

Stretford High School

CURRICULUM OVERVIEW

YEAR 9 – TERM 1



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Curriculum Overview

At Stretford High School we pride ourselves on providing our students with a broad and balanced curriculum which is **relevant** and in the **best interests** for all our learners.

Subjects your child will be studying	Number of lessons your child will have each week
English	5 lessons a week
Maths	5 lessons a week
Science	5 lessons a week
Either French, Spanish or Urdu	3 lessons a week
Geography	2 lessons a week
History	2 lessons a week
Religious Studies	2 lessons a week
Art	2 lessons a week
PE	1 double lesson a week
Vocational (Either DT, Engineering or Catering)	1 double lesson a week
Computer Science	1 lesson a week (plus Computer Science club)
Drama	1 Lesson a week
Music	1 lesson a week
PSHE (EE)	1 Lesson a week
Careers	Block of lessons during a term
CARE curriculum (Form tutor time)	5 lessons a week (25 mins)

We also ensure that an array of extra-curricular activities is on offer to enrich and supplement the main curriculum, these can be found on our website stretfordhigh.com

Timings of the school day - The Stretford High School curriculum is organised into a one-week timetable of 34, forty-five-minute lessons, many of which are timetabled as doubles. This structure allows us to offer a broad and balanced curriculum for all our students.

Period	Start	End
Form time (CARE)	8:30	8:55
1	8:55	9:40
2	9:40	10:25
3	10.25	11.10
Break: 11.10 - 11.30		
4	11:30	12:15
5	12.15	1.00
Lunch: 1.00 - 1.40		

Period	Start	End
6	1:40	2:25
7*	2:25	3:10
* Monday - students finish at 2.25		

How to support your child with Option Choices

Your child will receive their option booklet in October, before the half term break and this has all of the information in it to help you and your child pick their options. Below is the key information for you:

How the Option pathway works

All students will study GCSEs in **English language, English Literature, Maths, Science**. They will also have PE and PSHE (Everything Else). Students will select 3 options (One of these must be either Triple Science, History, Geography, Spanish, French or Urdu).

It is important that students select subjects that they will enjoy and will help them in their next steps after Stretford High School.

Students will complete some work during learning tutor time and will be given option books with all the information that they need.

In November we will send you all of the key dates that you need to know. It is important that we all work together to support our students to make the best option choices for them.

Students will be required to select 2 reserve choices as we cannot guarantee that all students will be able to study their first choices.



Parent/carer Checklist

- Do investigate subjects you don't know about, this can be done using their **UNIFROG** account
- If your son or daughter isn't sure about which subjects to pick, but has an idea of which area they'd like to work in eventually, identify the kinds of subjects that they would need to do this kind of job. Have a look on our website at the career pages for information sites you can visit, as well as their Unifrog account
- Speak to Mr Moloney or subject teachers for more information on the options process. You will receive more information in November.
- Caution them against taking a subject just because their friends are doing it or because they like the teacher, because you never know when either is going to change
- If you don't agree with the options your son or daughter is choosing, try to compromise, but also remember that ultimately this is their call. As one of the first major decisions about their future, having a positive and supportive attitude will help empower your child now, and later in life
- Know their strengths. It pays to find out how different subjects are assessed: this could be practical work, coursework, extended writing, exams or a combination of these. It is worth considering if one subject will play to your child's strengths more than another, as assessments become more intense in the final two years



Planning for success

How can you support your child?

- Read through this curriculum book to familiarise yourself with what your child will be learning this half term. Each subject has subject specific ways you can support.
- Help your child set a routine for completing independent learning assignments & revision.
- Ask your child questions about their learning: **What** have you learnt this week? **Can you explain that? How** did you learn that? **Why** is it important that you learnt that?
- When you receive your child's progress report – sit with your child and go through each subject discussing what your child needs to do to further their learning. If your child is unsure they can ask their teacher for help.
- Ensure your child completes all independent learning assignments and ask them about the independent learning they are completing.
- Complete the "Plan for success" below with your child.

***Students & Parents/carers can complete this plan together at the start of the term.
Tick the actions that you will take this term and add three of your own***

- Use the library to complete independent learning assignments if needed
- Use available resources (GCSE Pod, active learn, educake, maths watch, Seneca, revision guides etc.) to review your learning independently – not just what your teacher has set as home learning.
- Read for pleasure – Fiction or nonfiction of your choice. If you are struggling in a particular subject, ask your teacher for the cross curricular reading list.

What will you do to be successful this term?	Why will this help you?	How will you know it's worked?

SPEAK TO YOUR TEACHER FOR HELP IF NEEDED
Display this plan somewhere where you see it and act on it daily!

Table of Contents

English	7
Maths	8
Science	9
Geography	10
History	11
RE	12
French	13
Spanish	14
Urdu	15
PE	16
Design and Technology	17
Computing	18
Engineering	19
Hospitality and Catering	20
Art	21
Drama	22
Music	23
Everything Else	24
Careers	25
How to be Awesome	26
CARE curriculum	27

English

What your child is learning in English

What? This term we're studying dystopian fiction, looking at extracts from texts such as Fahrenheit 451, The Hunger Games, Ready Player One, 1984 and Never Let Me Go. In Half Term 1, we will focus on using dystopian texts to inspire our own fiction writing. In Half Term 2, we will be focussing on the power of our own voice and crafting persuasive texts.

How? We will study a range of dystopian texts from different eras in order to identify the techniques used by authors to convey their messages. We will then apply these techniques in our own writing. We will craft our own opening to a dystopian novel and our own persuasive article.

