



**The Regis School**  
The best in everyone™  
Part of United Learning

# The Regis School

## Key Stage 3 (Years 7, 8 and 9)

# Curriculum Handbook

### Article 29

Education must develop every child's personality,  
talents and abilities to the full.

### UNCRC



**United Learning**  
The best in everyone™

October 2018

Dear Parents/Carers

Welcome to our teaching and learning guide for 2018-19. As you will see it contains details of which subjects your child will be studying during the year as well as guidance about homework and suggested reading material. As always, if you have particular queries about a subject the best person to contact is the subject teacher whose email address is available through the contacts page on the website.

Focussing on teaching and learning is a top priority for the school. We aim to develop strategies that are varied, engaging, challenging, student centred and focused on creative independent, self-sufficient learners. We do this through the implementation of robust schemes of work that support, guide and enhance teaching and learning, as well as a continual programme of staff training that draws on good practice from within our school, other educational establishments and research.

This is a very important year for Key Stage 3. The habits formed are critical to how successful they will be as learners in the future. In Year 8 students will complete their guided choices process, selecting the subjects they will study in Year 9 ready to start their GCSE's.

We are keen to improve the service we give to your sons and daughters, so please telephone or email us with any problems or queries concerning teaching and learning and we will try to help you. You can contact me by email at: [aosborne@theregisschool.co.uk](mailto:aosborne@theregisschool.co.uk)

Finally, please take the time to read this document. It will help you see clearly what your sons and daughters are studying during the year and how you can best help them.

Yours faithfully



**Mr A Osborne**  
Assistant Principal

## HANDY HINTS FOR SUPPORTING SUCCESSFUL LEARNING

### Talk to your son or daughter about what they are doing at school

Take an interest. Regular communication can help to prevent problems building up and allow you to inform the school of any concerns that might need addressing.

### Spend time each week to go through the homework website

This will allow you to track the homework that has been set by the classroom teacher. To support your child discuss their upcoming deadlines and where you can support them in planning their time accordingly. Your child's homework can be found using the link below.

<https://www.classcharts.com/>

### Supporting your son or daughter's writing

- **Encouragement:** Be positive and look to praise achievement. Try to avoid pointing out every error or mistake.
- **Purpose:** Ask what they are doing and why. Help them to plan using bullet points to organise thoughts and suggest extra details.
- **Presentation:** Encourage your son or daughter to take a pride in the presentation of their work. The most brilliant essay is worthless if nobody can read it!
- **Accuracy:** Try to encourage grammatical accuracy and correct punctuation in your child's work. Deal with this progressively starting with full stops and capitals then moving on to speech marks, apostrophes and commas. Encourage the correct use of sentences and paragraphs. In all subjects, teachers will be looking at spelling, punctuation and grammar, and using a common marking code. Please help your son or daughter to make these corrections at home, where appropriate.
- **Drafting:** Longer pieces of writing such as essays and stories can be improved with successful drafting and structure. This can be supported at home.

### Supporting your son or daughter's numeracy

- **Practise numeracy skills:** as often as possible. Add up total prices of shopping items, working out the percentage reduction items in sales, working out the time taken to complete activities, etc.
- **Show workings out:** Encourage this in all their numeracy-related work.
- **Encourage:** Be as positive as possible. Avoid letting your own experiences of numeracy cloud your son or daughter's experiences.

## **Supporting your son or daughter's digital literacy**

- In school we use Microsoft Office. Any documents or resources that your son or daughter uses in school will be in this format.
- Open Office in an alternative (free Open Source) that is compatible with the school network.
- Access to the internet is essential for students to get to the homework website.
- If you do not have access to a PC, the internet or a printer at home, the Library and the ICT department allow access, at lunchtime and after school.
- If you feel you do not have suitable privacy settings for your son or daughter, please contact your Internet Service Provider for further guidance.
- If you are concerned about your son or daughter's online safety, we can offer support at after-school sessions.

## **Using teachers' feedback**

All staff give their students regular feedback on their work; this may be written or verbal. If verbal, students should record this in their books or folders. In addition, you will see examples of students assessing their own work, and the work of others. Please do look through your son or daughter's exercise books and encourage them to work on the areas that have been identified as needing development, especially if you see the same comments again and again.

## **Mastery and Assessment**

National Curriculum levels are no longer being used to assess students' progress. As a school, together with our feeder primary schools, we have made a decision to use a 'Mastery' approach to teaching and learning, and consequently assessment. This is based on international educational research. Broadly, 'Mastery' is an approach that parents will recognise as practising a skill in a variety of contexts until a child has truly mastered that skill or concept and can then move on. Such an approach has been identified as providing a much 'deeper' and stronger foundation for future performance in GCSEs and A-levels.

As a result, it may appear that your son or daughter's progress will seem to slow down, particularly in the early months of Year 7, as they are given opportunities to consolidate their learning from Key Stage 2, and to develop the 'deep' skills that they will need to access the curriculum as they move up the school.

