

BSO
Outstanding
School



Excellence
in Education

Key Stage 3

Year 9

2023-2024

Dear Parents,

It's a pleasure to welcome your child to Year 9 and to the final year of Key Stage 3. Year 9 is an important year in which students must work hard to ensure they have created the best possible platform to launch them into a successful start to I/GCSEs in Year 10!

Throughout this year, students will be thinking ahead to their futures. What subjects inspire them? What subjects excite them? What future career aspirations do they have? Students must begin to think about the answers to these questions, as this information will be vital when making informed decisions about GCSE options later this year.

As always, parental support is of utmost importance. It is only by creating a strong home-school relationship that students really thrive and succeed.

We wish your child a successful year and look forward to being part of their learning journey.

M^a Carmen Moreno

Head of Year 9

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Secondary Educational System

Overview

Secondary Education at Caxton College covers the final three stages of the English National Curriculum:

- **Key Stage 3** (Year 7 to Year 9)
- **Key Stage 4** (Year 10 and 11)
- **Key Stage 5** (Year 12 and 13 also commonly known as Sixth Form)

Key Stage 3 lays the foundation for all future learning. Students study British subjects and the three compulsory Spanish subjects (Lengua Española, Sociales and Valenciano), as well as Aspire, Personal Development and Ethics or Religion.

In Key Stage 4, students begin to specialise, making option choices based on future interests. At the end of Year 11, students sit external examinations to obtain the I/GCSE (International / General Certificate of Education). Caxton College is a recognised exam centre for Pearson's Edexcel and AQA Examination Boards. These I/GCSEs also enable students to obtain their ESO certificate for Spain. Access to Key Stage 5, also commonly known as 'Sixth Form', is dependent upon the I/GCSE results.

Currently, access to Spanish Universities is gained by combining the final grades from the English A Levels taken with the grades from the Spanish PCE subjects. Access to International Universities is based on English A Levels only and the requirements vary depending on the country. Each student's choice of A Levels and PCE subjects will be linked to their future University/career aspirations.

Throughout Secondary, it is our aim to ensure each student makes the academic progress they are capable of, as well as equipping them with values and life skills they will need beyond school. This is a crucial period in which students learn to organise themselves, to become more independent and to take responsibility for their actions and decisions.

Clear communication and support between home and school is essential for effective teaching and learning and also for the success of our students.

Spanish System	British System	Key Stage	Public Examinations
6º Primaria	Year 7	Key Stage 3	
1º ESO	Year 8	Key Stage 3	
2º ESO	Year 9	Key Stage 3	
3º ESO	Year 10	Key Stage 4	LAMDA
4º ESO	Year 11	Key Stage 4	I/GCSE
1º Bachillerato	Year 12	Sixth Form	AS level/ Advanced level
2º Bachillerato	Year 13	Sixth Form	A2 level/ Advanced level

Assessment and Reports

Each academic year is divided into three Assessment Periods. At the end of each Assessment Period, parents will receive an online report with the academic performance and behaviour grades obtained by their child. This includes overall grades for each subject following Assessment Period three.

Academic Performance in all subjects is graded from 9 to 1 (with 9 being the highest possible grade and 1 being the lowest), in accordance with the English National Curriculum. Behaviour is graded from A to F (with A being the highest grade possible and F being the lowest).

A variety of assessment methods are used throughout the year and vary from subject to subject. In addition, at the end of Year 9, students will complete 'End of Year' exams in English, Maths, Science, Geography, History and French or German, which are worth 40% of the year grade in each subject.

Aside from the official termly and end of year reports published to parents via the parent portal, teachers complete interim grades in October of Term 1, which are used to identify students that may need additional challenge or further support. These are not graded in the same way as the termly reports and therefore not shared with parents, however any concerns at this point are communicated with parents, targets outlined and possible interventions identified ahead of any further assessments in Term 1.

Any student that fails a subject each term will have an Academic Action Plan (AAP) generated for them by their subject teacher which should identify specific targets and areas for improvements. These AAP's can be viewed on the Progress list on the day grades are published online.

Caxton College has a clear progression policy from one academic year to the next. Further information can be found in the 'Criteria for Progression' section of this handbook.

Internal Exams and Assessments

Exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing an objective view of the student's progress. Internal exams act as good preparation for the external exams that students will sit in Key Stage 4 and Key Stage 5.

Internal exams take place at various times throughout the year and vary from subject to subject with End of Year exams taking place in the last 2 weeks of May. Attendance is compulsory with students only being absent for illness, injury or exceptional circumstances which have been approved by SLT. At this point we allow a child to sit an exam or submit work for an assessment outside of its scheduled date. Therefore we strongly advise that parents do not plan trips or other activities that require the student to be absent from school during term time. For key dates, please refer to the calendar, available via the Parent Profile.