Why? Dystopian novels reflect societal issues and anxieties. It allows students to ask essential questions about freedom and control, good intentions gone wrong, the ethics of technology and the essence of human nature. Being able to be persuasive and an informed citizen is an important aim for us at Stretford High. We want students to develop their voice and ideas so that they can be heard and make a difference. These skills they use in writing these speeches is also good practice for both papers of their GCSE English Language at Key Stage 4.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Write an opening to a dystopian story OR description of a dystopian setting. Sept	Redrafting and improving their dystopian story. Oct/Nov	Answer a comparison question, comparing how two non-fiction dystopian texts present their ideas and perspectives. Dec
What they're being assessed on	Organising and structuring writing for impact and purpose. Using a variety of punctuation for effect. Using ambitious vocabulary for effect. Writing for task, purpose and audience.	Organising and structuring writing for impact and purpose. Using a variety of punctuation for effect. Using ambitious vocabulary for effect. Writing for task, purpose and audience.	Comparing writers' viewpoints and perspectives. Analysing how methods are used to convey attitudes. Using evidence from both texts effectively. Writing a well-structured comparison with a clear line of argument.
What knowledge do they need to be successful?	What is dystopian fiction? What are descriptive techniques? What are societal issues that writers explore? How is empathy built in texts How are fiction texts structured?	What is dystopian fiction? What are descriptive techniques? What are societal issues that writers explore? How can a writer use structure, sentence types and lengths to engage readers? How can a writer use language to create imagery for a reader?	What is non-fiction dystopian writing? What methods do writers use to present their perspective? How to identify similarities and differences between texts. How to structure a comparative essay response How to integrate evidence and use comparative connectives.

How you can support your child with their learning

- Quiz your child on what knowledge they need to be successful at the end of each month
- Encourage your child to read good examples of dystopian fiction or watch dystopian films and TV shows. Read or watch them with your child and discuss with them the issues raised and the techniques that the authors/directors are using to convey their message.
- Talk with your child about the issues being raised in the dystopian novels they read in class. Encourage them to think critically about different issues in society and have debates with them to encourage them to develop their abilities to formulate and defend an argument.

Maths

What your child is learning

What? This term we're learning about Properties of Number, including factors, multiples, prime numbers, and the laws of indices. For Percentages, they move on to more complex calculations like percentage increase/decrease using decimal multipliers. In Area and Volume, students calculate the area of trapeziums and the volume and surface area of prisms and cylinders, applying formulas to solve problems.

How? We develop our students' mathematical skills by differentiating and varying learning in lessons. Encouraging our students to discuss their ideas through talk, and drawing diagrams & tables to represent problems. Incorporate connections to the real-world of work also help our students develop mathematical links with knowledge to the skills they need.

Why? The importance of developing a deeper understanding of maths and applying knowledge and skills to problem-solving in learning mathematics comes from the belief that mathematics is primarily about reasoning, not memorisation. Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	September Properties of number	October/November Percentages	December Area & volume
What they're being assessed on	TStudents are assessed on identifying factors, multiples, and prime numbers, along with prime factorization, HCF, LCM, and the laws of indices	Percentages: Assessment focuses on converting between fractions, decimals, and percentages, calculating percentage increase and decrease, and solving reverse percentage problems	Area and Volume: Students are tested on applying formulas to calculate the area of trapeziums and the volume and surface area of prisms and cylinders, including using the correct units.
What knowledge do they need to be successful?	Students need strong multiplication and division skills, plus an understanding of what factors, multiples, and prime numbers are	They need to be confident with fractions and decimals, as a percentage is essentially a fraction out of 100	Students must know and be able to apply the formulas for basic shapes and be proficient in arithmetic to substitute values and calculate answers.

Feedback: Your child will get written feedback that explains to them what they did well and what they can do to improve. Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions.

How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Encourage your child to watch videos of the topics on Maths watch. There are interactive questions that students can attempt themselves. Students can also download a worksheet from MathsWatch and complete questions.
- You can encourage your child to look back in their journals and reflect upon their learning.
- A useful website called www.mathsgenie.co.uk is very valuable when it comes to revising for an end of unit test.
- Hegarty maths on YouTube is a great way to go over topics that your child would have covered since the start of term. Here is the weblink: <https://www.youtube.com/c/HEGARTYMATHS>
- You can purchase KS3 Maths revision work books from many online stores and bookshops. Students will be able to make notes, complete tasks and use these resources for revision.

Science

What your child is learning

What? This term we're studying some of the fundamental principles of chemistry, physics and biology. We'll be exploring the structure of an atom and the periodic table, the structure of a cell and its functions, various systems of mammals as well as how to work scientifically.

How? We'll observe, analyse and investigate through practical inquiry to problem-solve and further explore the different types of cells/organelles, the structure of an atom and the periodic table, as well as scientific key skills and maths skills.

Why? Understanding key scientific skills, maths skills, the structure of an atom and the periodic table, the structure of a cell and its functions is the key to understanding the functions of the modern world, and how Science skills are vital and transferrable. Furthermore, the skills and knowledge developed in this scheme of learning will directly apply to our study of the Combined Science and Triple Science GCSE courses.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Unit: Structure and Bonding Review September	Unit: Matter Review October	Unit: Cells and Organisation November
What they're being assessed on	To describe, explain and analyse the fundamental ideas of particles, atoms, the periodic table and how this all links to structure and bonding.	To describe, explain and analyse nuclear decay and density. This builds on our ideas of structure and bonding and expands into the realms of physics.	To describe, explain and analyse the structure of cells, how cells build into organisms and how organ systems are specialised for specific roles in the body.
What knowledge do they need to be successful?	They will need to be able to: Make predictions and observations of different chemical reactions and identify properties of elements using the periodic table. Describe how covalent, metallic and ionic bonding occurs along with making links between the type of bonding, structure and the properties.	They will need to be able to: Define isotope. Determine the density of substances practically, perform density calculations, describe the nature of radioactive decay.	They will need to be able to: Use and develop methods in using microscopes to observe plant tissue. Explain the different types of transport that occurs in animals and plants, describe cell specialisation and understand cell division.

