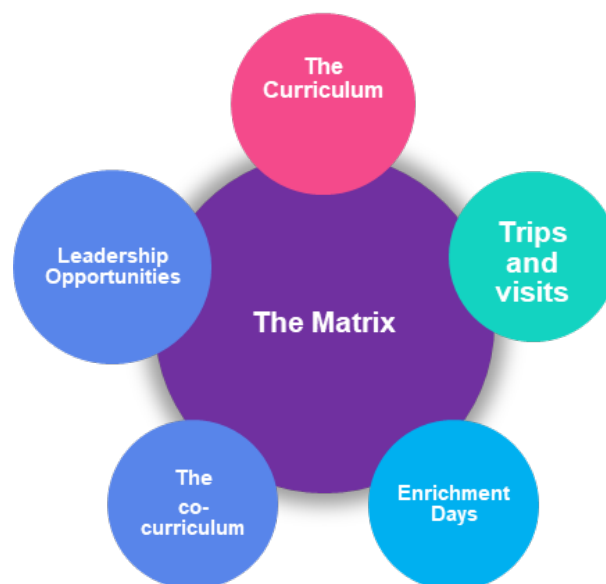
Common Sense Media - <https://www.common sense media.org/>

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

## 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, 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.



**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            | Dr Martin                 | imartin@cchsg.com     |
| Chemistry          | Mrs A Clayton             | aclayton@cchsg.com    |
| Computer Science   | Mr Nachman                | cnachman@cchsg.com    |
| Drama              | Mrs Cudmore-Rice          | mcudmore@cchsg.com    |
| English            | Miss Withers              | bwithers@cchsg.com    |
| French             | Mme Ollite                | kollite@cchsg.com     |
| Geography          | Mr King                   | jking@cchsg.com       |
| German             | Mr Page                   | spage@cchsg.com       |
| History            | Mr Paz                    | ipaz@cchsg.com        |
| Latin              | Miss Hodgkinson           | bhodgkinson@cchsg.com |
| Mathematics        | Mrs Roshen                | broshen@cchsg.com     |
| Physical Education | Miss Wiseman              | nwiseman@cchsg.com    |
| Physics            | Mrs Swannell              | aswannell@cchsg.com   |
| Psychology         | Ms McKenna                | smckenna@cchsg.com    |

**Recording Progress in Year 9 2022-23**

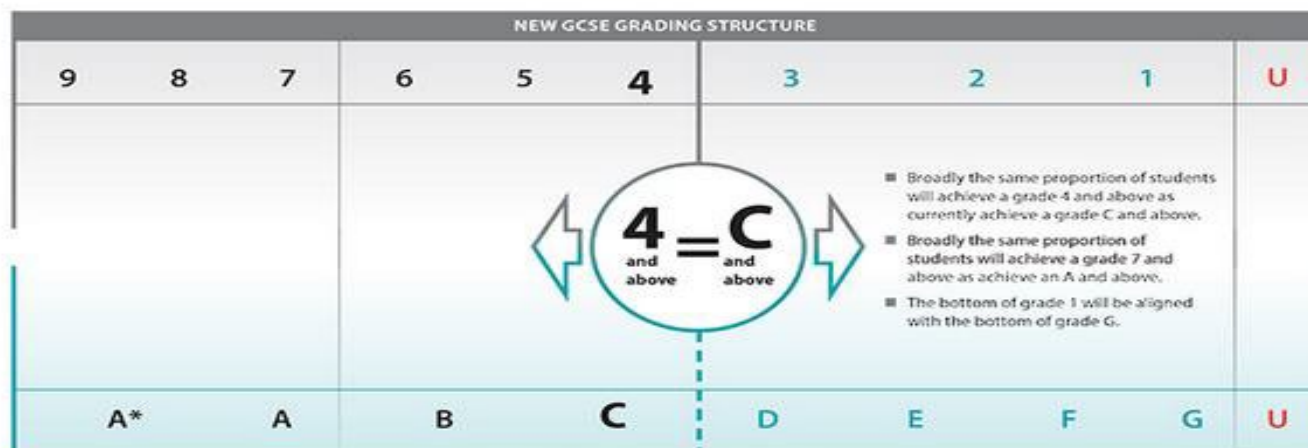
Your daughter's attainment and progress in it will be measured using the GCSE Grades 9 to 1.

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 the New GCSEs in 2017



The chart above shows the link between the reformed GCSE (9-1) grades and the recently used GCSE (A\*-G) grades with which you are probably more familiar.

