



HALL GREEN SCHOOL

PARENTS'
INFORMATION

2017-2018

Dear Parents

The booklet is in two sections. This first section gives you some information on the pastoral care of your child. Where appropriate, please read and discuss sections with your child so that he/she is aware of the support available and the expectations of the school; this is particularly important for new pupils and parents.

The second section is split into the relevant year groups and is a summary of the subject content your child will study this year. It is currently being updated and will reappear shortly. Please talk to your child about the topics to be covered in each subject. Showing an interest in their studies, helping them to plan ahead and providing useful resources at home for homework/coursework tasks, all helps in the partnership of educating your child.

THE PUPIL PLANNER

A Pupil Planner is issued to each pupil at the start of the new school year. This is a daily source of communication between the school and home. A teacher may write a message to you in the planner and you may also wish to write a communication. Please check your child's planner on a regular basis, sign it weekly and use it as an opportunity to talk about their work at school and to monitor their homework. It is the pupil's responsibility to record their homework in the planner. The form tutor will monitor the recording of homework and the issue of praises, penalties and detentions. This is an area you too would be interested in monitoring. The process for praises, penalties and detentions is explained in detail under Expectations for Learning.

MONTHLY NEWSLETTER

A newsletter is published on the school website each month with news and updates of events and activities. The newsletter is an important source of information for parents. A hard copy is available on request.

CONTACTING THE SCHOOL

A list of contact names and numbers are on the next page should you require any further information.

School Contacts

Main Office Telephone No.	0121 628 8787
Absence Line No.	0121 325 6904
Fax No.	0121 702 2182
Website address	www.hallgreen.bham.sch.uk
Email address	enquiry@hallgreen.bham.sch.uk

The Leadership Team

Mr D Adams	Headteacher
Mr M Hosfield	Deputy Headteacher
Mr A Simson	Deputy Headteacher
Mrs P Evans	Assistant Headteacher
Mr R Slattery	Assistant Headteacher

The Pastoral Team

Mrs K Harper	- Welfare& Inclusion Manager
Miss T Smith	- Head of Lorien House
Mr N Bressington	- Head of Rivendell House
Mr Y Khan	- Head of Isengard House
Ms G Wright	- Head of Shire House
Mrs R Monk	- Support Base Manager
S Harvey	- School Nurse
Mr A Ali	- Behaviour Support Assistant
Ms M Querishi	- Behaviour Support Assistant
Mrs H Lloyd	- Attendance Officer

Term Dates 2017 - 2018

Autumn Term:

School re-opens on

Monday 4 September 2017 – **TEACHER DAY**

Tuesday 5 September 2017– **Year 7 and 9 only**

Wednesday 6 September 2017 - **Whole school return**

Autumn Half Term:

Monday 23 October to Friday 27 October 2017

TEACHER DAY Friday 1 December 2017

Christmas Holiday:

Term ends on Friday 22 December 2017

Spring Term:

School reopens on Monday 8 January 2018 – **TEACHER DAY**

Tuesday 9 January 2018 – **Whole school return**

Spring Half Term:

Monday 19 February to Friday 23 February 2018

Easter Holiday:

Term ends on Thursday 29 March 2018

Summer Term:

School reopens on Monday 16 April 2018 – **Whole school return**

BANK HOLIDAY Monday 7 May 2018

Summer Half Term:

Monday 28 May to Friday 2 June 2018

TEACHER DAY Friday 22 June 2018

Term Ends:

Friday 20 July 2018

THE SCHOOL DAY

Morning school starts at **8.40 am** with Period 1 (pupils arrive by **8.30 am**) and ends at **1.20 pm**. Afternoon school starts at **2.10 pm** and ends at **3.15 pm**. There are five sessions, four in the morning and one in the afternoon. Morning break lasts 20 minutes.

There may be voluntary extra-curricular activities, clubs etc. after 3.15 pm or at lunch time.

Period 1	8.40 – 9.40
Period 2	9.40 – 10.40
Form	10.40 – 11.00
BREAK	11.00 – 11.20
Period 3	11.20 – 12.20
Period 4	12.20 – 1.20
LUNCH	1.20 – 2.10
Movement Time	2.10 – 2.15
Period 5	2.15 – 3.15

School Meals

The school meals are served in the dining area as a cafeteria service. There are facilities for pupils to eat a packed lunch in the dining area. Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

There are also snacks available at break time on a rota basis.

DRESS CODE 2017/18

It is school policy that all pupils wear school uniform. Considerable effort is made to maintain high standards of dress. It is the strongly held view of the Governing Body that the School should follow a school uniform policy.