How you can support your child with their learning

- Quiz your child on the topics in 'what knowledge do they need to be successful?' at the end of each month using their revision guides or flash cards
- Watch Fuse School and Free Science Lessons videos on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.
- Ask your child to set themselves a short quiz on Educake or GCSEpod for each unit of work, and ask them to summarise what they have learnt in a mind map or as flash cards.
- Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.

Geography

What your child is learning

What? Students will learn about a range of natural hazards and look at the impacts of these hazards on people and places around the world. Students will learn about how we can manage these strategies better in the future to decrease the risk.

How? Students will use maps, graphs and a range of data to look at the impacts of natural hazards around the world. Students will categorise the impacts into social, economic and environmental and be able to assess their importance. Students should be able to explain how the level of wealth of a country impacts their ability to recover from natural hazards.

Why? Every day potentially disruptive events, such as an earthquake or volcanic eruption, occur somewhere in the world. Such natural events will always happen, but when a natural event threatens to cause great damage or loss of life it becomes a natural hazard. For this reason, people need to understand the causes of these hazards, as well as how to predict and manage future events to prevent loss of life.

How your child will be assessed?

	Assessment 1	Assessment 2
Task	Review of learning	Skills Review
What they're being assessed on	Students will be assessed on their ability to apply their knowledge to the big questions we have asked. <ul style="list-style-type: none"> • Why are some tectonic hazards more dangerous than others? • Is disease a geographical issue? 	We have nine key geographical skills that Students will be assessed on these are: <ul style="list-style-type: none"> • cartographic skills • graphical skills • synoptic skills • sense of place • human impacts • physical impacts • views of people • investigation skills • conclusions
What knowledge do they need to be successful?	Students will need to use their knowledge to answer the question, bringing in as much specific detail as they can. Classwork and ILA will provide them with the knowledge to answer these questions.	Students will be given the opportunity to practise these skills across the term, and should apply their knowledge to the relevant skills task.
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve.	Your child will get an overall mark indicating where their strengths and weaknesses are and some whole class feedback exploring common misconceptions

How you can support your child with their learning?

Quiz your child on the topics in the table above.

Support with checking home learning. Homework is important to ensure students learn further around the issues we have learnt in lessons.

Discuss with your child current events around the world and to your own locality.

Read, Watch, listen (links to all these are on Google Classroom)

- **Watch** 'Our World – Flooded: One night in New York City' or 'Weather World' or 'Life at 50°' on BBC iPlayer.
- **Read** 'Disaster by Choice' by Ilan Kelman, 'Can we protect people from natural Disasters?' (Earth Debates)- Catherine Chambers, 'I survived the Japanese Tsunami' by Lauren Tarshis
- **Listen** to 'Disaster by Choice with Ilan Kelman' by The curious Geographer on Youtube.

History

What your child is learning?

What? We are currently studying Civil Rights in America and Britain. We focus on different groups in America and Britain and investigate their fight for equality. Alongside this, we evaluate the impact of significant events and key individuals.

How? Each lesson Students have the opportunity to deepen their knowledge and understanding as well as mastering their historical skills. These include analysing source material, exploring interpretations and making judgements.

Why? The History curriculum helps our students develop a number of skills - including respect, empathy, tolerance, helping them to dispel their own misconceptions and allowing them to develop their critical thinking.

How your child will be assessed?

	Assessment 1 October	Assessment 2 December
Task	Historical Enquiry: Significance of Emmett Till	Historical Enquiry: America, the Land of the Free, and the Home of the Brave? To what extent do you agree with this interpretation?
What are they being assessed on?	Students will be assessed on their core knowledge and application of this. Alongside this, the development of their source analysis skills.	Students will be assessed on their core knowledge and application of this. Alongside this the development of their source analysis skills.
What knowledge do they need to be successful?	Students will be assessed on their knowledge of the impact of the Black Power Movement. They will also need to have a secure understanding of how to evaluate sources.	Students will be assessed on their knowledge <ul style="list-style-type: none"> ● Sacco and Vanzetti ● The Monkey Trial ● Native Americans ● Al Capone/Prohibition ● Jim Crow Laws and Segregation ● Emmett Till and George Stinney Jr ● Assassination of JFK ● Vietnam Resistance ● Women ● LGBTQI+ / Stonewall ● Islamophobia in America
Feedback	Students will get written feedback that explains to them what they did well and what they can do to improve.They will be given dedicated time to reflect and improve their work.	Students will get written feedback that explains to them what they did well and what they can do to improve.They will be given dedicated time to reflect and improve their work.

How can you support your child with their learning?

- Discuss what they have learnt in their History lessons. What surprised them? What did they enjoy?
- Ensure that they are conscientious and active in their approach to each piece of Independent learning
- Encourage your child to enrich their learning by reading further about each individual or event they have studied in History, using the school library or online

RE

What your child is learning?

What? This term we're studying some of the most topical issues in today's society including, Euthanasia, gender equality, animal rights and human rights. We will then begin our scheme on Medical Ethics, exploring a range of moral principles that govern certain practices of medicine. Students will investigate abortion and a number of religious attitudes towards abortion, genetic engineering and cloning, fertility treatments, organ donation and drug abuse.

