

Year 9 Curriculum Guide 2024-25

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Introduction

Welcome to Year 9! This is a really important year in your child's learning. During the course of this year, your child will make choices about which option subjects they will want to study in Year 10 and 11. They will also receive a final end of Year 9 assessment grade in each of their subjects.

Year 9 is a time to build-on the hard work of Years 7 and 8, but with a focus on the next crucial steps in the learning journey high on the agenda, students must ensure that they achieve to the best of their ability to secure an excellent start to the next stage of their studies.

We have put together this document to enable you to support your child through this year. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your child has access to an online planner containing useful information to support them through their studies. In terms of setting homework this is all done online using Google Classroom. You can check what homework your child has been set by using the Edulink app, for which all parents have a login. The app will list all current and past homework details, showing set date, due date, and whether your child has 'submitted' the homework. You can alternatively ask them to show you the calendar in Google Classroom (on PCs and laptops) or by looking at their 'to do' list on other mobile devices. You will also receive a weekly summary of homework which has been by email.

What is the aim of this booklet?

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 9. It includes details of:

- the subjects which your child will be taught
- the topics which your child will cover
- how your child's progress will be assessed in each subject
- how you can support your child's progress and enjoyment both in and outside school
- how to contact the Subject Leader/ Teacher in charge of each subject

How is the Year 9 curriculum structured?

The Year 9 curriculum is based on the National Curriculum programmes of study. Students follow a common curriculum comprising:

Subject	Timetable Allocation
Art and Design	2 hours per fortnight
Carousel (CT and Drama)	4 hours per fortnight
English	7 hours per fortnight
Modern Foreign Languages	6 hours per fortnight
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	3 hours per fortnight
Science	6 hours per fortnight

How much homework will be set in Year 9?

Homework is set according to a homework timetable and is set using Google Classroom. This will include details of what the homework task is and also when it is due to be completed/ handed in.

It is an absolute requirement that homework is completed and submitted on the deadline set. The expectation is that students spend around 2 hours per evening on homework in Year 9.

The table below shows the number of times homework should be set in each subject per fortnight and the approximate time it should take:

Subject	Frequency	Time (Approximate)
English	Weekly	60 mins per week
Maths	2 x Weekly	60 mins per week
Science	Weekly	60 mins per week
Art and Design	Fortnightly	45 mins per fortnight
Carousel (CT and Drama)	Fortnightly	45 minutes per week
French only	Weekly	45 mins per week
French Dual	Weekly	30 minutes a week
German Dual	Weekly	30 minutes a week

Spanish Dual	Weekly	30 minutes a week
Humanities (Geography, History, RS)	Fortnightly	45 mins per fortnight
Music	Fortnightly	45 mins per fortnight

How will your child's progress be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to make excellent progress at Gillotts School. It is our fundamental belief (supported by international research) that students are far more likely to make outstanding progress when they are clear about what they need to do to improve and how to make these improvements.

How does self and peer assessment support your child's progress?

In lessons teachers will use self-assessment and peer-assessment. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books where these techniques are being implemented. Students are expected to improve the work in the ways indicated in the same way they would if targets had been set by a teacher.

How do we track your child's progress?

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of achievement which they have reached. As a school we use a number-based system of GCSE grades (9-1, with 9 being the highest grade) across all year group. This is used to track student progress and provide information to parents via our reporting system.

The grades which your child will receive on their report are underpinned by what we term the 'framework of progression' for each subject. This framework provides a structure for assessing how well your child is progressing and for supporting further progress.

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts School, all students are also be assessed formally across the year group, in each subject, at set times during the school year. These periodic assessments will be marked and graded using a % based system and the results will be recorded centrally. This information helps to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals. These assessments include end of year exams in the core subjects as well as those subjects which they have chosen as their GCSE options (where they are studied in Year 9).

How will you know how well your child is progressing?

We would like to encourage you to take time to look through your child's exercise books and discuss their progress with them. The comments written by your child's teachers (and fellow students) and the way in which your child is responding to them will provide you with an insight into the progress he or she is making over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject please contact his or her teacher in the first instance.

You will also receive a report two times a year. These reports will include an end of Year Target Grade, a Current Grade and a Progress Towards Target (PTT) indicator for each subject.

What does the Current Grade show?

The Current Grade for each subject is based on the 'framework of progression' in each subject. This grade will be assessed using all the work which your child has completed up to that point (including classwork, homework and the formal periodic assessments) and is a 'best-fit' indication of the grade at which they have been working.

What is the Target Grade based upon?

The end of Year 9 Target Grade for the current Year 9 is largely based on their CATS scores although teacher judgement is also used. This grade will be reviewed following each reporting cycle and may change on subsequent reports (usually upwards).

What does the Progress Towards Target (PTT) indicator show?

The PTT indicator will help you to establish whether your child is making good academic progress in each subject. It is based on whether your child is on track to match/exceed his or her end of Key Stage 3 target or not.

PTT Indicator	Level of Progress	Definition
+	Making better than expected progress	The student is expected to exceed the current end of Year 9 target. A new target is likely to be set.
=	Making expected progress	The student is working towards meeting the current end of Year 9 target.
-	Making less than expected progress	The student is underachieving and will not meet the current end of Year 9 target.

How can you help your child's learning?

There is a range of ways in which you can support your child's learning and progress. These include:

- Encourage your child to work in a quiet, comfortable place at a regular time each day.
- Encourage your child to see homework as an extension of the lesson and leave doing it until the night before it is due in.
- Make sure that your child is able to access their homework via Google Classroom
- Discuss the work with your child; does (s)he understand the task? Can (s)he extend and improve his/her answers?
- Encourage your child to work to the time allocation set for each subject.
- Refer your child to other resource materials such as the Gillotts School website, school library or your local library.
- Contact the tutor if you have any concerns about homework.
- Try to agree a regular time to help your child with these tasks.

