



PARENT/CARERS HANDBOOK

**KEY STAGE 3 (Year 7-9)
2015/2016**

BIDEFORD COLLEGE

PARENT/CARERS GUIDE TO KEY STAGE 3

Mrs Averill Jewell is the Assistant Principal who leads Student Progress and Support at Bideford College.

Year Team	Head of Year	Home School Liaison Officer
7	Mr Fraser Marchbank	Mr Brendan Harcourt
8	Mr Warrick Gibbins	Mr Shaun McNulty
9	Mr Steve Skinner	Mrs Marilyn Trott

PROGRESS REVIEWS

In the Autumn Term a Year 7 Tutor Parents/Carers Evening is held to review student's transition into Year 7.

Subject Parents/Carers Evenings are held as follows:

Year 7	27 May 2016
Year 8	11 February 2016
Year 9	10 November 2015

Bookings are made by parents/carers online using the Parents Evening System (which is usually made available approximately 2 weeks before)

<https://bidefordcollege.parentseveningsystem.co.uk/>

Reporting is conducted each half term and are emailed to parents/carers via College communication systems.

Newsletters are posted online every term and contain up-to-date College news.

TUTOR GROUP ARRANGEMENTS

Every student is in a mixed ability tutor group for registration purposes.

In the Key Stage 3 years, students are taught in ability groups to allow teachers to plan and deliver lessons where able students are challenged and stretched, the less able students are supported and where all students can achieve their potential.

Some students who have been identified as having a particular learning need work with staff in the Learning Support Service. This can either be in the form of in-class support, small group work or individual support.

Students who are identified as being particularly able or talented within a subject area will receive differentiated work as part of the planned curriculum. A number of subject departments also provide additional tuition or suggestions for further activities to extend students' understanding and abilities.

Our more and most able students are initially identified from primary school data and then on from teacher referral. Mr Caleb Bloxham is our 'More and Most' able co-ordinator and organises extension activities for students both on and off site.

COLLEGE CODE OF CONDUCT

RIGHTS AND RESPONSIBILITIES AT BIDEFORD COLLEGE

<p style="text-align: center;">TEACHERS HAVE THE RIGHT TO TEACH</p> <ul style="list-style-type: none"> • teachers will provide a rich, varied and appropriate curriculum for all students • teachers and support staff will challenge unacceptable behaviour and celebrate our successes • students must make the 'right' choice when teachers ask you to follow an instruction 	<p style="text-align: center;">STUDENTS HAVE THE RIGHT TO LEARN</p> <ul style="list-style-type: none"> • students must stay focussed on their learning so that they are the best that they can be • students must do their best in all their learning and have a positive attitude • students must have the right equipment with them to be able to work effectively
<p style="text-align: center;">EVERYONE HAS THE RIGHT TO RESPECT</p> <ul style="list-style-type: none"> • we will treat each others in the same way as we would like to be treated • we will use good manners and respectful language to each other • we will respect the individual differences of all at Bideford College 	<p style="text-align: center;">EVERYONE HAS THE RIGHT TO BE SAFE</p> <ul style="list-style-type: none"> • bullying is unacceptable • we must always act in a safe way • many of the College rules are there to keep us safe, including rules on uniform



REWARDS

Everyone works better when the good work they do is recognised. Teachers praise enthusiasm, effort and achievement in a variety of ways; by speaking to the student in class, by writing comments on their work and by giving good marks. Recognition of achievement is open to all students of all ages and all abilities: it will reflect effort and achievement related to the students' individual ability.

To reward good effort and achievement on a particular piece of work, or over a period of time, teachers will use the College Award System. Recognition may also be earned for anything which is done that sets a new standard for the student personally, or for others to follow; for example: good conduct, helpfulness, leadership and other qualities which make a genuine contribution to College and community life.

All rewards are recorded on the school based information system (SIMS) and parents/carers are automatically notified if their child receives a merit award.

SANCTIONS

We hope that formal discipline procedures are not required, but if the informal warnings are not acted upon, students may be involved in more formal and recorded consequences to remind them of the need for better behaviour or a better attitude to their studies. These sanctions are:

- ✗ Being on report to Subject Teacher, Form Tutor, Year Head or Principal
- ✗ Being sent out of the lesson (withdrawal) to another classroom
- ✗ Lunchtime detention (students lose some of their lunch break)
- ✗ After College detention
- ✗ Principal's detention
- ✗ Fixed Period exclusion
- ✗ Permanent exclusion

The College has a detention policy.

Lunchtime Detentions

Lunchtime detentions are 25 minutes, starting at 1.20pm finishing at 1.45pm.

After College Detentions (for failure to attend a Lunchtime Detention)

Held from 3:00-3:30pm on the day that the student has failed to attend a Lunchtime detention.