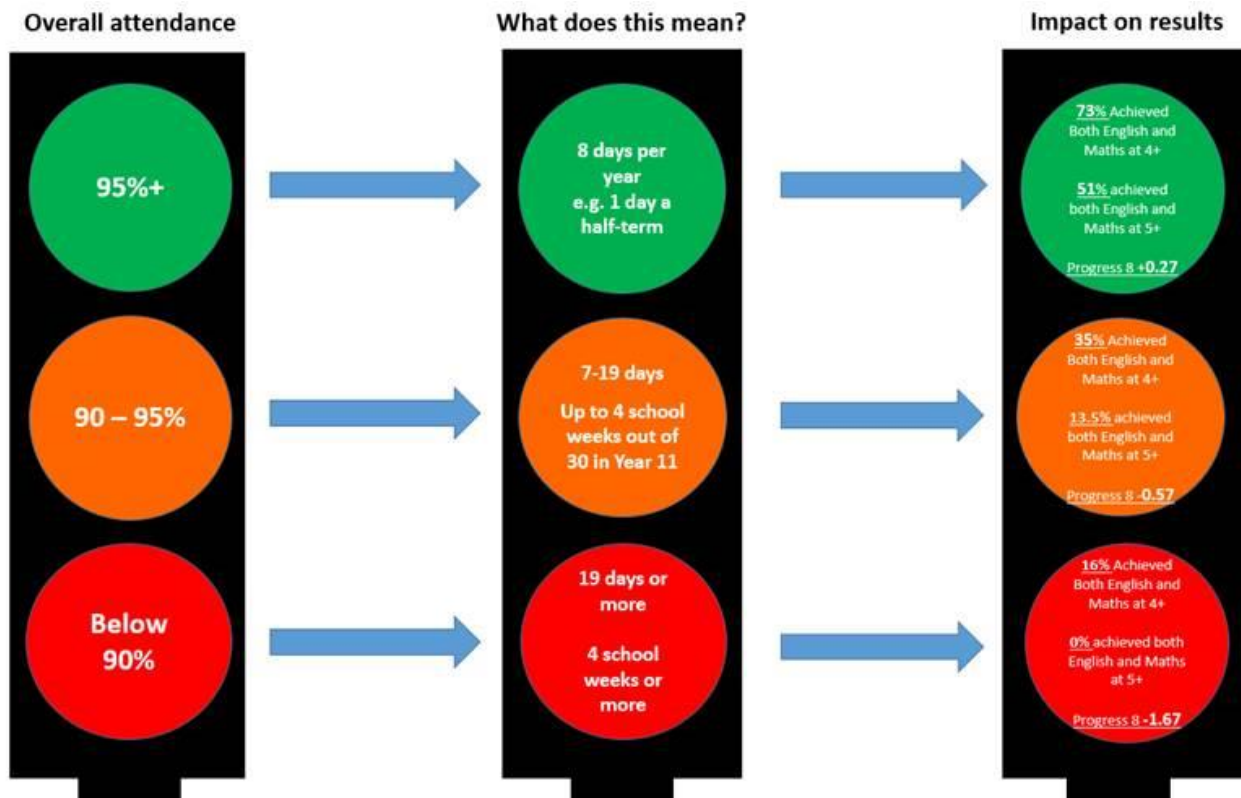
## **Guided Choices (Year 7 and 8)**

During Year 8 students will receive advice and guidance towards their GCSE options. In the Spring Term of 2019 the Guided Choices process will start. All students will receive a 1:1 interview with a senior member of staff. Parent/Carers are also invited. The focus of the meeting is to discuss which subjects students will choose to study in Year 9 as preparation for the formal start of GCSE courses.

## **Year 9**

During the course of Year 9 students will follow a curriculum based on their guided choices. This will see a reduction in the number of subjects to nine. Year 9 will prepare students for the start of formal GCSE course.

## Attendance



## Lateness

- 10 minutes late to school each day equates to 32.5 hours of lost learning or 6.5 days of lost learning over a year.
- 5 minutes late to each lesson or time wasted in the lesson equates to 81 lessons lost over the year or the equivalent of 16 days of lost learning!! Over 3 weeks out of school!
- 10 minutes wasted each lesson is the same as missing half a term of learning over the year!!



## Why drinking water is important

Research shows that a child's ability to concentrate fully and therefore work to the best of their ability is reduced when they become dehydrated. If your child is not drinking enough water at school, they can perform below par which will influence their grades.

The recommended intake of water is 6 – 8 glasses a day. Whilst at school a child should drink between 3 – 4 glasses of water.

## **Breakfast**

Studies show that children who eat a good breakfast do better in school than children who do not. They perform better, have better attendance, pay more attention, are more creative and think better.

Kick start your child's day by giving them a good breakfast which will give them enough energy to last until lunch time.

## **Sleep**

Sleep promotes alertness, memory and performance. Children who get enough sleep are more likely to function better and are less prone to behavioural problems and mood swings. When your child gets enough sleep they can:

- Pay closer attention in school
- Be creative and think of new ideas
- Fight sickness and stay healthy
- Be in a good mood
- Get along with friends and family
- Solve problems more easily.

Recommended hours per day of sleep for a 12 year old is 10 hours.

## **Tips for building success**

- Attitude – success is 80% attitude and 20% skill
- Goals and targets – you need to know what you want to achieve and how you will get there. Have high aspirations!
- Be a self-manager by:
  - ✓ Check your timetable and homework
  - ✓ Pack your bag the night before school
  - ✓ Have all your equipment ready including your PE kit
- Know how you learn best as well as being prepared to challenge yourself to learn in different ways
- Complete your homework tasks on time. Check you understand what to do. Ask questions
- Be an independent learner. Use the library to carry out research. Be a learning detective by asking questions to find out more information
- Make the most of every opportunity by joining clubs and going the extra mile

- Research suggests that if you complete your homework and then play on computer games you will be less likely to be able to retain the information from your homework. This is due to the fact that computer games require high levels of brain activity as opposed to a more passive activity such as watching the television. In addition playing computer games in the evening can significantly disturb sleep patterns.

## REWARDS AND COMMENDATIONS

### **Rewards**

At The Regis School we want to ensure that all students feel valued for the work they have done and the effort they have put in. We also want to acknowledge and reward those students who consistently: achieve beyond the expectations of their targets; put in excellent effort; show significant improvement or contribute to the wider life of the school. We also want to use rewards as a way of thanking and congratulating our most diligent students, while also hopefully inspiring all students to aim higher.

### **House Points**

Students can collect House Points from their teachers in a range of different categories, such as high achievement against target, excellent effort and contributing to extra-curricular activities. Students who earn the most House Points at the end of each term are recognised in assembly. There is a termly and yearly house competition with regular updates given in assembly – to encourage a little competitive spirit!

## CURRICULUM MAPPING YEAR 7

Subject	Autumn Term	Spring Term	Summer Term
<b>Art</b>	Still Life and Formal Elements - Students will explore colour theory by responding to an appropriate work of art. Developing observational drawing skills and painting techniques through exploration of line, mark making, tone and the formal elements. Composition and perspective will be explored in final outcomes. Artist inspiration is David Bachelor and Yinka Shonibare	Shape and Form in Architecture - Students will develop observational drawing, painting and printing skills. Students will explore the work of Norman Foster, Antoni Gaudi, Hundertwasser and Brenda Hartill, where they will consolidate their skills by producing a collagraph and a clay tile inspired by the artists. Students will also learn how to analyse art.	Similarities and differences between cultures – Students will study Mexican culture. They will develop an awareness of different cultures and societies by further developing their painting, cutting, weaving and drawing skills. Students will develop an awareness of composition, colour, pattern, shape and form and will gain confidence of working on a larger scale.
<b>Computer Science</b>	Students will begin to understand how computers are used in sending codes and messages. They will develop skills in planning with flow diagrams and using Pseudo code.	Students will develop their understanding of what the components of a computer are and how they work. They will develop basic programming skills.	Students will consider how the world wide web works and how their technology knowledge can be effectively applied.
<b>Dance</b>	Students will develop their dance vocabulary and technical skills in dance throughout the three terms. In the first term, students develop their confidence in performing through exciting stimuli and starting points. Students will compose/choreograph their own work from given starting points. Audience skills and the ability to give effective feedback is a focus this term.	As students' confidence in composition grows the focus is on developing expressive skills to communicate the artistic intent of the piece. Students learn how to use physical theatre and symbolism to take the audience on a journey. This term, we develop dance work based on the Rights Respecting Ethos of the school as a starting point.	Students are challenged to further develop their choreographic ability to structure their own work and to create work that is original and imaginative. Students are shown a selection of professional work to encourage analytical skills including what is similar and different between different genres and different choreographers.