All absences must be authorised by the parents and this must be communicated to the school.

- If a student is absent on the day of an exam or assessment, and this absence has not been authorised, the student will receive a zero.
- During the 'End of Year Exams' period, if a student is absent the day before an exam, and this absence has not been authorised, the student will receive a zero, even if they are present on the day of the exam.

It is important to note that help and support continue to be provided during the End of Year exam period; teaching and support staff are on hand including the pastoral team: Co Head and assistant pastoral, tutors, Heads of Year, Heads of Department, the Secondary Psychologist, SENCo and the Academic Headteacher in order to best prepare the students for their upcoming exams. Revision activities are the focus in subjects that have End of Year exams. All other subjects either continue evaluating for the third term grade, begin preparation for the subject for the following year or complete enrichment activities to develop further knowledge and understanding.

Excluding the End of Year exams, if a student misses an exam or assessment during term time, it is the student's responsibility to contact their subject teacher on their return to school and arrange a new date for the assessment to take place.

Celebrating Achievement

Outstanding Results Celebration - At the end of each term following the release of the term grades a celebration is organised for all students that achieved 7 or more level 8 or 9 grades academically and/or 7 or more A grades for behaviour. This is to congratulate and reward students for all their hard work and effort throughout the term.

Prize Giving - At the end of the year we invite parents to share in congratulating students who have performed exceptionally well throughout the year, whether this be for academics, behaviour or involvement in the wider school community. Achievement should be recognised and celebrated and we look forward to celebrating with you.

Residential trips - Residential trips are held at the end of the school year and are another way to not only celebrate the hard work and good behaviour throughout the year but also provides students the opportunity to learn, practice and develop vital skills for life such as; confidence, independence, adaptability, responsibility, teamwork and cooperation, adaptability all in a new and challenging environment.

Delivery of Subject Content

Students are taught in a number of different ways across the various subjects including: groups being split by ability, mixed ability groups and being taught as a form group. This ensures the needs of all students are met and gives them the best possible chance of achieving their maximum potential academically.

From Year 8 – 11, information from internal evaluations, teacher observations and final exams contribute to the formation of groups as well as CAT4 and National Reading Test data.

A student may move from one set to another throughout the year based on academic performance. It often takes place at the end of an Assessment Period or the start of the next one, and is done in order to ensure students achieve their maximum potential.

Please rest assured that there is no difference in the curriculum students follow, the exams the students sit or the books the students use. Different groupings simply allow for the students to make the possible progress, using the most suitable teaching styles.

Year 9 Options Information

I/GCSEs (International / General Certificate of Education) are British qualifications studied across two years (Year 10 and Year 11) and consist of an external exam set by the exam board in the UK that is taken at the end of Year 11 in May/June.

Students in Year 9 will have to choose 3 optional I/GCSE subjects in preparation for their studies in Year 10 and Year 11. These subjects will be studied alongside the compulsory subjects of English, Maths and Science. This process begins in December with options assemblies, options fairs and subject-teacher parent meetings before having to make a final choice of subjects in January.

The school is heavily involved in supporting students through this process so that they are able to make a well informed choice about their future studies thinking towards their A Levels options and future career.

It's important to note that some optional subjects, such as Art, Computer Science, Music and Single Sciences, require students to meet higher criteria than the pass grade of a 5 to be able to take the subject in Year 10. If a student fails to meet the required criteria at the end of the year, students will then be asked to change the respective I/GCSE option. These requirements are enforced with the students' best interests at heart.

Please note:

1. We aim to get 100% satisfaction for students choosing their 3 preferred GCSE options, however in the case that the combination is not possible, a student may be asked to make another option choice.
2. An I/GCSE group may not run if the number of students who choose the subject is less than 5. This will be identified following the submission of all students options in January.

*Students will sit their GCSE exam at the end of Year 11. Art, English Literature and the PE exams have a coursework component and students do not have the option to ask for a revision of this part of the exam. If you need further explanation, please do not hesitate to contact the exams officers in the Secondary office.

Criteria for Progression from Year 9 to Year 10

1. **A pass grade at this level is from grade 9 to 5.**
2. Students will only be allowed to progress to the next year if they have passed ALL subjects with a grade 5 or higher.
3. If a student fails:
 - 1 Subject – Students have the opportunity to resit* the subject in August. (Resit dates **29th & 30th August 2024**).
 - 2 Subjects – Students have the opportunity to resit* the subjects in August. (Resit dates **29th & 30th August 2024**).
 - 3 Subjects – Students have the opportunity to resit* the subjects in August. (Resit dates **29th & 30th August 2024**).
 - 4 Subjects or more – No resit opportunity. The student's ONLY option will be to repeat the year or leave the school.