Principal's Detentions

These are held on Fridays from 3:15pm onwards in order to ensure that all students clear detentions for the following week. They operate on a sliding scale:

1 detention - dismissal at 3:45pm; 2 detentions - dismissal at 4:15pm; 3 detentions - dismissal at 4:45pm; 4 detentions - dismissal at 5pm

More serious punishments, involving temporary or permanent exclusion will involve parents/carers and Governors.

We want to work closely with parents/carers in our efforts to improve the behaviour and attitudes of those students who are not making best use of their time here. Everyone has the right to work: students and teachers. Every teacher has the right to teach and every student has the right to learn.

Parents/carers are invited to contact their child's Form Tutor or Head of Year if they wish to discuss their child's progress. The Principal and members of the College Leadership Group are also available, but it is usual for the first contact to be made with the Year Head or Form Tutor.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Bideford College has a large network of computers used for the education of all containing up-to-date software.

Our intention is to increase the range of information and communication technology provision for students and remain at the forefront of this technology. This will give our students up to date information and practical experience resulting in a thorough grounding in Computing/ICT.

The network obviously utilises a range of information. To ensure proper use of the system we maintain an Acceptable Use policy which includes the following rules:

Students and parents/carers support the College in ensuring that all students act responsibly with all computer equipment and treat it with respect. Students are expected to obey the rules in the use of computer equipment.

Parents/carers permission is sought for students to access the Internet. The College will take all reasonable precautions to ensure students cannot access inappropriate materials, but cannot be held responsible for the nature or content of materials accessed through the Internet. The College is not liable for any damages arising from the use of Internet facilities.

If selected students work may be published on the College Website with parents/carers permission.

Photographs that include students may be published, with parental permission; any such media will not clearly identify individuals and full names will not be used.

USE OF THE LIBRARY

We have an extensive library which is open to all students from 8.30am every school day. We encourage students to use the library as a resource for homework and private study, as well as reading for pleasure. Library staff are always pleased to give all students, and their parents/carers, advice on the most appropriate books and reference materials. Students also have access to networked computers that they may use to assist them with their studies.



HOMework POLICY

Homework is both important and necessary. Homework done regularly throughout secondary school can be equivalent to an additional year of study!

The Student Planner is used to keep a check on what students have to do and by when it must be completed. Students should talk to their teachers and arrange when the homework will be set each week. The homework for each subject must be written in the subject space of the Student Planner. Homework is also recorded and set using "Show My Homework" which can be accessed online by students and parents/carers. Please will you support your child by checking the online "Show My Homework" portal or their student planner to see what is set every evening, and then make sure you set some quiet time aside for your child to do it before they are allowed their own relaxation time. This should be part of their regular weekly routine.

Teachers will ask their students if they understand the homework task before they leave their lesson. They will also ask the student to make sure the instructions for the homework are written in the student planner. At intervals during the school year the tutor will issue a monitoring sheet to every student in the class as a way of formally checking that homework is being done and asking for your feedback on it.

In Year 7, students should expect to do homework for about one hour per night. The subjects where there is more than one lesson a week may give a longer homework, split into two halves. Some subject areas will set longer project homework to be completed over a number of weeks.

In Year 8, students should expect to do homework for one to one and a half hours per night. The general guidance is that each subject should set one piece of homework per week. The subjects where there is more than one lesson a week may give a longer homework, split into two halves. History and Geography set homework fortnightly. Music, Drama and RE don't set weekly homework: they do longer projects at certain times of the year only.

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Young people with learning difficulties do not always follow the official homework timetable, as a more flexible approach may be necessary in these cases; these changes are discussed during the regular and routine review meetings with the College SENCO.

PERSONAL LEARNING AND THINKING SKILLS IN YEAR 7

In Year 7 we hope to improve the students learning skills and techniques. Each student will receive a booklet in which you will find 6 different sections of learning skill targets which they will gradually complete in History, Geography, Languages, RE and PSHE. It is important they keep this booklet with them at all times and that they record what they have done in it. We will be reviewing their progress at various times during the year and award a few small prizes for the best completed booklets. At the end of the booklet there is a page for them to give us some feedback on what they think about this new system. You, as parents/carers, are also welcome to add your comments as well. Below is a summary of the various target statements they are expected to meet over the course of the year.



Self Managers

As a good self-manager I will be able to:

- SM1 - Be organised
- SM2 - Go for it and finish it
- SM3 - Manage risk -
- SM4 - Manage emotions

Effective Participators

As an effective participator I will be able to:

- EP1 - Identify issues
- EP2 - Find solutions
- EP3 - Persuade others
- EP4 - Get involved

Independent Enquirers

As an independent enquirer I will be able to:

- IE1 – Explore a question
- IE2 - Evaluate evidence
- IE3 - Stay objective
- IE4 - Reach Conclusions

Team Workers

As a team worker I will be able to:

- TW1 – Take responsibility
- TW2 – Build team strengths
- TW3 – Manage the team
- TW4 – Evaluate the team

Reflective Learners

As a reflective learner I will be able to:

- RL1 – Set myself challenges
- RL2 - Plan, do and review
- RL3 – Invite feedback
- RL4 - Share learning

Creative Thinkers

As a creative thinker I will be able to:

- CT1 – Imagine new ideas
- CT2 – Make links
- CT3 – Question assumptions
- CT4 – Take creative risks

SUBJECT INFORMATION

ART AND DESIGN

YEAR 7

In Year 7, students follow the National Curriculum requirements for Art and Design. They build both their practical and critical skills. Students will experience working in two and three dimensions and may work with drawing, painting, collage, textiles, clay, papier mache etc.