How? They will then have the opportunity to explore medical ethics, and the religious attitudes towards these issues. We will be exploring different religious beliefs inc. Islam, Christianity, Sikhism and atheist attitudes towards abortion, genetic engineering, cloning, fertility treatment and organ donation.

Why? The RE curriculum helps our year 9's develop a number of skills - from respect, empathy, tolerance, right through to debating against their own intrinsic thoughts and beliefs, and dispelling their own misconceptions. Understanding the impact that Religion had at the time provides students with greater insight into the positive influence Religion has today.

How your child will be assessed?

	Assessment 1 October	Assessment 2 December
Task	'It is our duty to look after the world'	Cumulative assessment including: Big questions and Medical ethics
What are they being assessed on?	Students will be assessed on their ability to explain religious perspectives of stewardship and dominion, and understand religious roles towards looking after our environment. They will also be assessed on their ability to use quotes from religious scripture and key beliefs to support and strengthen their answers and conclusions.	Students will be assessed on their ability to explain Religious key concepts. Explain arguments both for and against particular beliefs. They should confidently use quotes from religious scripture to support their answers and be able to conclude with their judgement.
What knowledge do they need to be successful?	Students will be assessed on their knowledge of the current issue we're facing with climate change, the provisions we can take to help the environment and the religious importance of being a steward/khalifa. They will also be assessed on their writing skills, using supporting arguments as well as opposing viewpoints and structure of writing with reference to religious scripture.	Students will be assessed on their knowledge of the previous four schemes of learning: <ul style="list-style-type: none"> ● Big questions: Euthanasia, nature vs nurture, women's rights, human rights, animal rights, stewardship and racial inequality. ● Medical ethics: abortion, genetic engineering and cloning, fertility treatments, organ donations and drug abuse.
Feedback	Your child will get written feedback that explains to them what they did well and what they can do to improve.	Your child will get written feedback that explains to them what they did well and what they can do to improve.

How you can support your child with their learning?

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Discuss what they have learnt in their RE lessons. What surprised them? What would they like to learn more about?
- Ensure that they are conscientious in their approach to every Independent learning
- Encourage your child to read further about each individual they have studied in RE, using the school library or online

French

What your child is learning

What? This term we're studying Module 1 (My Life) & Module 2 (Future Plans). We will end the year with a cultural project based on how Christmas is celebrated around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? Learning about free time is useful to talk about things important to us and to give opinions about our interests. By looking at the world of work, we can learn a range of interesting and topical vocabulary in French. Furthermore, discussing future studies and professional plans prepares us for our post-16 education and experiences.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the key verbs AVOIR & ETRE, personality adjectives, physical descriptions, activity infinitives, hobbies & interests, time phrases, and the perfect tense	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - job titles, professional duties, infinitive structures, time phrases, sequencers, present tense, past (perfect) tense, negation, adjectives
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on YouTube explaining how to use negative structures in French and ask your child to explain how to use them in their own words

Spanish

What your child is learning

What? This term we're studying Module 1 (Everyday Life) & Module 2 (Jobs & Future Plans). We will end the year with a cultural project based on how Christmas is celebrated around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? Communicating our thoughts and opinions of the world in which we live is fundamental to our engagement with society on a local, national and global scale. By thinking about our future plans, we can begin to focus upon the GCSE Options process which takes place in Year 9. We can also learn a range of interesting and topical vocabulary in Spanish.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - sports and free time vocabulary, positive and negative opinion phrases, talking about film genres and preferences, negative structures, adjectives, present and past (preterite) tenses	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - jobs and personal characteristic vocabulary, specific employment tasks, definite & indefinite articles, positive and negative opinion phrases, present and past (preterite) and near future tenses
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use the present, past (preterite) and near future

Urdu

What your child is learning

What? This term we're studying Module 1 (TV, Film, Reading, Internet) & Module 2 (Identity and Culture). We will end the year with a cultural project based on celebrations around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? Learning about free time is useful to talk about things important to us and to give opinions about our interests. By looking at our life through the lens of different countries, we can understand our place in the world on a local, national and global scale.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the key verbs mera and meri, personality adjectives, activity infinitives, adjectives, time phrases, and a range of tenses	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - modern technology and close/far relations infinitive structures, personality, relationships, music, clothes, your passions
Feedback	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics
- Quiz them on the new words they have learnt each week
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English
- Check that your child is regularly accessing their online tasks to apply their learning in a different context
- Watch videos on youtube explaining how to use comparative structures in Urdu and ask your child to explain how to use them in their own words

PE

What your child is learning

What? We still focus on the same range of sports, but we offer more student choice to support their option choices. Students are given the opportunity to try examination PE style lessons or choose their route when pursuing an active and healthy lifestyle. This can revolve around individual sports or team sports.

How? We set home learning tasks a week in advance to give students access to key vocabulary and key role models from the sports that we are studying. This information is then a key part of the lesson the following week as we learn the practical elements of the sport.

Why? Understanding key movement principles is an important part of leading a healthy and active lifestyle. We aim to explore a range of sports, key words and role models to ensure that students can understand why we remain active and also to be inspired to make lifelong habits.