<p>Girls:</p> <ul style="list-style-type: none"> - Plain navy blue blazer with school badge - Plain grey skirt, pinafore or tunic with a straight hem or trousers (not jeans, denim, hipsters or skinny style). Skirts should be worn slightly above the knee and not in lycra. - Plain white or blue shirt (with top button, no reverse collar) - Plain navy blue school 'V' neck jumper/cardigan, standard length (available with school badge) - Clip-on school tie for all years, in House colour 	<p>Boys:</p> <ul style="list-style-type: none"> - Plain navy blue blazer with school badge - Plain grey trousers (not jeans or denim style) - Plain white or blue shirt - Plain navy blue school 'V' neck jumper, standard length (available with school badge) - Clip-on school tie for all years, in House colour
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PE/GAMES KIT – All pupils

Polo shirt with school logo, in House colour
 Black shorts or black tracksuit bottoms with school logo
 Black sweatshirt with school logo White socks
 Black or white trainers/pumps
 Swimming costume/trunks
 Football boots and shin pads recommended

FOR USE DURING INCLEMENT WEATHER ONLY: Pupils may wear a rain jacket with school logo

ANY SPECIAL RECOMMENDATIONS FOR KIT MUST BE DISCUSSED WITH THE HEAD OF PE

All items of PE kit can be purchased from: Mansuri, Clive Marks and Early Years

The school will insist upon:

- Plain black shoes with no markings, any laces must also be black. No trainers, trainer style or pumps.
- No footwear with significant heels - shoes must be appropriate for busy corridors, stairways and playgrounds. Plain black leather style boots (not Ugg style) may be worn in extreme weather conditions only.
- Outdoor coats, scarves and gloves must be in a plain dark colour. No hats except in extreme weather conditions.
- No sweatshirts, tracksuit tops, sports tops, hoodies or caps.
- No unreasonable haircuts or hair colourings – including tram lines or patterns.
- Jewellery is restricted to one ring which must be unobtrusive and a pair of small studs/ sleeper earrings with only one earring in each ear. No other body piercing.
- No excessive make-up. No nail polish.
- A suitable school bag that will both carry and protect exercise books.
- Hair accessories must be plain black or navy.
- Head scarves worn for religious observance must be plain black or navy. ➤ Plain tights or socks (no patterns) **All items of school uniform should be named.** If, in exceptional circumstances, your child cannot attend in full uniform, we ask parents to contact school immediately.

Cafeteria Arrangements

Breaktime

The school canteen, the Dolphin Diner, is open to pupils on a rota basis during morning break serving a variety of baguettes, toast, sandwiches, fruit and drinks.

Day	Year Groups
Monday	Year 11 and Year 10
Tuesday	Year 11 and Year 7
Wednesday	Year 11 and Year 8
Thursday	Year 11 and Year 9
Friday	Year 11 and Year 7

Lunchtime

Pupils are expected to remain on the premises during lunchtime – only in exceptional circumstances would we agree to pupils being allowed off site.

At lunchtime pupils queue for entry to the Dolphin Diner and are allowed in as spaces become available. The menu changes daily and, where possible, special diets are catered for (if known in advance). It is also a nut free environment.

There is a two week set menu displayed outside of the Dolphin Diner for a cost of £2.40 which includes a hot meal and dessert or drink.

Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

LOST PROPERTY

Lost property is stored in the area next to the biometric machines next to the canteen and pupils who have misplaced items should check there at the end of a school day. Parents also need to contact the school office if their child returns home minus items of clothing or equipment.

Please help us return items to your child by ensuring that their name is clearly marked on their property.

At the end of each term items which have not been claimed will be sent to a local charity shop.

HEAD BOY AND GIRL Student Learning Council

The Head Boy, Head Girl and Deputies

These pupils have the following responsibilities in school:

- To act as ambassadors for the school and role models for other pupils
- To represent the school at important events
- To greet visitors to the school and escort them on tours of the school as required
- To represent the pupil body in key decisions and developments in school
- To jointly chair the Learning Council
- To plan regular Learning Council meetings
- To regularly report to the Senior Leadership team on student voice
- To report annually to the Governors on the impact of student voice on school development

Student Learning Council

Representatives from the student body meet with Senior Staff and Head Boy and Girl and Deputy Head Boy and Girl on a regular basis to bring forward ideas for the improvement of life for everyone at Hall Green School. This also helps the students develop and understand more how a 'business' operates and citizenship.

House Posts of Responsibility

For each House in school there are posts of responsibility for pupils in year 9-11.

House Captain
House Captain
Vice Captains

House Reps
Peer Mentors

Hall Green School is a member of the NewStart Programme. NewStart is a prevention and early-intervention programme to promote mental health and emotional well-being in our school communities.

Led by Birmingham Education Partnership and funded by the NHS, the NewStart programme aims to build resilience and well-being for young people through a school-based community development model.

NewStart is working with schools to help staff know earlier when young people may be experiencing poor emotional health and to put support in place for them sooner. Understanding how the whole school can support such students enables all pupils to achieve better outcomes.

Attendance

Regular attendance at school is a legal requirement, establishes good habits, which will be valued later by employers, and is vital if your child is to gain the full benefit of the education provided and to succeed in public examinations. Doing all that we can to ensure good attendance is, therefore, a priority of Hall Green School.

What do we expect of our pupils?

We expect our pupils to attend school regularly and arrive **on time** for their first lesson at **8.40am**.

What do we expect of our parents/guardians?

We expect you to ensure that your child attends school regularly, on time and that they are equipped for all lessons. When a valid absence occurs you should contact the school before **10.00am** on the first day of absence (**0121 325 6904**) and also provide a written explanation of any period of absence when your child returns.

What can pupils and parents expect of the school?

You can expect that the school will:

- Accurately record the attendance and any sessional absence of your child.
- Contact you on the first day of absence to establish the reason why your child is absent from school.
- In the case of known long-term absence, provide work for your child at home and take action to achieve the successful integration of your child on their return.