*In some subjects: French, German, Ethics, Religion, Personal Development, PE and Sociales, re-sits may consist of a project or skills based tasks to be handed in on the **29th & 30th August 2024**.

Pupils who have not chosen to continue French or German will be required to complete a set of skills based tasks by the **30th August 2024**.

4. If a student fails resits in August, a 'Claustro' meeting will be held to decide if the student will be given the opportunity to repeat the year or not. Students cannot repeat a year more than once during their education at Caxton College.

Please note:

- Students must meet the criteria for the optional subjects chosen.
- Progression is not solely based on academic achievement. Progression is also reliant on a student's ability to demonstrate the behaviour and maturity appropriate for the demands of the year group. As such, the school will also carefully consider the student's behaviour grades, alongside academic achievement, when making decisions about progression.

Monitoring of 'At Risk' students

If a student is not achieving the expected Level 5 or above by the end of each Assessment Period, the subject teacher will complete an Academic Action Plan (AAP). The AAP will outline areas for improvement along with suggested strategies for improvement. This information is shared with parents through the Progress List.

If a student is not achieving a Level 5 or above in a range of subject areas, they may be placed on monitoring by their Head of Year. This means that their subject teachers must write a comment on the Progress List at least once per fortnight, updating parents about their child's progress and attitude.

In addition, parents may be asked to attend a meeting with the subject teacher, Head of Department or Head of Year, in order to ensure the student, parents and teachers work together to bring about an improvement.

Private tutoring

If your child has private lessons for a specific subject or subjects, it is always useful to inform the Form Tutor and/or relevant subject teacher(s).

Homework and Independent Work

Subject Teachers will assign homework when they feel it is most appropriate. For some subjects this may be weekly, whereas others occasionally, and for this reason on some days students may have less homework than on others.

Century Tech (Digital platform) is a great tool for accelerating learning providing an intelligent personalised programme to improve engagement and understanding in English, Math and Science. It uses Artificial Intelligence to identify gaps in knowledge, address misconceptions and support and stretch each learner at a pace that is appropriate for them. It is for this reason we recommend students complete a minimum 30 mins of each subject weekly to further challenge and support students in their learning.

In addition to this we recommend that students spend approximately 30 minutes per day reviewing notes, completing any unfinished tasks and carrying out independent work at home. This consolidates knowledge and the understanding of topics covered and encourages a notion of independent learning, which we at Caxton aim to generate and foster. This style of learning develops

- Good learning habits for life
- Family involvement in learning

** We would also advise that students spend an additional 25-30 minutes per day on any subjects that they feel are more challenging.*

If, at any point, students feel overwhelmed, please encourage them to speak to their Form Tutor, or please contact the Form Tutor directly.

Absences

If a student is absent from school due to illness, we believe they should be at home resting and recuperating. If a student is absent for:

- 3 days or less - it is the student's responsibility to catch up on the work missed using Google Classroom or notes from a fellow student. We ask that parents refrain from emailing and requesting work from teachers at this point.
- 4 days or more – In the first instance students should check Google Classroom for resources and/homework before making contact with subject teachers.

Any planned absences should have permission from a member of the Senior Leadership Team. Under these circumstances, it is the student's responsibility to speak to staff, collect work, complete it and hand it in, in accordance with the conditions set by the individual subject teachers.

School Supplies

Fees for school supplies are destined to general classroom resources, including technological, art and science laboratory resources, as well as photocopies and printed resources. School supply fees do not include the cost of individual materials such as text or exercise books, or necessary iPad Apps.

All students are required to provide their own:

- Pens, pencils, rubber, pencil sharpener
- One 1B and one 4B pencil for Art lessons
- 30 cm ruler
- Compass
- Protractor
- Scientific Calculator (we recommend the Casio FX-82SPCW)
- iPad - The minimum required specification is a 6th Generation iPad . If your child needs to buy a new iPad, the school recommends a 64GB iPad 9th Generation.
- Headphones

Text books and exercise books can all be purchased through the school. Some resources will only be used for one academic year, but others may be used across multiple years.

Parental Contact

As you know, in order for us to be successful in maximising your childrens' potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our teachers are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all teachers use our Behaviour for Learning Policy to guide them (available in full on the Parent Profile). The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Profile. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns or would like to share good news with us, please contact the school via the Parent Profile. In doing so, you will receive an acknowledgement from the school that your email has been received and you should then expect an email or phone call response within 72 hours.

Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work

and giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical. Your child's education is very much a team effort and we ask for your help and support throughout their time here in Secondary.