Key Dates

You will find all our Key Academic dates on our website [here](#)

For all PSHE dates and activities please visit our website [here](#).

In addition, our PSHE programme is taught as five discrete days (two full days and three half days) when the normal school timetable is suspended.

Subject: Art and Design

Subject Leader: Mrs Hodges - whodges@gillotts.org.uk

Topics that will be taught	How can parents help
<p>In Year 9 students develop key knowledge and skills, working in greater depth and extending their ability to develop and experiment independently, in preparation for the GCSE course. Drawing, painting, printing, mixed media and 3D processes are covered. Projects are taught with links made to artists and art movements.</p> <p>Themes include Architecture - Looking at architecture from around the world to inspire creative drawing and mixed media work. Developing skills in grayscale painting with poster paint. Pop Art, food and drink - Experimenting with drawing, printing and 3D processes to create Pop Art inspired artwork. Global issues/Graffiti - Researching issues that affect our world today and producing a piece of Street Art to communicate a message.</p> <p>Assessment process Initial benchmark drawing at start of year. End of project grades. Verbal and written feedback throughout projects.</p>	<p>Ensuring your child has the correct equipment for lessons. (Pencils, rubbers, rulers, colouring pencils.) Wooden pencils are much better than the mechanical ones. A simple set of sketching and colouring pencils at home can also be beneficial for homework</p> <p>Encouraging your child to draw and create as much as possible, particularly drawing directly from real objects to develop observational skills.</p> <p>Make a suitable space available for making art work, a table or drawing board.</p> <p>Visit museums, galleries, sculpture parks and exhibitions.</p> <p>Encourage your child to record images through photography and to collect images that inspire them in a scrapbook or personal sketchbook.</p> <p>Showing an interest in the skills and themes covered. Engage with your child by working alongside and producing artefacts with them.</p>

Reference/Extension Material: ART	
<p>Literature The Art Book, Phaidon, The Story of Art by EM Gombrich, The Story of Painting by Wendy Beckett.</p>	
<p>Good Galleries to visit</p> <ul style="list-style-type: none"> ● Tate (Britain and Modern) ● Saatchi ● National Portrait Gallery ● Modern Art Oxford ● Ashmolean ● The National Gallery ● The Photographers Gallery ● Royal Academy of Arts ● The Old Fire Station Gallery, Henley 	<p>Websites</p> <p>Excellent art websites http://www.artcyclopedia.com/ https://www.studentartguide.com/ https://www.bbc.com/bitesize/subjects/z8tnvcw Any gallery website BBC Iplayer- Arts</p>

Subject: Creative Technology – Computing

Subject Leader: Frances Wakefield – fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design technology. Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
Web design Cyber security Algorithms How to program using Python <ul style="list-style-type: none">● Basic programming constructs● Variables● Procedures● Iteration● Conditionals and Randomisation● Data Structures	<ul style="list-style-type: none">● Install the google apps:● Discuss how your child is using computers, tablets and smart phones etc.● Discuss the impact of digital technology in the home and our everyday lives.● Ask your child about their social network security settings such as on 'Facebook' and Twitter● Ask them to show you the Computing topics on the Creative Technology website and learning blogs● Help with learning the spellings of key words for each topic● Encourage students to ask for help with any topics that they do not fully understand● Please allow them to use the key free software for programming:<ul style="list-style-type: none">○ MITScratch○ Google colab

Reference/Extension Material: COMPUTING

USEFUL WEBSITES

Scratch can be downloaded from the official site which is also packed with learning resources.

http://scratch.mit.edu/scratch_1.4/

Python and HTML

A superb site for downloading Python can be found at

<http://codingclub.co.uk/downloads.php>

Code Academy is a great way for young people to learn Python and other languages. It is online and completely free of charge:

<http://www.codecademy.com/>

For students who are really keen on Python the Invent With Python site is very exciting

<http://inventwithpython.com/chapters/>

Subject: Creative Technology – Food Technology

Subject Leader: Frances Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food technology and design technology.

Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
<p>In Year 9, students are given the opportunity to develop their practical skills further to produce popular meals from around the world and to understand the ethics around food production. Students will also complete 'Ready, steady, cook' challenges to demonstrate their use of store cupboard ingredients.</p> <p>Specifically, students will cover subjects such as:</p> <ul style="list-style-type: none">● Healthy Eating - energy balance and diet related illness, ultra processed foods● Food choice - food and religion, food ethics (GM, battery farming, free range, organic and Fairtrade), budget meals● Practical skills and cooking: calzone, chicken arrabiata bake, enchiladas, curry, freshly made ravioli, lasagne, mousse, key lime pie, swiss roll● Kitchen equipment - developing skills in the use of a range of utensils and equipment.● Health, Safety and Hygiene in the Food Room - microorganisms● Food styling - show stopper challenge● The science of food - dextrinisation, denaturing of proteins, foams, cooking methods, heat transfer	<p>The course is aimed at encouraging students to consider Food Preparation and Nutrition in KS4.</p> <ul style="list-style-type: none">● Check their planners for homework and other Food Preparation and Nutrition messages.● Encourage students to take an interest in Food Preparation and Nutrition even if they think they might not want to take Food Preparation and Nutrition in KS4 <p>Ensure students come to Food lessons fully equipped and with ingredients for practical sessions and with containers to carry food home in at the end of the day.</p> <p>High risk ingredients should be separated from Low risk ingredients. They should be labelled so they can be put in the fridge before school starts.</p> <p>All containers need to be labelled.</p> <p>Ensure they know when practical sessions are coming up and check the recipe so that ingredients can be obtained for them.</p> <p>Check Google classroom for recipes, step by step instructions and dates for all practical lessons. Practical dates and ingredients lists can also be found on the school website under parents' updates and in the student online planners. Homework will be practical based tasks and written tasks.</p>

Reference Material: Food Preparation and Nutrition

BBC Bitesize [Food energy - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize](#)
Seneca <https://senecalearning.com/en-GB/blog/gcse-food-preparation-nutrition-revision/>

Subject: Creative Technology – Design Technology

Subject Leader: Frances Wakefield - fwakefield@gillotts.org.uk

Creative Technologies subjects include computing, food technology and design technology.