Exceptional Circumstances Leave Of Absence

Please note that from 1 September 2013, Headteachers may not grant leave of absence, during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

Parents must request an Exceptional Circumstances-Leave in Term Time Request Form, **at least two weeks** in advance, from the Attendance Officer (Mrs Severn). The Headteacher will then consider whether the request is 'exceptional circumstances' and a reply will then be sent in writing either confirming or rejecting approval.

If you take your child out of school without the school's approval, you will be issued with a letter notifying you that your child's place may be in jeopardy and the EWD (Education Welfare Department) will be informed.

If you are granted permission, and your child fails to return on the date agreed in the contract, a letter stating this will be sent giving ten days notice of the removal of your child's place at Hall Green School. The ESW Service will also be informed

If there is no response to this letter, a further letter will be sent informing you that your child no longer has a place at Hall Green School.

Spotlight on Attendance

A very important message for all parents

Hall Green Secondary School is working in partnership with parents to improve school attendance. **We would like to congratulate the many parents who make sure their children attend school regularly.**

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send your child to school regularly without good reason is a criminal offence.

Absence disrupts the education of the individual pupil and the whole class. Are you aware that children who do not attend regularly:

- do not achieve well in exams
- find it difficult to maintain friendships
- are more likely to become involved in crime
- miss out on opportunities in further education and the world of work

Absence can only be authorised by the Head Teacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006.

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration. Leave in term time will only be authorised in exceptional circumstances.

Legal action that may be taken include:

- **Issuing penalty notices:** Each parent receives a penalty notice for each child who has unauthorised absence. The penalty is £60 or £120 depending on how soon payment is made. So, if there are two parents and two children the total penalties could be up to £480. Failure to pay may result in prosecution.
- **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444(1) - court can fine each parent up to £1000 per child, order payment of prosecution costs and/or impose a Parenting Order.
- **Taking parents to court for persistent unauthorised absence:** Education Act 1996 Section 444(1A) - court can fine each parent up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

Being taken to court could result in you having a criminal record.

How does your child compare?

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
90%	19 days	4 weeks	100 lessons
80%	38 days	8 weeks	200 lessons
70%	57 days	11.5 weeks	290 lessons

Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.

If your child's level of absence is of serious concern you will receive another letter advising you about improving attendance. After this, any further unauthorised absence may result in the School and the Local Authority taking legal action.

We will improve attendance by making it clear within the school and local community that unauthorised absence is not acceptable. You will be informed of the number of penalty notices issued, prosecutions and the level of fines.

Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.

Extracts from our Positive Behaviour Policy

PHILOSOPHY

The Behaviour Management Policy at Hall Green School is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing the teacher to teach and pupils to learn.

Expectations of Students:

To adhere to the Expectations for Learning by:

- Arriving to lesson on time.
- Being fully equipped and ready to start work
- Following staff instructions immediately.
- Showing respect and co-operation to others at all times.
- Meeting homework deadlines.
- Wearing full school uniform.
- Following the Code of Conduct

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
 - To encourage their child to bring the right equipment and wear full school uniform.
 - To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy (Expectations for Learning) and the Code of Conduct.
 - To keep the school aware of any circumstances which may affect their child's learning and behaviour.
 - To maintain regular contact with the school through attendance at Parents' Meetings and as appropriate, through planners, letters, reports and telephone calls.

Summary of the Praises and Penalty System

Praises

- Pupils are awarded 5000 Praises at the start of the academic year (i.e. 5 Praises per lesson). The Praises are awarded for following the Expectations for Learning.
- Teachers can also award extra Praises for other reasons.
- Praises can also be awarded by form tutors and support staff.
- Praises are monitored by form tutors and Heads of House.
- Pupils are issued 50 Praises at the end of each term if they have a blank uniform card.
- Praise postcards and phone calls home can also be used to reward pupils' consistent achievement, effort or good behaviour.
- There is a House Achievement Assembly held at the end of each half term to celebrate pupil success.

Penalties

- Pupils are issued with Penalties when they fail to follow the Expectations for Learning.
- Pupils are issued Penalties by form tutors (not class teachers) for failure to adhere to the school's dress code and for failure to bring in their planner on a daily basis.
- Penalties can also be issued for other misdemeanours.
- Penalties are monitored by Form Tutors and Heads of House on a regular basis.

Rewards Trip

- At the end of the year, there will be a Rewards Trip for Years 7-10 and a Leavers day trip for Year 11.
- Permission to go on the trip will be dependent on your child meeting the schools expectations for learning.
- Persistent lateness, detentions for removal from lessons and exclusions will also seriously affect your child's chance of going on the trip.