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Fischer Family Trust (FFT) estimates from KS2 and/or CAT Tests and considering progress at KS3.

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.

## 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.

| <b>Subject Examination Board Specification</b> | <b>Text book</b>   | <b>Website</b>  |
|--|--|---|
| <b>Art &amp; Design</b><br>Edexcel<br>1FA0     | Not applicable<br>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><br><a href="http://www.bbc.co.uk/schools/gcses/bitesize/art/">http://www.bbc.co.uk/schools/gcses/bitesize/art/</a><br><a href="http://www.studentartguide.com/">http://www.studentartguide.com/</a><br><a href="http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/">http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/</a><br><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><br>Edexcel<br>1BI0              | New Biology for You by Gareth Williams<br>Nelson Thornes   | Website with full specification and some past papers:<br><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><br>Useful revision sites:<br><a href="http://www.s-cool.co.uk/gcse/biology">http://www.s-cool.co.uk/gcse/biology</a><br><a href="http://www.docbrown.info/gcsebiology.htm">http://www.docbrown.info/gcsebiology.htm</a><br><a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a><br><a href="http://www.bbc.com/earth/uk_and">http://www.bbc.com/earth/uk_and</a><br><a href="http://www.bbc.co.uk/science">www.bbc.co.uk/science</a><br><a href="https://www.physicsandmathstutor.com/biology-revision/">https://www.physicsandmathstutor.com/biology-revision/</a> |
| <b>Chemistry</b><br>Edexcel<br>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><br>Useful revision site:<br><a href="http://www.bbc.co.uk/schools/gcses/bitesize/science/">http://www.bbc.co.uk/schools/gcses/bitesize/science/</a><br><a href="https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/">https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/</a>  |
| <b>Computer Science</b><br>OCR<br>J277         | PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote<br><br><b>Online resources</b><br><br>Teach-ICT<br>Username: co33us<br>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><br><br><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><br><br><a href="https://student.craigndave.org/">https://student.craigndave.org/</a>   |

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|--|---|--|
| <b>Drama</b><br>WJECeduqas<br>601/8420/6<br>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><br>AQA<br>8700             | Book1 – AQA GCSE English Language. Developing the skills for learning and assessment. Helen Backhouse and Beverley Emm.<br><br>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">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>  |
| <b>English Literature</b><br>AQA<br>8702           | Not applicable -a range of texts are used:<br>An Inspector Calls<br>Romeo & Juliet<br>Poetry Anthology<br>Pride And Prejudice   | <a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>  |
| <b>French</b><br>AQA<br>8658                       | GCSE French Higher (AQA)<br>Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.<br><br>AQA GCSE French Higher Student Book<br>Publisher: Oxford University Press<br>ISBN 978 019 836583 583 9 | <a href="http://www.aqa.org/">http://www.aqa.org/</a><br><a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a><br><a href="http://www.memrise.com/">www.memrise.com/</a> |



