

Curriculum Notes Year 9



It is a pleasure to welcome you back to Cranmore, and welcome to our new pupils and families. This is an exciting time for growth at Cranmore; we are particularly excited that your son will form our first ever Year 9 cohort.

We have been very busy preparing for a full and enriching programme for your child, which offers a broad academic programme of study, but most importantly ample opportunity for your child to develop character, maturity, resilience and leadership skills. We very much look forward to supporting your sons in a crucial step in their learning journey and development, as they become well-rounded young men.

Should you have any questions, the tutor team comprises of myself, Mrs. Newton and Mrs. Ebdy. Please do not hesitate to contact us should the need arise

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English

Head of Department: Ms Newton

In Year 9 we are preparing thoroughly for the skills and knowledge required to transition to KS4 with confidence. The teaching groups will be setted, with one accelerated and two parallel.

Our overarching theme this year is Suffering and Healing and Enquiry Questions such as 'What can we learn from pain and loss?' will frame the learning. Diversity and challenge of texts is at the heart of the curriculum and pupils will be encouraged to conduct independent research of literary contexts, historical periods and literary genres to enhance their learning.

Programme of study:

- In depth Gothic novel study (The Woman in Black)
- Rhetoric and speech writing (writing rhetoric and examining speeches by a range of figures including Winston Churchill, Chimamanda Ngozi Adichie, Barak Obama and Greta Thunberg)
- Sonnets Through the Ages (from the medieval to contemporary periods, including a focus on diverse writers)
- A modern play on the theme of conflict (e.g. Kindertransport, Journey's End)
- A Shakespearean Tragedy (e.g. Romeo and Juliet, Macbeth)
- Narrative and descriptive writing

Language study will be interwoven during each unit and will emphasise clear planning; accuracy of spelling and punctuation; proofreading; developing vocabulary and improving style. A range of writing purposes will be explored, including persuasive, descriptive, explanatory and review. Pupils will write for different forms that will be assessed at GCSE, varying register and voice as appropriate.

Advanced analytical and evaluative writing forms a central part of learning this year and pupils will be expected to respond analytically to unseen extracts, textual passages and also write whole texts essays about settings, abstract themes and sophisticated comparative pieces.

Speaking and listening skills will be developed through class discussion; hot-seating; book presentations; debating and drama performance. Together with the Drama department, we will be entering the Shakespeare Verse-speaking competition in the Easter term. We will also benefit from the expertise of author visits, Shakespeare workshops, the Rotary public speaking competition and the Poetry by Heart competition.

There continues to be an expectation that all pupils will read widely throughout the course and will stretch themselves to tackle texts they find more challenging. They should talk about their reading with an adult at least once each week to discuss and extend their comprehension. Pupils will be expected to maintain a reading record.

Pupils will be assessed formatively in class every lesson via questioning, teaching marking, self and peer assessment. There is a cohort assessment each half term to monitor pupils' progress against our Mastery Assessment Objectives and pupils will have opportunities to review and correct these. There will be a further assessment at a slightly higher level in the week before the May half term.

Each week there will be two homeworks which should take approximately 30 minutes each. One may be a reading homework that relates to a library-based reading project. Pupils will have a fortnightly 30-minute library lesson where they are able to select books, discuss their reading, complete research tasks and survey the reading list.

Pupils are able to join English clubs on offer including debating, journalism and enter creative writing competitions each term

Mathematics

Head of Department: Mr Christopher Savvides

Mathematics is fundamental to many areas of our lives, and it is therefore crucial that we equip our children with the necessary skills to become confident, logical and resilient problem solvers as they embark on their journey to adulthood.

We believe that Mathematics should be engaging, challenging, practical and interactive. We make the most of Mathematics challenges and team competitions to encourage participation and ensure our children are enthusiastic and motivated mathematicians. We endeavour to utilise various methods and techniques across the curriculum and instil a love for mathematics into each child.

In Year 9, all students follow the same scheme of work for Mathematics, which is based on an enhanced National Curriculum, with a focus on problem solving, mastery and fluency.

Year 9: Programme of Study

Number: Standard form, indices, estimation, errors and bounds. Fractions and percentages, surds.

Algebra: Multiplying brackets, inequalities, graphs, simultaneous equations, formulae, algebraic fractions.

Shape, space and measure: Trigonometry, Similarity, 3D shapes, Transformations.