Subject	Autumn Term	Spring Term	Summer Term
<b>Drama</b>	Darkwood Manor and storytelling: Students will explore the premise of a haunted house 'Darkwood Manor' whilst developing skills in improvisation and devising, as well as creating and maintaining role. Students will learn and use the skills of hot-seating, characterisation, sound-scaping and physical theatre. Students will then create original work and focus on narration and storytelling. Students will develop skills in making, performing and evaluating drama.	The Tempest – Shakespeare: Students will study and explore key moments and characters from Shakespeare's 'The Tempest.' Students will create the opening storm scene using sound-scaping, physical theatre of the ship and characterisation. Students will then explore the setting of the island and develop improvisation skills as survivors of the storm/ship-wreck. Students will play and explore key characters and certain lines/moments. Students will continue to develop skills in making, performing and evaluating drama.	Physical Theatre and Fairy-tale: Students will revise and refine physical theatre skills. Students will create a performance based on Lewis Carol's poem 'The Jabberwocky' from 'Alice in Wonderland. Students will learn about physical mirroring and physical puppetry –in reference to 'Alice through the looking glass' and will then work on telling a story from the perspective of a villain from a fairy-tale. Students will do some work based on fairy-tale scripts and then devise or modernise their own chosen fairy-tales, using drama skills.
<b>English</b>	Students will study the novel Private Peaceful building on the reading strategies learned in their primary setting. The second unit of study will be an Introduction to Poetry which will familiarise students with the different styles of poetry studied in both Key Stage 3 and 4.	Students will begin by looking at the different types of non-fiction texts and then move on to look in detail at journalistic writing and newspapers. Students will then move on to study The Tempest focussing on the conventions of a Shakespearean comedy.	To consolidate their reading skills students will study extended extracts of Dickens' Oliver Twist followed by a modern play version of Hound of the Baskervilles.
<b>Food Preparation and Nutrition</b>	Principles of Health and Safety and Food Safety. How to research, develop, make and evaluate design ideas for design briefs. The importance of macro and micro nutrients.	Eatwell plate. Importance of healthy eating. Fruit project; exploring nutritional and functional properties of food. Students will explore food choice and food provenance and sustainability issues.	Exploring different methods of heat transferences and their effects on food. Eat well project – to show understanding of the NHS 8 tips to healthy eating and exploring the link between diet and well-being.

Subject	Autumn Term	Spring Term	Summer Term
<b>French</b>	<p>French in the Autumn Term will build upon any French learned in primary school and revise key information. Topics studied in the first half term will include, personal information, greetings, numbers up to 31, birthdays, likes and dislikes, colours, dictionary skills, classroom language. Later in the term, more grammatical structures will be introduced and explored, including, present tense verbs, pronouns and adjectives.</p> <p>The end of term will focus on Christmas in France.</p>	<p>The Spring term will introduce the topic of pets and family and simple hobbies. Students will build upon their grammar knowledge from term one and be confident in using the two key verbs of avoir and être and how to conjugate verbs in the present tense. The term will end with learning about how Easter is celebrated in France.</p>	<p>This term will introduce the topic of school and time. Students will learn how to describe their school day and timetable and express opinions about their subjects. They will learn how to tell the time and describe their teachers.</p> <p>There will be opportunities to learn about the culture of French speaking countries.</p>
<b>Geography</b>	<p>Geography in Key Stage 3 is taught through a range of 'topics' where students will develop key knowledge of people, place and the environment. In addition each module will cover a range of basic geographical skills such as map reading, interpreting graphs and evaluation.</p> <ul style="list-style-type: none"> <li>• Map skills – students will learn how to identify places and use OS maps</li> <li>• Pole to Pole – learning about how climates, animals, people and plants change from the north to South Pole.</li> </ul>	<p>Topics to be taught this term include:</p> <ul style="list-style-type: none"> <li>• UK landscapes and tourism – students will study different UK landscapes and the impact of tourism here.</li> <li>• Development – how and why life varies across the nation and world.</li> </ul>	<p>Topics to be taught this term include:</p> <ul style="list-style-type: none"> <li>• River landscapes – students will learn about river landscapes including waterfalls, meanders and flooding.</li> <li>• Fragile planet – the students will learn about pollution and the environment and complete school based enquiry into these topics to develop their geographical skills.</li> </ul>
<b>German</b>	<p>This will be a new language for many students and the Autumn Term will focus on introducing yourself, greetings, numbers up to 31, months, likes and dislikes, colours, dictionary skills and classroom language. There will be an opportunity to explore German culture. .</p> <p>The end of term will focus on learning about Christmas in German speaking countries.</p>	<p>The Spring term will introduce the topic of pets, family and simple hobbies. Students will build upon their grammar knowledge from term one and will be introduced to the concept of cases in German and how to conjugate verbs in the present tense. The term will end with learning about how Easter is celebrated in German speaking countries.</p>	<p>Students will learn about school in Germany and be able to express opinions about subjects and how to tell the time as well as describe their teacher. Grammatically, students will be introduced to the concept of word order and learn how to use a variety of connectives.</p>

Subject	Autumn Term	Spring Term	Summer Term
<b>History</b>	<ul style="list-style-type: none"> <li>• Historical skills</li> <li>• Challenges to the Throne</li> <li>• 1066 and the Battle of Hastings</li> <li>• Who were the contenders?</li> <li>• Who were the winners and why?</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of Williams power</li> <li>• Domesday book</li> <li>• Feudal system</li> <li>• Castles</li> <li>• Peasants revolt</li> <li>• Black Death</li> <li>• Role of religion in Medicine.</li> </ul>	<ul style="list-style-type: none"> <li>• Tudor dynasty</li> <li>• Who were the Tudor Monarchs?</li> <li>• Creation of the Protestant church</li> <li>• Spanish Armada</li> <li>• Who was the most successful Tudor Monarch?</li> </ul>
<b>Mathematics</b>	Place value and Number sense Addition and Subtraction Perimeter Rounding and Estimation (in real life situations) Multiplication and Division Factors and Multiples Area of rectangles and triangles and parallelograms	Fractions as part of a whole Fractions as an operation Order of operations Basic rules of algebra Expand and factorise Substitution	Angles Polygons Symmetry and reflection Coordinates Mean Two way tables & Venn diagrams
<b>Music</b>	Introduction to music and the keyboard. Through a range of different tasks, students will develop their keyboard skills in order to play selected pieces of music fluently and with expression. Once students are confident in performing, they will move onto composition. They will follow different composition tasks in order to become confident in composing within different genres.	As students become more confident in performance and composition, they will move into investigating different genres including classical. They will listen to and perform significant pieces of music from this genre and look at how they are structured. Once students are confident in identifying the key features of this genre, they will apply this knowledge and understanding to their own compositions.	Students continue their journey of performing and composing within different musical genres by studying the features of Blues and Reggae music. They will look at the historical context of both genres as well as the musical features that make these two genres easily identifiable. Through performance, composition, listening and appraising, they will develop awareness of different cultures and traditions.
<b>PE</b>	Take part in a selection of the following activities; Rugby, Football, Basketball, Netball, Handball, Hockey, Swimming, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise	Take part in a selection of the following activities; Rugby, Football, Basketball, Netball, Handball, Hockey, Swimming, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise in preparation for Winter Sports Day	Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics

Subject	Autumn Term	Spring Term	Summer Term
<b>Product Design</b>	Students will be introduced to CAD and CAM, using the software, Photoshop and 2d design, They will produce a calendar that has been customised for their client.	Students will be introduced to a range of tools and machines to make a remote control robot.	Completion of practical project.
<b>RE</b>	Students start an in-depth study of Hinduism as one of the oldest world religions. Students will consider both the beliefs and practices held by Hindu's today in British society and consider the theme of equality by reflecting upon how Gandhi fought for equality and the human rights of others.	Students then chronologically, study Judaism as the first Abrahamic faith. Students will consider the beliefs and practices of Jews today in British society. Students will then consider how the Holocaust affected the Jewish community and contemplate whether God broken his covenant with humanity.	Students will then study the beliefs and practices of Buddhists today in British society and question whether it is necessary for a religion to believe in God, or a divine being.
<b>Science</b>	Students begin Year 7 by completing The Passport to Science. This covers many aspects of health and safety in Science as well as investigational skills. Students go on to study foundation topics in cells and reproduction, forces and magnets as well as particles and solutions.	Students build on their knowledge further by studying key concepts in energy and electricity, ecosystems and ecological relationships, space and noncontact forces and chemical reactions and acids and alkalis.	We end the year by building on our knowledge further and studying light, sound and digestion. All of topics from Year 7 will be tested in an end of year test.
<b>Textiles</b>	Introduction to colouring fabrics and use of the sewing machine. Students will explore tie dye and batik and learn to join fabric using the machine, investigating the source of different fabrics and the properties of cotton. They will explore the theme of 'Day of the Dead'.	Students will develop their own design ideas for Day of the Dead dolls, learning further decorative techniques such as applique and embroidery to achieve their designs.	This term students will apply all the skills they have learnt by making their final product. They will gather user data to evaluate the success of their product.