Students will be issued with a sketchbook at the start of each year – should the book be lost, students would be expected to contribute towards its' replacement. Students are expected to bring pencils (2B), rubbers and pencil sharpeners to lessons, and may be asked, on occasion, to provide an old shirt or apron if their lesson will involve materials that may soil their uniform.

Students have three lessons of Art per fortnight. Two lessons are 'project' lessons where skills and ideas are developed over a more sustained period. One lesson each fortnight is a 'skills' lesson where students are taught specific skills in art and design such as different drawing techniques.

Homework

Homework will be set twice a term and will consist of an extended sketch book project that supports the class work theme. The work will be checked as it progresses and support will be given to improve the standard of work. On completion the project will be given a National Curriculum level. Students will be given a list of activities that they may use in their projects. Students will be given a list of artists each term that will help them with their projects and also guidance about the use of different art materials. All materials and resources for homework is available in the Year 8 homework folder. Students will be required to bring sketchbooks and a pencil to every Art lesson.



YEAR 8

In Year 8, students follow the National Curriculum requirements for Art and Design. They build both their practical and critical skills. Students will experience working in two and three dimensions and may work with drawing, painting, collage, textiles, clay, papier mache etc.

Students will be issued with a sketchbook at the start of each year – should the book be lost, students would be expected to contribute towards its' replacement. Students are expected to bring pencils (2B), rubbers and pencil sharpeners to lessons. Students may be asked, on occasion, to provide an old shirt or apron if their lesson will involve clay, etc.

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Homework

Homework will be set once a term and will consist of an extended sketch-book project that supports the class work theme. The themes covered in Year 8 include Still Life, Landscape and the Figure. The work will be checked as it progresses and support will be given to improve the standard of work. On completion the project will be given a National Curriculum level. Students will be given a list of artists each term that will help them with their projects and also guidance about the use of different art materials. All materials and resources for homework is available in the year 8 homework folder. Students will be required to bring sketchbooks and a pencil to every Art lesson.

YEAR 9

In Year 9, students follow the National Curriculum requirements for Art and Design. They build both their practical and critical skills. Students will experience working in two and three dimensions and may work with drawing, painting, collage, textiles, clay, papier mache etc.

Students will be issued with a sketchbook at the start of each year – should the book be lost, students would be expected to contribute towards its' replacement. Students are expected to bring pencils (2B), rubbers and pencil sharpeners to lessons. Students may be asked, on occasion, to provide an old shirt or apron if their lesson will involve clay, etc.

Students have three lessons of Art per fortnight. Two lessons are 'project' lessons where skills and ideas are developed over a more sustained period. One lesson each fortnight is a 'skills' lesson where students are taught specific skills in art and design such as different drawing techniques.

Homework

Homework will be set once a term and will consist of an extended sketch-book project that supports the class work theme. The themes covered in Year 9 include Portraits, Architecture and Multicultural Art. The work will be checked as it progresses and support will be given to improve the standard of work. On completion the project will be given a National Curriculum level. Students will be given a list of artists each term that will help them with their projects and also guidance about the use of different art materials. Students will be required to bring sketchbooks and a pencil to every Art lesson.

CAREERS EDUCATION AND GUIDANCE

At Key Stage 3 all students follow a planned programme of careers education delivered mainly but not entirely as part of the taught PSHE programme. The programme has been constructed in line with the National Framework for Careers Education and Guidance.

All Year 7 students have lessons covering self-development and career management. Students are encouraged to assess their achievements and abilities and to develop a positive self-image. They are encouraged to set goals and to make changes in response to their successes and failures. In addition to this at Progress Day students will set goals and review achievements with their form tutor.

All Year 8 students have lessons covering self-development, career exploration and career management. In addition to building on the foundation laid in Year 7, students will start to look more closely at the world of work and the opportunities and challenges it provides. During Progress Day students will review and set targets with their form tutors.

All students have lessons during which they will build on the work done in Year 8. They will also begin to look more closely at the world of work and the ways in which it is changing. Students will look at the skills that promote employability and identify and use a variety of sources of careers information. They will develop and demonstrate knowledge and understanding of the options open to them and make realistic and informed choices of options available Post 14.

CITIZENSHIP

Citizenship encourages students to play a positive part in the life of their school and community.

Citizenship is taught across the whole curriculum. It gives students the knowledge, skills and understanding to play an effective role in society. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. Citizenship also teaches students about our economy and democratic institutions and values, encourages respect for different national, religious and ethnic identities and develops students' ability to reflect on issues, take part in discussions and consider other people's views.