Drama is also now taught within this carousel. These subjects are taught across the year with lessons taking place once every two weeks.

Topics that will be taught	How can parents help
<p>The course is designed to enable students to develop a complex product to a challenging brief within an overall context set by their teacher. They use their knowledge and understanding of materials and processes to design, plan and make the products.</p> <p>Specifically, students will cover:</p> <ul style="list-style-type: none">● Health and safety: risk assessments● Designer Box - past and present designers (Apple, Zaha Hadid, Tesla)● Advanced modelling: Autodesk Inventor- developing skills in CAD/CAM to help communication and modelling (usb holder)● Mini GCSE project: design and make task using mechanisms● DT Maths: calculating volume, percentages, apply scale drawings, use ratios and percentages, calculate simple movements of force, simple gear ratios● DT Control: Frustration game - control microprocessor circuits	<p>The course is aimed at encouraging students to consider Design and Technology in KS4.</p> <ul style="list-style-type: none">● Regularly look at their books and ask them about the course and the issues about opting for Design and Technology in KS4.● Check their planners for homework and other Design and Technology messages.● Encourage students to take an interest in Design and Technology even if they think they might not want to take Design and Technology in KS4 <p>Ensure students come to Design and Technology lessons fully equipped for lessons (pencil, ruler, pens, coloured pencils, sharpener, eraser)</p> <p>Check their planners for homework.</p> <p>Share websites such as BBC Bitesize, Technology Student, micro:bit www.technologystudent.com https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this/zhwdjvh https://microbit.org/</p> <p>DT Focus learning http://www.focuselearning.co.uk/u/35893/oktCjFxmnmBwegeuCBvlpzpDiyhduqrF</p>

Reference Material: DESIGN TECHNOLOGY

BBC Bitesize <https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks3-explain-this/zhwdjvh>

Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-9-1-from-2017.html>

Technology Student www.technologystudent.com

DT Focus learning

<http://www.focuselearning.co.uk/u/35893/oktCjFxmnmBwegeuCBvlpzpDiyhduqrF>

Subject: Drama

Subject Leader: Charlotte Alder - calder@gillotts.org.uk

Topics that will be taught	How can parents help
Topic 1 Stage Conflict <ul style="list-style-type: none"> Including verbal conflict, creating tension and some basic stage combat skills The 7 tension states This will end with an assessed conflict scene created by the students 	<p>Discuss Drama lessons with your child. Ask them to show you, or explain to you, a new strategy they have learnt and to explain when and why they might use it.</p> <p>Encourage your child to take part in school theatre trips whenever possible or use Digital Theatre plus to watch theatre at home.</p> <p>Encourage your child to join some of the many Performing Arts Clubs on offer.</p>
Topic 2 Blood Brothers <ul style="list-style-type: none"> Performing a script Set design Lighting design Costume design Sound design 	<p>Discuss with your child what they have been doing in drama and encourage them to use the correct terminology.</p> <p>Help your child learn any given lines at home by reading in the extra parts.</p>
Topic 3 Live Theatre Review <ul style="list-style-type: none"> Recognising and analysing acting techniques. Analysing and evaluating design and technical elements 	<p>Help your child get into character by helping them find an appropriate costume.</p> <p>Read through any scenes that your child has written and give them some suggestions for improvement.</p> <p>When you have watched a film with your child, talk to them about it and discuss the conventions you have seen.</p> <p>If your child is considering Drama as a GCSE option then please encourage them to attend the Year 9 Performers Group at school. This group is aimed at developing skills and giving students the opportunity to work on other areas. In addition, students interested in GCSE Drama should audition for the KS3 Production and the whole school musical.</p>
Reference/Extension Material: DRAMA	
<p>TEXT: Blood Brothers - Willy Russell</p> <p>Digital Theatre Plus https://edu.digitaltheatreplus.com KS3 STUDENT LOGIN Username: KS3_16 Password: breath@5304</p> <p>Websites: http://www.bbc.co.uk/schools/gcsebitesize/drama/</p> <p>Places to visit and things to do: http://www.shakespearesglobe.com/; https://whatsonreading.com/hexagon/whats-on http://www.kentontheatre.co.uk/; http://www.oxfordplayhouse.com/</p>	