Additional School Policies and Handbooks

Should parents wish to consult any of our policies or handbooks in greater depth, these are available to view via the Parent Profile:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Curriculum Policy
- Gifted & Talented Policy
- SEND Policy
- Searching students and their possessions
- Complaints Policy
- Relationships and Sex Education Policy
- First Aid & Healthcare Policy
- School Technology Policy
- Admissions Policy

General Information About Subjects

From Year 7 to 9 students study the following compulsory subjects in English, belonging to the English National Curriculum:

- Art
- Aspire (Personal and Professional Development)
- Computing
- English Language and Literature
- Foreign Modern Language: French or German
- Geography
- History
- Mathematics
- Music
- Personal Development
- Physical Education
- Science

In addition, they will also take the following compulsory Spanish subjects:

- Spanish Language and Literature or ELE
- Spanish Social Studies or ELE
- Religion or Ethics
- Valencian Language or ELE

Please be aware that the language students choose to study in Key Stage 3 (French or German) may not continue in Year 10, 11, 12 or 13 (GCSE or A Level) if the number of students in the group is less than 5.

General points to note:

GRADING

In all subjects students will be assessed on a grading scale from 9-1 in line with UK assessments, 9 being the highest, 1 being the lowest and 5 being the required grade to pass at Caxton with the exception of Aspire, which is not formally assessed. A pass grade at Caxton in Year 9 is 55%, a level 5.

GOOGLE CLASSROOM

This is an educational platform in which teachers across all subjects place materials and resources such as: videos, articles, recommended reading, websites of interest, exam dates and homework. Everything is in one place with the added advantage that students can collaborate on work, submit work electronically and teachers can mark it, give feedback and grade it. Teachers and students can keep in regular contact and post comments and instructions at a moment's notice. It is a great addition to the technological world of teaching.

INDEPENDENCE AND RESPONSIBILITY

Students in Secondary will be encouraged to take more responsibility for their learning, be proactive, take the initiative and become more independent. Subject specific problems should first be discussed with the class teacher before approaching the Head of Department or Academic Head teacher, or involving parents.

SUBJECT INFORMATION

All subjects have outlined their intended course contents below, however please be aware that this is a guideline only and may be subject to change. These changes will be at the discretion of the Head of Department due to changing circumstances within the term such as term length, bank holidays, special activities organised within the school or student understanding of key content, always bearing in mind the best interests of the students.

1. **Head of Department:** Ms Charlotte Owen
2. **Course Contents:**
 - Reinforcing observational skills
 - Printmaking
 - Painting and drawing experimentally
 - Introduction to acrylic paint
3. **Assessments:** Each term is assessed through regular feedback and practical performance of each formal element. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.
4. **Recommended reading / Websites of interest:**
 - <http://www.studentartguide.com/>
 - <https://www.google.com/culturalinstitute/project/art-project>
 - www.tate.org.uk
5. **Additional Information:** Pinterest folders with exemplary work and Caxton Young Artists' catalogues can be found on the school website.

1. **Head of Department:** Ms Claire Brunell
2. **Course Contents:** This course is designed to support students in developing the skills they will need to be successful students as well as preparing them for the world of work. Topics include:
 - Which options should I choose?
 - What are the most effective study strategies?
 - How to use 'Unifrog'; a platform to help choose careers and university courses
3. **Assessment:** This subject will not be formally assessed.
4. **Recommended reading/Websites of interest:**

www.unifrog.org

<http://www.learningscientists.org/>

1. **Head of Department:** Mr Stephen Miller

2. **Course Contents:**

First Term	Second Term	Third Term
Short stories	Prose: <i>The Book Thief</i> by Markus Zusak	Introduction to IGCSE
Prose: <i>The Book Thief</i> by Markus Zusak	Shakespeare: <i>Romeo and Juliet</i>	Preparation for end of year examinations
Poetry: Poems on the Theme of Love	Non-fiction Shorts: <i>Holding Hands in the Dark</i>	

3. **Assessment:** Ongoing throughout the year, both in class (through conversation, drama, essays etc) and by means of homework. There are regular core assessments for the year group, as well as an end-of-year exam, which is worth 40% of the final grade. In each term, we try to assess the three skills of Reading, Writing and Speaking and Listening. As English is a skills-based subject, we try to give more emphasis to the level reached by the end of the year, rather than simply an accumulation of the year's assessments.

4. **Recommended reading / Websites of interest:**

- | | |
|---|--|
| <ul style="list-style-type: none"> • www.bbc.co.uk/KS3bitesize/english • www.revisionaid.co.uk • www.channel4.com/learning • www.bbc.co.uk/schools/websites • https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/ | <p>Digital platforms used:</p> <ul style="list-style-type: none"> • Teachit • Century Tech • Bedrock |
|---|--|

Other recommendations will be given during the year.