COMPUTING

YEAR 7

This course takes students through the National Curriculum as it applies to Computing. It is very closely matched to the scheme of work provided as part of the Key Stage 3 National Strategy for Computing. Students develop their own skills and understanding of Computing and its use and application in wider society.

Students study the following units from this scheme:

7.1 Using ICT	7.4 Introduction to Modelling	7.6 Control and Monitor
7.2 Using Data	7.5 Data Handling	7.3 Making a Leaflet

YEAR 8

Students continue their studies of Computing during two lessons over the two week timetable. They continue to follow the scheme of work provided as part of the Key Stage 3 National Strategy for Computing. Students will develop their own skills and understanding of Computing and its use and application in wider society.

Students study the following units from this scheme:

7.3 Making a Leaflet	8.1 Public Information Systems
8.2 Publishing on the Web	8.3 Information: reliability/validity/bias
8.4 Modelling and Numeric Data	



YEAR 9

Students continue their studies of Computing during two lessons over the two week timetable. They continue to follow the scheme of work complying with the requirements of the National Curriculum as it applies to ICT. Students will be given the opportunity to begin work on the OCR Nationals course; this is a Level 2 course and will give the students the opportunity to begin to learn Computing in a project based environment. Along with the necessary ICT skills base, they also develop independent working and project management skills that are applicable in a wide range of contexts.

Unit 1 — ICT skills for business

- creating and storing files using different packages including word processing, spreadsheet, database and presentation software
- communicating effectively using email
- searching the internet efficiently for information.

All coursework is assessed internally by teachers, and then moderated by an external moderator, grades are given as pass, merit or distinction.

DESIGN TECHNOLOGY

YEAR 7

All students in Year 7 follow a course in Design Technology. This is one of the foundation subjects of the National Curriculum and they will follow a series of modules where they use a variety of different materials. These are Food, Textiles, Construction and Electronics. Each subject will be taught in specialist rooms with specialist teachers. Students will also learn to use Graphical and ICT skills including CAD/CAM software and hardware within each of these areas.

The course allows students to develop their ability in both designing and making by following the Design process. This will look at research, designing, developing ideas, construction, testing and evaluation. Throughout their Design Technology lessons students will be taught design and practical skills and given an awareness of health and safety. Each subject area will produce a practical project with a supporting design folder. Students' work is assessed regularly using the different levels and sub levels of the National Curriculum.

Here are some examples of what students will be designing and making within each subject area.

Food Technology –We follow a basic skills course that will cover the use of the oven and hob and other new skills such as washing up and weighing ingredients. We will also be looking at topics such as Basic Food Hygiene and Nutrition. Students will undertake a task for the Sainsbury's 'Active Kids Get Cooking' bronze award.

Textiles Technology – Students will all design and make a wall-hanging organiser. They will cut a stencil of their chosen design and using fabric crayons print the fabric. They will then learn how to use the sewing machines and using various stitches construct their organiser.

Electronics – Students make a small electronics project such as a Keyring Light. They also produce a CAD/CAM project such as a maze which has a focus on CAD/CAM.

Construction – In Construction lessons students will design and make objects out of woods, metals and plastics. They will learn to use woodworking tools correctly and safely. This year our Year 7 students have all made a money box.

Homework

At the start of each module students will be given a Homework sheet with each of the weekly homework's for that subject. They will be given one piece of homework per week related to the topics being covered. Students will be able to find information to help them with their courses on the college website.



YEAR 8

Students in Year 8 follow a course in Design and Technology, which is one of the foundation subjects of the National Curriculum. The course is similar in structure to Year 7 where they followed a series of modules using a variety of different materials, such as Food, Textiles, Resistant Materials, and Electronics in different rooms with specialist teachers. They will build upon the skills they learnt in Year 7 and use these to produce work to a higher standard.

The course allows students to develop their ability in both designing and making. Students work is assessed regularly using the different levels and sub levels of the National Curriculum. Each student has a personal Technology Tutor who will monitor their progress and help them to set their own targets for improvement.

YEAR 9

In Year 9 students specialise and spend more time developing their skills working on a few modules. Towards the end of Year 8 students will be allowed to opt for the Year 9 modules they wish to take.

Students in Year 9 follow a course in Design and Technology, which is one of the foundation subjects of the National Curriculum. In Year 9 students specialise and spend more time developing their skills working on a few modules.

Students have the choice to opt for modules in Graphics, Food, Textiles, Product Design, Resistant materials, or Electronics. The course allows students to develop their ability in both designing and making.

During the year students will be choosing which Technology subject area they wish to study at GCSE level. In June students will begin their GCSE course in the material area of their choice. This allows students to work within the discipline they most enjoy but will also allow some students to take their exam early, at the end of Year 10.

