



Every Student Matters  
Every Moment Counts



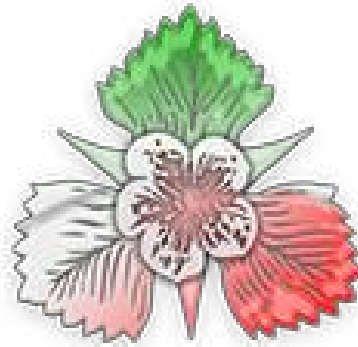
'A tree is a seed that never gave up on its dream to flourish'

Matshona Dhliwayo

**Parent Handbook  
Year 11  
Making the Most of  
Your Last Year at  
Wildern**

**Wildern School**

**Home – School  
Partnership**



**Care, Opportunity, Quality**  
**‘Every student matters, every moment  
counts’**

September 2021

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## A Message from the Headteacher

Dear Parent/Guardian,

As you are aware, at Wildern, we value our partnership with parents and we know that working together helps our young people achieve their best.

This parent handbook (whilst not definitive), is aimed at providing you with some key information that is easily accessible and to hand; rather than searching through our website. However, all information can be found on our website and/or within our members' area for parents to log into. We encourage you to use this area for support throughout the year.

To compliment this handbook and provide you with further information/learning, throughout the year we have our WINK programme for parents that will cover many aspects of school life, from the curriculum, E-Safety, Coping with exams, All things Google to dealing with teenagers and mental health and well-being to name but a few. A programme will be sent to all parents to highlight these evenings at the start of the year.

We also have the Wildern Parent INSIGHT APP which allows you to view information about your child plus to keep you up to date with all the latest news, the news section of our website, twitter feed (@wildernschool) or on instagram (@wildern\_school).

We believe that together we can ensure that our students, your children, achieve their very best and become the determined, adaptable, compassionate young people we all want them to be.

Best wishes



Ceri Oakley  
Headteacher



**“Happiness will grow if you plant the seeds of love in the garden of hope with compassion and care.”  
- Debasish Mridha**

## Pastoral

At Wildern we place our students at the heart of the school community. We believe that all students can be successful in an environment where 'every student matters, every moment counts'. Wildern is a happy school, providing an atmosphere which supports students and enables success, development of character and nurtures their well-being. Our students know that they are valued as individuals with unique needs, strengths and potential and that we truly believe that our students can be the best they can.

### **Safeguarding**

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's physical and mental health, wellbeing and development and health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

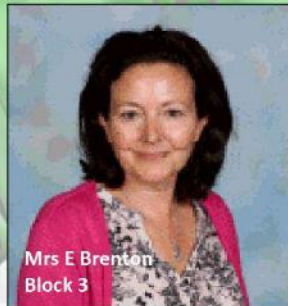
Safeguarding is everyone's responsibility. If you believe that a student within the Wildern School community is at risk, then please contact the school through our secure email address of: [safeguarding@wildern.org](mailto:safeguarding@wildern.org).



## Wildern School Designated Safeguarding Team

*We are all responsible for safeguarding...*

If you are concerned about the welfare or safety of anyone at school please report your concerns to the safeguarding team below, or by emailing [safeguarding@wildern.org](mailto:safeguarding@wildern.org)



Or call main reception on:  
**01489 783473**  
and ask for a DSL.  
[safeguarding@wildern.org](mailto:safeguarding@wildern.org)



***'Every Student Matters,  
Every Moment Counts'***

## Home – School Partnership

It is important that the school, the students and parents all work together to get the very best outcome for the young people who attend Wildern. By agreeing to the Home School Partnership, we are all committing to doing the best we can to support one another throughout a student's journey through school.



### As students we will:-

- Always try our very best in everything that we do.
- Maintain the highest standard of behaviour and respect towards all visitors and members of Wildern and the wider community.
- Follow all school rules including those on behaviour, uniform, punctuality and attendance.
- Uphold the behaviour for learning expectations listed in the student planner.
- Conduct ourselves in a manner that brings credit to us and the school on journeys to and from school, on school trips and in the local community.
- Follow the instructions of Prefects who act on behalf of the Headteacher.
- Take care of our environment.
- Always be honest and trustworthy.
- Be kind to each other.

### As Parents we will:-

- Ensure our child attends school, is punctual and will not take holidays during term time.
- Ensure our child is equipped for lessons.
- Provide an environment that encourages good self-study habits and support students with their home learning.
- Ensure our child is always dressed in uniform according to the school uniform policy.
- Work in partnership with the school in maintaining a high standard of behaviour, accepting and supporting the use of appropriate sanctions in line with the school's behaviour policy.
- Monitor our child's education by regularly checking and signing the school's student planner.
- Attend parental consultation meetings if required.
- Promptly notify the school of any changes in circumstances that may affect our child's well-being and their learning.
- Monitor my child's online activity and encourage the safe and appropriate use of electronic devices.
- Contact the school if we have any concerns and work with the school to resolve any issues.

### As staff at Wildern School we will:-

- Nurture our students' academic progress and their social and personal development.
- Encourage a strong sense of positive personal values.
- Encourage respect and empathy for others within the school and the wider community.
- Provide a safe and supportive environment in which a system of rewards and sanctions motivates and challenges students.
- Provide a broad and balanced education at the appropriate level for each individual.
- Review progress and set self-study as an integral part of the learning process.
- Provide a high level of teaching and learning within specialist areas.
- Work in partnership with parents and the wider community.
- Communicate formally and informally regarding attendance, academic and pastoral progress.
- Ensure all members of the school community embrace the notion of Rights and Respect.



## Wildern Attributes

At Wildern, we endeavor to create a culture where students believe that their qualities and talents grow through trying something, putting in effort and learning from their mistakes. This is based on developing students' growth mindset and allows them to have a belief that with time, practice and guidance, they can achieve anything they put their mind to. We do this by creating safe environments in which our students can learn without fear of failure. Our Wildern attributes encompass this wholeheartedly.

### **Reflection**

We ensure our students are aware of their strengths and areas of development. Lessons include dedicated quality reflection time for students to reflect and review their work, act on feedback and redraft work to improve upon it.



### **Determination**

Research suggests that effort is more important than talent or innate ability and so we have high expectations of all students and what they can achieve when they try. We challenge our students to be the best they can be and encourage them to take a leap of faith even if it means falling a few times. The determination we see in students who rise to these challenges find they reap the rewards and are successful in their achievements.



### **Respect**

Making mistakes is hard – students fear embarrassment, criticism, humiliation. However, a safe, secure classroom environment can ensure that students see that making mistakes are part of the learning process and from them, they can develop a better understanding. We do this through modelling and by making explicit the learning outcome from mistakes. We encourage students to respect one another for engaging in the learning process not just for achieving the correct answer.



### **Curiosity**

There is a feeling across the world that our heroes have superhuman abilities that lead them to greatness, success, stardom. However people with a growth mindset know that even heroes have to develop their curiosity, work hard and practice for their achievements. It is said that top performers practice 1,000 hours a year and to be world-class at something takes 10 years. Therefore we allow time for our students to practice their skills. This can either be distributed (spreads out study activities over time) or interleaved (mixes different kinds of problems within a single lesson). Students who are curious often seek solutions themselves, investigating and researching something and showing great independence which prepares them for the world ahead.



## Pride

Research suggests that when students are praised for what they have accomplished through effort, practice, study and persistence, they experience a sense of achievement and have the motivation to go on and take these achievements further. We encourage our students to take pride in these efforts, including in how they present their work, how they demonstrate their learning and recognising their own achievements, avoiding comparisons to those of their peers.



## Kindness

We live in a diverse community where everyone should feel welcome, included and equal. Everyone is unique and it is a combination of our differences that shape our view of the world, our perspective and our approach. In a world where the news can be dominated by acts of discrimination or violence due to someone's characteristics we must promote equality, diversity and kindness so our students grow into considerate, empathetic and caring individuals.



# Diversity

The Wildern symbol of diversity represents our beliefs that every member of our school community counts.

As set out in the Home-School Partnership we ask that students maintain the highest standard of behaviour and respect towards all members of the Wildern community and conduct themselves in a manner that brings credit to us and the school. We feel that having a sense of belonging at school can increase student emotional and physical wellbeing. This is equally as important as diversity and inclusion because all children should feel that their world is a safe place where people care about them and their needs.



To help them do this we spend time looking at and celebrating Wildern's diverse community. This is done through:

- Strong curriculum content across the school
- Student voice
- A focus group dedicated to celebrating and promoting equality and diversity
- Challenging those who aren't inclusive
- Working with agencies and charities from outside of school to support our community

Students get the opportunity to partake in activities across the school year where they are able to consider different cultures, religions, gender/sex, sexual orientation, age and disability. Whenever you see this symbol it is communicating that we are learning about, supporting or celebrating the rich and diverse Wildern community that we are so proud of.

#Itsnotok



Your children have every right to feel safe at school and it is important that all students are aware of when someone is being inappropriate towards them.

We are using the “#It’snotok” to promote awareness of what students need to be thinking about when they are facing unwanted sexual behaviours or contacts either in school or when out in the community.

Over the course of the school year we will be encouraging discussion through tutor time, assemblies and our strong RSE curriculum and will be sending the clear message to challenge unacceptable behaviour and say “it’s not ok”



# RRS



## Wildern: A Rights Respecting School

**BECAUSE EVERY CHILD IN THE WORLD HAS ONE THING IN COMMON. THEIR RIGHTS.**

A Rights Respecting School is one in which the UNCR is placed at the heart of everything that happens. It is a school in which students learn that with rights, come the elements of respect and responsibility.