Data Handling: Interpreting data, Averages, Representing data

Resources

Pupils use the Essential Maths series of textbooks published by Elmwood Press. We have carefully mapped our curriculum on <https://www.drfrostmaths.com> so that pupils have access to a vast library of appropriate problems for consolidation. Pupils and teachers also use <https://www.mathspad.co.uk/> as an excellent resource to further develop understanding of topics. Our [VLE pages](#) contain lots of information, links and resources to support your son with their learning and progress.

There are a wide range of hugely impactful interactive resources available to us online and the quality of these resources have increased hugely over recent years. As a department we are constantly sharing what works best and we keep on top of innovative resources and approaches to teaching Mathematics.

In addition to our classroom provision, pupils also have access to our drop-in support session, MathsLink, which takes place on a Friday lunchtime, and our Maths Challenge club, which takes place on a Thursday after school.

Science

Head of Department: Mr Stuart Minikin

At Cranmore our aim is to develop scientists with a rigorous understanding of the subject, an enthusiasm for learning and the confidence to question, evaluate and articulate their ideas. We encourage all students to develop a love for Science, by balancing theory with practical work, placing a high value on developing the technical and analytical skills needed to investigate experimentally. We create a safe environment in which the students feel comfortable exploring their understanding and where we can add to both their knowledge and skills. We focus on developing a meticulous approach to practical investigations which are used as often as possible, to support the learning of theory. Our students enjoy Science and develop techniques that will be useful to them for the rest of their lives.

YEAR 9: Programme of Study

Biology

- Cells and Microscopy
- Cell Division and Transport
- Plant and Animal Tissues and Organs
- The Heart and Circulatory System

Chemistry

- Atoms, Elements and Compounds
- The Periodic Table
- Bonding and Properties of Matter
- Molecules and Giant Structures

Physics

- Energy Stores and Systems
- Circuit and Domestic Electricity
- Kinetic Theory
- Specific Heat Capacity

Resources & Information

Science is taught by specialist teachers and pupils will be assessed regularly, usually at the end of each topic, to support their progress. The Science Department enjoys the use of large laboratories and two prep rooms which are well provisioned for the learning of the Science curriculum. Our Science Technician ensures the preparation of the equipment for practical activities and supports the teaching staff on a daily basis. Additional resources, together with details of homework, can be found on the VLE.

Languages

Head of Department: Miss Christine Ebdy

Our philosophy as a department is to inspire and motivate the pupils by giving them a positive, lively and enjoyable experience of foreign language learning. We especially strive to acknowledge the individuality of every pupil with his unique talents. We aim to help all children to become confident on their journey of linguistic discovery, improving their own skills and developing them steadily to their own fullest potential. For this to be achieved, our pupils must naturally have a positive attitude to the subject and we see it as part of our task to foster such an attitude.

French

In French, pupils will study AQA GCSE French Higher modules 1-3. They will revise the perfect, immediate future and present regular and irregular tenses across a variety of topics. Pupils will continue to develop their reading, listening, speaking, writing and translation skills. The pupils will have access to a variety of resources and material. They will have access to www.pearsonactivelearn.com, www.languagesonline.com, and www.quizlet.com.

Year 9: Programme of Study

Topics & Vocabulary	Grammar
Family members Hair and eyes, size, age	Present tense: être Adjectives & position Adjectival agreement
Places in town	Definite and indefinite articles Prepositions Present tense: aller Time
Friendship	Present tense: irregular verbs Qui
Family relationships	Present tense: reflexive verbs Possessive adjectives: ma, mon, mes Emphatic pronouns: moi, toi, lui
Arrangements to go out	Immediate future tense Questions: qui, comment, quand, où
A night out	Perfect tense
Life when you were younger	Imperfect tense
The person you admire	Using 4 tenses
Sports and music	Present tense: faire Present tense: ER verbs
Technology, films and TV	Opinions
Sports	Present tense + depuis
Life online	Comparatives Pronoun: que
Reading preferences	Imperfect tense
Favourite TV programmes	Direct object pronouns: le, la, les
Cinema	Superlative adjectives: le/la/les plus + adjective

Food and meals	Partitive article: du, de la, de l', des Present tense: boire and prendre
Shopping for clothes	Subject and object pronouns Present tense: porter and mettre
Daily life	Present tense: pouvoir and devoir Asking questions
Food for special celebrations	Pronoun: en
Polite language	Tu and vous
Celebrations	Venir de + infinitive
Festivals and traditions	Present, perfect, immediate future and imperfect tenses

Resources & Information

The pupils will have French homework once a week. They are expected to learn vocabulary regularly and complete written and reading activities. The pupils will have regular quizzes, end of topic assessments throughout the year and an exam in May which will assess all 4 skills.