DRAMA

Drama at Bideford College makes an important contribution to the development of thinking skills identified in the National Curriculum. These are:

- Information-processing skills, eg: sequencing and comparing
- Reasoning skills, eg: drawing inferences and making deductions
- Enquiry skills, eg: asking relevant questions and testing conclusions
- Creative thinking skills, eg: generating and extending ideas, applying imagination and looking for alternative endings
- Evaluation skills, eg: judging the value of their own and others' work

In addition, Key Stage 3 Drama lessons will involve students working creatively together and problem solving in groups of various sizes. The collaborative nature of their lessons will provide opportunities for students to develop key skills of communication, negotiation, compromise and self-assertion. Students will be challenged to develop their confidence, use of language and listening skills when adopting and exploring a range of different roles and characters, applying their imaginations and drawing on their own personal experiences. They will also develop a critical and subject-specific vocabulary through reflecting and evaluating their own and others work.

Assessment takes place regularly and is used in order to monitor the progress of students. In addition to practical class work students will also be required to complete homework as part of each topic. This will be in a range of formats from researching topics and characters, learning lines, evaluating progress as well as continuing to develop their practical work at home.



We study a number of short topics, each focusing on developing skills, knowledge and understanding. Our subject links closely to others and these are drawn out and explored eg: English, History, Media and Music.

Year 7 topics are:

- Mime
- World War 2 Evacuees
- Script work – Rats Delight
- Physical Theatre
- Shakespeare – The Tempest
- Myths & Legends – Hairy Hands
- Musicals – Oliver Twist

Year 8 topics are:

- Myths and Legends – Pandora's Box
- Melodrama
- Genre and Style eg: Horror, Crime, Comedy, News Documentary, etc
- Pantomime
- Script work – Ernie's Incredible Illucinations
- Physical Theatre
- Shakespeare – Macbeth
- Musicals – Buggy Malone

Year 9

In preparation for Key Stage 4, Year 9 students will be challenged to work more independently on projects in which they are given a range of criteria to meet rather than specific situations to explore. They will also have to work sensitively dealing with real life situations and scenarios of a more challenging nature.

We study a number of short topics, each focusing on developing skills, knowledge and understanding. Our subject links closely to others and these are drawn out and explored eg: English, History, Media and Music.

The topics we are teaching in Year 9 are:

- Real life – 'Circle of Life'
- Shakespeare – 'Romeo & Juliet'
- Stage Combat
- Myths and Legends – 'The Merchants Tale'
- Script work – 'Teachers'
- Moral Dilemmas
- Comedy
- Musical – 'Grease'

ENGLISH

Students in Key Stage 3 follow the National Curriculum for English which is taught through objectives identified in the National Strategy Framework for Teaching English. This provides continuity between Key Stages 2 and 3, and highlights progression in Key Stage 3.



Students develop their skills and abilities in reading, writing and speaking and listening as outlined below:

Reading

Research and study skills:	Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised.
Reading for meaning:	Trace the development of themes, values and ideas in texts.
Understanding the author's craft:	Analyse the overall structure of a text to identify how key ideas are developed.
Study of literary texts:	Read a substantial text, revising and refining interpretations of subject matter, style and technique.

Writing

Plan, draft and present:	Re-read work to anticipate the effect in the reader and revise style and structure, as well as accuracy.
Imagine, explore and entertain:	Develop the use of commentary and description in narrative.
Inform, explain and describe:	Explain complex ideas and information clearly.
Persuade, argue and advise:	Develop and signpost arguments in ways which make the logic clear to the reader.
Analyse, review and comment:	Weigh different viewpoints and present a balanced analysis of an event or issue.

Speaking and Listening

Speaking:	Reflect on the development of their abilities as speakers in a range of different contexts.
Listening:	Listen for specific purpose, paying sustained attention.
Group discussion and interaction:	Use talk to question, hypothesise, speculate and evaluate.

Homework

Class teachers are likely to set one long reading project every half term, along with a number of shorter tasks which will be related to the unit of work being studied.

HUMANITIES – GEOGRAPHY

YEAR 7

Students in Year 7 follow the National Curriculum, with a local focus to keep things interesting!

We study a number of short topics, each focusing on gaining skills, understanding and knowledge. We are lucky that our subject links closely to other subjects and so these links are drawn out and explored, for example links with Science College status, sustainability, cultural identities and understanding.



The topics we are teaching in year 7 are:

Topic title	What this topic is about?
What is Geography all about?	What is Geography as a subject? What parts are there to Geography?
Deserts – life without water	Desert environments
Home Region	Introducing the UK, the EU, local settlements, how we make our money in North Devon and farming
Global environments	Different parts of the world and what they are like A focus on the tropical rainforest environment
Map Skills	Important map reading skills
Wind power - Is the answer blowing in the wind?	Investigating the controversial issue of building wind farms
Water – the ultimate resource?	The water cycle - How we use our water
Where are we all?	Where people live in the world and what the reasons for this are
Rivers – making our landscape	How rivers shape our land

Homework is set once a fortnight at a convenient point in the teaching. Students will cover a range of different homework from researching, writing reports, producing leaflets, as well as more traditional tasks. Some tasks might also focus on acquiring technical language for the subject.