SANCTIONS

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance rather than prescription. The grid works on a 5-stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

Stage	Example of incident	Consequences
STAGE 1	<ul style="list-style-type: none"> • Lateness • Forgotten equipment • Incessant chatter • Talking over the teacher • Not adhering to seating plan • Disturbing others • Calling out 	Penalty Mark 1 (Recorded by the teacher) (Verbal Warning)
STAGE 2	<ul style="list-style-type: none"> • Second failure to meet learning expectations at Stage 1 • No homework 	Penalty Mark 2 (Recorded by the teacher) (2 nd verbal warning)
STAGE 3	<ul style="list-style-type: none"> • 3 Penalty marks issued • Ignoring staff instructions • Refusal to work • Refusal to follow requests 	Penalty Mark3 (Recorded by the teacher) & Teacher Detention (20 minutes)
Stage	Example of incident	Consequences

STAGE 4	<ul style="list-style-type: none"> • Failure to attend 2 teacher detentions • Accrued more than 2 teacher detentions for same issue • Persistent attitude problems • Constant lack of work 	<p>DEPARTMENTAL DETENTION (40 minutes)</p> <p>Held centrally by HOD, with central record of pupils attending</p> <p>Parents contacted</p>
STAGE 5	<ul style="list-style-type: none"> • Abusive language (to peers or staff) • Racist remarks • Vandalism • Physical aggression to peers or staff 	<p>Referral to Pastoral Team/ SMT</p> <p>Monitoring Report</p> <p>1 hour detention</p> <p>Isolation</p> <p>Meeting with parents</p> <p>Exclusion</p>

DETENTIONS

Type	Duration	Reason	Prior notice to parents needed?	Detention carried out by:
Stage 3	20 minutes	See Consequences grid	No	Class teacher
Stage 4	40 minutes	See Consequences grid	Yes	Head of Department or Class teacher
Stage 5	60 minutes	See Consequences grid	Yes	Assistant Head teacher (Pastoral)

Late	20 minutes	Late to school or lessons.	No	Pastoral Team
Uniform/Planner	20 minutes	Failure to wear correct uniform or bring planner	No	Pastoral Team

Anti-Bullying Policy

Hall Green School is committed to providing a friendly caring, safe environment for all of its pupils. In doing so we recognise that there may be occasions when bullying does take place, but we will always take action to prevent it recurring.

We believe that everyone has the right to come to school and feel comfortable; to be able to learn and to access all permitted areas of school.

If you or someone you know is a regular victim of the following:

- Name-calling
- Play fighting
- Damage to your property
- Money or property being taken
- Being deliberately ignored or left out by friends
- Physical abuse
- People laughing at you

Don't suffer in silence – tell a member of Staff or a Peer Mentor or use the online Worry Box or SHARP System on the school website.

Disciplinary action will be decided after all evidence has been collected and reviewed by the school. Sanctions available include:

- Official warning to cease offending
- Detention
- Exclusion from certain areas of the school
- Lunchtime exclusion
- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion

Summary of Child Protection Information for Parents/Guardians

Hall Green School's first priority is the welfare of our children. At all times we are committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Please note that in the best interests of the child, certain circumstances may warrant the need for the school to contact other agencies without first notifying parents/carers. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff of the school, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability.

Hall Green School will support all children by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care and Health via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

The school's Designated Senior Person for Child Protection is Mrs P Evans (Assistant Headteacher i/c of Pastoral Care. The deputy DSP is Mrs K Harper, our Welfare and Inclusion Manager.

Year 9 English

Pupils will study English through the following topics. Each topic will finish with an assessment task which will demonstrate each pupil's understanding and progress. Year 9 is designed to prepare pupils for the challenges of GCSE and the units they cover are all on the new GCSE Curriculum.

TERM 1	
First Half Term	Second Half Term
An Inspector Calls: Pupils will begin the year by reading 'An Inspector Calls' by J B Priestley.	Writer's Viewpoints and Perspectives: Pupils will study a variety of modern and old non-fiction texts for comparison. Pupils will develop skills for English Language Paper 2 with particular focus on texts from different eras with similar topics.
TERM 2	
Third Half Term	Fourth Half Term
Romeo and Juliet: During this half term, pupils read and gain an appreciation of Shakespeare's comic play. Pupils will prepare a GCSE style Controlled Assessment on a key question.	Power and Conflict Poetry - Text: GCSE poetry anthology: Pupils will start to study the poems for the English Literature Paper 2 exam and will look at understanding and comparing themes and ideas across different texts.
TERM 3	
Fifth Half Term	Sixth Half Term
Explorations in creative reading and writing: Pupils will study a range of fiction texts and develop skills for the English Language Paper 1 exam.	Intro to Frankenstein: This unit is an introduction to the English Literature Paper 1 text Frankenstein. Students will focus on the film version to secure understanding of plot/ character/ theme and use extracts from the text to develop ideas.
Useful resources to have at home: Independent reading should continue and it is important for pupils to be exposed to a wide range of fiction and non-fiction texts, including newspaper and magazine articles. If possible, it would also be beneficial for pupils to experience seeing some live theatre, possibly at the RSC in Stratford -Upon-Avon. We also suggest purchasing the texts students will be studying, as well as any accompanying revision guides.	

YEAR 9 Mathematics

In year 9 pupils are taught in mathematics sets from 1 to 8. They have four lessons of mathematics a week. Pupils are studying for their Mathematics GCSE following the Edexcel Linear 1MA1 Course which will be examined in the summer of year 11. Pupils either study the Foundation syllabus (Grades 1-5) or the Higher syllabus (grades 4-9). The course is formally assessed at the end of year 11 with three written papers: a non-calculator paper worth $\frac{1}{3}$ and two calculator papers worth $\frac{1}{3}$ each. At the end of each unit of work pupils will do a short assessment to track their progress.