Subject: EnglishSubject Leader: Hazel Waelend hwaelend@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Terms 1: The Outsider</p> <p>Shakespeare Text: Macbeth Students will develop their appreciation of the rich language and dramatic power of Macbeth. We will explore the themes of power, betrayal, trust, ambition, corruption, the supernatural and the consequences of violence through this ever relevant play.</p> <p>Autobiography/Biography/Blogs and Podcasts Students will develop their appreciation of how important, influential and inspiring individuals record their life story. As well as enjoying a diverse and thought provoking range of texts, students will develop their transaction writing skills.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Talk to your son or daughter about what they like to read. • Encourage them to read as widely as possible: magazines, newspapers, novels, short stories, biographies, internet articles. • Set an example. Read in front of them and discuss what you have learnt or enjoyed from this activity. • Encourage your son or daughter to read a little every day, even ten minutes before going to bed would help them to improve their skills. • Listen to your son or daughter reading. • Ask your son or daughter questions about what they are reading. For example: ask them about a main character, an interesting fact, what effect using a statistic in a piece of work has on the reader. • Read with your son or daughter. Take turns in reading paragraphs out loud. • Visit your local library together. <p>Writing</p> <ul style="list-style-type: none"> • Regularly look in exercise books to see the quality of presentation and spelling. Discuss the strengths and weaknesses from what you see. • Encourage planning, proofreading and re-drafting important written work. • Use a highlighter to help your son or daughter see errors in spelling or punctuation. Ask them to try to correct the work without your help. Discuss why they made the mistake in the first place. • Encourage your son or daughter to put common spelling errors in their Student Planner dictionary and to learn the correct version. • Encourage the use of a dictionary and a thesaurus whilst they are writing. <p>Spoken Language</p> <ul style="list-style-type: none"> • Discuss how standard and nonstandard English can be used in different settings and circumstances. • Encourage your son or daughter to share their opinions on current affairs or issues that interest them. Ask them questions. Get them to elaborate on points made. • Make your son or daughter feel that their oral contribution is valued during discussions. <p>General</p> <ul style="list-style-type: none"> • Regularly praise what they do well in this area.
<p>Term 2: Power and Corruption</p> <p>Pigeon English Students will study the debut novel by English author Stephen Kelman. It is told from the point of view of Harrison Opoku, an eleven-year-old Ghanaian immigrant living on a tough London estate. It was shortlisted for the Man Booker Prize in 2011. Many of the themes the book touches upon reflect the ideas explored in the GCSE literature texts.</p> <p>Power of the Media We will explore how different media shape and challenge how individuals navigate and read their world.</p>	
<p>Terms 3: GCSE Launch</p> <p>Poetry Students will explore a range of poems that examine the themes of relationships, power and conflict. They will develop analytical, thinking and creative writing skills.</p> <p>An Inspector Calls The gap between KS3 and GCSE English literature is bridged through the study of JB Priestley's powerful play. As this is one of the GCSE texts, the focus will be upon preparing students to respond confidently to questions on theme, character and dramatic methods.</p>	

Throughout Key Stage three English, students will develop their reading, writing and spoken language skills.

Reference/Extension Material: ENGLISH

Websites:

[KS3 English - BBC Bitesize](#)

[Word grammar - BBC Teach](#)

[Grammar Monster](#)

Places to visit and things to do:

Make use of the OLC for fiction and non-fiction texts.

Visit your local library.

Go to the theatre:

[Kenton Theatre](#);

[Oxford Playhouse](#);

[Shakespeare's Globe](#)

Read more widely: newspapers; BBC online site.

Keep a diary.

Subject: French OnlySubject Leader: Miss J Eskine - ierskine@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 Describing where you live Using comparative adjectives Describing your home Using prepositions Talking about meals Using “boire” and “prendre” Discussing what food to buy Using “Il faut + infinitive” Talking about an event Using different tenses	Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE! In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.
Term 2 Describing yourself Using the verbs avoir and être Talking about Facebook Using present tense verbs Inviting someone out Using the verb aller Describing a date using the perfect tense Describing a music event	The Year 9 French course is built around the “Studio 3” material. In class, we exploit a wide range of resources, but the Studio 3 are the principal textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:
Term 3 Learning parts of the body Using à + the definite article Learning about Sports Using il faut Learning about healthy eating Using du, de la, des Making plans to get fit Using the future tense Describing levels of fitness Using 2 tenses together	French: Studio 3 <u>vert</u> 9780435026950 Copies are available from amazon.co.uk for around £15 depending upon the supplier.
Term 4 Discussing your future Using <i>on peut + infinitive and other infinitive expressions</i> Talking about your job and asking questions Using irregular verbs Talk about ambitions for the future use of <i>je voudrais + infinitive</i>	There are many useful online resources available for use outside of lessons. It helps build vocabulary in many different languages all the way through to GCSE. www.languagesonline.org.uk This is a useful grammar resource.
Term 5 Discussing holidays Using question words Imagining adventure holidays Using <i>je voudrais</i> Talking about what you take on holiday Using reflexive verbs Describing holiday disasters Using perfect tense verbs Visiting a Tourist attraction Using the perfect tense	

Term 6

La Francophonie - French speaking countries across the World
France as a Tourist Destination
Les Fêtes: La Fête de la Musique, Bastille Day
Les Choristes - a film study

Reference/Extension Material: FRENCH

It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is: <https://www.all-languages.org.uk/research-practice/why-study-languages/>.

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and, when this is possible, opportunities to practise the spoken language should be encouraged.

Useful websites:

<https://quizlet.com/>

[KS3 French - BBC Bitesize](#)

Subject: French DualSubject Leader: Miss J Eskine - ierskine@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 & 2 Describing where you live Using comparative adjectives Describing your home Using prepositions Talking about meals Using “boire” and “prendre” Discussing what food to buy Using “Il faut + infinitive” Talking about an event Using different tenses	Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE! In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.
Terms 3-4 Describing yourself Using the verbs avoir and être Talking about Facebook Using present tense verbs Inviting someone out Using the verb aller Describing a date using the perfect tense Describing a music event	The Year 9 French course is built around the “Studio 3” material. In class, we exploit a wide range of resources, but the Studio 3 are the principal textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:
Term 5: Learning parts of the body Using à + the definite article Learning about Sports Using il faut + infinitive Learning about healthy eating Using du, de la, des Making plans to get fit Using the future tense Describing levels of fitness Using three tenses together	French: Studio 3 <u>rouge</u> 9780435026943 Copies are available from amazon.co.uk for around £15 depending upon the supplier. There are many useful online resources available for use outside of lessons. It helps build vocabulary in many different languages all the way through to GCSE.
Term 6: Describing jobs Use of modal verbs + infinitives Introducing the imperfect tense: I used to... Using different tenses together to add complexity and variety	www.languagesonline.org.uk This is a useful grammar resource.

Reference/Extension Material: FRENCH

It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is: <https://www.all-languages.org.uk/research-practice/why-study-languages/>.

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and, when this is possible, opportunities to practise the spoken language should be encouraged.