5. Additional Information: Helping with reading: Students should have access to books or magazines in English and develop the habit of reading them. When you watch films at home, try to watch them in English with subtitles in English. This will improve your child's reading ability and comprehension. Remember that talking about reading is very important, so discussing a book will also help to develop their reading comprehension skills. Keep reading time relaxed, comfortable and pleasurable; a quiet place, with the television turned off is best. As your child progresses, talk about authors, characters, themes and plots or what new information has been learnt. - If your child reads silently ask him/her to re-tell the part that has been read and encourage the 'pointing out' of relevant sections in the text. If your child has hobbies and interests, encourage him/her to read about these in English. Book recommendations are given to students via Google Classroom. Students will also have to complete a minimum number of Bedrock lessons each week. This is an on-line programme that helps to develop vocabulary.

FRENCH

1. Head of Department: Ms Cathy Desbois

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • My Family • Describing people • Places in town and activities • Friends • Family relationships 	<ul style="list-style-type: none"> • Going out • A night out with friends • When I was little... • Role models • Media 	<ul style="list-style-type: none"> • Sports • My life online • Reading habits • Television • Cinema

* Students will be introduced to some content from the IGCSE throughout Year 9.

3. Assessment: 4 tasks make up each term grade.

- Active Learn interactive homework tasks. Set at the start of a module and given several weeks for completion.
- Specific Vocab and Grammar simple tests requiring prior revision.
- Formative assessments: Listening, Reading, Writing and/or Speaking short tasks done and assessed in class.
- Summative assessments (End of Term examinations) covering the whole module. Involving all/some of the 4 skills.

At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from a combination of the first 2 terms (30% each).

4. Recommended reading / Websites of interest:

- <https://www.linguascope.com>
- <https://www.lepointdufle.net>
- www.bbc.com/languages/french
- Duolingo application

5. Additional Information:

New pupils can only join Year 9 French if they can prove (internal test or external A2 language certificate) that they have a suitable level of French.

The French Department is aware that our Year 9 students would like to have the opportunity to take part in a French/Spanish exchange, as is the case in German. Because of the way the French system works in terms of language options, Year 9 French students would be beginners in Spanish and would not benefit from doing a linguistic exchange at that point of their learning. Therefore, French schools are looking for Year 10 students rather than Year 9 and as a result, despite our best efforts, it has been difficult to find a match. We would only want to offer our students the best possible experience so we will keep looking. Thank you for your understanding.

1. Head of Department: Shared responsibility

- Ms Louise Parmenter – Key Stage 5
- Ms Kathrin Weers – Key Stage 3 & 4

2. Course Contents:

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> • School subjects & opinions • Uniform • Primary & Secondary • Pros & cons of school life • School day & timetables • School facilities & rules • School trips 	<ul style="list-style-type: none"> • School events & successes • Free time & hobbies • Reading • Music • Film & TV 	<ul style="list-style-type: none"> • Sports • Social networks • Technology

* Students will be introduced to IGCSE topic content throughout Year 9.

3. Assessment: Two to three of the four main skills are assessed every term: listening, speaking, reading and writing, and also vocabulary or grammar as well as classwork throughout the term. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from a combination of the first 2 terms (30% each).

4. Recommended reading / Websites of interest:

- www.languagesonline.org.uk
- www.linguascope.com
- www.duolingo.com
- <https://quizlet.com/LouiseParmenter/folders/yr9-igcse?x=1xqt&i=10l2h5>

5. Additional Information: New pupils can only join Year 9 German if they can prove that they have a suitable level of German. Like Year 8, groups

are normally mixed ability due to the smaller group numbers, but if there was setting in Year 7 then this would usually continue through to Year 9.

A German Exchange takes place in Year 9 which is offered to all Year 9 & 10 German students. This is an opportunity for students to experience living life in Germany. Your child will be matched with an exchange partner and go to Germany during the academic year, staying in their home. Likewise the exchange partner will visit Spain at an earlier point of the year, living with your child and your family.

GEOGRAPHY

1. **Head of Department:** Mr Matthew Callaghan

2. **Course Contents:**

First Term	Second Term	Third Term
<ul style="list-style-type: none">• Weather & climate: Concepts and practicalities of understanding the weather.• Global threats from climate change.	<ul style="list-style-type: none">• Globalisation and Development: An analysis of why the Sahel is switched-off to globalisation, and the effect that has on development.	<ul style="list-style-type: none">• Ecosystems and the conservation of global biodiversity.

3. **Assessment:** Two assessments take place each term, which include a mixture of short-answer tests, extended writing and project work. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from an average of term 1 and term 2 grades as term 3 is too short to assess any new content before the End of Year exam takes place.