TERM 1

First Half Term	Second Half Term
Sets 1-5: Factors, multiples, surds, standard form	Sets 1-5: Rearranging equations, solving equations, sequences
Sets 6-8: Integers, decimals, factors, primes, multiples	Sets 6-8: Algebra expanding, factorising, substitution

TERM 2

Third Half Term	Fourth Half Term
Sets 1-5: Averages, data, scatter graphs	Sets 1-5: Fractions, percentages, ratio, proportion
Sets 6-8: Statistical tables, charts and graphs	Sets 6-8: Fractions, decimals, percentages, questionnaires, averages

TERM 3

Fifth Half Term	Sixth Half Term
Sets 1-5: Angles, Pythagoras, Trigonometry, Coordinates	Sets 1-5: Algebraic Graphs
Sets 6-8: Angles	Sets 6-8: Solving equations, inequalities, sequences

Useful resources to have at home: -

mymaths.co.uk

- mathswatchvle.com
- GCSE revision guides - BBC Bitesize

YEAR 9 Science

Pupils will begin studying for their Edexcel 9-1 Science GCSE through the following topics

TERM 1

First Half Term	Second Half Term
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All sets B1 – Key concepts in Biology	All sets C0 & C1 – Key concepts in Chemistry
TE RM 2	
Third Half Term	Fourth Half Term
Set 1 (Separate Science) P1 – Key concepts of Physics P2 – Forces and Motion P3 – Conservation of Energy Sets 2-7 (Combined Science) P1 – Key concepts of Physics P2 – Forces and Motion	Set 1 C2 – States of Matter Sets 2-7 P2 – Forces and Motion P3 – Conservation of Energy
TE RM 3	
Fifth Half Term	Sixth Half Term
Set 1 B2 – Cells & Control Sets 2-7 B2 – Cells & Control	Set 1 B3 - Genetics Sets 2-7 C2 – States of Matter
Useful resources to have at home: <input type="checkbox"/> http://www.bbc.co.uk/education/subjects/zrkw2hv	
YEAR 9 MFL: French Pupils will study French through the following topics.	
TERM 1	
First Half Term- Introduction	Second Half Term- Qui suis-je?
<ul style="list-style-type: none"> - Family members - Describing people - Adjectival agreement - Common verbs - Places in town - Articles and prepositions - Time phrases 	<ul style="list-style-type: none"> - Friendship - Relationships with family and friends - Reflexive verbs - Emphatic pronouns - Social arrangements - The near future tense - The perfect tense - The imperfect tense - Role models
TE RM 2	
Third Half Term- Les temps de loisirs 1	Fourth Half Term – Les temps de loisirs 2

<ul style="list-style-type: none"> - Sport and music - Technology, films and TV - Internet use - Cultural importance of sport in France - Comparative adjectives 	<ul style="list-style-type: none"> - Young people's online lives - Relative pronouns - Types of books - Reading preferences - French comic strips - Favourite types of programme and film
TERM 3	
Fifth Half Term- Jours Ordinaires	Sixth Half Term- Jours de fête
<ul style="list-style-type: none"> - Food and drink - The Partitive article - Quantities - Types of shop - Daily routine - Modal verbs - Asking questions 	<ul style="list-style-type: none"> - Food for special occasions - Use of polite language in French - Cultural importance of food in France - Family celebrations - Festivals and traditions in the French-speaking world
Useful resources to have at home: <ul style="list-style-type: none"> - Workbook used for home work and consolidation in class - available to buy from MFL department via parent pay - French-English dictionary - Access to the internet for online dictionaries and fun with languages games 	

YEAR 9 MFL: GCSE German

Pupils will begin to study German through the following topics, preparing for taking the GCSE examination at the end of Year 11.

TERM 1

First Half Term-Auf in die Schule

Second Half Term-Auf in die Schule

Theme: Current and future study and employment

- | | | |
|---|------------------------------------|--------------------------------------|
| - | School subjects and clothes | - |
| - | Discussing school rules | |
| - | Present tense | - The German school system |
| - | Adjectival endings | - Using modal verbs |
| - | Using the imperfect tense | - Understanding a literary text |
| - | Talking about your primary school | - Talking about school exchanges and |
| - | Giving opinions about what you are | trips |
| - | looking forward to in school | - Use of the future tense |
| - | - Assessment preparation | |
| - | Weihnachten | |

TERM 2

Third Half Term – Zeit für Freizeit

Fourth Half Term-Zeit für Freizeit

Theme: Identity and culture

- | | | |
|---|-------------------------------|--------------------------------|
| - | Discussing leisure activities | - Talking about sport in other |
|---|-------------------------------|--------------------------------|

-	Nouns and articles German speaking countries
-	Talking about your reading habits - Using the conditional
-	Using adverbs of frequency and - Learning about celebrations and place. festivals in German speaking
-	Expressing musical preferences countries.
-	Using gern / lieber/am liebsten. - Using a variety of tenses
-	Talking about film and television - Assessment preparations - Using plural nouns
<p style="text-align: center;">TERM 3</p> <p style="text-align: center;">Fifth Half Term –Menschliche Beziehungen Sixth Half Term- Menschliche Beziehungen</p>	
Theme: Identity and culture -	Discussing weekend activities.
-	Describing photos and discussing what - Using prepositions in the makes a good friend accusative and dative.
-	Using possessive adjectives - Comparing your life as a young child
-	Describing relationships with your life now
-	Using the dative with mit - Using modal verbs in the imperfect tense
-	Talking about different views on - Grammar consolidation and marriage translation preparation.
-	Using separable verbs in the - Summer Examination preparation. present and perfect tense