How your child will be assessed

	<u>Assessments</u>	<u>Sports & Topics</u>
Task	Practical assessment takes place at the end of a sport block (every 6-8 weeks) but assessment is an ongoing process that considers the 3 parts of their effort below.	The range of sports with accompanying key word topics. Sports are selected from the list below; this is dependent on student voice and the professional opinion of the teacher.
What they're being assessed on	<p>Head – their ability to learn key words and apply them to the skill or sport that they are taking part in.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations.</p>	<p>Badminton</p> <p>Dance</p> <p>Netball</p> <p>Basketball</p> <p>Handball</p> <p>Football</p> <p>Cricket</p> <p>Athletics</p> <p>Outdoor Adventurous Opportunities</p> <p>Key words and knowledge come from the following topics:</p> <ul style="list-style-type: none"> ● Physical Training ● Anatomy and Physiology ● Health and Fitness ● Sports Psychology
What knowledge do they need to be successful?	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Definitions of the key words set via home learning.</p> <p>How does the key word apply to the sport that is being performed?</p> <p>What do I have to do to make sure I can apply this knowledge/skill in a game situation?</p>
Feedback	Your child will receive ongoing verbal feedback on their performance, and they will receive a progress review level throughout the year. The assessment grid that we use considers all 3 aspects from the 'Head, Hands, Heart' explanations above.	Verbal feedback is received lesson by lesson on the key word that has been set for home learning.

How you can support your child with their learning

- Discuss the words of the week and the player profiles that are set for homework via google classroom.
- Watch youtube videos on the rules of each sport – this will allow your child to make better decisions in competitive situations.
- Ask your child how they think they can improve from the 'Head, Hands, Heart' information above.
- Ask your child to recall previous key words and use them in a sentence week by week.
- Encourage your child to attend extracurricular clubs to ensure that they build exercise into their week as a habit.

Design and Technology

What your child is learning in Design and Technology

Vocational department rotation - The Vocational department consists of three specialist subject areas; Design and Technology, Engineering and Hospitality and Catering. We have carefully planned a rotation model to ensure that each student gets a minimum of 18 lessons per year at KS3. Throughout the rotation, we strive to equip our students with transferable skills including independence, resilience and organisation to prepare for future careers.

What? Students will undertake a design, undertaking challenge which encourages them to be empathetic designers as well as use their own interests and creativity. Students will study a range of sensory toys and analyse existing products. Students will then design and make their own sensory toys through freehand sketches, CAD programs and cardboard prototyping.

How? Students are expected to research and solve problems with the context of sensory toys – utilising their knowledge of materials and processes from year 7, 8 and continued research. Students will learn how to communicate their design ideas using sketches and translating design ideas onto a CAD program called 2D Designs. Students will then assemble and test their final products.

Why? Giving Students the Chance to try out various 2D and 3D designs and make skills along with appropriate analysis of their own projects. A priority is to equip students with a real and true sense of what would be expected of them at GCSE should they choose to study Design and Technology. Students need to recognise the strong links with other STEM subjects.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline	Design and Prototype	Final outcome and end of unit test.
What they're being assessed on	<p>Completing baseline test (25 mins)</p> <p>This assessment tests the knowledge gained from previous years studying Design & Technology. Students must apply their existing knowledge to exam style, written questions.</p>	<p>Generating hazy ideas for initial designs.</p> <p>Students can sketch and develop some initial designs using hand sketches.</p> <p>Students will also be assessed on a cardboard prototype of their designs.</p> <p>Students evaluate their own progress and designs.</p>	<p>Students will sit a summative test to assess their progress throughout the project.</p> <p>Students will reflect on feedback given by the teacher and their peers.</p> <p>Students will then suggest improvements based on the feedback given.</p> <p>Students will set achievable targets based on their EBIs.</p>
What knowledge do they need to be successful?	<p>To understand how to analyse the work of others critically and how the design process helps to create better outcomes.</p> <p>How ergonomics affects how objects are designed.</p>	<p>Hand sketching.</p> <p>Design development.</p> <p>Shading and rendering.</p> <p>Creating a 3D model using cardboard.</p>	<p>Ability to assess own progress.</p> <p>Understanding how to give accurate and meaningful feedback.</p> <p>Understanding how to set attainable targets.</p>
Feedback	Peer assessment and verbal teacher feedback.	Written teacher feedback and self assessment.	Self evaluation and assessment.

How you can support your child with their learning

- Ensure they complete all independent learning tasks.
- Encourage your child to look at the world around them and explain how things have been designed and made.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to sketch, make and read for pleasure.

Computing

What your child is learning in Computing

What? At the start of the year, students will look at a number of computational thinking skills by following key figures in the history of Computing. They will follow this up with recapping and continuing our work in learning Python programming.

How? In the first half term, we will look at the History of Computing unit. This focuses on key figures in Computing, such as Alan Turing, George Boole and Sir Tim Berners-Lee. While we are looking at this, we will also look at important milestones in computation thinking, such as cryptography, logic gates and the world wide web.

The programming unit continues to build on work completed this year. Students complete a number of activities based around extending their knowledge of text-based programming. Students will be encouraged to predict what code snippets will do, investigate examples in detail, modify given code and finally create code of their own.

Why? Learning about the history of computing helps students understand the origins of the digital world they live in and appreciate the contributions of key figures who shaped modern technology. Exploring concepts like cryptography, logic gates, and the World Wide Web builds an awareness of how fundamental ideas in computing have developed over time. As students continue to develop their programming skills, they are challenged to think critically and independently—predicting, modifying, and creating code deepens their understanding of computational logic and problem-solving, while reinforcing resilience and creativity in tackling technical challenges.