Useful websites:

<https://quizlet.com/>

[KS3 French - BBC Bitesize](#)

Subject: GeographySubject Leader: Dr Newbold - enewbold@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Terms 1 & 2</p> <p>Tectonic Hazards</p> <ul style="list-style-type: none">• Why is the earth's crust unstable?• What landforms are found at different plate boundaries?• How do volcanoes affect people?• What is a super volcano?• What are earthquakes and where do they occur?• How do the effects of earthquakes differ in countries at different stages of development?	<ul style="list-style-type: none">• Encourage students to use maps by planning a journey using grid references, map symbols etc.• Check their class work and homework and ensure they are making improvements by responding to targets set by the teacher• Test your son/daughter on where different continents and countries are in the world• Watch documentaries and news programmes about issues around the world e.g. Newsround• Discuss issues which occur at a local, national and global scale
<p>Term 3 & 4</p> <p>Rivers</p> <ul style="list-style-type: none">• What is a river?• How does the water cycle work?• What are the main landforms found along a river?• How and why do the characteristics of a river vary from source to mouth?• How are people affected by rivers?• How can rivers be managed?	
<p>Term 5 & 6</p> <p>The Living World</p> <ul style="list-style-type: none">• What are the main features of ecosystems?• How do ecosystems function?• What are the main characteristics of Tropical Rain Forests?• How are plants and animals in the Tropical Rain Forest adapted to the climate?• What are the main causes of deforestation in Tropical Rain Forests?• What are the local and global effects of this deforestation?• How can the Tropical Rain Forests be protected?• What are the main features of hot deserts?	

Reference/Extension Material:

USEFUL RESOURCES

- Atlas
- Dictionary
- OS maps of Henley and surrounding area
- GCSE Geography AQA A textbook ISBN 978-1-4085-0271-6

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://volcano.oregonstate.edu/kids>

<http://geography-site.co.uk/>

[KS3 Geography - BBC Bitesize](#)

EXTENSION

Newsround <http://www.bbc.co.uk/newsround/>

iPad apps suggestions <http://seanhamptoncole.wordpress.com/2013/03/04/48-ipad-apps-for-teaching-and-learning-geography-earth-science/>

National Geographic <http://ngm.nationalgeographic.com/>

Wide World Magazine

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>

Subject: German

Subject Leader: Miss J Erskine - jerskine@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Term 1 - Holidays (cont) Talking about what you did on holiday Using the perfect tense with haben (a past tense) Talking about how you travelled Using the perfect tense with sein Talking about the weather Asking and answering questions</p> <p>Term 1 - Media Talking about film preferences Asking questions in the perfect tense</p>	<p>Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE!</p> <p>In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9.</p>
<p>Term 2 Media (cont) Talking about TV programmes Using the modal verb 'wollen' Talking about reading preferences Using prepositions with the dative case</p>	<p>The Year 9 German course around the “Stimmt 2 and 3” material published by Pearson.</p> <p>In class, we exploit a wide range of resources but the Stimmt textbooks are the principal textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use:</p>
<p>Term 3 Media (cont) Discussing screen time Using modal verbs 'sollen, dürfen, können'</p> <p>Term 3 - Healthy Living Talking about healthy lifestyles Using the modal verb 'müssen'</p>	<p>German: Stimmt 2 978-1-4479-3522-3 Stimmt 3 Green 978-1447935230 (Foundation) Stimmt 3 Red 978-1447935247 (Higher) Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p>
<p>Term 4 - School trips Understanding rules (youth hostel) Using modal verbs 'dürfen' and 'müssen' Discussing daily routine Using reflexive and separable verbs</p>	<p>There are many useful online resources available for use outside of lessons. Often pupils will be set activities on activelearn.com. The username is the pupil's school email address, and the password is "Gillotts123". It helps support and extend learning in many different languages all the way through to GCSE.</p> <p>Parents can also help pupils learn vocabulary regularly by quizzing them and getting them to teach you words and phrases.</p> <p>You could share any cultural information you know about the target language country and talk to them about any time you have visited that country/ies.</p> <p>Listen to your son or daughter reading short target language texts aloud.</p> <p>Find radio stations from the target language country.</p>
<p>Term 5 - School trips (cont) Understanding and giving directions Using imperatives in the 'du' 'ihr' and 'Sie' forms</p> <p>Term 5 - My Style Discussing clothing Using wenn clauses Using adjective endings in the accusative case</p>	
<p>Term 6 - Music Types of music Subject and direct object pronouns Musical instruments Using seit + present tense</p>	

Describing a music festival
Using the perfect tense (inc with separable verbs)
Revision of the future tense

Term 6 - Future Self

Discussing crazy ambitions
Using the conditional
Talking about reasons for doing things
Using 'um...zu...' (in order to)

Watch something from the target language country with English subtitles.

Cook a popular dish from that country and learn how to say the ingredients together.

Of course, you could visit the country on your holidays. Why not write us a postcard in German?

Reference/Extension Material: GERMAN

It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. Students can also use www.pearsonactivelearn.com (username: their Gillotts email, password: Gillotts123) to support their learning. A site which offers guidance regarding language learning, motivation and careers using languages is: <https://www.all-languages.org.uk/research-practice/why-study-languages/>.

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and, when this is possible, opportunities to practise the spoken language should be encouraged.

Useful websites:

<https://quizlet.com/>

[KS3 German - BBC Bitesize](#)

The Goethe-Institut (Germany's Cultural Institute) also has a wealth of information online

<https://www.goethe.de/ins/gb/en/index.html>

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practise the spoken language should be encouraged.