Useful resources to have at home:

- **AQA Vocabulary guide for GCSE –available through Parent Pay-home work will be set from these.**
- German/English dictionary
- Access to the internet for useful websites such as leo online / memrise / quizlet / voki as advised by class teacher.
- Stimmt text book for AQA- ISBN:978-1-292-11818-5

<p>YEAR 9 MFL: Spanish</p> <p>Pupils will study Spanish through the following topics.</p>	
TERM 1	
First Half Term	Second Half Term
<ul style="list-style-type: none"> - Holidays - Summer activities - Holiday preferences - Cultural understanding - Literary references 	<ul style="list-style-type: none"> - Barcelona - Past holidays - Booking a holiday - A disastrous holiday - Cultural understanding - Literary references

TERM 2	
Third Half Term	Fourth Half Term
<ul style="list-style-type: none"> - My school - Subjects and teachers - My new school - Cultural understanding - Literary references 	<ul style="list-style-type: none"> - School rules - Zaragoza - My clubs and successes - Cultural understanding - Literary references
TERM 3	
Fifth Half Term	Sixth Half Term
<ul style="list-style-type: none"> - My favourite apps - What's up? - Reading is a pleasure - Cultural understanding - Literary references 	<ul style="list-style-type: none"> - People's portraits - Relationships - Cultural understanding - Literary references
Useful resources to practise at home: <ul style="list-style-type: none"> - Duolingo free app - BBC bitesize website - Fun with languages website - BBC <i>Mi vida loca</i> online learning series - Dictionary - Translation and grammar workbook 	
Year 9 Information Communication Technology and Computer Science Pupils will study ICT and Computer Science through the following topics.	
TERM 1	
First Half Term	Second Half Term
Programming: Python The importance of understand sequencing for pro gramming: <ul style="list-style-type: none"> - Basic programming concepts - Variables - Conditional statements - Iteration/loops - Creating their own programs - 	
TERM 2	
Third Half Term	Fourth Half Term

Business Studies Project

A Business Challenge that includes:

- Market Research
- Competition
- The 4 p's
- Designing and pitching a innovative product
- USP and sustainability

Pupils will complete a couple of weeks on **Kudos** to help with careers advice, so pupils can make more informed choices during the options process.

TERM 3

Fifth Half Term

Sixth Half Term

Media Project: Adobe Photoshop

- Digital Editing
- Photo/image manipulation
- Touching up photos
- Creating high-quality graphics
- Industry standard

Useful resources to have at home:

- Resources in the form of videos and worksheets that have been created within the department are given to pupils to use with their class and homework. These can be found on the Moodle pages and on Class Charts
- Python 3 – Free to download
- Adobe Photoshop
- Kudos – pupils will be given a login that they can use at home through the Internet - Teach ICT website – www.teach-ict.com

Year 9 History

Pupils will study History through the following themes

TERM 1

First Half Term

Second Half Term

AOS 4

Challenges for Britain, Europe and the wider world 1901 to the present day

The First World War

(Depth study)

- What makes an event significant
- How do we find out about WWI
 - Europe before 1914
 - Main causes of war
 - Murder in Sarajevo
 - Conference to avoid war
 - Joining up & Propaganda
 - Life in Trenches
 - Battles
 - Weapons
 - Blackadder interpretation
- WWI art and poetry - Why did Germany lose

Days that Shook the World – FF
Blackadder

16 lessons

Propaganda Assessment – mini exam paper -
[Remembrance Day](#)

AOS 4

Challenges for Britain, Europe and the wider world 1901 to the present day

The Peace Settlement

The Inter-war years:- The Rise of Dictators
(Depth study)

- What happened at the Versailles Conference
 - Reactions to the Treaty
 - What is a dictatorship
 - Hitler: This is your Life
 - Why did G vote for Hitler
 - How did Hitler control G
 - Life in Nazi Germany
 - Hitler Youth