How your child will be assessed

	Assessment 1	Assessment 2
Task	History of Computing	Python Programming Practical programming assessment
What they're being assessed on	Students will complete an assessment by answering a number of questions on all topics covered and producing programming solutions.	Students will complete an assessment by answering a number of questions on all topics covered and producing programming solutions.
What knowledge do they need to be successful?	Cryptography Boolean Logic World Wide Web (HTML/CSS) Decomposition Abstraction Algorithmic Thinking	Receive keyboard input Use selection to control program flow Locate and correct errors Create and access lists Use iteration (while / for) Explain the difference between subroutines and procedures Use procedures effectively Define parameters Pass parameters into procedures
Feedback	Assessment mark & feedback provided	Assessment mark & feedback provided

How you can support your child with their learning

- Ensure your child completes all independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress

Engineering

What your child is learning in Engineering:

What? This project aims to allow the students to design and manufacture a Metal product. Students will gain knowledge on the metals and metal processes, such as steel production and the characteristics of different metals and alloys. There will be a strong focus on gaining practical skills and being able to use quality control to ensure a good outcome.

How? We will have a combination of theory and practical lessons. Students will learn techniques on how to complete freehand sketches of products and how to analyse existing products using ACCESSFM. Students will gain knowledge on how to use hand tools such as coping saws and files to create an accurate mould and how to use larger workshop equipment, such as the pillar drill.

Why? The tasks set within the project will allow the students to become independent learners and will give them more responsibility for their own progress and level of work. It is important that we are able to give the students a well-rounded experience of design and making approaches to broaden their knowledge of manufacturing processes.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline Test	Product Analysis	Final product
What they're being assessed on	Students will answer a range of questions which include multiple choice questions, drawing tasks and longer response questions. This will be used to assess their current knowledge of Engineering.	Students will use ACCESSFM to fully analyse an existing pendant product. They will need to research the product and suggest improvements based on their own personal opinions and justify their answers.	Students will be assessed on the quality of their final pewter pendant. The assessment will also take into consideration how safely students were able to work in the workshop and how well they were able to organise themselves during the practical lessons.
What knowledge do they need to be successful?	To be able to identify hazards and risks within the Engineering classroom and how to stay safe. How to calculate the area of a shape. Different characteristics of plastics and metals. Orthographic drawing.	What ACCESSFM stands for. How to communicate their ideas effectively. What analysis/ analyse means. How to justify an answer using connectives. The importance of analysing existing products.	How to appropriately use a coping saw. How to appropriately use a metal file. How to file and sand their metal to a good standard. How to use the pillar drill accurately and safely.
Feedback	Students will receive written feedback on this assessment.	Students will receive both written and verbal feedback on their product analysis.	Students will receive verbal and written feedback and they will use the feedback to set themselves a learning target.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for Engineering lessons (*pens, pencils, ruler, rubber etc*).
- Encourage them to design, sketch, make and read for pleasure.

Hospitality and Catering

What your child is learning in Hospitality and Catering

What? This term we are continuing to learn how to work safely and hygienically with food. We will also be learning about the functions of ingredients.

How? We will have a combination of theory and practical lessons. In theory lessons, we will study different ingredients and why they are used in different recipes. In practical lessons, we will put our knowledge of hygiene and food safety into practice.

Why? It is really important that we can work safely and hygienically with food and that we understand how nutrients affect the body. Understanding why and how certain ingredients are used in specific amounts will help to develop our practical skills.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	The Functions of ingredients	Swiss Roll Practical	Year 9 Cumulative Test
What they're being assessed on	Students will answer a number of questions, which will be used to assess their understanding of the functions of different ingredients.	Students will need to be able to follow the recipe independently and work in an organised and efficient manner.	Students will complete a written test, which will assess their knowledge of the functions of fat, eggs, flour and sugar. They will also need to explain a variety of technical terms (keywords from their lessons) and recall their knowledge on nutrition.
What knowledge do they need to be successful?	What is meant by the term 'functions of ingredients'? Explain what is meant by 5 different functions.	The types and quantity of ingredients? What processes are needed to create a Swiss Roll? How to work safely and hygienically to create a Swiss Roll?	Be able to identify kitchen hazards. Know what food processes mean and give examples. Be able to discuss the foods and nutrients in the Eatwell Plate.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for practical Catering lessons (this will be in their Google Classroom).
- Encourage them to cook, sketch, make and read for pleasure.

Art

What your child is learning

What- Students will be looking at Graphic Design and will choose their own theme. They can choose from; trainer design,makeup packing, food packing or game cover design. They will be developing their skills by using various art media and will study the design of typography and logos.

How- They will be analysing images from their chosen theme, creating sketches and mood boards where appropriate to help them with design work. They will develop their mastery skills in using pencil crayon making shapes look 3D by colour blending and colour sequencing.

Why - Researching and analysing images is a key requirement for GCSE level, as well as being able to develop purposeful and meaningful design ideas.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline	Mid-point assessment	End of Unit Assessment
What they're being assessed on	Their ability to use guidelines to draw accurately and use the measuring technique, consolidating their skills from past learning.	We will provide feedback to your child prior to the assessment on their strengths and areas for development. Your child will use this written feedback to improve their colour work and use of media on their research sketches.	How well they have drawn the final design. We will be looking at the complexity of the design as well as how well they have blended their media.
Which skills will they need to be successful?	Your child will need to draw upon previous knowledge and skills in using guidelines and measuring accurately. They will need to demonstrate colour blending. We have videos to support this skill on our youtube channel : https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw	Your child will need to demonstrate skills in using colour pencils and fine liner. We would strongly recommend students watch our colour blending videos on our youtube channel: We have videos to support this skill on our youtube channel : https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw	We would strongly recommend students watch our colour blending videos on our youtube channel: https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw They will need to be reflective and take creative risks when choosing where to place different media.
Feedback	Outcomes will be used to inform teacher planning, differentiation and support.	Your child will complete a self-assessment at the end of the lesson reflecting on successes and next steps. The class teacher will use the school stamp to acknowledge progress based on their original written feedback.	Your child will receive a grade indicating what level they are working at and complete an end of unit reflection sheet.