It is a School in which students and staff work together as a partnership, student voice is valued and plays a crucial role. It is important for students to be a part of a Rights Respecting School so that they can be fully aware of rights issues and become empowered global citizens in the wider world.

### What does being a Rights Respecting School look like at Wildern?



**Our 'Respect' attribute**



Fairtrade



## SCHOOL UNIFORM

All students are expected to uphold the high standards of the school. This is especially applicable to uniform. It is our belief that if students are appropriately dressed for school, they are in the correct mind-set for learning and the expectations this brings.

If a student is wearing incorrect uniform they will be told to correct it for the next school day and a mark will be placed on their uniform tracker. Each time a row is completed on the tracker, a sanction is put in place. Should uniform breaches happen on a regular basis, parents will be asked to attend a meeting with the DOPA to discuss a way forward as this is seen as persistent defiance.

School uniform is available to purchase from Skoolkit at 31 Leigh Road, Eastleigh, SO50 9FF or online at [www.skoolkit.co.uk](http://www.skoolkit.co.uk).

Hair must not be shorter than Grade 2. Extreme hairstyles and hair adornment are not permitted. Hair must be natural in colour.

Tramlines, braiding and beads are not acceptable.

**Plain white shirt**, not patterned, tucked into trousers. Top buttons should be done up to allow the clip-on tie to be worn.

**Plain black regular trousers** (loose fitting on the leg, not intentionally above the ankle).

**Black socks**



Students who have long hair must tie it back during activities where personal safety requires this.

Make-up including nail varnish and false nails must not be worn in Years 7 and 8.

Clip-on school tie

**Bottle green 'V' neck sweatshirt with school logo.**

**Tartan skirt** (brought from Skoolkit)  
Skirts must be worn to the knee. They must not be rolled up at the waist.

**Plain black socks/tights.** Socks must be worn below the knee. No leggings or footless tights.

**Plain black leather shoes** with entirely black laces/velcro. (They must be business-like leather and polishable with no visible logos, other colours or contrasting soles).

**Jewellery** The only permitted items of jewellery are:

- A watch
- ONE stud in each ear lobe. (Silver or Gold).
- No other piercing is permitted in school.
- If you allow your son or daughter to have additional piercings, please arrange for these to be done at the start of the school summer holidays so that there is no need for retainers when they return to school in September. No piercings that require retainers should be undertaken at any other time of the school year, as they will not be permitted.
- The wearing of any other jewellery, including wrist bangles either by girls or boys is not permitted. The only badges that may be worn are those issued by the school.



**Summer uniform:** from May half term

There is an option to wear a summer short sleeved shirt with school logo that can be worn without a tie and sweatshirt

- If a short sleeved shirt without a logo is worn, the school tie needs to be worn
- If a sweatshirt is worn, a tie always needs to be worn

**Coats**

- Dark outdoor coat of plain, sober colour and unpatterned material is preferable. (Fluorescent strips advisable for added safety on dark evenings)
- Coats should be waterproof, hooded tops, tracksuit type jackets and other outdoor clothing of this type, particularly if emblazoned with logos/motifs or large lettering are not acceptable
- Any coats should always be worn over school jumpers, not as a replacement, and should be removed when indoors

**PE Kit**

<b>Indoor</b>	<b>Outdoor</b>
Sports trainers	Sports trainers
PE red/green/GCSE Polo top	Boots (activity dependent)
Green/red shorts	Green/red shorts
Plain, unbranded black sports leggings	Plain, unbranded black sports leggings
Plain red socks/white trainer socks	Plain red socks/white trainer socks
	- if very cold black/plain tracksuit bottoms & black/long sleeved skins can be worn underneath the PE top
	Long sleeve red/green jersey

**SWIMMING:** plain dark coloured trunks/one piece swimming costume and towel.

**KS3 DANCE:** green/red shorts and green/red Wildern polo shirt, plain black sports leggings or tracksuit bottoms

**KS4 DANCE:** black GCSE Dance T-shirt and plain black sports leggings or tracksuit bottoms

**EXAMINATION PE:** red/green PE polo shirt (optional)

Plimsolls are not acceptable footwear

All students must have sports trainers, not fashion trainers

## PROHIBITED/BANNED ITEMS

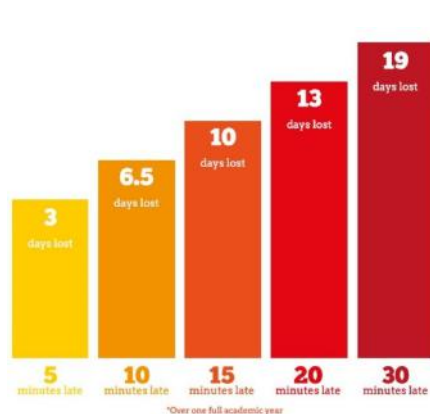
- Knives and other weapons
- Drugs (other than prescription medication that is kept with first aid by arrangement)
- Drug paraphernalia
- Aerosol sprays
- Tippex and solvents
- Chewing gum
- Energy Drinks, including Lucozade
- Cigarettes, tobacco and other smoking paraphernalia
- E Cigarettes and vaping equipment
- Students are also advised not to bring cash or valuable possessions into school, as we cannot accept responsibility for loss or damage.
- Mobile Phones, iPads, MP3 Player, headphones and AirPods should not be visible. Such equipment, if brought into school, should be kept in the students' school bag. (If such equipment is used without permission or it is seen around the school site during break times and lunch times, it will be confiscated and if a repeat offence parents or carers will be required to collect the item from reception).

## Attendance & Punctuality

Good attendance and punctuality is vital in order for your youngster to achieve their potential. It is widely acknowledged that an attendance figure should be at 95% or higher.

Research highlights:

- An attendance rate of 90% sounds good but equates to one half day absent every week for a year. It means a youngster would miss the equivalent of 4 whole weeks of a school year.
- If this rate continues for 5 years of a child's education, it means an individual would miss the equivalent of half a school year.



Punctuality is also very important. Arriving just a few minutes late to each lesson quickly amounts to missing over a day of school. Regularly being 5 minutes late to just one lesson a day is the equivalent of missing 3 days of education.

### Lost minutes = lost learning

Taking holidays during term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking holidays during term time. Any period of leave taken without notifying school or with the schools agreement will be unauthorised leave. Exceptional leave of absence will be granted on the completion of the appropriate form and at the discretion of the Headteacher.

If your child's absence becomes a concern, then we will do all we can to support you in improving their attendance. This may involve school based support but if absence continues to be a concern, we will seek the support of the local authorities legal team or other professionals such as the school nursing team.

Please report any absence due to illness via [absence@wildern.org](mailto:absence@wildern.org) or through the 'Report Absence' feature on the Insight App under attendance. Absence needs to be reported every day that a student is away from school.

## Contacting the school

We will be pleased to discuss any student's conduct or progress at any time. Parents are welcome to make contact with us as soon as any concern arises.

<b><u>Main Reception</u></b> To report absences and for all other enquiries	01489 783473 <a href="mailto:absence@wildern.org">absence@wildern.org</a>
<b><u>Student Services</u></b>	01489 779 494
<b><u>Email</u></b> All emails will be forwarded to relevant parties	<a href="mailto:wildern@wildern.org">wildern@wildern.org</a>
First Aid Room:	01489 779445
D@rt: 01489 779471	01489 779471
Leisure Centre: 01489 787128	01489 787128

### There are several possibilities:

1. If a particular subject concerns you, write via letter/email or in the student planner (your son/daughter should then show their class teacher your message) or telephone to ask for the teacher to contact you and talk over the matter when convenient.
2. If your concern is more general or one of a social matter, write/ telephone/ use student planner to ask the Tutor to contact you to arrange a time to talk the matter over.
3. You may want to email the school if you wish to communicate with the tutor or a subject teacher. You can do this by using the following address: [wildern@wildern.org](mailto:wildern@wildern.org). This email will be forwarded to the person best placed to deal with your question.
4. If you have a more serious concern or issue to raise you may like to contact Students Services who will deal with any initial concerns and then liaise with the Director of Progress and Achievement (DoPA).
5. If for any reason you wish to talk to a Senior Member of Staff, contact the school either by telephone/ email/letter and a Senior Teacher will arrange to see you as soon as possible and, in an emergency, at very short notice.
6. The Executive Headteacher/Headteacher are always pleased to meet with parents. Should you find that after contact with other staff your concern remains, please contact either. We are all concerned with helping individuals.
7. Please note that the school will always endeavour to return telephone calls or email within 24 hours, and we will respond in writing as required within five to ten working days.

# Member Login Area of School Website

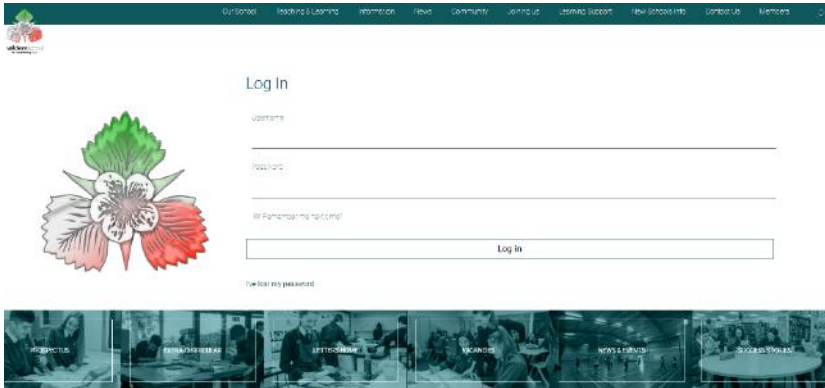
Students and Parents can login to the members' area of the school website by clicking on Member in the top right corner

Parents can login using the

Username **"parents"**

and Password **"wildern"**

Members Link 



Students can login using the

Username **"student"**

and Password **"school"**

You will then find a useful grid to link you to the resources you require. Each grid has information specifically for that year group. Year 11 parents need to click on the grid that says Year 11. Inside it will open up to show you all the resources and information to support your child in Year 11. Click back to return to the previous page or use the search bar at the top of the website to find pages you are looking for.