Subject: History

Subject Leader: Miss Flexen - lflexen@gillotts.org.uk

Topics that will be taught	How students progress is assessed from term to term	How can parents help their child's learning?
<p>Terms 1 & 2: Freedom v Fascism</p> <p>Causes of World War Two Dunkirk The Battle of Britain The Home Front Pearl Harbour The Siege of Leningrad D-Day Dresden Atomic Bomb</p>	<p>Students will be assessed formally through assessments periodically. Alongside this a selection of key pieces of work will be marked from each unit (at least once per term). These pieces of work are self/peer and teacher assessed.</p> <p>Students will be required to take part in a marking dialogue where appropriate, with verbal feedback taking place regularly within lessons.</p> <p>Proposed assessment: Source analysis - WWI</p>	<ul style="list-style-type: none"> • Talk to your child about what they are learning – your interest means a lot, even if it doesn't seem like it. • Encourage your child to 'have a go', especially when they are uncertain. Praise and reward effort as much as you would performance or results. • Read the comments on your child's work and talk to him/her about how they can use their comments to improve their work. • Encourage your child to keep improving. • When your child gets stuck, don't give him/ her the answer; instead, encourage them to try different ways to become 'unstuck'. • Encourage your child to ask questions.
<p>Term 3 & 4: The Holocaust: A Depth study</p> <p>The Rise of Hitler Life in Nazi Germany Development of Nazi persecution of the Jews The Final Solution</p>		
<p>Terms 5 and 6: Race and the USA</p> <p>The Jim Crow Laws The KKK Impact of World War Two The Civil Rights Movement and Martin Luther King Malcolm X Black Power MLK and the North Progress by 1975</p>	<p>Proposed Assessment: Civil Rights in the USA</p>	
Reference material: History		
<p>Useful websites: http://www.bbc.co.uk/education/subjects/zk26n39</p>		

Subject: Mathematics

Subject Leader: Mrs Kershaw -jkershaw@gillotts.org.uk

Students are taught in ability pathways; Foundation, Core and Higher. All Pathways focus on the topics shown but the exact details vary by Pathway

Topics that will be taught	How can parents help
<p>Term 1</p> <ul style="list-style-type: none"> • Multiplicative thinking • 3D • Sequences <p>Term 2</p> <ul style="list-style-type: none"> • Angles • Straight line graphs • Constructions and Bearings <p>Term 3</p> <ul style="list-style-type: none"> • Fractions, Decimals and Percentages • Indices and Standard Form <p>Term 4</p> <ul style="list-style-type: none"> • Algebra 3 • Congruence, Similarity and Enlargement • Ratio and Proportion problem solving <p>Term 5</p> <ul style="list-style-type: none"> • Rotation and Translation • Statistics <p>Term 6</p> <ul style="list-style-type: none"> • Probability • Higher = Pythagoras and Trigonometry 	<ul style="list-style-type: none"> • Encourage your child to complete their SparX homework early so they have time to seek help with any problems before the due date. • Encourage your child to try all questions and to watch the videos if they find them difficult. Getting stuck is part of learning and we have all been there! • Regularly ask your child what they learnt in their lessons and encourage them to explain any new techniques or concepts • Help your child to learn the formulae they need to know by testing them • Ensure your child has all the correct equipment, including a maths set and a calculator.

Students have 2 sets of homework each week.

A short recap homework and a longer SparX homework. The SparX homework is completed on-line and students have 1 week to complete all questions correctly. There are videos to go with each question and students are encouraged to start the homework early so that they can seek help with anything they find hard.

The homework is tailored to the individual student and the software will adapt the level based on previous homework. If you are helping with homework please do ensure that they still watch the video - otherwise the computer will make it harder the following week!

Reference material: Mathematics
Useful websites SparX (Students are provided with login details on arrival)

Subject: Music

Subject Leader: Mrs Alder calderl@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 <ul style="list-style-type: none"> ● Keyboard Skills ● Pachelbel's Canon ● Performance skills 	<ul style="list-style-type: none"> ● Encourage your child to attend the choir / orchestra at lunchtime – information in the extra-curricular clubs booklet or on the tutor group notice board
Term 2 <ul style="list-style-type: none"> ● Theme and Variations ● Composition skills 	<ul style="list-style-type: none"> ● Encourage the development of keyboard skills at home if you have access to a keyboard or piano. Use the virtual keyboard online (type “virtual keyboard” into Google) to become familiar with position of notes in the keyboard
Term 3 <ul style="list-style-type: none"> ● Listening and Appraising skills 	<ul style="list-style-type: none"> ● Encourage an awareness of the use of music in media
Term 4 <ul style="list-style-type: none"> ● Keyboards ● Four chord songs ● Performance and Ensemble skills 	<ul style="list-style-type: none"> ● Listen to a wide range of related music (Youtube is a great source)
Term 5 <ul style="list-style-type: none"> ● Soundtracks and leitmotifs 	<ul style="list-style-type: none"> ● Encourage your child to experiment with free composition software at home
Term 6 <ul style="list-style-type: none"> ● Hooks and Riffs ● Performance skills 	

Reference/Extension Material: MUSIC

Websites:

<https://www.musictheory.net/exercises>www.youtube.com

Subject: PE and Dance

Subject Leader: Ms Rogers - hrogers@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 and 2 <ul style="list-style-type: none">• Hockey• Rugby• Gym• Health related fitness• Dance	<ul style="list-style-type: none">• Encourage your child to attend extra-curricular practices – information for which is on their tutor notice board• Check your child's PE timetable in their planner to ensure they have the correct kit for the different lessons• Encourage your child to watch high level sport on TV and ask them to give some feedback on the game – especially if it is specific to the sport they are currently participating in
Term 3 and 4 <ul style="list-style-type: none">• Netball• Football• Gym• Health related fitness• Dance	<ul style="list-style-type: none">• Discuss with your child the basic rules of the sport they are taking part in• Encourage your child to take part in regular exercise• Encourage your child to eat a healthy and well balanced diet
Term 5 and 6 <ul style="list-style-type: none">• Cricket• Athletics• Rounders	<ul style="list-style-type: none">• Regularly ask your child what they did in the lesson and ask them to give you a rule that they learnt or a skill they can show you• Encourage your child to get involved in the inter-house competitions• Ensure your child checks the fixtures team sheets• Come and watch the games after school• Ensure your child uses the valuables bag in PE lessons• Ensure all kit is named• Ensure all excuse notes are written in planners and signed• Ask your child if they know what level they are on and what they need to do to reach the next• Encourage your child to read the user friendly levels descriptors that are displayed in the gym for all sports• Ask your child about 'Sport Education' and the various roles they have had within their lessons