How you can support your child with their learning

- Our Youtube channel has a wide range of videos that explore our in-class topics and key skills. Where possible practising key skills at home will always help your child improve their progress.
- Encourage your child to attend an art club after school to develop their art skills. They will have access to our facilities and equipment with a range of art media.
- All our Independent learning tasks support your child with their classwork. By checking that these are being completed this will help your child consolidate skills or gain knowledge in preparation for the next lesson.

Drama

What your child is learning

What? This term students are learning about the convention of story theatre by studying the play ‘Noughts and Crosses’ by Malorie Blackman. Students will explore the characters of the play along with its themes; power, privilege and racism. They will read extracts from the play and use these as a basis for a variety of performances.

How? Students will work in groups and as individuals to look at character, theme, issues, plot and different methods of storytelling using the script. This will culminate in Students creating their own interpretation of a scripted performance using a key extract from the play.

Why? Learning to collaborate productively with anyone is a fundamental skill within the workplace. This unit is designed to develop focus, creativity and communication. We want Students to understand the process of how a production takes place and to think about how the intention of a piece of work can be communicated to an audience.

How your child will be assessed

	Assessment 1: Baseline	Assessment 2: Mid-Point Review	Assessment 3: Summative Performance Assessment
What they're being assessed on	Their ability to use drama strategies to explore a script. Their ability to interpret character on stage.	Interpretation of the script and its characters, using physical vocal skills.	Students will need to demonstrate and command their performance skills by using: gestures, facial expressions, physicality, and gait to convey the specific character they have chosen to play in the extract.
What knowledge do they need to be successful?	Students need to have a clear understanding of the context and characters of the extracts covered in the play. Students need to have a broad understanding of the drama strategies; still image, thought track and hot seating.	Students must understand the context and characters of the extract in order to interpret it for an audience. Students need to understand how to use the medium of Drama to interpret a script and character.	They will need to demonstrate a clear and confident character portrayal. They will need to understand the context of the extract and portray a character's relationship through conversation and movement.
Feedback	Students receive verbal feedback from their peers and teachers in every lesson. This often takes the form of: strengths and areas for development using the success criteria. After the mid - point review your child will receive written feedback, outlining the level they are currently working at, their end of year target as well as the skills they are developing.		

How you can support your child with their learning

- Ask your child to describe:
- Encourage your child to watch as much live theatre as possible, this can include street performers pre - recorded theatre or school shows as well as plays at the theatre.
- Practise your child's script with them, ask them about their character and how they will use their voice, physicality to show their character's thoughts and feelings.
- Encourage your child to recite their lines to check they have been able to memorise them and explain the story of what is happening in the scene.
- Check that your child has completed their home learning tasks.

Music

What your child is learning

What? Students will learn the key concepts of music composition, this includes: writing diatonic chord progressions, identifying musical sections, responding to others, and performing. We will also begin working with DAW (digital audio workstations) to create music using technology, this will include learning about: sequencing, effects, loops, mixing, and how to create beats.

How? Through performance, arranging, composing and listening students will perform and write music in bands and using technology.

Why? Composition is used to challenge and identify with the world around us looking at current world issues and how we can express ourselves creatively. The use of DAW will introduce students to new ways of creating music in a modern way.

How your child will be assessed

	Assessment 1	Assessment 2
Task	Performance of a song they have written	Creating a track on a DAW
What they're being assessed on	Students will be assessed on: <ul style="list-style-type: none"> • Playing- how they play their chosen instrument, this should include variations • Critical engagement- how well they respond to music the music has written and how much input they have • SMSC- how well they work with others • Singing- how intune their singing is • Composition- how well the parts they write fit to the music their band is writing 	Students will be assessed on: <ul style="list-style-type: none"> • Critical engagement- how well they respond to music and the themes presented • SMSC- their maturity to look at challenging subjects • Composing- how they use a DAW to create musical parts • Playing- how parts are entered into the DAW
What skills/knowledge do they need to be successful?	Skills & knowledge including: How to respond to music Musical language Instrument specific technique Health and safety	Skills & knowledge including: Instrument specific technique DAW use Health and safety How to create instrumental ideas Musical language on a computer and how to input this
Feedback	Feedback will be given on Google Classroom and students will be expected to respond to this	

How you can support your child with their learning

It is important you give time for your child to create music, this could be using technology or playing their instrument.

You and your child have access to support materials on Google Drive, using these will let you know what your child is working on and what they need to do next.

Download some of the free music making apps, Garageband on Apple products is the one of the best music making apps and it is free.

Everything Else

What your child is learning

What? This term we are studying Globalism and Modern Slavery.

We will be exploring how goods and services move around the world and how some people are exploited as a result of that.

How? We will be using a series of case studies to examine this. Once we have defined “slavery” and “modern slavery” we will look at two major examples in order to investigate if this is a problem in the world. The first example will be that of Nepalese workers in Qatar building World Cup Stadiums. The second example will be workers in China building products for Apple Computers.

Why? If our children are to be active citizens then they need to know the effects around the world of Modern Slavery. If we understand how people are treated then we can discuss this and hopefully make the world into a better place for all of us.