## CURRICULUM MAPPING YEAR 8

Subject	Autumn Term	Spring Term	Summer Term
<b>Art</b>	Insects – Students will explore the work by Regina Silveira and Paul Morrison to create ink drawings of insects and a 3D sculpture. They will learn about construction and working as part of a team.	Landscapes - Students will study the work by David Hockney and John Piper to develop painting techniques, such as sgraffito, movement and pointillism. They will learn monoprinting skills and produce a mixed media outcome inspired by the artists. Students will be able to produce informed opinions and develop a contextual awareness of art.	Perspective – Students will explore one and two point perspective, depth of field, foreshortening and vanishing points. They will produce drawings and 3D name tags
<b>Computer Science</b>	Students will study the function and architecture of computing. They will learn how searches and sorting is carried out	Students will concentrate through the Spring term on development of understanding the Python Text Programming language	Students will consolidate their understanding by applying their programming and computing knowledge to a project demonstrating their ability to choose appropriate tools
<b>Dance</b>	Students study the work of Christopher Bruce this term in preparation for option choices. Students learn how to develop movement material in trio's or duets and learn how to include a variety of expressive and physical skills to engage and entertain an audience.	Students explore different dance styles and choose appropriate contact duo work to include in the class performance piece. In this term we explore movement from other cultures and traditions by doing a project on Capoeira and another on 'Shaolin monks.'	Students develop their own large group performances in the style of Sandy H2O Hendrick and his work 'Emancipation of expressionism.' Students also study dance styles from a range of different cultures which informs independent learning this term. Students learn the important of dance for people including celebrations and entertainment. In this term we also do a 'Bootcamp fitness' project.

Subject	Autumn Term	Spring Term	Summer Term
<b>Drama</b>	<p>Dare: Students will explore the theme of a 'Dare', covering a range of social issues including peer pressure. A range of drama strategies will be studied, including: conscience/thought tracking; drama to music; flashback/forward and these skills will enable students to confidently reflect on the theme, further developing the key skills of making, performing and evaluating. Students will explore given scenarios and consider consequences to actions whilst developing characterisation skills and the ability to structure their drama. Performance work will be developed and refined and students will create their own original mini-plays based on the theme, using a range of abstract skills and techniques.</p>	<p>Romeo and Juliet: Students will explore the themes and relationships of Shakespeare's most famous play. Students will learn about the purpose of a prologue and learn about group narration skills such as unison, canon, reaction and repetition. Using a combination of script work, improvisation and stage combat skills, students will then direct and perform a selection of key scenes from the play.</p> <p>The work will enable students to deepen their knowledge and understanding of key drama skills and how to bring a Shakespearean text to life (from the page to the stage) for a contemporary audience. Students will have the ability to develop and refine their work.</p>	<p>Melodrama, mime and silent movie: Students will study theatre history from Melodrama to silent movies, focusing upon the drama strategies of mime, exaggerated characterisation and movement. Students will make and perform their own 'silent movie' sequences and evaluate the process and product using their knowledge of the key drama skills and style required for the task.</p>
<b>English</b>	<p>Students will study a range of fiction writing around the holocaust to be able to write creatively about a difficult topic. They will then develop their close reading skills using the novel 'The Boy in the Striped Pyjamas'. This is followed by a unit looking at the use of rhetoric in non-fiction texts.</p>	<p>Students will study the 19<sup>th</sup> Century gothic novel Dracula learning about the conventions of the genre. In addition they will read and respond to the play A Midsummer Night's Dream by Shakespeare.</p>	<p>Using an anthology of poems based around the theme of relationships students will develop their confidence with poetry and continue to develop their knowledge of the form. This is followed by a textual study of the play Pygmalion.</p>
<b>Food Preparation and Nutrition</b>	<p>Plan, cook and prepare a number of predominately savoury dishes from British and international cuisine. Food science selecting appropriate cooking methods. Analyse the importance of macro and micro nutrients and their importance.</p>	<p>Students will study factors affecting food choice. Also students will research food provenance, looking at environmental impact and sustainability issues surrounding food. Explore government guidelines to healthy eating. Evaluating benefits of a balanced dieting and understanding the link between diet and well-being.</p>	<p>Design and develop a number of staple foods from around the world such as bread, rice and pasta.</p>

Subject	Autumn Term	Spring Term	Summer Term
<b>French</b>	This term will focus on the topic of describing your town. Students will practise how to take part in role plays buying snacks and souvenirs. There will also be an opportunity to learn how to express simple sentences in the future tense to describe future holidays.	This term we will focus on food and drink and continue work on how to order in restaurants. Students will look at differences between French and British cuisine and discuss what makes a healthy lifestyle.	Students will learn about Paris. This is an ideal opportunity to learn about the capital of France as well as be introduced to the perfect (past) tense. Pupils will move onto writing and speaking about past holidays, linking back to vocabulary from the start of the year.
<b>Geography</b>	<p>Geography is taught through a range of 'topics' where students will develop key knowledge of people, place and the environment. Each module will cover a range of geographical skills e.g. map reading.</p> <ul style="list-style-type: none"> <li>• Ecosystems – this will include the study of the rainforest in detail.</li> <li>• Coasts – students will learn how the coast shapes the land and creates fascinating landforms; they will also look at how we manage the coast.</li> </ul>	<p>This term the students will study:</p> <ul style="list-style-type: none"> <li>• Plate Tectonics – the study of how earth has evolved through the movement of tectonic plates; earthquakes and volcanoes.</li> <li>• Population – students will learn about factors affecting population size and distribution in the UK and globally.</li> </ul>	<p>This term the students will study:</p> <ul style="list-style-type: none"> <li>• Exploring Europe – the study of countries and landscapes on the continent of Europe. This will also consider the political situation of European Countries with the recent Brexit.</li> </ul>
<b>German</b>	This term will focus on the topic of describing your town. Students will practise how to take part in role plays buying snacks and souvenirs. There will also be an opportunity to learn how to express simple sentences in the future tense to describe future holidays.	Students will learn about German food and drink and how to talk about healthy lifestyles.	This term will introduce the perfect (past) tense and focus on the topic of holidays, hotels and weather.