## Key dates

All dates are correct at the time of sending

### Term dates

#### Inset Days

Wednesday 1 September 2021  
Friday 15 October 2021  
Friday 26 November 2021 (School Closure Day)  
Monday 28 February 2022  
Friday 8 April 2022  
Monday 4 July 2022



**WAD dates** - More information about WAD is on pg 83

Week beginning 6 December 2021      WAD 1. This will include Practice Exam 2 grades

Week beginning 14 February 2022      WAD 2

#### Other key dates

7 September 2021      Year 11 Curriculum Evening (Virtual event)

13 October 2021 and 9 March 2022      Year 11 Parents' Evenings

1 - 12 November 2021      Year 11 Practice exams 2

16 December 2021      Year 11 Practice exams 2 results day

Week beginning 2 May 2022      Year 11 Reports to parents

Week beginning 9 May 2022      GCSE exams begin (TBC)

**Year 11 Leavers Date (Summer 2022)**      Parents will be contacted in the Spring term with this information.

#### WINK Dates

WINK:      How to support your child's reading - 15 September 2021  
WINK:      Careers - 2 September 2021  
WINK:      Preparing for exams - 5 October 2021 (Virtual event)  
WINK:      Love Languages - 10 November 2021  
WINK:      The Effective use of Edtech to support learning - 24 November 2021 (Virtual Event)  
WINK:      Supporting your Teenager - 1 December 2021  
WINK:      E-Safety - 9 February 2022 (Virtual event)  
WINK:      How to support your child's spelling - 2 March 2022  
WINK:      RSE - 23 March 2022

# Student Services

## Who are they?

The Student Services team are a support and intervention team who are skilled in offering staff, students and parents the support to ensure our students succeed in school.

## Why?

Their aim is to:

- Respond to any immediate concerns parents and carers may have
- Liaise with Directors of Progress and Achievement and teachers as necessary
- Follow up any concerns and keep parents/carers informed of progress
- Track and monitor attendance, punctuality
- Work with parents to help them support their children
- Provide bespoke interventions to support students in behaviour, well-being and health
- Work with staff to safeguard and support students
- Work closely with outside agencies to provide support 'beyond our walls'.

## How does Student Services work?

The team is made up of:



Mrs N Dunn  
Head of Student Services



Mrs A Chandler  
Behaviour Support Officer



Mrs E Brenton  
Behaviour Support Officer



Mrs E Millard  
Student Services Officer &  
Inclusion

They deal with enquiries and act as a liaison between the Director of Progress and Achievement (DOPA), tutors and staff e.g. a friendship issue, mental health and wellbeing, truancy concerns, and detention matters.

Incidents will always involve the DOPA, this service is to support their work and offer a first point of contact prior to their involvement should the tutor not be able to help.

Parents can telephone Student Services directly on 01489 779494 if they have any pastoral concerns.

## First Aid

It is not uncommon for some children to become unwell, or be involved in a minor accident which requires some first aid while at school. The school has a first aid room which is administered by qualified first aiders during the school day. All students are made aware of this facility and can access this if required. If a student is unable to return to lessons after visiting the first aid room, the first aider will try and make contact with parents/guardians to arrange for the student to be collected from school. If the emergency services are required, the first aider, or another member of staff in her absence will accompany the student until parents or guardians arrive.

Following the completion of a health form prior to starting at Wildern, it is essential that the school is kept informed of any changes to a student's medical circumstance so that our records remain up to date. Parents/Guardians of children with conditions that staff need to be aware of from the first day of admission e.g nut allergies, are asked to give details to the first aider to agree procedures in the case of an emergency.

If a student has medical needs that require managing in school or that are severe or complex, the first aider will contact the parents to create a Health Care Plan.

Regular vaccinations are carried out at school by the South West Hants Immunisation Team. Parents/guardians are informed of these in advance and consent forms will be sent out by email.

### Allergies

There are students and staff within Wildern School that have severe food allergies to peanuts and nuts. It is important that there is a strict avoidance in order to prevent a life-threatening allergic reaction.

To reduce the chance of this occurring we ask where practically possible, you do not send your child with peanut or nut containing products to school or on school trips. We appreciate your support with these procedures.

## E-Safety

It is essential that students' safety is paramount when using ICT. Therefore, during students ICT lessons the relevant member of staff will give presentations about internet safety, email etc.



Our system allows us to block unsolicited mail as well as filter all inappropriate sites/language. Students will be strongly reminded never to contact an unknown person via the Internet. They will not be allowed to use their email address for frivolous messages, messages which discriminate against another person on any grounds whatsoever, or those which use inappropriate language. Email will be immediately withdrawn if this happens.

Wildern is providing the use of email for the electronic transfer of information for all students between home and school. As a school we wish to encourage students to learn independently in this way.

All students regularly receive updates on the latest e-safety advice and it is also on our website [here](#).

# Wildern as a Community School

## **Students on site after hours**

Students should not be on the school site after hours unless:

- They are invited by school staff to be there
- They are attending an organised school or community event
- They are using, through paid admission, any of the school's facilities



## **Car Parking**

Please can we remind all parents that to ensure the safety and safe exit of our students, parents should wait outside of the school gate to collect their child at the end of the day as cars are not allowed on site between 2.45pm and 3.15pm.

To help alleviate any congestion we have a Partnership agreement with B&Q whereby visitors may utilise their parking facilities. Additionally, we have an agreement with Eastleigh Borough Council and Hedge End Town Council for further parking at the Turnpike Way recreation ground. Both locations are only a few minutes walk away.

## **Smoking**

The school site is a no smoking site. Smoking therefore should not take place anywhere around the site including the school field. This includes vaping and e-cigarettes.

## **Community Police Officers**

Please do not be alarmed if you see these Police Officers around the school site or outside of school, as part of the government initiative these Police Officers will be working in the community and in partnership with all schools to develop relationships with young people within the community. We regularly meet with our local policing team to ensure that we are doing all we can to support students with regard to being safe and being good role models in the community.

## **Students within the community**

We expect students to uphold our school values both to and from school, when in school uniform and when they are in the community. The school works closely with organisations and retailers locally and regularly communicates so that we can support each other when students get it wrong and celebrate when they get it right.

# QUALITY

**“Quality means doing it right when no one is looking.”  
— Henry Ford**



## The Wildern Way

Wildern School is built on the three key pillars of the Multi Academy Trust words; CARE, OPPORTUNITY and QUALITY and believes that *'Every student matters, every moment counts'*. We are a comprehensive school in the heart of our community and are very proud of the relationships we have with our students, parents and local residents. We believe passionately in quality education for all and the significant part we play in ensuring this both within our own community and beyond.

The three stated academy aims for Wildern School are:

- To enhance the opportunities and successes enjoyed by all present and future students and staff
- To develop further the school's track record of contributing to school improvement, innovation and transformation both within the school, locally within our immediate family of schools and for the wider system as a whole
- To develop further the schools wider community role and our contribution to opportunities for our stakeholders in our immediate community, particularly in the arts and sport

We take pride in our excellent record of academic success and the opportunities that we offer our students both through the curriculum and our extensive extra-curricular activities. We continue to perform well above the national average, an achievement which has been recognised by OFSTED who graded the school as Outstanding in both 2006, 2008 and again in 2012.

We strive to ensure that all students achieve their full potential through a clear focus on learning and achievement in a supportive environment. We are proud of the fact that we know every student as an individual and challenge and stimulate them regardless of ability so that they can all achieve within a happy and secure environment.

We especially value our collaboration with parents, ensuring that this partnership is to the benefit of your son or daughter.

Wildern is a successful school that is proud of its students' achievements whether they are academic, sporting, artistic or dramatic. We provide a curriculum that is both broad and balanced, and one that has received national recognition for its quality.

We are thrilled that your son/daughter is joining us and look forward to working with you over the next five years



# Our Curriculum

## Curriculum Vision

At Wildern our aim is to offer all students access to a broad, balanced, relevant and challenging curriculum, which prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables our students to:

- Develop their knowledge, skills and understanding
- Appreciate human achievement
- Gain understanding of social, economic and political issues
- Be aware of the spiritual and aesthetic dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop independence of learning fostering skills and attributes for lifelong learning
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make
- Prepare for life in Modern Britain. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths

We are committed to giving students opportunities to achieve and experience success; establish sound constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

The curriculum is seen as a 5-year journey.

## The importance of Key Stage 3

Key Stage Three (KS3) is the bridge between the knowledge and skills students have developed at Key Stage Two, and the knowledge and skills we want our students to have to prepare them for Key Stage Four. In KS3, students study a wide variety of subjects, allowing them to explore and engage with a rich quality of education across all aspects of the curriculum.

Throughout Years 7 and 8, students follow a progressive curriculum, which is built around the principles of knowledge, skills and passion. The KS3 curriculum will prepare students for the next stage in their learning journey by making them the readers, writers and thinkers we want them to be. Regular opportunities are built in for students to activate prior knowledge, whilst adding complexity, to ensure students can see how each Key Stage builds on each other; helping students to make connections between, and use the knowledge and skills previously learnt and understand how they expand on it. Each curriculum area has thoughtful, sequenced learning journeys which not only build on prior knowledge, but allows students to apply it to different contexts.