How your child will be assessed

	Assessment 1	Assessment 2
Task	September	November
What they're being assessed on	What is Modern Day Slavery?	How do Apple Computers treat the workers who build their products?
What knowledge do they need to be successful?	We will be looking at case studies and examples from history with regard to slavery and modern slavery (specifically the Transatlantic Slave Trade and the Nepalese workers building World Cup stadiums in Qatar). In doing so we will define what this means.	Know - How does Apple Computers treat its employees? Connect - Does Apple have to operate like this? How has Apple changed since it started? When answering these questions students should look at how much do the workers make in Apple's Chinese factories. What problems do they have? Predict - What could Apple do differently?
Feedback	Verbal feedback during lessons.	Written response. Peer assessed using a sticker.

How you can support your child with their learning

- Discuss these issues with your children. Talk about the clothes that we wear. Where are they made? Who makes them? How much do they get paid? Do we ever think about these things? Is it important to know?
- Have the same discussion about everyday household items (washing machines, microwave ovens, etc). Google the products. What would happen to the price of those products if the people that made them were paid higher wages?
- Watch the documentary on Steve Jobs (founder of Apple) and discuss the Apple case study with your child. [Steve Jobs and Apple computer documentary](#)

Careers

What your child is learning

What? A course of lessons focusing on learning skills to gain a Basic First Aid qualification. Students will learn how to perform the primary and secondary surveys, how to use an AED, how to treat a burn/scald and how to treat a wound. They will also research a wide range of careers involved in medicine and health.

How? Qualified first aid instructors teach the content and then assess students with a written response to different first aid scenarios and a practical demonstration of the key skills. Students will use Unifrog to aid their careers research, exploring which careers, in a specific area, suit their skills and qualities.

Why? These lessons equip students with potentially lifesaving skills. It also encourages them to consider careers they had not necessarily known about in the field of medicine and health, an area that is continually advancing and growing.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline: What is First Aid?	Mid-Point: Primary and Secondary Survey	Summative: Reflective Learning Log Practical CPR demonstration.
What they're being assessed on	Their existing knowledge of first aid.	Know - What is the Primary and Secondary survey? Connect - Why is it important to do a Primary and Secondary survey? Predict - Explain which careers this would be relevant for and why.	1. Theoretical understanding of primary and secondary surveys and how to respond in multiple different first aid scenarios. Practical accurate CPR demonstration.
What knowledge do they need to be successful?	Any first-hand experience or anything they know from science/sports/doc documentaries.	Knowledge of DRABC and recovery position in detail. Unifrog research on a chosen career in medicine and health.	Detailed knowledge of how to respond in different first aid situations, using their notes from the lessons. Confident delivery of CPR on a mannequin.
Feedback	Verbal, class discussion.	Assessment sticker, written response, peer feedback.	Written response. Summative assessment. Verbal feedback.

How you can support your child with their learning

- Encourage them to watch St. John Ambulance videos to practise, recap the skills learned [How to do the Primary Survey - First Aid Training - St John Ambulance](#)
- Ask them to go through DRABC with you, explain the methods, do this for burns and wounds too. Encourage them to use Unifrog to research different medical careers and find a career that would suit their skills and interests.

How to be Awesome!

The EE curriculum is running the “How to be Awesome” programme. This consists of four units that students have to complete over the course of the year. These tasks require students to learn and display a range of lifeskills.

Unit 1 - Path to purpose. Discussing your story to date and how you will move forward.

Unit 2 -. Silent superstars. How to reflect upon your progress.

Unit 3 - Looking after me. Self care and developing skills.

Unit 4 - Be the change - The Ocean Project. Case study where students utilise all of the skills looked at so far this year.

How can you support your child to help them do this?

1. Talk to your children about the tasks as they are thinking about them and planning their responses.
2. When they have finished, ask your children to present their work to you. Offer suggestions to help them improve what they have done.

You can monitor what task has been set at any given time by logging into Arbor. The students will be completing their work on the EE google classroom site.

CARE Curriculum

What your child is learning

What? Students will explore our core values linking in with our CARE Communication, Aspiration, Resilience and Education.

How? During learning tutor time every morning, all students will be delivered a lesson on a different area of CARE. Our staff have been training collaboratively and building the CARE curriculum.

Why? We want our students to know the importance of values and respecting differences. We want our students to know that their possibilities are limitless, no matter where their starting point is. We want our students to develop resilience. Our students access a broad and rich curriculum and make informed option choices to support their future learning and aspirations.

Learning Plan

What will your child be learning?

Students will explore how attendance and behaviour affect progress, goals, and classroom dynamics, while also learning strategies to stay engaged in lessons.

They will reflect on self-talk, mindset, and motivation, building resilience to overcome challenges.

Alongside this, they will practise revision strategies such as flashcards, mind maps, and questioning techniques, and start considering GCSE option choices.

Careers lessons will introduce the MBacc, BEELINE, and career pathways across Greater Manchester, alongside healthy lifestyle topics such as nutrition and food groups.

How will they be learning?

Through class discussions, reflection tasks, and scenario-based activities, students will connect personal experiences to wider issues such as attendance and self-talk.

They will practise practical study skills, take part in careers and options workshops, and explore real-world gateways like construction, health, business, and creative industries.

Why is this important?

This learning helps students to take responsibility for attendance and behaviour, while building positive study habits and resilience.

It prepares them for making informed option choices and exploring future career pathways, while also supporting their wellbeing through healthy lifestyle education.

How you can support your child with

- Encourage them to share topics of discussion
- Motivate them to be awesome and take on new challenges
- Discuss their aims and ambitions with them