Subject: Religious StudiesSubject Leader: Mrs Silk - gsilk@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Term 1 and 2 Beliefs and Teachings: Christianity and Islam Students will learn:</p> <ul style="list-style-type: none"> ● The nature of God ● Jesus Christ and salvation ● Jesus' resurrection and ascension ● Worship and festivals ● The role of the church ● Allah ● Muhammad ● Life after death 	<p>Monitor your child's homework using homework sheets that are in the front of exercise books.</p> <p>Monitor your child's exercise book and check that they have made the corrections identified by the teacher. Regularly ask your child what they learnt in their lessons and encourage discussion of key concepts.</p> <p>Encourage your child to use a dictionary when completing homework.</p> <p>Encourage your child to complete practice exam questions, by using example questions provided by their teacher.</p>
<p>Term 3 and 4 Relationships and families Students will learn Christian and Muslim views on:</p> <ul style="list-style-type: none"> ● Sex, marriage and divorce ● Contraception ● Sex before marriage ● Cohabitation ● The role of families 	<p>Encourage your child to be aware of events in the news, that link to religion and the issues that are raised.</p>
<p>Term 5 and 6 Practices: Christianity and Islam Students will learn:</p> <ul style="list-style-type: none"> ● Worship ● Forms of Prayer ● Five Pillars of Islam 	
Reference/Extension Material: RELIGIOUS STUDIES	
<p>Books: AQA A Christianity and Islam - Oxford University Press 2016</p> <p>Websites: Explore BBC news website to identify religious issues in the news.</p> <p>Places to visit and things to do: Explore local places of worship.</p>	

Subject: ScienceSubject Leader: Mr West - swest@gillotts.org.uk

Topics that will be taught	How can parents help
<p><u>Term 1 and 2</u></p> <p>Ecosystems Respiration/Photosynthesis</p> <p>Energy Work/Heating and Cooling</p> <p>Electromagnetism Magnetism/Electromagnets</p> <p><u>Term 3,4, 5 and 6</u></p> <p>GCSE Science Students begin their GCSE course(s) in January. All students will study</p> <p>BI You and Your Genes Cells DNA structure Protein Synthesis Inheritance Genetic technology</p> <p>CI Air and Water Particle theory Atmosphere Pollutants Energy changes in reactions Potable water</p> <p>PI Radiation and Waves Waves transferring energy Electromagnetic spectrum (uses and risks) Light Sound</p> <p>Science Project Term 6</p>	<p>Learning Process:</p> <ul style="list-style-type: none"> • discuss with students what they learnt in their science lessons during the week • asking students about their homework • when students need to revise or practice learning support by testing them using resources • look through their exercise book and encourage students to explain what they learnt • refer to the suggested resources below and if possible purchase revision guide <p>Science Capital</p> <ul style="list-style-type: none"> • watch science programmes together and discuss what you've seen • visit museums and planetariums • encourage students to engage with science careers which interest them- use resources found here https://sites.google.com/gillotts.org.uk/gillottscience/science-careers-education • discuss potential pathways into careers of choice through post 16 science education- use resources here https://sites.google.com/gillotts.org.uk/gillottscience/post-16-education • discuss current affairs related to science with them and the wider family • encourage students to try out STEM kitchen science experiments found here https://sites.google.com/gillotts.org.uk/gillottscience/stem

Reference Material: SCIENCE

Gillotts Science Resource Website:

<https://sites.google.com/gillotts.org.uk/gillottsscience/home>

Year 9 Revision Materials

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-9>

GCSE Revision materials (from January). Access to:

- Recommended revision guides
- Specification for GCSE units
- Pre made flashcards for GCSE units
- Interactive revision resources focusing on learn, recall and apply
- <https://sites.google.com/gillotts.org.uk/gillottsscience/ks4-resources>

Other Useful Websites of Note:

BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zng4d2p>

Educake Science Online Quiz: www.educake.co.uk

Subject: SpanishSubject Leader: Miss J Erskine - kerskine@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 Viva 2 Saying what you use your phone for What type of music you like What type of programmes you watch Saying what you did yesterday Using the past and preterite tense together	Later this year your son / daughter will be making choices about which subjects to study at GCSE level. We offer three languages at GCSE level – French, German and Spanish and we see Year 9 as a preparation year for study at Key Stage 4. Effort in Year 9 pays rich dividends at GCSE!
Term 2 Viva 2 Saying what food you like Using a wider range of opinions Describing meal times Using negatives Ordering a meal	In Year 9, all students continue to study French, building upon progress made at primary school, in Year 7 and Year 8. Students who studied German or Spanish in Year 7 and 8 will continue to study the language in Year 9. The Year 9 Spanish course around the “Viva 2 and 3” published by Heinemann. In class, we exploit a wide range of resources but the Viva textbooks are the principal textbooks used. We do not have time in class to cover the extension material at the end of each unit of work.
Term 3 Viva 2 Discussing what to buy for a party Using the near future Using 3 tenses together to describe a party Arranging to go out Using Me gustaría + infinitive Making excuses Using querer/poder Talking about clothes Using this/these Using reflexive verbs Talking about things you like Using gustar with nouns in the present tense Talking about your week Using regular verbs in the present tense Talking about films Using “ir” Using the near future tense	We do however encourage students – especially the more able, talented or enthusiastic - to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN numbers may be of use: Spanish: Viva 3 Green 9781447935285 Viva 3 Red 9781447935247 Copies are available from amazon.co.uk for around £15 depending upon the supplier. There are many useful online resources available for use outside of lessons. Often pupils will be set activities on activelearn.com. The username is the pupil’s school email address and the password is “Gillotts123”. It helps support and extend learning in many different languages all the way through to GCSE.
Term 4 Viva 2 Talking about things you like Using gustar with nouns in the present tense Talking about your week Using regular verbs in the present tense Talking about films Using “ir” Using the near future tense	Parents can also help pupils learn vocabulary regularly by quizzing them and getting them to teach you words and phrases. You could share any cultural information you know about the target language country and talk to them about any time you have visited that country/ies. Listen to your son or daughter reading short target language texts aloud.
Term 5 Viva 3 Talking about the things you like Using the present tense	Find radio stations from the target language country.