Spanish Head of Spanish: Senora Porcel-Martín

In Spanish, pupils will study AQA GCSE Spanish Higher modules 1-3. They will revise the preterit, immediate future and present regular and irregular tenses across a variety of topics and learn the imperfect tense. Pupils will continue to develop their reading, listening, speaking, writing and translation skills.

Year 9: Programme of Study

***Mi vida en el insti* (GCSE theme : Current and future study and employment)**

***Mi gente* (GCSE theme : Identity and culture)**

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***iDesconéctate!* (GCSE theme : Local, national, international and global areas of interest)**

Módulo 1 – iDesconéctate! (Local, national, international and global áreas of interest)

Módulo 1 – iDesconéctate! (Local, national, international and global áreas of interest)

Módulo 2 – Mi vida en el insti (Current and future study and employment)

Módulo 2 – Mi vida en el insti (Current and future study and employment)

Módulo2 – Mi vida en el insti (Current and future study and employment)

Revision of tenses and GCSE skills

Preparation of Speaking General questions Theme 2- holidays and

Theme 3 – School.

Grammar:

- Present tense of regular and common irregular verbs
- Radical changing verbs
- Ser and estar
- Preterit/Imperfect tense
- Adjectival agreement
- Hacer +weather
- Me gusta + infinitive.

- Reflexives verbs
- Direct/Indirect Object.
- *Interogative pronouns Qué*
- Key words for asking questions (qué/cómo/cuándo/cómo etc...)

Resources & Information

The pupils will have Spanish homework once a week. They are expected to learn vocabulary regularly and complete written and reading activities. The pupils will have regular quizzes, end of topic assessments throughout the year and an exam in May which will assess all 4 skills.

Spanish will be learnt using a range of materials, interactive games, songs, online activities, as well as reading comprehension, listening, speaking and writing activities. We encourage the use of these resources at home and in school.

In Year 9, the pupils will learn the following topics and grammar points. They will have access to www.linguascope.com, www.quizlet.com., www.kahoot.com and www.languagesonline.org www.pearsonactivelearn.com, www.conjuguemos.com .

Latin

Latin will be learnt using a range of materials, textbook (Cambridge Latin Course Book 2 & 3) and online activities, as well as reading comprehension, and writing activities. The pupils will have access to www.clc.cambridgescp.com , www.conjuguemos.com and www.languagesonline.org and www.quizlet.com. We encourage the use of these resources at home and in school.

Year 9: Programme of Study

Grammar:

- Revision of Nouns in all cases – nominative, vocative, accusative and genitive dative cases, and ablative cases (singular and plural) of 1st 3 declensions
- Revision of verbs in all tenses – present, imperfect, perfect, pluperfect.
- Irregular verbs
- Direct and indirect questions and commands introducing the Imperfect and Pluperfect Subjunctive.
- Revision of Adjectives: comparative and superlative, and agreement in gender, case and number with the nouns they describe.
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Vocabulary:

- Around 15-20 words per Stage (8 stages) which are also on the GCSE vocabulary list.
- Derivation work to make connections between Latin vocabulary and English, French and Spanish vocabulary.

Culture: Ancient Alexandria and Egypt, Roman medicine, Roman engineering and road building, Roman baths in Bath, army and military tactics.

Resources & Information

The pupils will have Latin homework once a week. They are expected to learn the vocabulary regularly in order to reinforce what has been taught in the lessons. They will also be asked to complete fun activities on Ancient culture and history. The pupils will have language progress assessments, and an exam at the end of May, assessing what has been learnt throughout the year.

Religious Education

Head of Department: Mr Christopher Pierce

Overview

Religious Education at Cranmore is a subject that enriches all pupils. It helps pupils to discover and learn more about who God is, more about who they are in themselves and more about the world in which they live. It also gives pupils a greater understanding of how we can live in community. Pupils in Year 9 will be given the groundwork in Philosophical and Ethical enquiries necessary for engaging in the meaning of life and its implications in the wider society, before moving onto starting the GCSE Religious Studies B Catholic Christianity with Judaism.