Subject	Autumn Term	Spring Term	Summer Term
<b>History</b>	<ul style="list-style-type: none"> <li>• The Stuarts</li> <li>• James I</li> <li>• Gun Powder Plot</li> <li>• English Civil War</li> <li>• Restoration</li> <li>• Great fire of London</li> <li>• Oliver Cromwell</li> <li>• Changing role of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• British inventions</li> <li>• Industrial Disease</li> <li>• Changing nature of British life. Villages to Towns</li> <li>• Jack the Ripper investigation</li> <li>• In which areas did Britain change the most?</li> </ul>	<ul style="list-style-type: none"> <li>• World War One</li> <li>• The main causes behind the conflict</li> <li>• What was Trench Warfare like?</li> <li>• What were the experiences of WW1 soldiers?</li> <li>• Armistice</li> <li>• Why we should always remember</li> </ul>
<b>Mathematics</b>	Indices Prime Factorisation Rounding Fractions Percentages revision Coordinates and basic graphs	Units of measurement Angles Circumference Proportional reasoning Fractions, decimals and percentages Ratio	Area of composite shapes Presenting and interpreting data Averages Two way tables 3-D visualisation Volume
<b>Music</b>	<p>African Music - Students will study the key features of African music through performance, composition and listening. They will learn traditional African rhythms and be encouraged to take on the role as master drummer in order to develop their leadership skills.</p> <p>As their skills develop, we will look at the impact African music has had on popular music including The Lion King. Students will be encouraged to work independently in small groups to compose their own African music.</p> <p>Blues: Students will look at the historical context of blues music as well as the musical features that make the genre easily identifiable. Through performance, composition and listening and appraising, they will develop awareness of different cultures and traditions.</p>	<p>Pop Music - Students will work in small groups developing their performance skills, they will be learning how to play a variety of current and classic rock/pop songs. Students will form their own bands, where they will be encouraged to play guitar, bass, drums, keyboard and sing.</p>	<p>This term, students develop their skills from across the previous two terms, culminating in a Pop song-writing project.</p>



Subject	Autumn Term	Spring Term	Summer Term
<b>PE</b>	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities. Paralympic Sports Day	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities in preparation for Winter Sports Day	Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics. Summer Sports Day
<b>Product Design</b>	Drawing skills project, looking at introducing students to orthographic drawing, exploded drawing and perspective drawing	Students will use the CAD and CAM facilities, by designing and making a toy truck.	Completion of practical project.
<b>RE</b>	Students will start the year by considering what it means to be British and learn the British values. Students will then goes into the in-depth study of Christianity by considering the beliefs and practices of Christians in British society today.	Students then study a philosophical unit considering ultimate questions in life, such as 'Does God exist?', 'What happens when I die?' and 'What is the meaning of my life?' Students will study different religious and non-religious perspectives in answer to these questions.	Students complete the year by studying Islamic beliefs and practices, and consider what it means to be a Muslim in British society. Students will also explore Islamophobia by considering the right to freedom of belief and expression, and question whether it is acceptable to be Islamophobic.
<b>Science</b>	Students begin Year 8 by building on their knowledge and investigational skills further and studying topics in elements, compounds and mixtures, respiration and heating and cooling.	Next students extend their knowledge and skills further by studying topics on earth and atmosphere, rocks and weathering, speed and metals and reactivity	The students finish off the year by building on term 1 and 2 knowledge and studying heating and cooling, plants and photosynthesis and inheritance. All of topics from Year 8 will be tested in an end of year test.
<b>Textiles</b>	Students will explore a further set of decorative techniques to widen their Year 7 experiences such as quilting, reverse applique and stencilling. They will create and evaluate a set of samples inspired by Pop Art.	Using Pop Art as inspiration, students will create their own design ideas for decorative pillows, being given the opportunity to include electronic speakers if they desire. They will investigate how other new technologies can be incorporated into textile products. They will trial and evaluate appropriate methods of making their pillows.	This term students will plan how to use their time effectively to complete making their final pillow.

## CURRICULUM MAPPING YEAR 9

Subject	Autumn Term	Spring Term	Summer Term
<b>Art</b>	Sealife – Students will develop observational skills through the study of sealife. They will explore a range of media, from pencil and ink to oil pastel, resulting in a three dimensional final piece that will introduce students to clay work. Artists will include Ernst Haekel, Soutine, Appelbee and Paul Klee.	Self-Expression – Students will study the significance of Art and the power of word and image. Artists that will be studied include Tatana Kellner, Barbara Kruger and Tracy Emin. Students will explore photography, collage, monoprinting and work towards a Derek Boshier inspired portrait painting.	Festival of Speed – Students will study Futurism and research Umberto Boccioni, Giacomo Balla and Gino Severini. Students will develop problem solving skills to capture movement within a still image. 2 point perspective will be developed.
<b>Business Studies</b>	The RBC challenge – The students set up their own business with specific roles to research, develop, cost and market a new healthy drink for the Special Olympic Games.	Customer Service – Students develop their knowledge and skills of Customer Service. They will learn what skills are needed, how customer service benefits a business as well as analysing the consequences of poor customer service.	Start of the BTEC course. The students will use their knowledge and skills to start the BTEC course which is to do with Business Planning.
<b>Computer Science</b>	Computer Hardware and Software. Memory and Storage. Moral, Legal and Environmental concerns	Computational Logic, Algorithms, Programming Techniques, Data Representation	Programming project
<b>Dance</b>	Students will learn both choreographic skills and performance skills with a focus on the professional company Stop Gap Dance.  Arts Award Bronze tasks: Students will research and present information about a chosen 'Arts Hero'. This will be a choreographer of their choice in a style of dance that they are inspired by. Students will then work in groups to plan an activity or session where they pass these skills on to other students as facilitators.	Students will develop their choreographic knowledge and create their own trio/duets. Students will create a choreographic log and will perform a short teacher taught solo.  Arts Award Bronze tasks: Students will watch a piece of dance and write about the experience. Students will take part in dance workshop based on contact and weight taking and write and reflect about what they learnt.	Students will explore the work of Christopher Bruce and create group dances in response to his work. Students will earn how to structure a piece of choreography and how aural settings can influence the meaning of their work.  Arts Award: Students make sure that they have evidence of their Arts Award tasks from throughout the year. If their Arts Award bronze booklet/portfolio meets the pass criteria, students can be entered for the Arts Award Bronze Certificate, a level 1 qualification.

Subject	Autumn Term	Spring Term	Summer Term
<b>Drama</b>	<p><b>Key Skills and Mask:</b> Students will study physical theatre and mask work. Students will look at the history of the role of mask in theatre, from Greek chorus, Italian Commedia Dell' Arte and modern theatre companies such as 'Trestle'. Students will explore mask performance principles such as not 'breaking the illusion' and the 7 states of tension.' The skills of making, performing and evaluating will be further embedded through the study of these skills. Students will learn a range of skills and abstract/symbolic techniques as well as a range of styles.</p> <p><b>Arts Award Bronze tasks:</b> Students will research and present information about a chosen 'Arts Hero' such as an actor, playwright or director. Students will then revise skills such as mime and characterisation and work in groups to plan an activity or session where they pass these skills on to other students as facilitators.</p>	<p><b>Contrasting styles of drama:</b>  <b>Soap opera:</b> Students will begin by looking at the stylistic conventions of naturalistic drama and move on to look at acting for screen and soap opera acting. Students will work in 'production companies' to create their own concept and plans for a new soap opera. Students will rehearse and perform their pilot soap opera episode.</p> <p><b>Berkoff:</b> Students will learn about theatre practitioner Steven Berkoff and the stylistic devices that typify his work. Students will devise and perform theatre in a Berkovian style in response to stimuli and given scenarios. Students will consider the differences between their recent pieces of work.</p> <p><b>Arts Award Bronze tasks:</b> Students will watch a piece of theatre and write about the experience. Students will take part in Theatre workshop and write and reflect about what they learnt.</p>	<p><b>Symbolism and script work:</b>  Students will look at selected key extracts from Willy Russell's play 'Blood Brothers' and Mark Wheeler's play 'Too Much Punch for Judy.' Students will learn about how to build a meaningful stage picture, symbolic use of props, gestures and lighting to bring a text to life from the page to the stage. Students will consider how to explore and convey plot, characters and themes in their work.</p> <p><b>Symbolism and script work:</b> Students will use lighting and performance skills symbolically to devise original performance work on given themes from stimulus, such as: the case file of Ruth Ellis and objects/artefacts associated with war. Students will make, perform and evaluate their theatre work.</p> <p><b>Arts Award:</b> Students make sure that they have evidence of their Arts Award tasks From throughout the year. If their Arts Award bronze booklet/portfolio meets the pass criteria, students can be entered for the Arts Award Bronze Certificate, a level 1 qualification.</p>
<b>English</b>	<p>Students will begin by looking at Dystopian fiction which includes a range of dystopian short stories and an extended study of War of the Worlds. They will then move on to a non-fiction unit which will begin to prepare them for the examinations in Year 9.</p>	<p>Students will study an anthology of poetry based around the theme of People and Place. They will start developing the skills required in the GCSE in this unit. They will then move on to King Lear and explore the conventions of a Shakespearian tragedy.</p>	<p>Using a range of stimulus student will begin this term with a creative writing unit based around the theme of Power and Conflict. They finish the year by studying a Sherlock Holmes story and then the play An Inspector Calls.</p>