Assessment is used regularly in order to monitor the progress of students.

Students will use textbooks in lessons occasionally, but we produce many of our lessons from scratch to fit them with local and up to date examples. Therefore there are no books that would particularly help your child, but we do recommend that parents allow their children to read a newspaper / use the internet to find out about global events, use maps when possible and are encouraged to ask questions about why the world is like it is.

YEAR 8

Students in Year 8 follow the framework of the National Curriculum, which has seven key concepts that underpin the study of geography:

- Place
- Space
- Scale
- Interdependency
- Environmental interaction
- Changing physical and human processes
- Diversity

Students gain knowledge and understanding through a study of several topics, which include both local and global examples.

Topic title	What this topic is about?
Rich world, poor world	Life in our poorest countries, why they are poor and how we can help them.
Wet, wet, wet	Flooding!
Kenya – a place in the sun	Finding out about this popular tourist destination. What the tourists see and what they don't.
Transport – problem solved	Transport in the future. How will we reduce the problems we face?
Surfs up!	Coastal processes
Saving the coast	Sea defence schemes
Just one Italy – or two?	Surprisingly a country of many contrasts.

Students will be set homework based on the topics they are studying at that time. These might take the form of:

- Additional/preparatory research – if there are difficulties in performing these tasks, students can look in the library, or come and use department resources in breaks and lunchtimes
- Consolidation tasks
- Thinking tasks – where there is little to write but a lot to think about!
- Completion of work started in class
- Reading as a preparation for the next lesson
- Literacy based work – e.g. focused on poems, leaflets, persuasive writing, diaries etc.
- What have you learnt today? Give me 5 things you have learnt
- Recording information
- Translating information from one format to another

Students will be assessed at the end or during each topic in order to monitor progress.

Students will use textbooks in lessons occasionally, but we produce many of our lessons from scratch to fit them with local and up to date examples. Therefore there are no books that would particularly help your child, but we do recommend that parents allow their children to read a newspaper / use the internet to find out about global events, use maps when possible and are encouraged to ask questions about why the world is like it is.

YEAR 9

Students in Year 9 follow the framework of the National Curriculum, which has four main strands:

- 1 Geographical Enquiry and Skills
- 2 Place
- 3 Pattern and Process
- 4 Environmental Change and Sustainable Development

Students gain knowledge and understanding through a study of several topics, which include both local and global examples.

Topic title	What this topic is about?
Threatening earth	What earthquakes and volcanoes can do to us!
Decision Making (SDME)	Current geographical issues will be investigated and decision making skills (useful for GCSE) will be developed
Places	Different places (contrasting and similar) around the world will be investigated
Growing Old Gracefully	An ageing population - a problem facing the UK
Are we getting hotter?	The causes and impacts of the controversial issue of Global Warming
Threatening skies	Tropical storms.
A Shrinking World	Globalisation. Linking us up to the rest of the planet.
India – the next superpower	A final study of this rapidly developing nation.

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- Recording information
- Translating information from one format to another

Students will be assessed at the end or during each topic in order to monitor progress. Students will develop their geographical skills and understanding further that will enable them to achieve their end of Key Stage 3 target.

Students will use textbooks in lessons occasionally, but we produce many of our lessons from scratch to fit them with local and up to date examples. Therefore there are no books that would particularly help your child, but we do recommend that parents allow their children to read a newspaper / use the internet to find out about global events, use maps when possible and are encouraged to ask questions about why the world is like it is.

HUMANITIES – HISTORY

YEAR 7

In Year 7, students follow a programme of study that covers the necessary requirements of the Secondary Curriculum.

Students develop a chronological overview that enables them to make connections within and across different periods and societies. Students will start to understand the key concepts in order to deepen and broaden their knowledge, skills and understanding of the subject.

The topics in year 7 are:

- Maiden Castle
- Battle of Hastings
- How did William take control?
- Medieval Life
- Black Death / peasants revolt
- Thomas Becket
- King John
- The Crusades

Homework is set once a fortnight at a convenient point in the teaching. Students will cover a range of different homework from researching, writing reports, producing leaflets, as well as more traditional tasks. Some tasks might also focus on acquiring the technical skills required for the subject.

Assessment is used regularly in order to monitor the progress of students.

Students will occasionally use textbooks in their lessons such as "Think Through History" and "School History Project". We also produce many of our own resources to try and make the lessons more engaging and fun for our students.

YEAR 8

In Year 8, students gain a further understanding of the key concepts that underpin History (chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance and interpretation).

Students continue to build upon their chronological understanding and therefore developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.

The topics in year 8 are:

- Tudor Life
- Henry VIII / Tudor kings
- Elizabeth and the Spanish Armada
- Gunpowder Plot
- The Civil War
- British Empire and Slavery
- The Industrial Revolution

Homework is set once a fortnight at a convenient point in the teaching. Students will cover a range of different homework from researching, writing reports, producing leaflets, as well as more traditional tasks. Some tasks might also focus on acquiring the technical skills required for the subject.