Talking about films Describing a special birthday Using three tenses; past, present and future tense	Watch something from the target language country with English subtitles. Cook a popular dish from that country and learn how to say the ingredients together. Of course, you could visit the country on your holidays. Why not write us a postcard in Spanish?
Term 6 Revision Exams and feedback Translation skills	

Reference/Extension Material: SPANISH

It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful.

However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is: <https://www.all-languages.org.uk/research-practice/why-study-languages/>.

Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and, when this is possible, opportunities to practise the spoken language should be encouraged.

Useful websites:
<https://quizlet.com/>
[KS3 Spanish - BBC Bitesize](#)

Subject: PSHE

Subject Leader: Mrs Silk -gsilk@gillotts.org.uk

Topics that will be taught	How students' progress is assessed from term to term
<p>Relationships (Sex Education Awareness Day)</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Body Image and self-esteem issues. ● Abstinence ● Contraception ● STI's ● Underage and Pregnant 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● reflect critically on their own and others' values. ● reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour. ● develop self-awareness by reflecting critically on their behaviour and its impact on others. ● use knowledge and understanding to make informed choices about safety, health and wellbeing. ● find information and support from a variety of sources. ● assess and manage the element of risk in personal choices and situations. ● use strategies for resisting unhelpful peer influence and pressure. ● know when and how to get help. ● identify how managing feelings and emotions effectively supports decision-making and risk management. ● discuss sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
<p>Citizenship</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Criminal Justice System. ● Youth Offenders Institution. ● Custodial Sentences. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● explain how the UK Criminal Justice System works and what happens when someone is arrested ● consider alternative sanctions to common crimes committed by young people ● to understand the life and future of a young person in a Young Offenders' Institution ● understand and explain how the UK legal system works and to create a teenage friendly guide to the UK legal system. ● debate the effectiveness of custodial sentences and offer alternative sanctions.
<p>Careers</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Focus on subject option choices. ● Research different career choices. ● Raise aspirations. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● identify and evaluate different factors that will influence the subject option choices that you take. ● identify our strengths and the areas that students need to develop in preparation for making the right career path.

<ul style="list-style-type: none"> ● Raise awareness of qualifications needed for potential employment. ● Recognise and identify the importance of developing employability skills. 	<ul style="list-style-type: none"> ● identify what our lifestyle priorities might be and to consider how a range of factors might influence our career choice. ● study the economic wellbeing and financial capability should include: ● understand different types of work, including employment, self-employment and voluntary work. ● work roles and identities. ● the range of opportunities in learning and work and changing patterns of employment (local, national, European and global). ● the personal review and planning process. ● skills and qualities in relation to employers' needs.
<p>Living in the Wider World</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● appreciate that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK. ● exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them. ● considering the interconnections between the UK and the rest of Europe and the wider world. ● exploring community cohesion and the different forces that bring about change in communities over time.
<p>Health and Wellbeing</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others. ● Use strategies for resisting unhelpful peer influence and pressure. ● Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others. ● Assess and manage the element of risk in personal choices and situations. ● Use strategies for resisting unhelpful peer influence and pressure. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● research into the reactions of a certain drug group on a human ● create a mind map that highlights the main reactions of their chosen drug ● present to the class their findings via their mind map ● learn about simple First Aid techniques which students might come across ● understand how to assess a first aid situation ● practise putting students into a recovery position
<p>How can parents support their child in PSHE?</p>	

It is essential that parents support the development of the PSHE curriculum at Gillott's School. This can be done in a number of ways:

- Find out when the PSHE days are (we have 5 over the year).
- Ensure your child attends all PSHE days.
- Encourage your student to discuss the structure of the day with their tutor if they are unclear.
- Look at the website for up to date information on PSHE days.
- Encourage a discussion about the learning that has taken place on the PSHE day.
- Discuss recent events in the news that link into the themes expressed on the PSHE days.

Relate to the real life experience provided by PSHE day and outline their importance for life beyond Gillotts.

Reference/Extension Material: PSHE

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

The Library

The Library is open from 8:00am until 4:30pm Monday to Thursday and 8:00am until 3:30pm on Friday. This includes an hour after school for quiet study but the librarian is not available at this time; support is provided by LSAs who run the homework club.

All students in Years 7 – 9 have a fortnightly library lesson which is focussed on silent reading; it includes regular recommendations on book titles both old and new. There is also the opportunity to take part in small group discussions on new books.

The librarian is available to support with research, book recommendations and finding relevant websites.

The facilities include book borrowing and study space for working with books or using PCs as well as space to use own devices in school.

The library has in the region of 3,000 books comprising both fiction and non-fiction and a small collection of magazines and newspapers. Students can borrow books. We have a subscription to an e-books package with a small library of titles available. Other titles can be bought on request.

There is a library google site which has links to recommended reading on themes, websites relating to mental well-being, research and study skills and curriculum related websites and podcasts.

Volunteers from all year groups are most welcome in the library. The Duke of Edinburgh Award scheme is supported, with the opportunity to volunteer in Year 9 for the Bronze Award.

There is a Library Club which runs one lunchtime a week. Activities include reading and mindful, calming activities such as arts and crafts and board games.

There is an Eco Club which runs one lunch-time a week, in collaboration with the Science department. Students are encouraged to get involved with gardening projects and to become aware of the importance of recycling and caring about our school environment.

The librarian is happy to discuss any reading related matters and to receive suggestions and offer advice. Mrs Seddon can be contacted by e-mailing sseddon@gillotts.org.uk or by phoning the main school switchboard: 01491 574315.