|   |  |   |
|---|--|---|
| <p><b>Geography</b><br/>AQA<br/>8035</p>              | <p>AQA GCSE (9-1) Geography<br/>Publisher: Hodder Education<br/>ISBN-13: 9781471859922</p> <p>GCSE Geography AQA Student Book<br/>Publisher: Oxford University Press<br/>ISBN-13: 9780198366614</p> <p>GCSE Geography for AQA Student Book<br/>Publisher: Cambridge University Press<br/>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><br/>AQA<br/>8668</p>                 | <p>GCSE German Higher (AQA)<br/>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<br/>Publisher: Oxford University Press<br/>ISBN 978 019 836587 7</p>  | <p><a href="http://www.aqa.org/">http://www.aqa.org/</a><br/><a href="https://www.languagesonline.org.uk/">https://www.languagesonline.org.uk/</a><br/><a href="http://www.memrise.com/">www.memrise.com/</a></p> |
| <p><b>History</b><br/>AQA<br/>8145</p>                | <p>Oxford AQA GCSE History;<br/>Germany 1890-1945<br/>AQA GCSE History;<br/>Understanding the Modern World<br/>AQA GCSE History; Health and the People<br/>AQA GCSE History; Elizabethan England<br/>c1568-1603<br/>Oxford AQA GCSE History;<br/>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><br/>OCR<br/>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><br>Edexcel<br>1MA1          | Edexcel GCSE (9-1)<br>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><br><a href="http://www.corbettmaths.com">www.corbettmaths.com</a><br><a href="http://www.nrich.maths.org">www.nrich.maths.org</a><br><a href="http://www.bbc.com/education">www.bbc.com/education</a><br><a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a><br><br><a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a>   |
| <b>Music</b><br>Edexcel<br>1MU0                | Edexcel GCSE (9-1) Music by John Arkell & Jonny Martin (Pearson)<br>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><br>AQA<br>8582       | AQA GCSE (9-1) PE<br>Ross Howitt<br>Mike Murray   | <a href="http://www.aqa.org">www.aqa.org</a>  |
| <b>Physics</b><br>Edexcel<br>1PH0              | Physics for You by Keith Johnson  | <a href="http://www.edexcel.com/">http://www.edexcel.com/</a><br><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><br>Useful revision site:<br><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/">http://www.bbc.co.uk/schools/gcsebitesize/science/</a><br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> |
| <b>Subject Examination board specification</b> | <b>Textbook</b>   | <a href="#"><u>Website</u></a>  |
| <b>Psychology</b><br>Edexcel<br>1PS0           | Edexcel GCSE (9-1) Psychology Student Book by Christine Brain et al<br>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><br>OCR<br>J625        | OCR GCSE (9-1) Religious Studies<br>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 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)<br>Pearson Edexcel FA0 | <b>FOUNDATION UNIT</b><br><b>TOPIC: SURFACES AND TEXTURES</b><br><b>Key Skills: objective observation, media &amp; annotation –mark making inc. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation.</b> <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> | <b>TOPIC: THEMATIC COMPONENT</b><br><b>Key Skills: media selection/ critical reflection/contextual/cultural understanding/print /sculpture/3D construction.</b> <ul style="list-style-type: none"> <li>• how to generate interesting/original ideas from a body of work</li> <li>• portfolio development</li> <li>• effective annotation</li> <li>• printmaking</li> <li>• 3D outcome</li> <li>• preparing for end of year assessment and maximising impact and presentation</li> <li>• summer project development</li> </ul> | <b>TOPIC: YEAR 9 MOCK EXAM</b><br><b>Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria.</b> <ul style="list-style-type: none"> <li>• understanding assessment and addressing objectives</li> <li>• impact/presentation</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> |
| Biology (GCSE)<br>Pearson Edexcel 1B10       | <ul style="list-style-type: none"> <li>• Cells and cell transport</li> <li>• Respiration</li> <li>• Lungs</li> <li>• Heart and circulatory system</li> </ul>  | <ul style="list-style-type: none"> <li>• Heart and circulatory system (cont'd)</li> <li>• Plant structure and function</li> </ul>   | <ul style="list-style-type: none"> <li>• Homeostasis</li> </ul>   |
| Chemistry (GCSE)<br>Pearson Edexcel 1CH0     | <ul style="list-style-type: none"> <li>• atomic structure and bonding</li> <li>• acids, alkalis, bases and salts</li> <li>• the Periodic Table and Group Trends</li> </ul>  | <ul style="list-style-type: none"> <li>• solubilities</li> <li>• qualitative analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction to Chemical Calculations</li> <li>• the atmosphere</li> <li>• separating and purifying</li> </ul>   |

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

| <b>Subject</b>  | <b>Autumn Term</b>  | <b>Spring Term</b>   | <b>Summer Term</b>  |
|---|---|--|---|
| French (GCSE)<br>AQA 8658<br>French Foundation<br>Textbook<br>OUP   | Revision, consolidation and extension of grammar from Years 7 and 8.<br><br>Baseline Assessment<br>Introduction to La Francophonie<br><br>Introduction to French Literature : Le Petit Prince<br><br>Theme 1: Identity and culture<br>Unit 1 1: Me, my family and friends<br><br>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests | Theme 1: Identity and culture<br>Unit 2: Technology in everyday life<br><br>La Francophonie<br><br>French Literature : Le Petit Prince<br><br>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests | Theme 1: Identity and culture<br>Unit 3: Free-time activities<br><br>La Francophonie<br><br>French Literature : Le Petit Prince<br><br>Year 9 exams<br><br>End of Year Activities<br>(Film Study, Quizzes, Cultural studies etc...)<br><br>Translation, Writing, Role Play and Photo card practice for each unit along with weekly vocabulary tests   |
| Geography (GCSE) AQA 8035   | The Challenge of Natural Hazards <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>   | The Challenge of Resource Management <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>  | Geographical Applications <ul style="list-style-type: none"> <li>• Geographical skills</li> </ul> Urban Issues & Challenges <ul style="list-style-type: none"> <li>• Urban Growth</li> <li>• Urban Change</li> </ul>  |
| German (GCSE)<br>AQA 8668<br>German Foundation<br>text book<br>OUP G<br>(groundwork)<br>pages for all topics. | <b>Revision, consolidation and extension of grammar from Years 7 and 8.</b><br><br><b>Theme 1: Identity and culture</b><br>Topic 1: Me, my family and friends<br>Topic 2: Technology in everyday life<br>Topic 3: Free-time activities<br>Topic 4: Customs and festivals<br><br>(Weekly vocabulary tests and regular translation practice throughout)                                     | <b>Theme 2: Local, national, international and global areas of interest</b><br>Topic 1: Where you live<br>Topic 2: Social issues<br>Topic 3: Global issues (begin)<br><br>(Weekly vocabulary tests and regular translation practice throughout)        | <b>Theme 2: Local, national, international and global areas of interest</b><br>Topic 3: Global issues (finish)<br>Topic 4: Travel and Tourism<br><br><b>Year 9 exam</b><br><br><b>Theme 3: Current and future study and employment</b><br>Topic 1: Life at school/college<br>Topic 2: Jobs, career choices and ambitions<br>(Weekly vocabulary tests and regular translation practice throughout) |