Students are assessed regularly in order to monitor progress and achievement.

Students will occasionally use textbooks in their lessons such as 'Think Through History' and 'School History Project.' We also produce many of our own resources to try and make the lessons more engaging and fun for our students.

YEAR 9

In Year 9 students have gained many of the necessary skills and understand many of the processes that enable them to be good Historians.

Students continue to develop the skills and processes (historical enquiry, using evidence and communicating about the past) in order for them to make progress and to reach their target for the end of KS3.

The topics in year 9 are:

- Witchcraft
- Victorian life - Public health, medicine, the poor law
- Suffragettes
- World War 1
- World War 2
- Holocaust
- Atomic bomb and Cold War

Homework is set once a fortnight at a convenient point in the teaching. Students will cover a range of different homework from researching, writing reports, producing leaflets, as well as more traditional tasks. Some tasks might also focus on acquiring the technical skills required for the subject.

Students are assessed regularly in order to monitor progress and achievement.

Students will occasionally use textbooks in their lessons such as 'Think Through History' and 'School History Project.' We also produce many of our own resources to try and make the lessons more engaging and fun for our students.

MATHEMATICS

In Mathematics students are placed in sets according to their ability. The Key Stage 3 scheme of work follows the guidelines laid down by the National Strategy. There is now more emphasis on key processes that include reasoning, analysing, interpreting and evaluating and communicating and reflecting. These key processes are important, not only in maths but in transferring skills to other subjects.



Mental methods of calculation are stressed and regular opportunities are given to students to develop different skills. Students study:

- Number
- Algebra
- Shape and Space
- Calculation
- Handling Data

Investigative and practical work is encouraged at every level and students are encouraged to work both independently and collaboratively. Students need to have their own mathematical equipment for lessons including pens, pencils, ruler, protractor, compass and a scientific calculator.

MODERN FOREIGN LANGUAGES

During KS3, students will study either French, German or Spanish, and will learn the language and structures necessary to understand speak and write about themselves, their families, hobbies, College and free time. The emphasis in year 7 will be on listening and speaking. As students' progress they are issued a homework/workbook each half-term for the unit they are covering.

A dictionary is an essential piece of equipment for every student.

The average level of attainment for a Year 8 student by the end of the year is Level 4 and Level 5 by the end of Year 9.

MUSIC

Through listening, composing and performing, both individually and in groups, KS3 students are encouraged to investigate a wide range of musical styles. Following an introduction to Pulse and Beat at the start of the year, students extend their knowledge of notation in considering the practical application of 'chords'. In the Blues, chord sequences and improvisation form the foundation of a course in which students perform and compose music appropriate to this style. There is a focus on performance in the Summer Term for Shine Performance week.



In addition to practical class work sessions, students are required to undertake homework projects of a practical nature in each topic area.

Students are encouraged to draw on their understanding of musical materials and conventions. In particular, an understanding of functional chords is developed through a range of practical activities. Students are introduced to the materials of tonality and consider the effects of added-note chords. Individual and group performance skills are developed through regular performances in a diverse range of musical styles. Students are encouraged to develop an awareness and recognition of musical notations and to employ these skills in recording their own work where appropriate. Students are encouraged to employ a diverse range of technology in their work.

Each unit of work involves the practical activities of performing and composing in relation to listening and appraising either within the task or as an extension. Individual student progress is assessed at regular intervals throughout the year.

Students perform and compose in a diverse range of musical styles. The modules chosen are from a wide range of musical conventions and processes. Two contrasting modules are normally studied each term.

Students are encouraged to develop an awareness and recognition of musical notations and to employ these skills where appropriate. Computerised and electronic musical equipment may be used in addition to conventional musical instruments. Students are encouraged to employ a diverse range of technology in their work.

PSHE

PSHE stands for Personal, Social and Health Education. The Curriculum is divided into 2 main sections:

- Economic Wellbeing and Financial Capability
- Personal Wellbeing

How is PSHE taught?

Students will have a PSHE focus week each ½ term. This will be taught by tutors during tutor time, and will also include an assembly focusing on PSHE.

Students will be expected to complete the activities in their booklet, and their self-review at the end of each unit.

Students will also have some visiting speakers and theatre groups throughout the year to deliver these issues in an exciting and memorable way.

How is PSHE Assessed and Reported on?

Students' effort, behaviour and understanding will be continually assessed by tutors. They will also complete a self-reflection sheet at the end of each unit.

Tutors will report back to parents about progress in PSHE via tutor reports and phone calls home.

We hope that all students will benefit from this course, and that you will have the opportunity to discuss with your son or daughter what they are learning in College. If you have any queries about the course, please feel free to contact Ms Philippa Mackintosh, PSHE Co-ordinator.