**Every Child Matters:** Challenge and curiosity throughout Key Stage three ensures the curriculum is ambitious for all. Adaptive teaching strategies and timely interventions both in and out of the classroom ensure no one is left behind. The Tutor programme, together with subject curriculums, including MSS, provide opportunities for students to develop the skills needed to be resilient, life long learners. We adopt a holistic approach, building on opportunities to develop the whole child.

**Every Opportunity Counts:** Regular opportunities to test what students know and can do through formative and summative assessment methods. Self study, and timely, effective feedback provides every student the opportunity to grow as learners, developing metacognitive skills of self regulation, and the ability to become independent, resilient learners.

The breadth of subjects studied and topics within subjects, alongside our extensive offer of extra curricular activities, including trips, strengthens students' cultural references to ensure they are able to make real connections and understand the world around them.

### **Practice**

- Students follow a 2 year Key Stage Three
- Evidence informed practice underpins planning to aid student memory, for example interleaving, low stakes quizzing
- Sequenced curriculum maps in every subject area
- Regular self study set in each subject area
- High number of evidence informed formative assessment opportunities, such as low stakes quizzing, live feedback, verbal feedback,
- Calendared exam slots for summative assessment
- Thinking hard strategies

### **Key Stage 4**

If KS3 is the bridge in our student's educational journey then KS4 is the next exciting destination on the student's travel through an ambitious and progressive learning experience. As our students begin to develop and discover new abilities and knowledge in areas that they are inherently passionate about, they are presented with opportunities to deepen their experiences and understanding of intriguing and often complex ideas. It is these complex ideas and experiences that are skillfully woven throughout the curriculum ensuring that concepts link to prior learning and build on new skills and knowledge. KS4 is the gateway to continued learning for our students and is the bedrock from which their future learning and career journeys begin.

It is within these specialist areas that students flourish and deepen their experiences by partaking in the extensive offer of extra curricular activities including international trips, which like at KS3, strengthens students' cultural references to ensure they are able to make real connections linked to the content within the GCSE specifications that they are studying.

### **Practice**

- Students follow a 3 year Key Stage Four
- Evidence informed practice underpins planning to aid student memory, for example interleaving, low stakes quizzing
- Sequenced curriculum maps in every subject area
- Regular self-study set in each subject area
- High number of evidence informed formative assessment opportunities, such as low stakes quizzing, live feedback, verbal feedback,
- Calendared exam slots for summative assessment
- Thinking hard strategies
- Study Skills Seminars
- Extra Support Programme (ESP)
- Holiday Exam Revision Sessions
- Personalised Revision Seminar

## Teaching and Learning

Teaching and Learning is what Wildern is all about; it is our primary job and is integral to the work that we do every day. Every member of staff is encouraged to be part of our Professional Learning Groups (PLG's) who research pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and enquiry.

We believe that students learn best when they:

- Enjoy their learning
- Are interested, motivated and engaged
- Achieve success and gain recognition
- Are given tasks which match their ability
- Clearly understand the learning objectives, content and expectations for lessons
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Are involved in their own learning and are encouraged to think about new ideas and ask questions
- Are encouraged to extend their classroom learning during study time at home
- Are encouraged to develop their analysis and thinking skills
- Are involved in evaluating their own and others' progress (AFL)
- Know their level of performance, understand the assessment criteria and can see themselves progressing, knowing how to improve

We know excellent teaching is achieved when:

- Students are challenged with work appropriate to their ability
- Lessons are well planned and resourced to engage all students
- Assessment for Learning is taking place including peer/self-assessment
- Teachers are seen as energetic and enthusiastic for their subject and have good subject knowledge
- Learning objectives are shared and discussed with the class at the start of the lesson
- The lesson consists of a variety of bite size activities using a range of learning styles
- Plenaries are well structured, involve the students and re-cap on the learning objectives of the lesson
- Students are supported to improve their work with formative comments
- ICT is used to enhance and enrich the quality of teaching
- The teaching style is varied and acknowledges variations in learning styles, maximising student engagement and enquiry
- Students are motivated to behave well within a consistent behaviour management framework
- Student progress is tracked, monitored and reviewed regularly
- Assessment is used to inform planning, teaching and progress
- Students are encouraged to think about their ideas and ask questions

We believe that our classrooms cultivate these ideals in order that students acquire the essential study skills, love of learning and resilience required for life after Wildern.

## Class Codes

There are 25 lessons each week. Each lesson lasts for 1 hour. In Year 11, students will study the following subjects:

<b>Subject</b>	<b>Code</b>	<b>Lessons</b>
English	En	8
Maths	Ma	8
Science	Sc	9
Physical Education	Ps	2
Moral and Social Studies	Ms	3



Pathway - four subjects each studied for 5 hours a fortnight:			
Art	Ar	History	Hi
Business Studies	Bu	Information Studies (ICT)	Is
Computer Science	Cp	Media	Me
Dance	Da	Music	Mu
Design and Technology	De	Religious Education	Re
Drama	Dr	PE (qualification course)	Pe
Food and Nutrition	Fd	Photography	Ph
French	Fr	Spanish	Sp
Geography	Ge	Travel and Tourism	Tr
German	Gm		

The School ethos is 'no bottom set' and most subjects are taught in mixed ability classes. Some subjects have higher and foundation tiers at GCSE so have broadly set groups in Year 11 (Maths and Science).

The class codes take the form of; Year, Population, Subject, Class. A Year 11 student in the N population in English class number 3 would have the class code 11NEn3. In Year 11 there are 3 populations M, N, P.





## Self-study

Criteria for the Self-study tasks and deadline must be recorded in the Student Planner. Self-Study at KS4 is set frequently with a weekly or fortnightly deadline. Tasks should take a student up to 60 minutes to complete per subject area. The emphasis should be on the quality of the response and not the amount completed. If your child has completed the task set within an hour, they should do some additional independent study for that subject to help consolidate their learning and build a deeper knowledge base ready for exams at the end of this year. Students who are in a routine of completing an hour of self-study for each subject each week are more prepared in the approach to the exam period and feel more confident.

Listed are some examples of potential self-study tasks at KS4:

- Google Quiz / Kahoot
- Vocabulary learning
- Extended reading with comprehension questions
- Quizlet
- Worksheet
- Practice papers (Self marking)

We believe that completing work outside lessons helps students in a number of ways:-

- It develops the Wildern Attributes and study habits.
- It teaches the importance of deadlines and consolidates and extends classroom learning.
- It encourages an enquiring mind.
- It affords the opportunity for enrichment.
- It ensures opportunities to practise and consolidate new skills.
- It enables students to think critically and creatively.
- The impact of Self-study on learning is consistently positive (leading to on average five months' additional progress).

## Year 11 study support

Throughout Year 11, students are encouraged to attend all support sessions offered. This includes the Extra-Support Programme (ESPs) and Holiday revision (during the Easter and May holidays).

### **Extra Support Programme (ESP)**

There will be additional after school provision arranged to support Year 11 students throughout the course of the year. Details will be published towards the end of September.

Students are also welcome to complete study in the Library after school until 5pm.

### **Easter and May Holiday Revision Programme**

There will be additional support during these holiday times for Year 11, just before their actual GCSE exams.

Provisional dates are 6th - 9th April 2021, 1st - 4th June 2021. Further details will be published later in the year.

### **Exam information**

A booklet containing key information about the exam season for Summer 2021 will be sent to all Year 11 parents in the Autumn term. This will include the exam timetable.

## How can I support my child's learning?

Discuss with your child the best time for them to study each day. There are many valuable learning experiences outside the school day that should be planned for and included when organising study time. Help your son/daughter to devise a timetable that suits his/her individual needs and check that his/her Self-study is in the schoolbag on the morning the Self-study is due. Look in their planners at their Self-study and ask:

*“Have you done this self-study?” or “What is the most urgent piece of self-study you have to do and when will you do it?”*

- Encourage your son/daughter to work in a quiet, comfortable place at a regular time each day.
- Encourage your son/daughter to see self-study as an extension of the lesson and not leave doing it until the night before it is due in.
- Check that your son/daughter has recorded the work in his/her planner.
- Discuss the work with your child; does she/he understand the task? Can she/he extend and improve his/her answers?
- Encourage your son/daughter to work to the time allocation set for each subject.
- Refer your son/daughter to Google Classroom, school library or your local library.
- Remember to write a note in the planner if your child has a genuine reason for not completing the Self-study.
- When you sign your child's planner, check that she/he is completing Self-study and meeting deadlines.
- Contact the tutor if you have any concerns about Self-study.
- Your son/daughter may receive additional work from the Learning Support department. Try to agree a regular time to help your child with these tasks.
- During exam sessions, ensure that your son/daughter has created a revision timetable that can help to plan effective revision.

Example of a Yr 11 Self-study timetable (including ESPs and some recreational activities still - it is important for students' wellbeing to have a balance of work and rest periods)

Day	Subject/activity	Subject/activity	Subject/activity
Monday	ESP	Maths	Art
Tuesday	ESP	English	Geography
Wednesday	Dance Live!	Science	Business Studies
Thursday	Geography	Business Studies	Art
Friday	Spanish	Science	Youth Club 7.00
Saturday	Seeing friends	Football 2.00	
Sunday	English	Maths	Spanish practise

Please don't be afraid to ask the school for help – we have a range of qualified staff to offer that extra emotional support, practical help or counselling. In the first instance, you should approach your child's tutor or a member of the Student Services Team, they will be more than happy to help you and your child to put things right.

If you would like specific subject support, you should contact your **child's subject teacher in the first instance.**

## Non-Examination Assessment Deadlines

In several subjects that your son/daughter is taking there will be a Non-Examination Assessment (NEA) element which will count towards the final GCSE grade. It is therefore particularly important that you support us in making sure that your son/daughter meets NEA deadlines, and is able to plan their time outside of school to include the early completion of this work.