Subject	Autumn Term	Spring Term	Summer Term
<b>Food Technology</b>	Exploring national guidelines to regulate healthy eating. Students will research and analyse the importance of nutritional needs through the various life stage and study the detrimental effects of an excess of fat, salt and sugar in their diet. Students will learn how to perform nutritional analysis allowing them to make informed food choices, promoting healthy eating.	Students will study food science, exploring functional and chemical properties of food. Study of food provenance, researching environmental impacts and sustainability issues.	Demonstrate how food choices people make affect the health and well-being of themselves and their families. Plan, prepare, cook and present a variety of dishes, using a range of technical skills.
<b>French</b>	Students will consolidate their understanding of present tense regular and irregular verbs through the topic of sport and hobbies. They will also discuss the music that they like, musical instruments and music festivals. At the end of the term, they will revisit the perfect past tense, learning how to write about events that they have previously attended and their weekend hobbies.	This term will focus on the topic of hobbies and future plans. Students will learn skills such as asking questions, developing the use of the future tense and talking about ambitions for the future. We will focus on being able to write extended answers using at least three different tenses.	This term will introduce how to talk about future ambitions, including potential career choices as well as activities that pupils would like to try one day. Pupils will have the opportunity to sit GCSE papers based on the topics that we have studied this year.
<b>Geography</b>	<p>Geography in Year 9 is designed to prepare students for GCSE through developing relevant knowledge and skills. Skills such as map reading and graph interpretation will be embedded in each topic throughout the year.</p> <p>Topics taught in Autumn Term:</p> <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Geography of Health</li> <li>• Decision Making Exercise on Uganda</li> </ul>	<p>Topics taught in Spring term include:</p> <ul style="list-style-type: none"> <li>• Glaciation and climate change</li> <li>• River landscapes</li> </ul>	<p>Topics taught in Summer term include:</p> <ul style="list-style-type: none"> <li>• Urban Spaces including population</li> </ul> <p>In June, the second half of Summer term, students will officially begin the GCSE course.</p>

Subject	Autumn Term	Spring Term	Summer Term
<b>German</b>	Students will learn how to describe their hobbies and what they like and dislike doing in their free time. There will be an in depth look at the present tense, both regular and irregular verbs. The term will end with looking at music and music festivals and will revisit the perfect (past) tense. Students will extend their knowledge of the perfect tense by describing a music festival.	This term will revisit the future tense and cover the topic of future plans and pocket money. Students will be confident at the end of the term to discuss money matters using at least 3 tenses.	The final term will focus on learning how to use modal verbs and the conditional tense to describe future ambitions. There will be an opportunity to learn how to describe pictures and start work on GCSE style questions.
<b>Health and Social Care</b>	Students will be investigating the world of health and social care, finding out about the key basic principles on what underpins care work. Getting to grips with life stages and PIES as well as human needs. These will form a great basis for progression into Year 10.	They will develop their understanding by looking at key factors that impact people's lives in both positive and negative ways. They will have opportunity to look at health and unhealthy lifestyles and support change as well as promote it more widely.	Students will have opportunity to look at diversity in society and the impact this has on individuals. In the final term students will have opportunity to review their learning. They will develop a final client profile which supports their work by looking at what various needs individuals have and how best to care for them.
<b>History</b>	Inter-war Period Rise of Nazism Hitler's early life Home Front and the Blitz The Bombing of Dresden Dropping of the Nuclear bombs Rise of dictatorships across the globe	The origins of Terrorism Guido Fawkes and the gun powder plot Easter Rising and the troubles in Northern Ireland The Black Panthers The role of the ANC	From Slavery to Civil Rights in the USA Plantation Life Jim Crow laws The role of the KKK Montgomery bus boycotts The battle for Civil Rights

Subject	Autumn Term	Spring Term	Summer Term
<b>Mathematics</b>	Place Value and Number 4 Rules – Decimals Factors, Multiples and Primes Indices, Powers and Roots Rounding and Estimation Use of a calculator Ratio (Basic) FDP Fractions Percentages Proportion	Notation Simplifying and Index Laws Expanding and Factorising Expressions and Substitution Linear Equations Linear Inequalities Perimeter and Area Pythagoras	Properties of shapes Angle Facts Parallel lines Circles Volume and Surface Area Sequences Basic Vectors
<b>Music</b>	<b>Popular Music</b> - Following on from Year 8, students will extend their knowledge of the development of popular music. Through performance and composition, they will become more confident on their chosen instrument/voice. Students will be encouraged to develop their own performance repertoire.	<b>Music for stage and screen</b> - Students will study various pieces of film music, looking at key features and techniques used by composers such as John Williams and James Horner. They will identify themes within the films and how they relate to certain characters and events. Using this knowledge, students will then compose their own piece of film music for a specific film clip in Garageband.	<b>Performance and song writing:</b> During the Summer term of Year 9, students will work on their performance and rehearsal skills, they will be working in their own and within groups. Students will also develop their own original song-writing skills.
<b>PE</b>	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities. Paralympic Sports Day.  For the option groups, they will study a range of sports but with a specific focus on Fitness Testing within Sport.	Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities in preparation for Winter Sports Day.  For the option groups, they will study a range of sports but with a specific focus on Leadership within Sport.	Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics. Summer Sports Day.  For the option groups they will consolidate learning and prepare for the exam that occurs early in Year 10. They will practically look at rules and regulations in a range of sports.