4. Recommended reading / Websites of interest:

<https://www.bbc.com/bitesize/subjects/zrw76sg>

www.educationquizzes.com

<https://climatekids.nasa.gov/>

5. Additional Information: Our goal with the Year 9 Geography modules is to build on the work of Year 8 and prepare students for their GCSE choices with skills and global understanding that will help them better understand the complex, interconnected and fragile world they will inherit.

HISTORY

1. **Head of Department:** Ms Jeanette Nugent

2. **Course Contents:**

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• How did women achieve equality in the 20th Century• The First World War Causes and Consequences• Fascism and Communism	<ul style="list-style-type: none">• Conflict in the 20th Century.• World War Two• The Middle East	<ul style="list-style-type: none">• How do we make changes

3. **Assessment:** In each topic students will be assessed on their ability to display historical skills which may include:

- To use sources in order to make inferences and discuss usefulness.
- To understand change and continuity over time.
- To use evidence to write analytical essays.
- To understand and explain why historians have different opinions.

At the end of each term the assessments are averaged out giving an overall grade for the term. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from an average of term 1 and term 2 grades as term 3 is too short to assess any new content before the End of Year exam takes place. Factors such as participation in class which enables students to show abilities in arguing ideas may be used as part of the overall assessment at the teacher's discretion.

4. Recommended reading / Websites of interest:

Websites

BBC Bitesize:

<https://www.bbc.com/bitesize/subjects/z7svr82>

Khan Academy:

<https://www.khanacademy.org/humanities/world-history#euro-hist>

Crash Course:

<https://www.youtube.com/user/crashcourse>

Novels

- *The Book Thief* by Markus Zusak
- *The Help* by Kathryn Stockett.
- *The Boy in the Striped Pyjamas* by John Boyne
- *War Horse* by Michael Morpurgo

COMPUTING & COMPUTER SCIENCE

1. **Head of Department:** Mr G Balbuena

2. **Course Contents:**

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Algorithms: Principles of Computer ScienceAlgorithms and Programming (block-programming, text-based programming - Python)Computational thinking (part of the UK Bebras challenge)	<ul style="list-style-type: none">Python: Text-based programming languagePython graphics (from loops to animation)Python game project (Bouncy ball)	<ul style="list-style-type: none">BBC micro:bit microcontroller: Learn the principles of robotics, input, process, output, data transmission, sensors, programming with blocks, programming with Python
Personal study unit: Pupils carry out research about the principles of Computer Science focusing on decomposition, abstraction and pattern recognition, programming languages and machine code (binary)		

3. **Assessment:** Each term grade is a combination of classwork, homework and small assessments completed throughout the term. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. **Recommended reading/Websites of interest:**

- typing.com
- bebras.uk
- python.org (programming language)
- makecode.microbit.org (programming)
- microbit.org (theory)
- bbc bitesize: KS3 Computer Science

5. **Additional Information:** Pupils develop touch typing skills at the beginning of every Computing lesson via the typing.com online platform, they will also be introduced to coding using already installed apps on their iPads. Although they look like games, these apps are educational and will encourage students to develop computational thinking.

MATHEMATICS

1. **Head of Department:** Ms Christine Bruce

2. **Course Contents:**

Term 1	Term 2	Term 3
Working with fractions <ul style="list-style-type: none">• standard form• percentages• upper and lower bounds• simplifying algebraic fractions• changing the subject of formula	<ul style="list-style-type: none">• Expanding double brackets• factorising and solving quadratics• straight line graphs• Simultaneous equations and graphs• quadratic graphs and inequalities• angles in polygons	<ul style="list-style-type: none">• circle theorems• transformations• Trigonometry• Pythagoras' Theorem• set notation

* Students will start the IGCSE course in Year 9.

3. **Assessment:** Each term consists of two tasks: investigations, revision exercises, independent study units or project work and a formal exam. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from an average of term 1 and term 2 grades as term 3 is too short to assess any new content before the End of Year exam takes place.

4. **Recommended reading / Websites of interest:**

- www.myimaths.com
- www.mrbartonmaths.com
- www.nrich.org.uk
- Digital platform: Century Tech

5. **Additional Information:** Students will need a protractor, ruler, pair of compasses and a calculator which they should bring with them to every lesson.

MUSIC

1. **Head of Department:** Mr Gerry Paci

2. **Course Contents:**

First Term	Second Term	Third Term
Soundtracks	New Directions	What Makes a Good Song?
Computer and Video Game Music	Dance music	What Makes a Good Song?