Curriculum Teams			
English	Mrs B Rooney	Design Technology	Mr J Smith
Maths	Mr W Sleeman	Creative Arts	Mrs H Duncombe
Science	Mrs D Penney	PE	Mr B Wainwright
Languages	Mr T Russell	Communication Studies	Mrs N Anderson
Humanities	Mrs E Watson		

Information about the curriculum studied throughout Year 11 is on the following pages. There are also some suggestions for ways to enrich your child's learning at home for each subject.

# The Curriculum – Subjects

**Department:** ART

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

Students continue with their coursework from Year 10, with an increased focus on their sustained Independent Project (SIP).

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed via 4 assessment objectives that thoroughly assess a range of skills and knowledge, they complete 2 units of coursework alongside a year 11 practice and final exam in May.

**Self-study**

A range of individual tasks are set throughout the year to aid with the completion of students own coursework.

**Access to Resources**

- No textbooks are used but reference art books are available for student use in all Art rooms and LRC.

**Parental support**

- Monitor and support your child when completing self-study / coursework tasks and staying up to date with Coursework Deadlines and attending ESP's.
- Ensure your child has correct and required art equipment, including a glue stick, art shirt, basic art pack and access to photographs taken.

**Recommended Revision Guides**

- Information for coursework guidelines on Google Classroom and AQA website. [www.aqa.org.uk](http://www.aqa.org.uk).
- AQA Art and Design GCSE (Nelson Thornes) (£15.99).

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>• Da Vinci Code</li> <li>• Framed by Frank Cottrell Boyce</li> <li>• 501 Great Artists</li> <li>• The Art of the Western World</li> <li>• The Art book</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>• Simon Sharma</li> <li>• Sky Arts</li> <li>• Sky Landscape / Portrait artists of the year</li> <li>• At Eternity's Gate</li> <li>• Art!</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>• Art Galleries - there are plenty of local ones</li> <li>• Plan an art project together and spend time completing it</li> <li>• Discover a new artist or architect together and go on a walking tour</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>• Southampton City Art Gallery / Solent Showcase</li> <li>• Art house gallery and Cafe</li> <li>• City Eye / Today @ Apple</li> <li>• WSA shop and gallery / children's workshops</li> <li>• Banksy walking tour (Bristol)</li> </ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="https://pixlr.com/">https://pixlr.com/</a></li> <li>• <a href="http://Photoshop.com">Photoshop.com</a></li> <li>• <a href="http://MyFonts">MyFonts</a></li> <li>• <a href="http://ArtLex">ArtLex</a></li> <li>• <a href="http://Artcyclopedia">Artcyclopedia</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>• Join the Art Enrichment Google Classroom</li> <li>• Art / photography competitions / Inter school competitions</li> </ul>





wildernschool

# ART

department



## Art & Photography Learning Journey

A04

A03

A02

A01

HERE

Your Future starts



wildernschool

**Department:** BUSINESS STUDIES

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

GCSE Business Studies enables students to understand more about the business world, develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified and evaluative decisions. Year 11 sees the completion of Theme 2 and in turn, the specification. Targeted revision of the curriculum can then take place, which covers both themes.

**Exam Board:** Edexcel

**How students will be assessed**

GCSE Business Studies consists of two externally-examined papers that are 50% of the qualification each. In Year 11 the following topics are studied, each being assessed by it's own assessment after being taught.

Theme 2: Building a business

- Making operational decisions
- Making financial decisions
- Making human resource decisions

In addition, a Y11 Practice exam will take place, consisting of past papers from both Themes 1 and 2 in full.

**Self-study**

Revision forms the basis of Year 11 self-study. This begins with multiple mini assessments for each topic, the results of which lead to bespoke revision activities for the individuals for the second half of the year.

**Access to Resources**

- Textbooks are available as a research resource in the main business room & on Google Classroom.

**Parental support**

Introduce as many opportunities as possible to discuss businesses locally or nationally. It is advantageous if students could experience business opportunities first hand through independent parental experience and support. Ensuring independent study is completed on time and to a high level of quality is also essential.

**Recommended Revision Guides**

- CGP New GCSE Edexcel Business Revision Guide.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Things Fall Apart by Chinua Achebe, 1958</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● The Founder, 2016</li><li>● <a href="#">Theme 1 Revision</a></li><li>● <a href="#">Theme 2 Revision</a></li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● The Museum of Brands, Packaging &amp; Advertising</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Visit to Hedge End village - Local shops and businesses</li><li>● St Mary's Stadium Tour</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://www.businessbattle.co.uk/join">www.businessbattle.co.uk/join</a></li><li>● <a href="http://www.senecalearning.com/">www.senecalearning.com/</a></li><li>● <a href="http://www.gojimo.com">www.gojimo.com</a></li><li>● <a href="http://eRevision.uk">eRevision.uk</a></li><li>● <a href="http://www.bbc.co.uk/bitesize/examspecs/z98snbk">www.bbc.co.uk/bitesize/examspecs/z98snbk</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● The subject directly prepares students for the world of work, referencing planning of businesses or human resources which will enable students to understand how to behave in industry.</li></ul>



# Business Studies Learning Journey

**Curriculum intent:** The aim of the Business Studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.



**Exam & Post - 16 Destination**

**Justify - 9 Marks**

You will be given two choices/options. You can access full marks by just talking about one choice but to access top marks your answer must be balanced, have application and a conclusion.

Use business context and 5 linked strands of development:  
1<sup>st</sup> paragraph: give a judgement, e.g. advantages and 2 reasons why.  
2<sup>nd</sup> paragraph: give an opposing judgement to the chosen option (not of the other option) e.g. disadvantages and 2 reasons why.  
3<sup>rd</sup> paragraph: conclusion but... it depends on...

**Discuss - 6 Marks**

5 linked strands of development  
Can provide one or two impacts/benefits/reasons/drawbacks and then 5 linked strands of development in total (e.g. 3 strands for one impact and 2 strands for the other).  
Does not require any evaluation.

**Explain - 3 Marks**

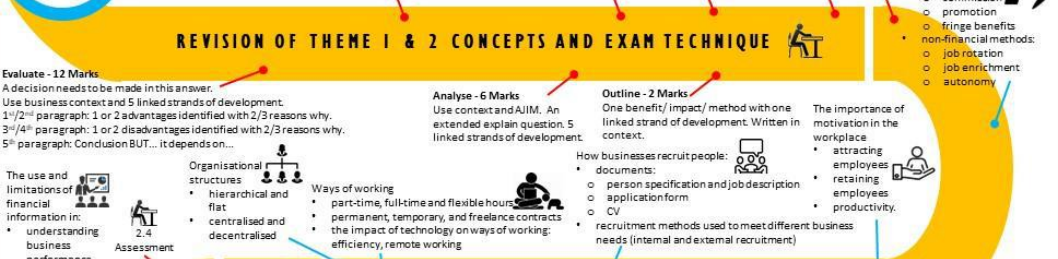
ONE benefit/impact/method and then two linked strands of development. Non-context.

**Calculate - 2 Marks**

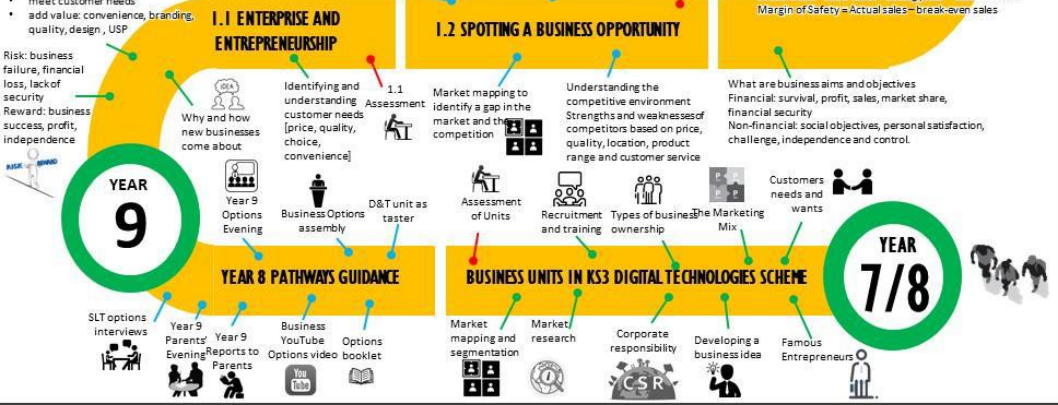
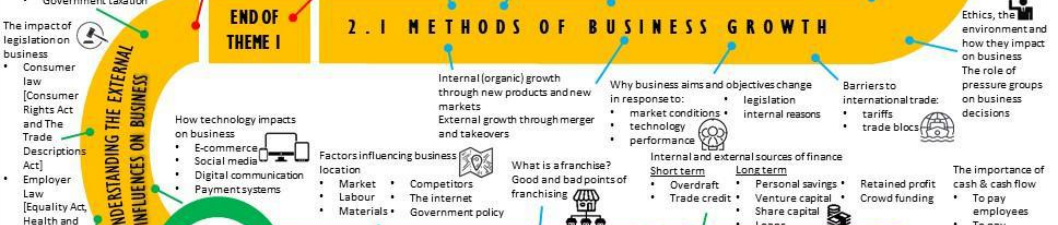
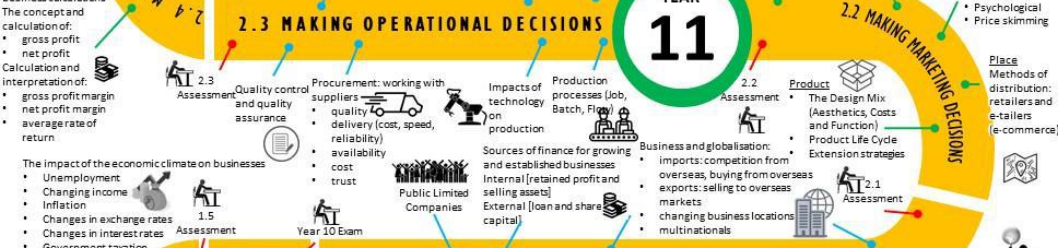
No marks for formula. Formula are not given, you must learn them. If a decimal answer, round to 2 decimal places if needed.