Subject	Autumn Term	Spring Term	Summer Term
<b>Photography</b>	Introduction to Photography- Students will gain experience of using a digital SLR and phone camera. Students will explore what photography is used for and how photographs are categorised, how to discuss and analyse a photograph They will begin to develop basic Photoshop skills.	Visual Alphabet - Develop knowledge of portrait, still life and documentary photographers through a range of photo shoots. Work to a short term brief to create a final piece in the form of a series of prints. Experiment with a range of techniques, including drawing with light, using text with images, creating stencils etc.	Metamorphosis- Experience manipulating the surface of photographs using a range of techniques, including painting, weaving, stitching, collage and scanning. Develop an understanding of artists that use photography as a starting point for their artwork. Create a final piece that combines two techniques to manipulate the surface of the photographs.
<b>Product Design</b>	Students will be introduced to a range of different drawing and presentation techniques including, isometric drawing, 1 and 2 point perspective, rendering cross hatching and modelling.	Students will be introduced to a range of different practical skills including, CAD CAM, forming methods and hand tools.	Students will complete a focus practical task putting into practice all of the skills learnt over the last 2 terms.
<b>RE</b>	Students will start Year 9 by studying the question 'Does God exist?' Students will learn the different arguments for the existence of God through the Teleological, Cosmological and Miracles Arguments. Students will then study revelation and consider the impact on special revelations on the lives of Christians and Muslims today.	Students then complete an in-depth study of Christianity considering some more challenging concepts such as redemption, salvation and the trinity. Students will consider how these beliefs affect the practices of Christians through missionary work and charities.	The last unit students will study in Year 9 is religious perspectives towards human rights and social injustice. Students will explore issues in our world including racism, sexism, and poverty and contemplate the differing religious perspectives towards these issues.
<b>Science</b>	Students begin Year 9 by studying topics in pressure and stretching, energy in waves plus energy and electricity and using chemistry.	During this term students study microbes and classification. All of topics from Year 7- 9 are then revisited and revised. Students will then be formally tested in an end of KS3 test. NB Students who chose to do 3 separate sciences will do an extended bridging course from this term.	In the Summer term students study a bridging programme linking KS3 science to GCSE key concepts across biology, chemistry and physics.

Subject	Autumn Term	Spring Term	Summer Term
<b>Sociology</b>	Students begin by learning about the concept of sociology and social research. They will evaluate the evidence in the nature vs nurture debate to gain an understanding about why people behave as they do. They will also investigate the nature of power, and analyse who has power in society today. They will consider the influence of wealth, gender and age on power, and look at the development of pressure groups. Students will create their own political party.	Students will learn about the different types of family unit and how and why these have changed over time. They will use interviews to investigate the impact of social media on the family, and evaluate social research carried out by sociologists. They will begin to learn about the impact of feminism. Students will then investigate the impact of the media on the public using questionnaires. They will begin to learn about the concept of Marxism	Students will learn about the issues surrounding crime and deviance. They will evaluate the strengths and weaknesses of using different research methods to investigate deviant behaviour and discuss crimes committed by males and females. They will consider different factors which lead to people committing crime, and look for patterns linked to social class, age and gender.
<b>Textiles</b>	Students will begin to compile a record of decorative and construction skills, documenting methods and practical samples of techniques that they will need to refer to throughout Years 10 and 11. Using a decorative theme chosen by themselves, they will create designs for and begin to make a skirt.	The students will be making a skirt to model in the fashion show. They will be adding construction techniques to their sketch books.	Sampling and practical skills will continue to be developed into more complex garment styling. This will be set in the context of exam technique as well as NEA preparation.



## RECOMMENDED SUPPORT MATERIAL - YEARS 7-9

### Subject Websites, Realsmart courses and other support material

<b>Art</b>	<a href="http://www.thecraftycrow.net">www.thecraftycrow.net</a> <a href="http://www.50things.org.uk">www.50things.org.uk</a> <a href="http://www.activityvillage.co.uk">www.activityvillage.co.uk</a> <a href="https://www.tate.org.uk/visit/tate-modern">https://www.tate.org.uk/visit/tate-modern</a> <a href="https://www.saatchigallery.com">https://www.saatchigallery.com</a>
<b>Business (Year 9)</b>	<a href="http://www.tutor2u.net">www.tutor2u.net</a> <a href="http://www.businessballs.com">www.businessballs.com</a> <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a> <a href="https://businesscasestudies.co.uk/">https://businesscasestudies.co.uk/</a> <a href="http://www.bplans.com">www.bplans.com</a> <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> <a href="https://community.edexcel.com/business/m/business_gcse/default.aspx">https://community.edexcel.com/business/m/business_gcse/default.aspx</a>
<b>Computer Science</b>	<a href="http://www.reviseict.co.uk">www.reviseict.co.uk</a> <a href="http://www.teach-ICT.com">www.teach-ICT.com</a> <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a> <a href="http://appinventor.mit.edu/">http://appinventor.mit.edu/</a> <a href="https://www.python.org">https://www.python.org</a> <a href="https://www.codecademy.com/">https://www.codecademy.com/</a> <a href="http://www.bbcbasic.co.uk">www.bbcbasic.co.uk</a> <a href="https://www.kodugamelab.com/">https://www.kodugamelab.com/</a> <a href="https://www.howstuffworks.com">https://www.howstuffworks.com</a>
<b>Dance</b>	<a href="https://www.bbc.co.uk/education/subjects/zf4w6sg">https://www.bbc.co.uk/education/subjects/zf4w6sg</a>
<b>Drama</b>	<a href="https://www.bbc.co.uk/education/subjects/zh34q6f">https://www.bbc.co.uk/education/subjects/zh34q6f</a>

<b>English</b>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize">www.bbc.co.uk/schools/gcsebitesize</a> - Very useful site with links to revision tasks.</p> <p><a href="http://www.bbc.co.uk/skillswise/words/grammar/">www.bbc.co.uk/skillswise/words/grammar/</a> - Level one literacy resources.</p> <p><a href="http://www.bfi.org.uk">www.bfi.org.uk</a> - Information and education about film. Background information on film adaptations too.</p> <p><a href="http://www.funbrain.com/spellroo/index.html">www.funbrain.com/spellroo/index.html</a> - Range of games for KS3 students to play online.</p> <p><a href="http://www.guardian.co.uk">www.guardian.co.uk</a> - Link to Guardian and Observer newspapers online. Has education pages.</p> <p><a href="http://harrypotter.warnerbros.com">http://harrypotter.warnerbros.com</a> - Interactive activities, including being "sorted". Well worth a visit.</p> <p><a href="http://www.independent.co.uk">www.independent.co.uk</a> - Independent newspaper site. Includes Film, Theatre and Books sections.</p> <p><a href="http://www.thesaurus.com">www.thesaurus.com</a> - Good reference site. It is fun to browse and discover words you never knew existed.</p> <p><a href="http://www.the-times.co.uk">www.the-times.co.uk</a> - Online newspaper with small education section containing current news.</p> <p><a href="http://www.yahoo.com/headlines/news">www.yahoo.com/headlines/news</a> - The Yahoo/Reuters news service offers daily news stories and archive of older articles.</p> <p><a href="http://www.zuzu.org/write.html">www.zuzu.org/write.html</a> - USA site encouraging children to publish their work.</p>
<b>Geography</b>	<p><a href="http://www.geography.learnontheinternet.co.uk/">http://www.geography.learnontheinternet.co.uk/</a></p> <p><a href="http://www.studentsoftheworld.info/menu_infopays.html">http://www.studentsoftheworld.info/menu_infopays.html</a></p> <p><a href="https://www.bbc.co.uk/schools/gcsebitesize/geography/">https://www.bbc.co.uk/schools/gcsebitesize/geography/</a></p> <p><a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></p> <p><a href="https://www.educationquizzes.com/ks3/geography/">https://www.educationquizzes.com/ks3/geography/</a></p> <p><a href="http://www.gapminder.org">www.gapminder.org</a></p> <p>In addition, students will be given topic-based websites during lessons/as part of their homework.</p>
<b>History</b>	<p><a href="https://www.bbc.co.uk/history/">https://www.bbc.co.uk/history/</a></p> <p><a href="https://www.schoolshistory.org.uk/">https://www.schoolshistory.org.uk/</a></p> <p><a href="http://www.schoolhistory.co.uk/">www.schoolhistory.co.uk/</a></p> <p><a href="http://www.johndclare.net">www.johndclare.net</a></p> <p><a href="http://www.historylearningsite.co.uk">www.historylearningsite.co.uk</a></p> <p><a href="http://www.historychannel.com">www.historychannel.com</a></p>
<b>Health and Social Care (Year 9)</b>	<p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></p> <p><a href="http://www.bhf.org.uk">www.bhf.org.uk</a></p> <p><a href="http://www.ash.org.uk">www.ash.org.uk</a></p> <p><a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a></p> <p><a href="http://www.nhs.uk">www.nhs.uk</a></p> <p><a href="http://www.wakoos.co.uk">www.wakoos.co.uk</a></p> <p><a href="http://www.alcoholics-anonymous.org.uk">www.alcoholics-anonymous.org.uk</a></p> <p><a href="http://www.nhsdirect.nhs.uk">www.nhsdirect.nhs.uk</a></p>