Year 9 will cover the following topics this year

- Philosophical Enquiry
- Ethical Enquiry
- Judaism Beliefs
- Judaism Practices

Each topic opens up for pupils a range of contemporary questions such as but not limited to:

- What is the meaning of life?
- Can we know truth?
- Is God the cause of everything or not?
- Is God just in the mind or a construct of society?
- What is ethics?
- What is moral?
- What does Judaism believe and teach?
- How do Jewish people worship and live?

Resources & Information

Within RE we use a range of teaching techniques and activities that enable all pupils of different learning styles to engage and succeed. Activities include essay writing, drama, debate and ICT.

Short assessments will take place in class at the end of each term and these enable the pupils to be fully prepared for the end of year assessments. Homework will be given weekly and can be found on the VLE

All topics covered in RE this year will be subject to possible changes as we await the approval of the New Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales.

History

Head of Department: Mr Rhys Cross

In Year 9 we start by briefly analysing the process of how universal suffrage was won in Britain in the 19th and early 20th century, with a particular emphasis on how women fought for the right to vote. However, our main focus for this year will be 20th century warfare in Europe. This will include the study of the following topics.

Year 9: Programme of Study

- Causes and build up to the First World War
- Trench warfare and the war at home
- The Interwar Period – Introduction to Communism and Fascism as ideological concepts
- The Second World War – Key events include Dunkirk, Battle of Britain, D-Day Invasion. A case study of a battle on the eastern front also will be incorporated

Our principal objective by the end of the teaching year will be to reach 1945, having studied both world wars in great depth. However, if time allows, we will proceed to develop a broad understanding of how the Cold War came into existence. Key topics will include Yalta and Potsdam Conferences (1945), The Iron Curtain Speech (1946), Truman Doctrine (1947) and The Marshall Plan (1948).

Resources and Information

The emphasis will be very much on the dual disciplines of essay writing and source analysis skills, as these are the skills required to succeed at GCSE History.

The students will study the same period of History covered for a portion of their GCSE course; however, Year 9 gives a detailed introduction to major conflicts and concepts, and therefore provides the student with a foundational understanding of potential GCSE topics. Whereas at GCSE level the students will select a single topic, for example, 'Nazi Germany 1919-45', and investigate the topic in greater depth. Therefore, this academic year enables them to begin their GCSE course (the following year) with a sound grasp of the topic and concepts involved. The same analytical skills learnt at Key Stage 3 History apply to the historical sources tackled at GCSE level, but the calibre of response will be expected to be higher.

The History Department is fortunate to be well provisioned. Relevant digital clips, up to date textbooks designed specifically for GCSE preparation, bespoke PowerPoints and various worksheets will all be utilised in the learning process, as well as personal devices. Information pertaining to many of the topics covered can be found on the VLE.

Geography

Head of Department: Mr Charles Doyle-Davidson

In Year 9 we start by building awareness of climate change and move on to looking at Russia in the Autumn Term. The syllabus aims to encourage pupils to use a range of geographical skills through which to develop their knowledge and understanding of the world. The focus over the course of the year will be broken into three sections.

1 - Global location – developing and consolidating a sense of place.

2 – Interpretation skills, focusing on graphs, pictures and map work.

3 - Thematic studies

- **Climate Change**
 - Understanding of what is Climate Change and its causes.
 - Impact of Climate Change
 - Possible solutions and
- **Russia**
 - Physical aspects of Russia – location, landscape and climate
 - Economy
 - Global issues – Ukraine and North Pole
- **Development**
 - Development around the world and ways of assessing.
 - How development changes through time
 - Increasing equality of development.
- **Asia**
 - Development across Asia
 - Factors impacting upon development
 - Asia's growth as an economic power house
- **Natural resources**
 - Where natural resources come from, biosphere, hydrosphere
 - Dependency on fossil fuels
- **Middle East**
 - Geography of the Middle East
 - Growth of the Middle East as an economic region
 - Importance of the Middle East

Resources and Information

The focus will be on developing both analytical skills from which to gather information and the ability to write logical concise responses making use of appropriate evidence to support their reasoned answer. The syllabus will give them a wider understanding of the world key areas and issues facing the planet. Assessment will be ongoing with regular small assessments and examination in the Spring and Summer Terms

The VLE along with their associated textbooks provide a good range of resources from which to develop their understanding. It is important to stay abreast of what is going on in the media and then apply knowledge to understand the impact of events.