2.5 Assessment

- How businesses motivate employees:
- financial methods:
    - remuneration
    - bonus
    - commission
    - promotion
    - fringe benefits
  - non-financial methods:
    - job rotation
    - job enrichment
    - autonomy



**YEAR 11 MOCKS** **2.5 MAKING HUMAN RESOURCE DECISIONS**



**EVERY STUDENT MATTERS, EVERY MOMENT COUNTS**



**Department:** COMPUTER SCIENCE

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

Students in Year 11 will learn that computers take many forms from embedded microprocessors to distributed clouds. Students will understand the key principles behind the organisation and of computer networks and become aware of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

**Exam Board:** Edexcel

**How students will be assessed**

GCSE Computer Science consists of two externally-examined assessment pieces, each worth 50% of the qualification, one theory and one practical. Both of these pieces are completed at the end of Year 11. Throughout Year 11 students will be assessed on their theory knowledge using exam style question mini assessments designed to mimic the exam experience on a smaller scale. Students' practical programming skills will be assessed at the end of a teaching unit. In-class past papers will be used to recreate the exam experience.

**Self-study**

Students will be assigned weekly self-study activities that are focused on the learning that takes place in lesson time. These activities will vary between extended learning, research, reading or over learning. In the spring term, self-study is focused on bespoke revision tasks, tailored to individual student needs.

**Access to Resources**

- Resources made from specification available on Google Classroom.

**Parental support**

- Support students in completing self-study tasks so that lesson time is utilised to its fullest potential.
- Engage in discussions around the themes studied in computer science and the wider world.

**Recommended Revision Guides**

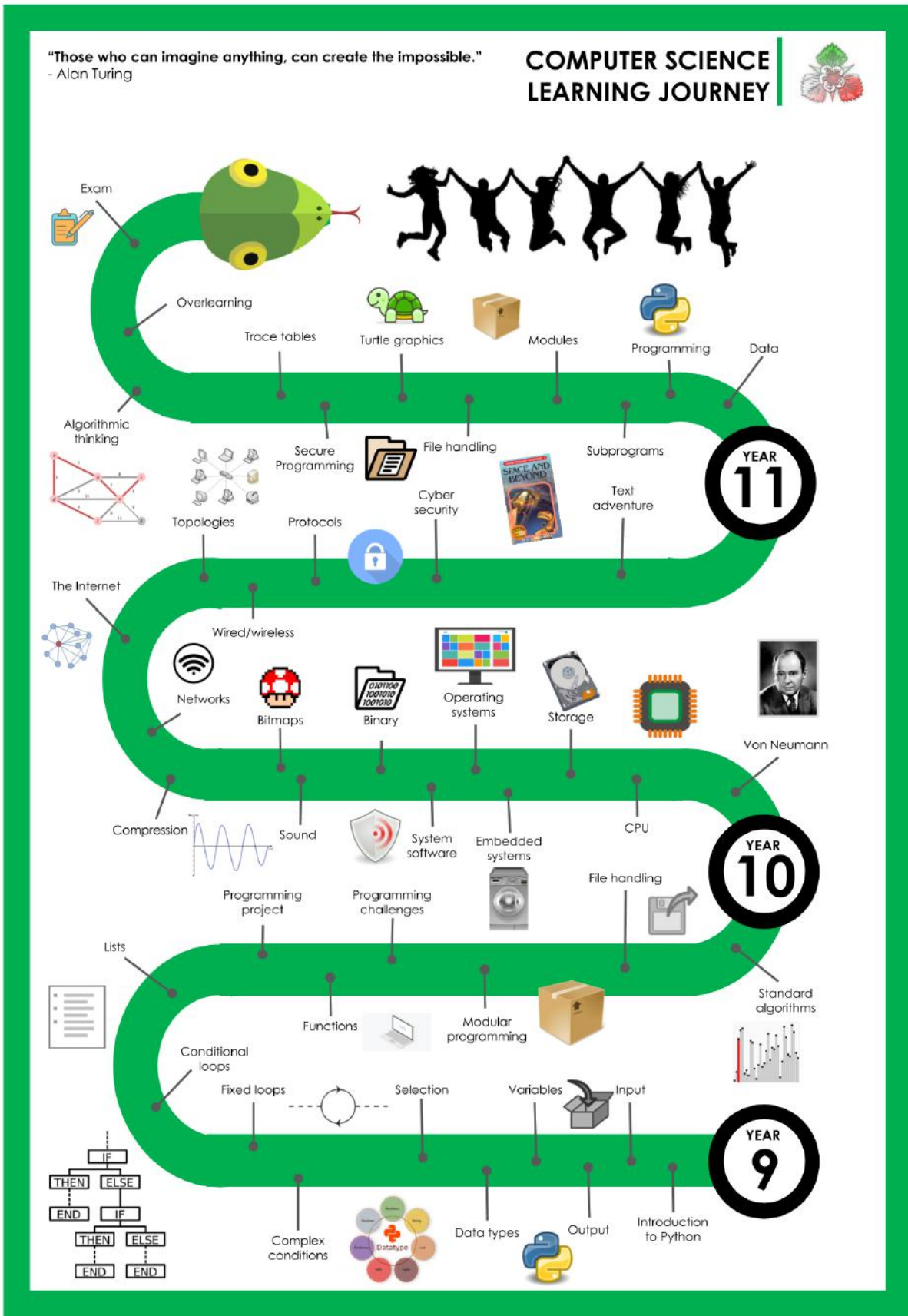
- Edexcel GCSE (9-1) Computer Science Student Book (£19.99).
- Revise Edexcel GCSE (9-1) Computer Science Revision Workbook (£5.99).

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Microserfs <i>Douglas Coupland</i></li><li>● Neuromancer <i>William Gibson</i></li><li>● Coding Club Python Basics Level 1 <i>Chris Roffey</i></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● <b>Fiction:</b> The Circle, Devs</li><li>● <b>Documentary:</b> Lo and Behold: Reveries of the Connected World</li><li>● <b>Historical:</b> The Imitation Game, The Social Network</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Visit a Google data centre virtually here: <a href="http://www.google.co.uk/about/datacenters/inside/streetview/">www.google.co.uk/about/datacenters/inside/streetview/</a></li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● IBM <i>Hursley</i></li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://idea.org.uk/">idea.org.uk/</a></li><li>● <a href="http://grasshopper.codes/">grasshopper.codes/</a></li><li>● <a href="http://snakify.org/">snakify.org/</a></li><li>● <a href="http://www.khanacademy.org/">www.khanacademy.org/</a></li><li>● <a href="http://projects.raspberrypi.org/en/codeclub">projects.raspberrypi.org/en/codeclub</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Perse Coding Team Challenge</li></ul>

"Those who can imagine anything, can create the impossible."  
- Alan Turing

# COMPUTER SCIENCE LEARNING JOURNEY



**Department:** DANCE

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

This final year will transfer all of the knowledge gained in Year 1 and 2 into the final GCSE coursework and examinations. Students will study: Component 1: Performance and Choreography Performance – 30%  
Choreography – 30% Component 2: Dance appreciation Written examination: 1 hour 30 minutes – 40%

**Exam Board:** AQA

**How students will be assessed**

**NEA completed this year:** Physical skills, Choreographic skills, analytical skills, Performance skills

- Solo performance – 15%
- Duet/trio performance – 15%
- Group Choreography – 30%

**Self-study**

Theoretical self study in Year 11 is set fortnightly to support the learning in theory lessons. This will include practice exam 6 and 12 mark extended writing tasks. Students will also be required to use additional time at lunch time or afterschool to conduct rehearsals to support the practical element of the course.

**Access to Resources**

- A revision Guide is available to purchase through the Finance Department (£1.20).