	<p><a href="http://www.redcross.org.uk">www.redcross.org.uk</a> Health and well-being websites services on Health, Social Care and Early Years Services</p>
<b>Languages</b>	<p>Duolingo – free app available Quizlet – online or app available <a href="http://www.lightbulblanguages.co.uk">www.lightbulblanguages.co.uk</a> <a href="http://bbc.co.uk/bitesize">bbc.co.uk/bitesize</a> Active learn – see teacher for name and password Years 7 and 8 – refer to your knowledge organiser for termly vocabulary and grammar</p>
<b>Mathematics</b>	<p>Maths website with tutorials, questions, 'booster packs' and mathematical games: <a href="https://www.mymaths.co.uk">https://www.mymaths.co.uk</a> (Students will receive log-ins and passwords from their maths teacher.) BBC Key Stage 3 Bitesize revision: <a href="https://www.bbc.co.uk/schools/ks3bitesize/maths/measures/index.shtml">https://www.bbc.co.uk/schools/ks3bitesize/maths/measures/index.shtml</a> Cambridge University NRich activity website: <a href="https://www.nrich.maths.org/public/index.php">https://www.nrich.maths.org/public/index.php</a></p>
<b>Music</b>	<p><a href="https://portal.focusonsound.com/-/apps.dhtml">https://portal.focusonsound.com/-/apps.dhtml</a> - students will be given a log in for this website <a href="http://inudge.net/">http://inudge.net/</a> - free pattern sequencer <a href="http://soundation.com/">http://soundation.com/</a> - free online recording studio</p>
<b>PE</b>	<p><a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.bbc.co.uk/education/subjects/zxf3cdm">www.bbc.co.uk/education/subjects/zxf3cdm</a></p>
<b>Photography</b>	<p><a href="http://pinterest.com">http://pinterest.com</a> <a href="https://www.bjp-online.com/">https://www.bjp-online.com/</a> - British Journal of Photography <a href="https://www.theguardian.com/artanddesign/photography">https://www.theguardian.com/artanddesign/photography</a> <a href="https://www.youtube.com/user/DEVELOPPhoto/playlists">https://www.youtube.com/user/DEVELOPPhoto/playlists</a> <a href="https://www.youtube.com/user/tate/playlists">https://www.youtube.com/user/tate/playlists</a></p>
<b>RE</b>	<p><a href="https://www.bbc.co.uk/education/subjects/zh3rkqt">https://www.bbc.co.uk/education/subjects/zh3rkqt</a> <a href="https://www.educationquizzes.com/ks3/religious-education/">https://www.educationquizzes.com/ks3/religious-education/</a></p>

<b>Science</b>	<p><a href="http://www.bbc.co.uk/schools/ks3bitesize/science/">www.bbc.co.uk/schools/ks3bitesize/science/</a> An excellent site for information and revision activities.</p> <p><a href="http://www.webschool.org.uk/science/ks3/quizzes/">www.webschool.org.uk/science/ks3/quizzes/</a> Another site for revision quizzes.</p> <p>The Wellcome Trust <a href="https://www.wellcome.ac.uk/Education-resources/Education-and-learning/index.htm">https://www.wellcome.ac.uk/Education-resources/Education-and-learning/index.htm</a> Is a good source of extension material.</p> <p>The science museum <a href="https://www.sciencemuseum.org.uk/online_science.aspx">https://www.sciencemuseum.org.uk/online_science.aspx</a> and The Natural History museum <a href="http://www.nhm.ac.uk/kids-only/index.html">http://www.nhm.ac.uk/kids-only/index.html</a> also provide resources.</p> <p>KS3 Science Revision book, Doodle Learn website <a href="http://www.doddlelearn.co.uk">www.doddlelearn.co.uk</a>, KS3 Bitesize Science</p>
<b>Sociology (Year 9)</b>	<p><a href="https://www.bbc.co.uk/education/subjects/zbbw2hv">https://www.bbc.co.uk/education/subjects/zbbw2hv</a></p> <p><a href="http://rocket.regis.ult.org.uk/access/web?id=2593ab5b-797d-11e6-9a81-00e0ed650c68">http://rocket.regis.ult.org.uk/access/web?id=2593ab5b-797d-11e6-9a81-00e0ed650c68</a></p> <p><a href="https://www.bbc.co.uk/">https://www.bbc.co.uk/</a> (To keep up with what is going on in the world)</p>
<b>Technology</b>	<p><a href="http://www.d&amp;tonline.org">www.d&amp;tonline.org</a></p> <p><a href="http://www.tep.org.uk">www.tep.org.uk</a></p> <p><a href="http://www.flying-pig.co.uk">www.flying-pig.co.uk</a></p> <p><a href="http://www.btha.co.uk">www.btha.co.uk</a></p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a> - A very useful resource for students to access.</p> <p><a href="http://www.bsi-global.com">www.bsi-global.com</a></p> <p><a href="http://www.channel4.com/science/microsites/R/robots">www.channel4.com/science/microsites/R/robots</a></p> <p><a href="http://www.bbc.co.uk/science/robots/techlab">www.bbc.co.uk/science/robots/techlab</a></p> <p><a href="http://www.meatandeducation.com">www.meatandeducation.com</a></p> <p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></p> <p><a href="https://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx">https://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx</a></p> <p><a href="https://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx">https://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</a></p> <p><a href="http://www.bbcgoodfood.com">www.bbcgoodfood.com</a> (good for recipes)</p> <p><a href="http://www.sainsburys.co.uk">www.sainsburys.co.uk</a> (good for recipes)</p> <p><a href="http://www.swicofil.com">www.swicofil.com</a></p> <p><a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></p> <p><a href="http://www.animalaid.org.uk">www.animalaid.org.uk</a></p> <p><a href="http://www.peta.org.uk">www.peta.org.uk</a></p> <p><a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a></p> <p>Wikipedia</p>

Should you require any more information about any of the subjects your son/daughter is studying please contact the relevant Head of Faculty/Department or Team Leader who will be pleased to help you or direct your question to the relevant staff member.

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