Computing

Head of Department: Mr Ahmed Afana

At Cranmore, we aim to provide a high-quality digital education that equips pupils to understand and change the world through computational thinking, and provides a sense of empowerment and excitement in developing and using digital technology. With a 1:1 device program in place, we will also be enabling creativity and research opportunities in other subjects, always with a mind on using technology wisely and safely.

ICT and Computing includes these interrelated elements:

- **Computer Science (CS)** is the discipline that explains how digital systems work, how they are designed and programmed, and the fundamental principles of information and computation.
- **Information Technology (IT)** covers the purposeful creation and application of digital systems to communicate, transfer data and process information collaboratively with others.
- **Digital Literacy (DL)** is the ability to access, use, and express oneself using digital technology responsibly and safely, including a critical understanding of technology's impact on the individual and society.

ICT is important educationally. It both develops and requires logical thinking and precision. It encourages innovation, collaboration, and resourcefulness: pupils apply underlying principles to understand real-world systems, and to create purposeful and usable artefacts. This combination of principles, practice, and invention makes ICT both rigorous and creative. More broadly, it is a lens through which to understand both natural and artificial systems.

ICT has great economic and societal value. ICT provides pupils with the knowledge and skills to contribute to the digital economy, and play an active role in a world where new technologies are invented daily. ICT has the potential to make the world a better place, and understanding ICT is the key to realising that opportunity. With this in mind, the pupils at Cranmore will experience a wide range of different software building on previous years' learning.

Year 9 will cover the following topics this year

- DL: Digital Safety – being a responsible cyber citizen
- CS: Computer systems and Networks: Network infrastructure and connections
- CS: Cyber Security
- CS: Programming Techniques with Python – Phase 2
- CS: Data Science
- IT: Animations

Design & Technology

Head of Department: Mr Chris McGhee

Overview

In Design and Technology, pupils will learn about how to become effective designers. There will be an initial focus on introducing the necessary traditional sketching skills which is an important tool in any designer's kit and a key skill if looking to progress onto GCSE.

Pupils will then develop practical skills and a safe understanding of how to use the machinery available to them. Pupils will gain experience of using tools and machinery in the workshop to carry out several focused design and make tasks.

The emphasis of the course is on building independence and creativity.

Year 9: Programme of Study

- Health and Safety.
- Technical sketching and rendering techniques.
- Tool and machine confidence.
- CAD/CAM.
- 'Season' themed projects working in a variety of different materials.
- Woodworking through different projects.

It is a very exciting time for the Design and Technology department with the construction of the new, purpose-built Science and Technology building. It is our hope we will have first teaching in the new design workshop at the beginning of the spring term.

Drama

Head of Department: Mrs Hannah Hanson

Drama at Cranmore School aims to utilise the dramatic arts in providing a gateway for all pupils to enhance their academic endeavours by developing their speech, communication and social skills in a stimulating and rewarding environment. The enriching curriculum is dedicated to ensuring that all pupils can learn through and about Drama.

Year 9 Drama is an exciting, inspiring and practical course. It promotes involvement in and enjoyment of Drama, as performers and/ or designers. Pupils will work collaboratively to generate, develop and communicate ideas. They will develop independent learning skills and approaches through a range of individual and group tasks, preparing them for work at GCSE. Pupils will continue to work on exploring key practitioners', applying their approaches to practical assignments. They will be reflective and analytical drama practitioners, setting targets and challenging each other's outcomes. Pupils will become confident with their understanding of different styles of theatre and be able to demonstrate these in practical work, giving clear justification from research. Each pupil will be assessed on how they apply their performance skills and learning of the art form to produce original and thought-provoking work. The pupils will need to be aware of their target audience and justify their interpretation of texts.

Year 9 will cover the following topics this year

Creating

- Devising theatre in response to a stimulus, using influences from a practitioner or the characteristics of a genre of Drama
- Researching and developing ideas using the techniques or characteristics of the practitioner or genre
- Rehearsing, amending and refining the work in progress
- How to structure ideas, work on a theme/plot, use a range of form and style, consider language/dialogue

Performing

- Explore a variety of performance conventions
- Use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust)
- Relationships between performers and audience
- Design elements including lighting, sound, set and costume
- The physical and vocal interpretation of character.

Responding

- Analyse and evaluate either their interpretation of character/role or their realisation of design in the performances.

- Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the performance
- Analyse and evaluate their individual contribution to the performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre).

Resources & Information

In addition to the weekly lesson, we will provide opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. There is a Drama Club for Year 9 pupils, private lessons with the opportunity to take LAMDA exams and all pupils are encouraged to participate in the senior production.

MUSIC

Head of Department: Mr Richard Harris

General Overview

We aim to develop a 'love of music' at Cranmore. With your support, we will inspire the pupils to greater musical heights and encourage them to participate in one or more of the many instrumental and choral groups available to them.

Curriculum Overview

Pupils in this year group enjoy one single, hour-long lesson each week. The topics chosen for study are designed to keep all pupils engaged in Music and focus on knowledge acquisition, performance and composition.

Topics include:

- **'All That Jazz'** - an exploration of Blues and Ragtime
- **'Dance Music'** - an exploration of dance music across musical history
- **'Soundtracks'** - an exploration of film and TV Music

Pupils will be expected to read and play notation, recognise and identify the sounds of instruments and musical styles.

Performing opportunities for Year 9 musicians are plentiful here at Cranmore: Monday assembly, Action Day, Carol Service, House Music Competition, Pupil Concerts, Young Musician of the Year Competition, Soiree and the Recording Day. The choirs, orchestra, and some of the other instrumental ensembles also perform annually at the Woking and Godalming Festivals. The more capable musicians will often perform during Mass.

Resources & Information

During these practical lessons, pupils will often use the extensive range of classroom instruments and the Yamaha keyboards. They will be encouraged to use Musescore software and Noteflight software.

Assessment in this subject is based on GCSE grading, is ongoing throughout the year and is based on their success in listening tests and end of unit assignments. A pupil's instrumental and / or vocal ability / contribution will also be taken into account. As a rough guide, those pupils wishing to continue their study of Music to GCSE level in Year 10 must have reached a minimum standard of Grade 3 on their instrument by the end of this Year 9.

Art & Design

Head of Department: Mrs Felicity Sanders

Overview

The Year 9 curriculum ensures all students continue to develop the refinement of the fundamental elements of Art and Design, such as drawing and painting, in addition to building confidence to make independent creative decisions using a range of media and processes. The theme for this year is 'Mechanisms', whereby students will investigate a broad range of artists' works in both 2 and 3 dimensional form, as well as first hand observation of various mechanical constructions. Through more robust research into relevant artists, observational recording and media experimentation, students will begin to appreciate the range of assessment criteria relevant to GCSE Art and Design. Our philosophy is to provide all students with the means to unlock their creative niche and empower them to become confident artists, designers or craftsmen.

Artists' works studied:

- Eduardo Paolozzi
- Fernand Léger
- Kenneth Baskin
- Aleksandr Rodchenko
- Mark Langan
- Michael Lang
- Steampunk movement

Media processes and techniques explored:

- Acrylic paint application
- Oil pastel
- Collage
- 3D construction
- Printmaking in linoleum
- Plaster casting
- Ceramic impressions
- Embossing
- Photography
- Digital design
- Continuous line drawing/observational drawing
- Critical studies in pencil

Resources and Information:

Students can track the development of their skills through their class sketchbook and termly informal drawing exercises completed during lesson time. Homework is undertaken each week to extend their learning and will be posted when necessary on the VLE. Students can attend a Senior Art Club after school on a Monday as well as homework support one lunchtime a week. Students are strongly encouraged to visit Art Galleries to experience real Art up-close, talk about artforms and movements beyond those provided, and contribute personal artwork to the Student Gallery.

Sport

Head of Department: Mr Paul Hodgson

Overview

Within the Sport programme, we continue the ethos of the subject, which is a wide and varied programme to benefit the pastoral well-being, physical health and sporting enjoyment of all pupils. The aim is to develop the individual core skills for each sport, whilst making sure every pupil fully understands the age relevant rules and laws. Further emphasis is placed on technical and tactical awareness in Year 9, which also allows leadership skills to be developed. Pupils will learn the value of quality practice, training for specific sporting activities and how to follow a process to achieve long-term goals.

Pupils take part in the following activities:

- Football
- Athletic Development
- Rugby
- Cricket
- Tennis
- Athletics
- Squash
- Hockey
- Badminton
- Rowing (option)

Games: Tuesday and Thursday

After-school training: Wednesday

Scholarship Session: Tuesday before school

Swim Squad: Tuesday after school