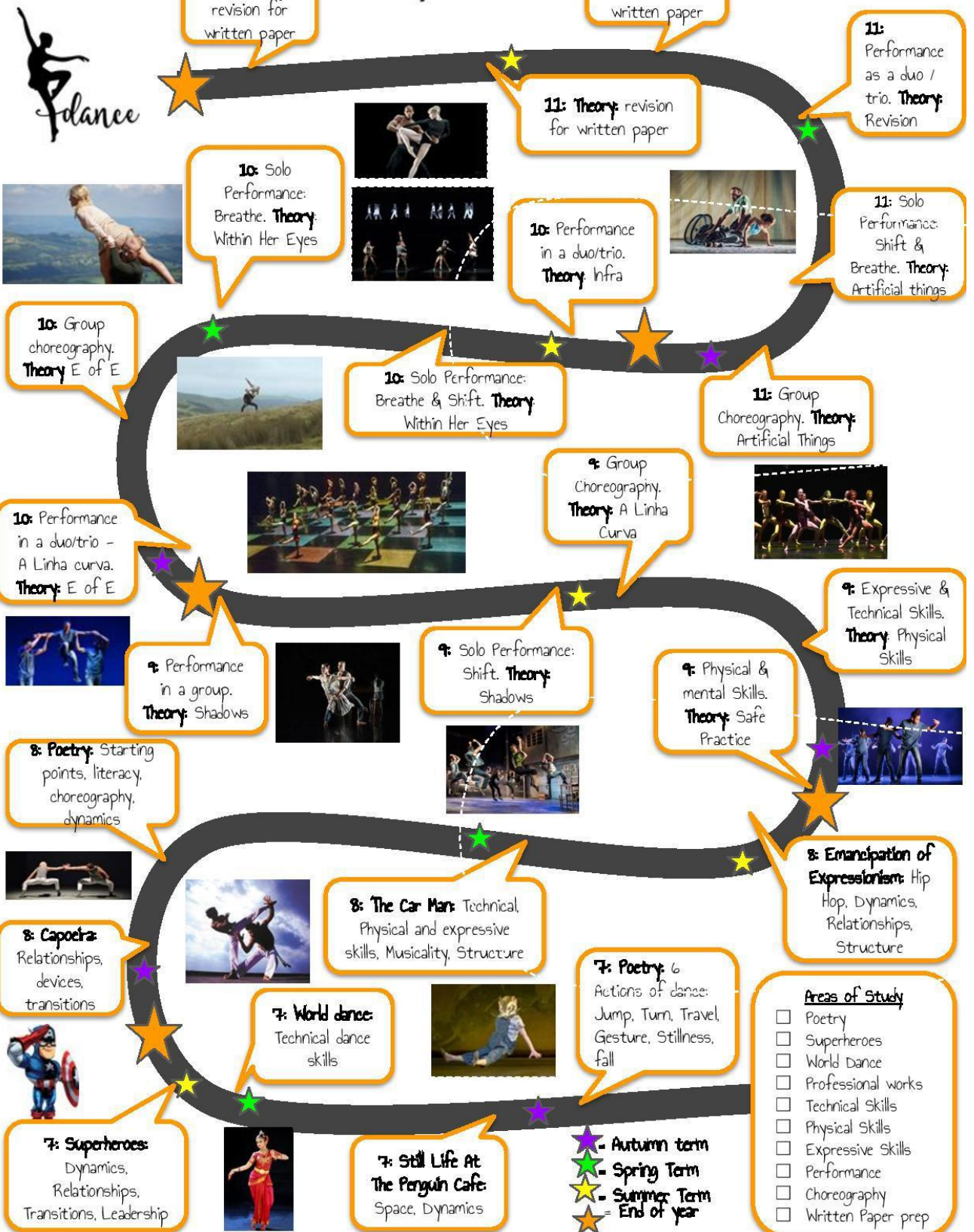
**Parental support**

- Support with the theory element and extended writing when set self study tasks.
- Allow for attendance of the Easter revision written paper conference.
- To support with attendance at showcases and other performance opportunities.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● AQA Fact Files on the 6 Anthology works</li><li>● AQA GCSE Dance glossary</li><li>● Rambert Dance</li><li>● James Cousins</li><li>● Stop Gap Dance company</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● 6 anthology works</li><li>● Dance Mums</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Theatre visits near and. The Berry, Mayflower, Nuffield, London, Sadlers Wells</li><li>● Performing in the Berry Theatre</li><li>● Knowledge of artwork by Goran Djurovic</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Dance clubs at school</li><li>● The Point Theatre</li><li>● The Berry Theatre</li><li>●</li></ul>
<p style="text-align: center;"><b><u>Top 5 websites</u></b></p> <ul style="list-style-type: none"><li>● AQA specification - <a href="http://www.aqa.org.uk/subjects/dance/gcse/dance-8236">www.aqa.org.uk/subjects/dance/gcse/dance-8236</a></li><li>● GCSE Dance Glossary - <a href="http://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary">www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</a></li><li>● Infra - <a href="https://youtu.be/QUspTHgCtG0">youtu.be/QUspTHgCtG0</a></li><li>● Artificial Things - <a href="https://youtu.be/wNs8IpkQLmk">youtu.be/wNs8IpkQLmk</a></li><li>● Shadows - <a href="https://youtu.be/bHmlCKqjzQU">youtu.be/bHmlCKqjzQU</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Senior bare roots (by invite only)</li><li>● Friday Night Ballet (by invite)</li><li>● The Unheard Boys Dance Company</li><li>● Showcases x2 in the Berry Theatre</li><li>● Dance Live or equivalent events</li></ul>

# YEAR 7-11 DANCE





**Department:** DESIGN TECHNOLOGY

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

Students will: Complete their GCSE Non-Examination Assessment (NEA). This is a student-led design and make a project in either timbers or textiles. This project equates to 50% of their final GCSE grade, and is completed in early March. From March to May students will complete a revision and exam preparation unit that will best prepare them for their GCSE written exam.

**Exam Board:** Edexcel

**How students will be assessed**

**NEA completed this year:**

GCSE Design and Make Project - 50%

GCSE Written Exam - 50%

**Self-study**

Students will complete research, preparation and drafting of NEA at home. They will also complete revision.

**Access to Resources**

- Students have textbooks for use in lessons but do not take them home.
- Students can purchase revision guides from the department.

**Parental support**

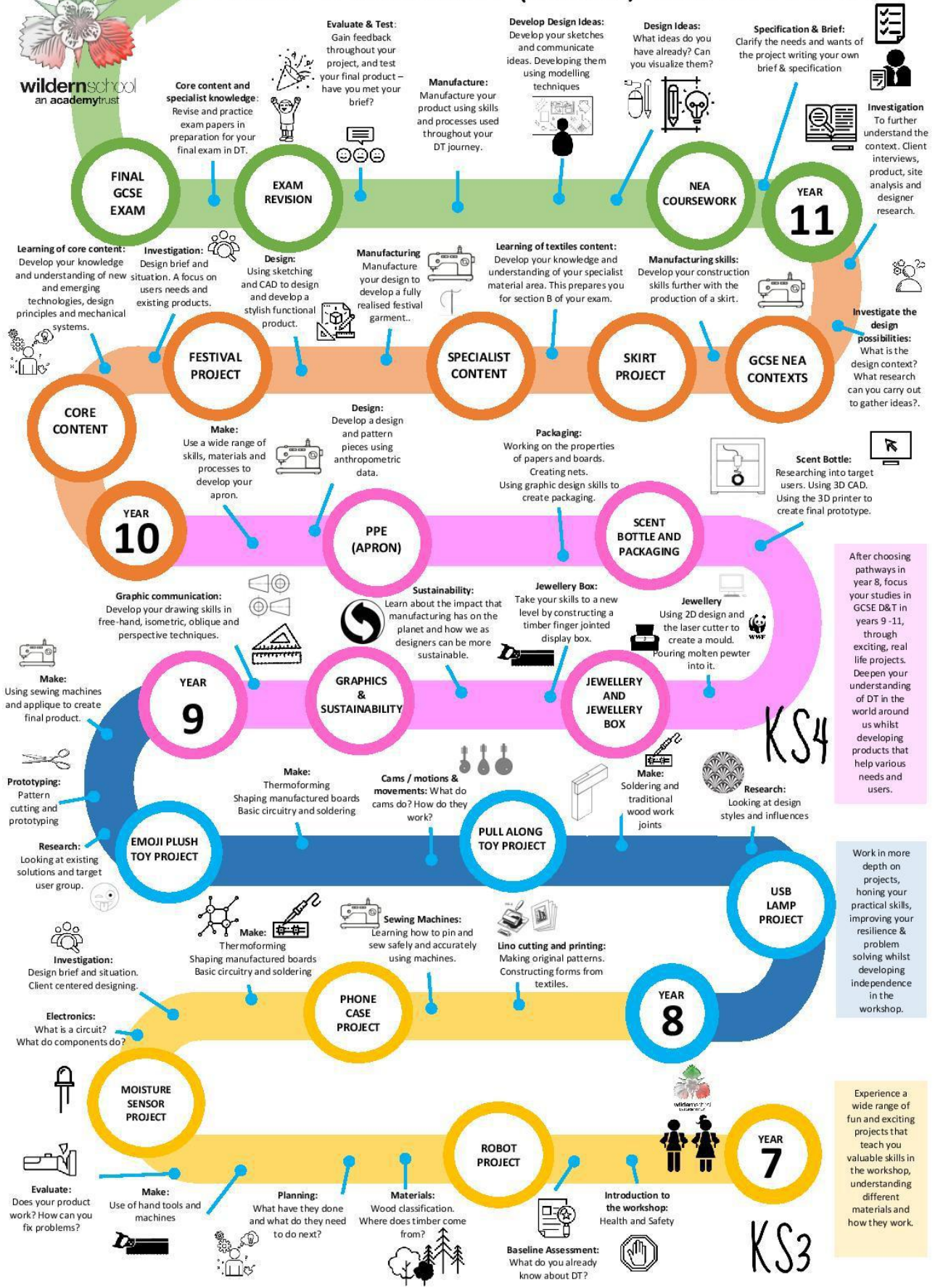
- Support with the theory element and putting time aside at home to revise.
- To help provide some materials for their final GCSE project.
- To support with attendance at the annual Design show.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Invention: A life by James Dyson</li><li>● Dior by Dior</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <p>●: McQueen, Coco before Chanel, Yves Saint Laurent, The Devil wears Prada Everyday miracles, Inside the factory <b>Netflix):</b> Print the legend, Objectified, Urbanized, Gucci: The director, Abstract: The Art of Design</p>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Goodwood festival of speed</li><li>● New forest county show</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Local museum and galleries: Southampton City gallery, John Hansard gallery, Sea City Museum, Hovercraft museum, Solent Sky, Beaulieu</li><li>● Further afield: Design Museum, V&amp;A, Fashion Museum Bath</li></ul>
<p style="text-align: center;"><b><u>Top 3 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://app.senecalearning.com/login">app.senecalearning.com/login</a></li><li>● <a href="http://www.technologystudent.com/">www.technologystudent.com/</a></li><li>● <a href="http://www.bbc.co.uk/bitesize/subjects/zvg4d2p">www.bbc.co.uk/bitesize/subjects/zvg4d2p</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Run after school support sessions, both formal ESPs and informal where appropriate</li></ul>



# DESIGN & TECHNOLOGY (TEXTILES) LEARNING JOURNEY



After choosing pathways in year 8, focus your studies in GCSE D&T in years 9-11, through exciting, real life projects. Deepen your understanding of DT in the world around us whilst developing products that help various needs and users.