3. **Assessment:** Students are monitored through continuous assessment for learning. Assessments take place multiple times during each topic. The main areas of assessment are: composing, performing, appraising using the appropriate musical language. Students are at all times expected to demonstrate a level of empathy and compassion during group activities and performances, which also contributes towards their effort grades. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. **Recommended reading / Websites of interest:**

- <https://www.bbc.com/bitesize/subjects/z9xhfg8>
- <https://www.fip.fr/player>

5. **Additional Information:** Music reflects the world that students live in and plays an important role in helping students feel a part of a community. It is a form of communication that inspires and motivates students, and can help with expression and impact on their personal development. Therefore, we believe it is of great importance that the opportunity is given to all students to create, play, perform and enjoy music both in and out of lessons. This can be through special events that require performances from musicians and singers as well as the school choir and the school musical.

PERSONAL DEVELOPMENT

1. **Head of Department:** Ms Carolina Cebrián

2. **Course Contents:**

First term	Second Term	Third Term
Publicity, social media and body image	Preventing addictions: general concepts, alcohol and cannabis	Healthy Relationships: sending nudes (sexting) and grooming
Healthy relationships: consent	Discrimination, prejudice and stereotypes	Mental health: pornography risks, healthy and unhealthy coping strategies

3. **Assessment:** A project will be assigned by the teacher each term, which is to be completed in class and at home. Failure to hand in the project will result in the student failing the term. In addition to the project, student participation, attitude and classwork also contribute to the final grade. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. **Recommended reading / Websites of interest:**

- www.kidshealth.org
- www.chilnet.com
- www.drugfreeworld.org

5. **Additional Information:** We encourage you to discuss the different topics with your child so that they will be more aware of the values we want to promote.

PHYSICAL EDUCATION

1. **Head of Department:** Mr Bleddyn Lewis-Jones

2. **Course Contents:**

Activities Offered Across the Year		
Invasion Games	Striking & Fielding/ Net Games	Other
Basketball Football Handball	Cricket/Softball Badminton Volleyball	Swimming/Lifesaving Athletics Orienteering

** Please note activities are subject to change depending on availability of facilities and resources.*

3. **Assessment:** Each topic students will be assessed on a scale from 9-1 on their ability to perform the required skills of that activity and then how they can apply those skills in competitive game situations (where possible). All assessment criteria is posted and available via Google Classroom before the start of the activity. At the end of each term the activities that have been assessed are averaged out giving an overall grade for the term. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. **Recommended reading / Websites of interest:**

<https://www.bbc.co.uk/sport>

<https://www.ukcoaching.org/resources>

<https://www.uksport.gov.uk/>

5. **Additional Information:**

- Students should bring PE kit to every lesson even if they will not be taking an active part due to injury or illness.

- The use of the library as an alternative to PE is not permitted unless for extenuating circumstances commented with pupil, parents, Head of PE and Head of Year.
- Throughout the year there will be an opportunity to represent the school in Inter-school competitions: Football, Basketball, Athletics, hockey, volleyball and Swimming. Trials are held for such events where all students are welcome to attend and try out for the team.

SCIENCE

1. Head of Department: Mr Carl Jeffs

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Record Breakers • Healthy Living 	<ul style="list-style-type: none"> • Metals & New Materials • Genetics 	<ul style="list-style-type: none"> • Light • Preparation for IGCSE Science

3. Assessment: Two or three assessments take place each term, ie, poster work or online quizzes, and a written exam at the end of each topic. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 40% to the overall grade. The remainder of the grade is made up from an average of term 1 and term 2 grades as term 3 is too short to assess any new content before the End of Year exam takes place.

4. Recommended reading / Websites of interest:

- Digital platform: Century Tech
- <https://www.pearsonactivelearn.com/app/home>

- Pearson *Exploring Science* ebooks and *CGP Revision guide* are useful books for revision of some topics throughout Year 7, 8 & 9. Not all topics are included in the books. Students should also use their notebooks.

5. Additional Information: To help your child prepare for their end of unit tests, we encourage them to use the resources on the Science revision Google Classroom.

SPANISH LANGUAGE AND LITERATURE

1. Head of Department: Ms Mar González

2. Course Contents:

First term	Second Term	Third Term
Communication and types of texts	Description in narrative: spaces, objects, animals	Narrative and its elements: Narrative structure
DRAEL. Word formation	Description in narrative: people, self portrait	Understanding poetry: literary resources, modern poetry
Description in narrative	Narrative and its elements: Narrator, characters	Poetry: feelings, moods or reflections

3. Assessment: Course evaluation criteria cover the following areas:

- Communication: oral and written expression
- Reading comprehension
- Spelling
- Grammar

There is no End of Year exam. This subject will be evaluated through periodic tests, classwork and project work. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. Recommended reading/Websites of interest:

- Proyecto Gutenberg: free reading books
- Leoteca
- Biblioteca virtual Miguel de Cervantes
- www.lenguayliteratura.org
- www.gramaticas.net

5. **Additional Information:** Spanish Language is what we call an 'instrumental subject', so we encourage pupils to read; to go to the theatre, museums, concerts and the cinema; and for them to share in lessons (orally or in written form) their impressions and experiences.