| <b>Subject</b>                | <b>Autumn Term</b>   | <b>Spring Term</b>  | <b>Summer Term</b>  |
|-------------------------------|--|---|---|
| History<br>(GCSE)<br>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 Two) <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> |
| Latin<br>(GCSE)<br>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>   |

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

| Subject                                      | Autumn Term  |  | Spring Term   |  | Summer Term   |   |
|--|--|--|---|--|---|---|
| Music<br>(GCSE)<br>Edexcel 1MU0              | <b>Component 1 – Performing</b><br><br>Pupil prepare for class solo performance<br>Class Ensemble Performance<br><br><b>Component 2 – Composition</b><br><br>How to Compose – introduction to composition through workshops<br>Using Sibelius to compose a musical score<br>Using Garageband to produce music<br><br>Composition to set brief<br><br><b>Component 3 – Appraising</b><br><br>Enhancing listening skills and techniques<br>Instrumental Music through the Ages |  | <b>Component 1 – Performing</b><br><br>Continued solo performance<br>Small ensemble performances<br><br><b>Component 2 – Composition</b><br><br>Developing Music Ideas through composition<br>Continued composing to set briefs<br><br><b>Component 3 – Appraising</b><br><br>Writing Evaluative assignments<br>Vocal Music<br>Music for Stage & Screen |  | <b>Component 1 – Performing</b><br><br>Preparation for end of term performance<br><br><b>Component 2 – Composition</b><br><br>Continued composing to set briefs<br><br><b>Component 3 – Appraising</b><br><br>Music for Stage and Screen (Continued)<br>World Music & Fusions |   |
| PE<br>(GCSE)<br>AQA 8582                     | Theory   | Practical  | Theory  | Practical  | Theory  | Practical                                 |
|  | <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscular System</li> <li>• Movement Analysis</li> </ul>  | Netball<br><br>Trampolining<br><br>Cross country/athletics<br><br>Climbing<br><br>Table Tennis | <ul style="list-style-type: none"> <li>• Movement Analysis</li> <li>• Respiratory System</li> <li>• Circulatory System</li> </ul>   | Netball<br><br>Trampolining<br><br>Cross country<br><br>Climbing<br><br>Swimming | <ul style="list-style-type: none"> <li>• Aerobic &amp; anaerobic</li> <li>• The immediate &amp; short term effects of exercise</li> <li>• Recovery</li> <li>• Long term effects of exercise</li> </ul>  | Athletics<br><br>Swimming<br><br>Climbing |
| Physics<br>(GCSE)<br>Pearson<br>Edexcel 1PH0 | <ul style="list-style-type: none"> <li>• forces and motion</li> <li>• mechanical devices</li> <li>• fluid physics</li> <li>• static electricity</li> </ul>   |  | <ul style="list-style-type: none"> <li>• electric circuits</li> <li>• astrophysics</li> <li>• electromagnetism</li> </ul>   |  | <ul style="list-style-type: none"> <li>• nuclear and particle physics</li> <li>• project</li> </ul>   |   |