YEAR 7

The topics covered in Year 7 are:

- Transition and Personal Development
- Healthy Lifestyles
- Our Community
- The Dangers of Smoking
- Sex and Relationship Education – Puberty
- E-safety

Students will also learn about Personal, Learning and Thinking Skills (PLTS) and Citizenship Education.

YEAR 8

Year 8 students follow a programme of study that will lead them to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safer lifestyle
- Develop good relationships and respect the differences between people

- Know and understand about becoming informing citizens.

YEAR 9

Year 9 Students complete six units of work, which cover:

- Health and Safety
- Sex Education
- Citizenship and the Law
- Drugs
- Careers and Democracy in Action

PHYSICAL EDUCATION

At Key Stage 3, the students will take courses in invasion games, striking/fielding games, net/wall games, athletics, gymnastics, dance and fitness. All students are expected to bring full Bideford College PE kit and to take part in every lesson. Safety equipment such as gum shields and shin pads are required for certain activities and students are expected to have them.

RELIGION & ETHICS

YEAR 7

During year 7, students follow the Devon Agreed Syllabus which is based on The National Framework for RE. Topics covered include:

- Belief and Concepts
- Expressions of spirituality
- Rights and Responsibilities

Each of these units focuses on Christianity and Islam as well as the students own opinions. Students are set homework every 3 weeks. This is usually a project or independent research. Some of the topics covered are very sensitive for some students. If anyone wishes to discuss these further please do not hesitate to contact Mrs Tara Davies.

YEAR 8

Religious Education aims to give students the knowledge and skills in order to respect different religious and ethnic identities. During Year 8, students follow the Devon Agreed Syllabus which is based on the National Framework for Religious Education. Topics covered include:

- Authority
- Conflict and Collaboration
- Religion and Science

Each of these units focuses on Christianity and Sikhism as well as the students own opinions. Religious Education aims to give students the knowledge and skills in order to respect different religious ethnic identities.

YEAR 9

All Year 9 students cover the Religious Education entitlement by following the Devon Agreed Syllabus. This is also incorporated as part of the first Year of the OCR GCSE Philosophy and Ethics Course. All students will complete this course in Year 10. This will be 100% exam, which will be sat in the summer of Year 10. This is a fantastic subject for students who enjoy heated discussions, and are able to express strong opinions about topical and moral issues.

Students will study the following modules;

- Religion and Human relationships
- Religion and Medical Ethics
- Religion and The Media
- Religion and Equality
- Religion, Poverty and Wealth
- Religion, Peace and justice

Philosophy and Ethics is taught by a small team of specialist staff. Some of the issues may be sensitive, if parents/carers and/or students have any concerns, please contact Mrs Tara Davies.

SCIENCE

The study of science fires student's curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. Students learn how knowledge and understanding in science are rooted in evidence. They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They also trace the development of science worldwide and recognise its cultural significance. The students learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.



The Science department follows the Exploring Science Programme of Study which provides an exciting and innovative bank of resources. New opportunities for students to carry out extended project work have been written into the new scheme of work. An emphasis is placed on practical activities and aspects of scientific enquiry are taught throughout the year. Students will be grouped according to ability.

YEAR 7

Modules taught in Year 7 are:

Biology	Chemistry	Physics
Tissues & Transplants Sex & Science Ecology Matters Classified	Acids & Alkalis Bubbles, Bangs & Burning What a Waste Material from the Earth	Energy & Sustainable Living Electrical Circuits Forces & their Effects The Solar System & Beyond

YEAR 8

The Year 8 Science course is taught in modules, each one incorporating aspects of scientific enquiry and assessed using a variety of different strategies. An emphasis is placed on practical activities and developing investigative skills. There is some setting in Year 8.

Modules taught in Year 8 are:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Food Glorious Food • Going for Gold • Doctors and Diseases • The Way of the Dodo 	<ul style="list-style-type: none"> • Water • Materials and Recycling • All that Glitters • Explaining the Earth 	<ul style="list-style-type: none"> • Heat Transfers • Forces and Transport • Light • Sound and Hearing

YEAR 9

In the autumn term of Year 9 the Science course enables students to carry out investigations using the skills they have developed in earlier years.

Modules taught in Year 9 are:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Inheritance & Selection • Fit & Healthy • Plants & Photosynthesis 	<ul style="list-style-type: none"> • Reactions of Metals • Patterns of Reactivity • Using Chemistry 	<ul style="list-style-type: none"> • Gravity & Space • Speeding Up • Moments & pressure

In January, those students taking Science at GCSE level will begin the AQA Core Science course. We have chosen to begin teaching this course early as the structure of the exams has changed enormously this year. Exams are no longer multi choice, tick the box assessments but exams with longer answers required. In order for our students to have the best possible preparation for these new style exams we will be incorporating a scientific literacy course into the programme of study, hence the need for an early start.

Students not following the GCSE path will continue with extra biology, chemistry and physics modules, a scientific enquiry module and a literacy project tailored to their needs as future BTEC students.