14 lessons

TERM 2	
Third Half Term	Fourth Half Term
<p>AOS 4 Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>The Holocaust (Depth study)</p> <ul style="list-style-type: none"> • How did Hitler create a racist society • How did the Nazis persecute Jews • What was the final solution • Importance of studying the holocaust • Holocaust art □ Schindler's List <p>Schindler's List Film 12 lessons Holocaust Memorial Day</p>	<p>AOS 4 Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>The Second World War and the wartime leadership of Winston Churchill (Depth study)</p> <ul style="list-style-type: none"> • Why did WWII break out • Was appeasement a mistake • Effectiveness of Blitzkrieg • Battles of WWII □ Churchill – greatest leader <p>10 lessons Greatest leader of all time Assessment – 10 marker</p>
TERM 3	
Fifth Half Term	Sixth Half Term
<p>AOS 7 Study of significant society in world history and its interconnections with other world developments</p> <p>USA in the 20th Century – <u>Overview of the Cold War</u> (Depth study)</p> <ul style="list-style-type: none"> • Capitalism vs Communism • Early events of Cold War <ul style="list-style-type: none"> • Berlin Wall and effects • What was the Nuclear Arms Race <ul style="list-style-type: none"> • Hiroshima • Was the AB justified <ul style="list-style-type: none"> • CMC <p>Days that Shook the World - Hiroshima 12 lessons</p> <p>CMC Assessment – mini exam paper</p>	<p>AOS 7 Study of significant society in world history and its interconnections with other world developments</p> <p>USA in the 20thC – <u>JFK</u> (Depth study)</p> <p>□ JFK murder investigation 4 lessons</p> <p>AOS 4 Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Terrorism in the 20thC – <u>IRA, Al Qaeda, Israel and Palestine Conflict</u> (Depth study) 10 lessons</p>
<p>Year 9 Geography</p> <p>All Year 9 pupils will start studying the new GCSE Geography (for first examination in 2018).</p> <p>Through the 'options' process later in the year they will decide whether or not they wish to continue with this GCSE course in Year 10 and 11.</p>	
TERM 1	
First Half Term	Second Half Term
<ul style="list-style-type: none"> • Physical landscapes in the UK • River characteristics • River enquiry based on the Carding Mill Valley fieldtrip 	<ul style="list-style-type: none"> • Water resource management • Water security/insecurity • Sustainable water supplies

TERM 2	
Third Half Term	Fourth Half Term
<ul style="list-style-type: none"> • The challenge of natural hazards (including earthquakes, volcanoes and tsunamis) • Causes, effects and responses to natural hazards 	<ul style="list-style-type: none"> • Tropical storms (including hurricanes, typhoons and cyclones) • Causes, effects and responses to tropical storms • Extreme weather in the UK
TERM 3	
Fifth Half Term	Sixth Half Term
<ul style="list-style-type: none"> • Characteristics of large-scale global ecosystems focusing on Tropical Rainforests • Challenges, opportunities and risks 	<ul style="list-style-type: none"> • Features and characteristics of hot deserts and polar regions • Challenges, opportunities and risks
<p>Useful resources to have at home:</p> <ul style="list-style-type: none"> - Atlas/globe/maps - Internet - Newspapers - Travel/geographical TV documentaries 	
<p>YEAR 9 Design and Technology: Product Design</p> <p>Pupils will undertake one in depth design and make assignment in Year 9. This extended study prepares them for the GCSE specification if opted for at KS4. Extended study in Year 9 also enables pupils to develop previously gained skills and work more independently.</p>	
<p>Project: Clocks and skills Focus: Product Design</p> <p>Pupils will learn how to:</p> <ul style="list-style-type: none"> - Design for a market - Research using various design sources - Design ideas and develop them - Model their ideas - Produce working drawings - Plan the manufacture - Prepare materials - Work accurately and modify accordingly - Apply a finish - Test their product - Evaluate their product 	

Useful resources to have at home:

- It would be useful to have, but not essential, Computer Aided Design software such as Publisher, google sketch up, Adobe Photoshop, 2D Design Tools and access to the internet.
- A range of drawing equipment.

You can also help your child by:

- Providing access to products that relate to a topic.
- Encouraging them to investigate design sources e.g. Memphis, Bauhaus and Art Deco.
- Discussing what influences the design of products in the home, involving your child when selecting new products for the home giving reasons for choice.

Useful websites: www.technologystudent.com www.designtech.com

Year 9 Design and Technology: Food

Pupils will undertake one project for three half terms. One cohort of pupils will begin the project in September and complete it by the half term in February at which point the ~~second cohort will repeat the process. Please make sure you find out from your child when~~ they will be starting their Food project.

Project: Food and Culture in the UK**Focus:(Designing and making food from different Cultures)**

- Pupils will gain an understanding of food poisoning, its causes and prevention. (Bacteria and contamination)
- Gain an understanding of ingredients and cooking methods used to make quality food products for different culture. □ Builds on the work they did in Year 8.
- Adapt recipes and produce their own design ideas.
- Write specifications.
- Produce detailed plans to follow in practical lessons.
- Research on cultural influences in UK
- Gain useful life skills in preparing nutritious meals from different cultures.
- Understand the importance of gaining knowledge of other cultures through research and sharing. □ Pupils will learn about diet and nutrition.
- It will teach more challenging food preparation skills and give them confidence and ideas to design your own healthy meal.

Pupils will produce a range of products including – , Muffins, Ratatouille, Pasta Bake, Spinach, Potato and Chickpea Curry, Chilli Con Carne or Spaghetti Bolognese, Savoury Rice, Sizzling Stir Fry, V lasagne and Chocolate Brownie.

This unit is devised to allow students to develop an appreciation for other cultures that have influenced modern Britain. This unit also aims to build pupils confidence and independence, offering students the opportunity to learn new skills and techniques which lead to preparing and cooking a range of main meals. During this unit students will make a variety of dishes from various cultures. These have been chosen as they demonstrate essential knife skills, act as a reminder for the safe use of the cooker and can be cooked by students easily at home for lunch or dinner. Students who are vegetarians will use an

Useful resources to have at home:

- An accurate set of scales (with food lessons only one hour it is really beneficial that pupils can weigh their ingredients at home to save time).
- It would be helpful to have basic ingredients at home e.g. Flour, margarine, eggs, caster sugar.
- We do use the computer to complete questionnaires, graphs, flowcharts and go on the internet. Access to a computer would be helpful.
- Basic equipment e.g. Pencils, pencil crayons, glues and rulers are required.