| <b>Subject</b>                  | <b>Autumn Term</b>   | <b>Spring Term</b>   | <b>Summer Term</b>  |
|---------------------------------|--|--|---|
| PSHCE                           | <ul style="list-style-type: none"> <li>• Managing Post-Covid-19 Anxiety</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 habits – marginal gains</li> <li>• Resilience for Success 4 – Taking control of my future</li> <li>• Risks 1 – Alcohol Awareness</li> <li>• Risks 2 – Drugs and the Law</li> <li>• Careers: Key Employability Skills</li> <li>• Human Rights 1 –Trafficking</li> <li>• Human Rights 2 – Is sending Aid the answer?</li> <li>• Human Rights 3 – The Equality Act 2010</li> </ul>   | <ul style="list-style-type: none"> <li>• E-Safety</li> <li>• Finance 1 – Navigating financial institutions</li> <li>• Finance 2 – How can I avoid debt?</li> <li>• Finance 3 – Our rights as consumers</li> <li>• First Aid</li> <li>• British Values – Multicultural society</li> <li>• Body Image – Media and eating disorders</li> <li>• SRE 1 – Making love or having sex?</li> <li>• SRE 2 – STI’s</li> <li>• SRE 3 – Contraception</li> <li>• SRE 4 - Consent</li> </ul>   | <ul style="list-style-type: none"> <li>• SRE 5 – Peer pressure</li> <li>• SRE 6 – LGBTQ+</li> <li>• SRE 7 – Revenge Porn</li> <li>• SRE 8 – Stalking and harassment</li> <li>• Exam Stress/Preparation – managing time effectively</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> </ul>   |
| Psychology (GCSE) Edexcel 1PS01 | <p><b>Core Topic 11: Research methods – How do you carry out psychological research?</b></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> </ul> | <p><b>Core Topic 1: Development – How did you develop?</b></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><b>Core Topic 2: Memory – How does your memory work?</b></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</li> <li>• 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> </ul> |

|  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"> <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> |  | <ul style="list-style-type: none"> <li>• Practical activity</li> </ul> |
|--|---|--|--|

| <b>Subject</b>                       | <b>Autumn Term</b>  | <b>Spring Term</b>   | <b>Summer Term</b>   |
|--------------------------------------|---|--|--|
| Religious Studies (GCSE)<br>OCR J625 | <b>Christianity Beliefs and Teachings:</b><br>The Nature of God<br>The Trinity<br>The Creation Evil & Suffering | <b>Christianity Beliefs and Teachings continued:</b><br><br>Jesus Christ<br>Incarnation, Crucifixion, Resurrection & Ascension<br>Concept of Salvation<br>Eschatological Beliefs & Teachings | <b>Christianity Practices</b><br><br>Worship<br>Sacraments<br>Prayer<br>Pilgrimages & Celebrations<br>Mission<br>Role of Christianity in local community & wider world<br><br><b>Religion, philosophy and ethics in the modern world from a Christian perspective:</b><br><br>Relationships and Families |

Year 9 Core PE Programme of Study 2022-2023

|                        | <b>9AA</b>          | <b>9BB</b>               | <b>9CC</b>               | <b>9DD</b>             | <b>9EE</b>          | <b>9FF</b>               | <b>9GG</b>               |
|------------------------|---------------------|--------------------------|--------------------------|------------------------|---------------------|--------------------------|--------------------------|
| <b>3 Weeks</b>         | Lifesaving          | Badminton/<br>Basketball | Badminton/<br>Basketball | Netball                | Swimming            | Football                 | Football                 |
| <b>3 Weeks</b>         | Netball             | Rugby                    | Rugby                    | Dance                  | Netball             | Badminton/<br>Basketball | Badminton/<br>Basketball |
| <i>Half Term</i>       |                     | <i>Half Term</i>         |                          | <i>Half Term</i>       |                     | <i>Half Term</i>         |                          |
| <b>3 Weeks</b>         | Dance               | Lifesaving               | Lifesaving               | Football               | Dance               | Rugby                    | Rugby                    |
| <b>3 Week*</b>         | Football            | Netball                  | Netball                  | Basketball*            | Football            | Swimming                 | Swimming                 |
| <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>3 Weeks</b>         | Basketball*         | Dance                    | Dance                    | Rugby                  | Basketball          | Netball                  | Netball                  |
| <b>3 Weeks</b>         | Tag Rugby           | Football                 | Football                 | Lifesaving             | Tag Rugby           | Dance                    | Dance                    |
| <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

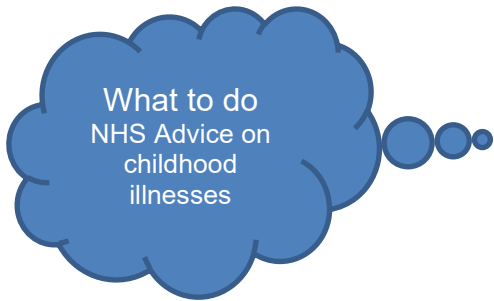
Please note that holidays taken in term time cannot be authorised.