SPANISH AS A FOREIGN LANGUAGE (ELE)

1. **Head of Department:** Ms Pilar Tortonda

2. Course Contents:

First term	Second Term	Third Term
Describe actions in the recent past. Describe personal experiences. Talk about someone's life. Talk about the past.	Ask for and accept pardon. Talk about plans. Make conjectures and promises.	Ask for, grant and deny permission. Give advice, orders and instructions. Invite and offer.

3. **Assessment:** Each term grade is generated from regular assessments completed in class and a combination of classwork, project work and exercises completed throughout that term. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. Recommended reading/Websites of interest:

- www.ver-taal.com
- www.languagesonline.org.uk

- www.aprenderespanol.org
- www.linguascope.com
- www.arche-ele.com
- www.wordwall.net

5. Additional Information: Every year, the school reviews whether a pupil should continue with the Spanish as a Foreign Language programme, which is designed to help them to learn to speak, write, read and understand Spanish. If pupils develop these skills quickly, they will not follow the ELE programme in the next school year, but instead will join the native Spanish Language & Literature, Social Sciences and Valenciano lessons, in which they will learn different aspects of the Spanish culture.

SPANISH SOCIAL STUDIES

1. Head of Department: Ms M^a Carmen López

2. Course Contents:

First Term	Second Term	Third Term
15th Century: Beginning of the Modern Era Catholic Monarch of Spain	16th Century: The empire of the Habsburgs 17th Century Crisis	Renaissance and Baroque art

3. Assessment: Each term grade is generated by different types of assessment which can be made up from a combination of class exercises, reading comprehension, vocabulary test, essay work and project work. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. Recommended reading/Websites of interest:

- <https://www.profesorfrancisco.es/>
- www.leccionesdehistoria.com
- www.profesorfrancisco.es

- YouTube channels: academiaplay, la cuna de Halicarnaso
- Pupils will be provided with additional resources, web pages, and reading selections as they progress in the subject.

5. Additional Information: Reading is a fundamental part of developing subject knowledge as well as a greater understanding of topics. To complement this subject, we recommend that pupils visit exhibitions, museums, historical recreations and historical locations where interesting activities are organised for families.

RELIGION/ETHICS

1. Head of Department: Ms Almudena Cózar

2. Course Contents:

Religion	Ethics
<ul style="list-style-type: none"> • How to discover God? • Man's response to God 	<ul style="list-style-type: none"> • Philosophy in the thirteenth century (Paris) • The Oxford Philosophers • The Renaissance • Descartes • English Empiricism

3. Assessment: This subject will be evaluated through classwork, projects, study of Christian prayers and others works plus attitude and participation. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. Recommended reading / Websites of interest:

We will recommend various resources for pupils based on the topics at hand.

5. Additional Information:

- Students have the choice whether to study Religion or Ethics, which they do until Year 11. If students wish to continue their studies in this area in Sixth Form, they can take Philosophy as an A Level.
- Students who study Religion need to remember that it is not just a subject but also a way of life, therefore the pupils' education should be shared with the families, and reinforced through discussion of topics at home, practising basic prayers, etc.

*In Years 10 & 11, Catechesis in preparation for the Confirmation is taught outside the school timetable, after 5:00pm. In order to be allowed to attend, students should have attended Religion classes since they started their Secondary education.

- Students cannot change the subject during the academic year.

1. Head of Department: Ms Pilar Tortonda

2. Course Contents:

- Syntax and morphology: types of nouns, adjectives (genre, number and adjective grades), articles, possessive and demonstrative adjectives, adverbs, pronouns, regular and irregular verbs.
- Semantics: synonyms and antonyms, compound words, suffixes, semantic fields.
- Spelling and phonetics: punctuation marks, digraphs, “g”/”j”, “tg”/”tj”, “x”/”ix”, “tx”, “ig”, “l”/”ll”/”l.l”, voiced and voiceless “s”.

3. Assessment: Each term grade is generated from regular assessments completed in class and a combination of classwork and exercises completed throughout that term. The overall grade for the year is a combination of the 3 terms, with term 3 receiving less weighting than term 1 and 2 due to term 3 being shorter.

4. Recommended reading / Websites of interest:

- Jugallengua – Downloadable from:
www.ceice.gva.es/es/web/dgplgm/jugallengua
- www.diccionarivalencia.com

5. Additional Information: It is important to note that all students must study Valencian Language, whether they are foreign or native Spanish speakers. This is a requirement by the Spanish government. All lessons are carefully planned and prepared to ensure they are accessible by all, and that all students make good progress.