You can also help your child by:

- Encouraging your child to cook at home or simply just help out in the kitchen. They could help wash, prepare and chop ingredients. This would help to build up their confidence.
- Discussing new or unusual things you may see in the supermarket.

Ingredients and recipes are always given a week before needed – please check your child's homework diary before you go shopping.

alternative protein source, such as tofu, beans or Mycoprotein. Students are also taught the benefits of eating protein foods in correct proportions especially as growing teenagers

Year 9 Design and Technology: Fashion and Textiles

Pupils will undertake one project. One cohort of pupils will begin the project in September and complete it half way through the year at which point the second cohort will repeat the process. Please make sure you find out from your child when they will be starting their Fashion and Textile project.

Project: Cushion cover

Focus: Design and Creativity

Pupils will learn how to:

- Research independently using a range of sources.
- Illustrate and present their ideas.
- Try out alternative or new solutions and follow ideas though - Research and apply surface decorative techniques.
- Dealing positively with feedback(praise and criticism) and setbacks
- Adapt ideas as circumstances change
- Design and manufacture a product. - From conception to completion.

Useful resources to have at home:

- Resources provided by the department.
- It would be useful be not essential to have access to a sewing machine to continue with making.
- It would be useful but not essential, Computer Aided design Software such as Adobe Photoshop
- It would be useful be not essential to have access to fashion magazines.

You can also help your child by:

- Discussing relevant issues e.g. recycling, eco textiles, fairtrade - It would be useful but not essential, access to the internet - Encouraging them to investigate designers and their work .
- Providing a range of drawing equipment.
- Encourage them to design and present their ideas

YEAR 9 Art and Design

Pupils will study Art and Design through the following topics.

PROJECT 1

MY CITY PROJECT 2D

- Drawing buildings looking at the architecture and landmarks of Birmingham.
- Researching and designing city scapes in sketchbook

2D PAINT

- Using paint to create images based on my city brief and the initial work done in the drawings.
- Thinking about what defines Birmingham and makes it iconic.

PROJECT 2

INSTALLATION/ ISSUE BASED PROJECT

2D

- Working with History Department to look at issues surrounding the Holocaust and child evacuation
- Drawing still life and learning new 2D processes including emulsion image transfer and wax trapping
- Developing a narrative for visual work

3D/TEXTURES

- making suitcase using card
- clay stars and luggage tags
- distressing fabrics

Useful resources to have at home:

- collect small objects for wax trapping
- old photographs
- postage stamps

YEAR 9 Music

Below is the content of the course but there is flexibility of when each topic is covered. Your child will know which topic they are covering in each term.

TERM 1

GHOST STORY ANIMATION

Pupils use Garageband software to add music to an animation movie in order to provide atmosphere and suspense. They drag and drop sampled extracts, add sound effects and consider dynamics.

POP MUSIC AND CHORDS

Pupils will develop their keyboard skills further through exploring the use of chords and performing melodies.

CHRISTMAS MUSIC

Melody and chord performance practice on the keyboard.

TERM 2

COMPOSING A POP SONG – Melody and chords

Pupils work in pairs to create a pop song which they then produce using Garageband software.

SOLO KEYBOARD PERFORMANCE work (linked to GCSE coursework)

Melody (right hand) with chords (left hand). Pupils will choose a pop song and learn to play this to a high standard.

TERM 3

QUARTET PERFORMANCE

Pupils work in groups of four. They have a part each of about 16 bars which they need to maintain throughout the performance.

PERFORMING AS A BAND

Pupils work in groups of 3. They organise melody, bass and chord parts ready for performance.

REGGAE

Pupils learn about off-beat reggae-style chords. As a whole class we then add the melody to either '3 little birds' or 'Buffalo Soldier'.

Useful resources to have at home:

- Access to the internet
- Access to a keyboard

YEAR 9 Religious Studies Accelerated Full Course GCSE

Students studying the accelerated full course Religious Studies at 1 hour per week will examine the religion of Christianity and one other religion.

TERM 1

Unit 1 – Christian Beliefs

This unit explores:

- The Trinity
- The creation of the universe and of humanity
- The Incarnation
- The last days of Jesus' life
- The nature and significance of salvation
- Christian eschatology
- The problem of evil and suffering
- The Christian response to the problem of evil and suffering

TERM 2

Unit 2 – Matters of life and death

This unit explores:

- Christian teachings about the origins of the universe
- Christian teachings about the sanctity of life
- Christian responses to scientific theories of the universe
- The nature of abortion and Christian belief on abortion
- Christian teachings about life after death
- Christian response to non-religious arguments about life after death
- The nature of euthanasia and the Christian belief on euthanasia
- The Christian responses to the natural world

TERM 3

Unit 3 – Muslim Beliefs

This unit explores:

- The six beliefs in Sunni Islam
- The five roots of Usul ad-din
- The nature of Allah
- Risalah

Useful resources to have at home:

- BBC Programme – The Big Question.
- BBC Programme – Sunday Morning Live.
- Revision materials and textbook on the VLE.
- Encourage your son/daughter to take note of current affairs.