### 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.

### Homework Timetable – 2022-23

| <b>Week A</b>       | <b>Monday</b>  | <b>Tuesday</b> | <b>Wednesday</b>  | <b>Thursday</b>  | <b>Friday</b> |
|---------------------|--|----------------|---|--|---------------|
| <b>Option Block</b> | Option Block B - Computing: AGU, German: VGR, French: SSN, Geog: NKE, MHO, History: APE, Psychology: SCO |                | Option Block A - Art: MSA, Computing: CNA, German KDV, Drama: MCU, French: SSN, Music: FJE, History: APE, Physical Education: LDE, Art: KCR, Geography: JKI | Option Block Computing: NCA, German: SPG, French: KOL, Geography: NKE, History: IPZ, Latin: MDO, KPH: Psychology |               |
| <b>MA/EN</b>        | Maths  |                | Maths   | English  |               |
| <b>AA</b>           |  | BIO (JCL)      | PHY (IMI)   |  | CHM (AMO)     |
| <b>BB</b>           |  | CHM (ANE)      | PHY (IMI)   | BIO (ACL)  | RE (VWI)      |
| <b>CC</b>           | RE (VWI)   | BIO (MUK)      | PHY (TAD)   |  | CHM (ANE)     |
| <b>DD</b>           | PHY (TAD)  |                | BIO (CBR)   | PHY (TAD)  | CHM (JGA)     |
| <b>EE</b>           | BIO (IMA)  | CHM (SWR)      |   | PHY (ASW)  |               |
| <b>FF</b>           |  | PHY (NCO)      |   | PHY (NCO)  | BIO (MSE)     |
| <b>GG</b>           | BIO (MSE)  | RE (MSU)       | CHM (JGA)   |  | PHY (ASW)     |

| <b>Week B</b>       | <b>Monday</b>  | <b>Tuesday</b>  | <b>Wednesday</b> | <b>Thursday</b>  | <b>Friday</b> |
|---------------------|--|---|------------------|--|---------------|
| <b>Option Block</b> | Option Block A - Art: MSA, German: KDV, Computing AGU, Drama: MCU, French SSN, Music: FJE, Physical Education: PCA, Art: KCR, Geography: JKI, Physical Education: LDE, History APE | Option Block C: Computing: CNA, German: SPG, French: KOL, Geography: NKE, History: IPZ, Latin: MDO, Psychology: KPH |                  | Option Block B: Computing: AGU, German: VGR, French: SSN, Geography: MHO, NKE, History: APE, Psychology: VWI |               |
| <b>MA/EN</b>        | Maths  |   | English          | Maths  | English       |
| <b>AA</b>           |  | PHY (IMI)   | BIO (JCL)        | RE (MSU)   | CHM (AMO)     |
| <b>BB</b>           |  | CHM / BIO (ANE) (ACL)   |                  |  | PHY (IMI)     |
| <b>CC</b>           |  | BIO (MUK)   | PHY (TAD)        | CHM (ANE)  |               |
| <b>DD</b>           |  | CHM (JGA)   | RE (MSU)         |  | BIO (CBR)     |
| <b>EE</b>           |  | PHY / BIO (ASW) (IMA)   | CHM (SWR)        |  | RE (VWI)      |
| <b>FF</b>           |  | PHY / CHM (NCO) (SWR)   | RE (RE)          |  | BIO (MSE)     |
| <b>GG</b>           |  | PHY (ASW)   | CHM (ANE)        | BIO (MSE)  |               |

## PRACTICAL STRESS BUSTERS FOR TEENAGERS

|                  |   |
|------------------|---|
| DIET             | <p>Eat healthily – make sure you have a balanced diet.<br/>Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals).<br/>Complex carbohydrates sustain long term energy levels and brain power.<br/>Eat breakfast.<br/>If you eat late, then eat light – no heavy meals before bed.<br/>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.<br/>Carry a small bottle of water with you and refill when empty.</p>   |
| SLEEP            | <p>Your body needs rest.<br/>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:<br/>Your body is your best friend, treat it well – treat it with respect.</p>   |
| SHARE            | <p>Talk.<br/>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.<br/>Take time for yourself – reading, seeing friends, hobbies, etc.<br/>Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood.<br/>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.*