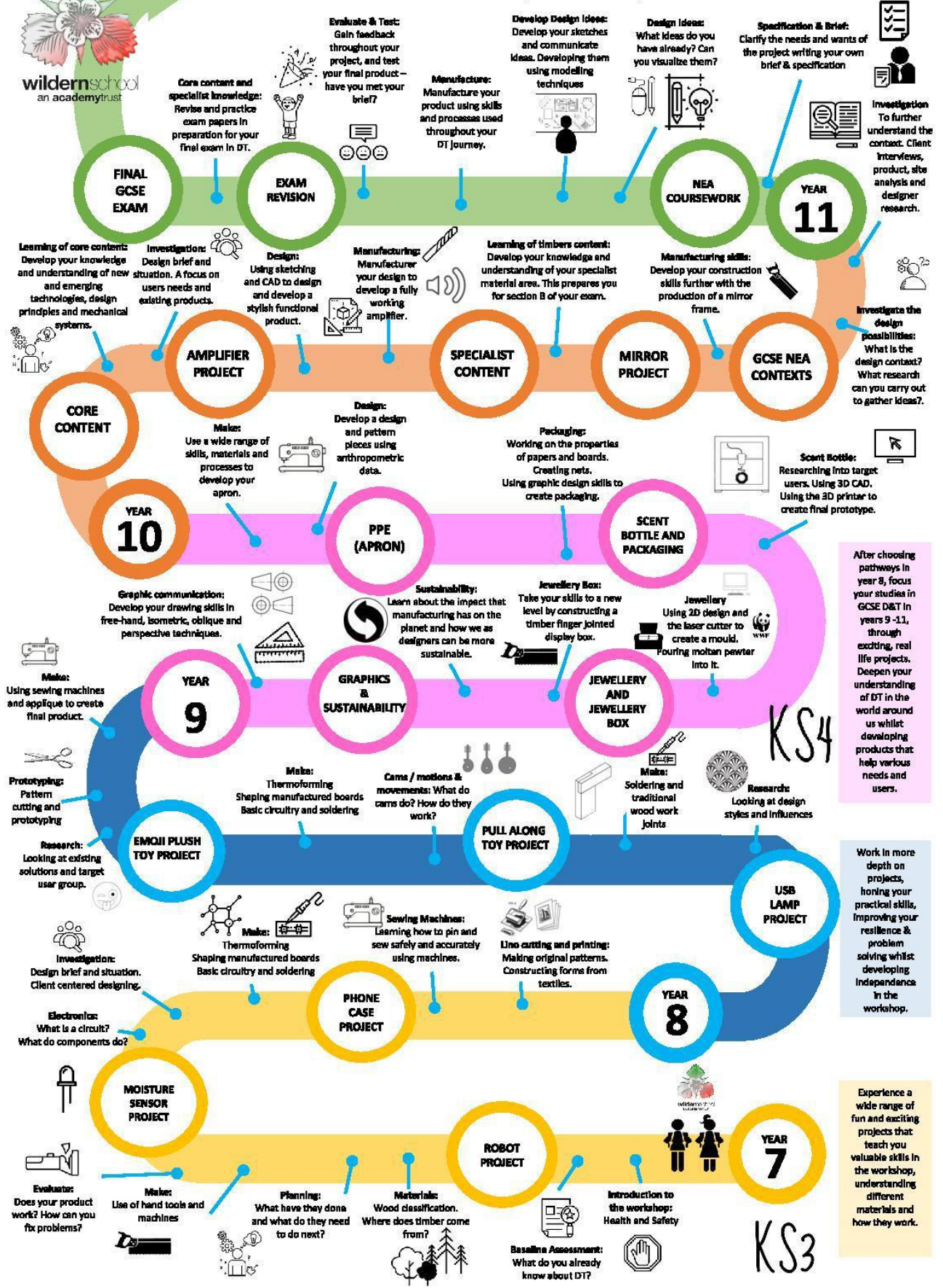
Work in more depth on projects, honing your practical skills, improving your resilience & problem solving whilst developing independence in the workshop.

Experience a wide range of fun and exciting projects that teach you valuable skills in the workshop, understanding different materials and how they work.





# DESIGN & TECHNOLOGY (TIMBERS) LEARNING JOURNEY



After choosing pathways in year 8, focus your studies in GCSE D&T in years 9-11, through exciting, real life projects. Deepen your understanding of DT in the world around us whilst developing products that help various needs and users.

Work in more depth on projects, honing your practical skills, improving your resilience & problem solving whilst developing independence in the workshop.

Experience a wide range of fun and exciting projects that teach you valuable skills in the workshop, understanding different materials and how they work.



**Department:** DRAMA

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

Yr 11 focuses on three main areas of the course. Presenting and Performing Texts, the Live Theatre Review and the written exam paper which consists of the play text Blood Brothers. If able, students will watch a live production and review it for their exam. If due to unforeseen circumstances this can not be achieved students will study and review a play that has been pre recorded and streamed. Up until October, students will be looking at the Live Theatre Review. The students then focus on the Presenting and Performing Texts exam from November to February. Yr 11 concludes with revision for the written summer exam from March to May.

**Exam Board:** OCR

**How students will be assessed**

The Presenting and Performing Texts are usually completed by the end of February. This component is worth 30% and is assessed by a visiting examiner from OCR. Students will sit a written exam in May which is worth 40%. 25 % of this mark is assigned to 8 questions on the play text Blood Brothers. 15% of the exam paper is assigned to a critical response to a live theatre production.

**Self-study**

Students will be set Blood Brother and Live Theatre Review revision tasks and practice papers throughout the academic year. They will also need to use self study time to memorise lines for the two Presenting and Performing Texts extracts , as lesson time is for blocking work rather than line learning.

**Access to Resources**

- Students are advised to purchase their exam text at the start of the year-Woman in Black ISBN 0-573-04019-2.

**Parental support**

- To support with students attending clinics and time tabled ESPs.
- To encourage with arranging extra rehearsals at lunch or after school for Presenting & Performing Texts.
- To support with purchasing revision guides and exam play texts.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Blood Brothers- Willy Russell</li><li>● CGP Blood Brothers Revision Guide</li><li>● CGP Drama Revision</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● NT Live</li><li>● Talking Heads by Alan Bennett</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● West End London</li><li>● NT Southbank London, Tours</li><li>● RSC Stratford Upon Avon.</li><li>● The Globe, Southbank</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● The Point &amp; The Berry Theatre</li><li>● The Mayflower Theatre, Southampton</li><li>● The D@rt Drama Group</li><li>● The Berry Youth</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://www.thestage.co.uk">www.thestage.co.uk</a></li><li>● <a href="http://www.bbc.co.uk/bitesize/examspecs/zbpwd6f">www.bbc.co.uk/bitesize/examspecs/zbpwd6f</a></li><li>● <a href="http://dramaonlinelibrary.com">dramaonlinelibrary.com</a></li><li>● <a href="http://nationaltheatre.org.uk">nationaltheatre.org.uk</a></li><li>● <a href="https://www.mayflower.org.uk/">https://www.mayflower.org.uk/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● School Production &amp; Yr11 Showcase Evening</li><li>● Dress Rehearsal audiences of Barton Peveril's Productions</li></ul>

# YEAR 7-11 DRAMA



Written Exam

Concept Proformas

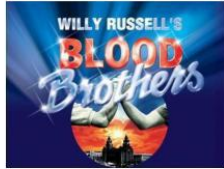
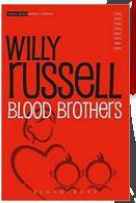
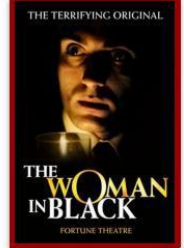


Presenting & Performing Texts



Live Theatre Review

Blood Brothers exam play text

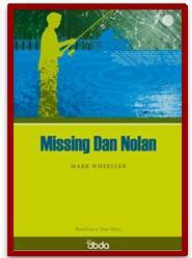


Our Script work



OCR play text

OCR Devising Drama



Theatre Practitioners

Murder Mansion



Theatre In Education \*



Theatre History



The Hunger Games

Gober's 'Teachers'

Script Work  
Blue  
Remembered  
Hills



Musical Theatre



What is Drama?



Live Theatre Review

Mime



Department: ENGLISH

Periods per fortnight 8  
Class Organisation: Mixed Ability

### **Course Overview:**

Students will focus on honing exam technique and revising key content for their Summer examinations. In the Autumn term, students will revisit key aspects of the course, depending on the cohort's needs. Following this, students will work on a consolidation cycle of all GCSE curriculum content, deepening their understanding and refining their skills.

**Exam Board:** AQA

### **How students will be assessed**

Students are assessed through a range of formative and summative mediums, including quizzing, exam questions and formal mock examinations.

### **Self-study**

Self-study is weekly and will be a mixture of exam practice, quizzing, revision activities and self-directed revision.

### **Access to Resources**

Students should have their own copies of each literature set text for study and revision purposes. These include: Shakespeare's 'Macbeth', Stevenson's 'The Strange Case of Dr Jekyll and Mr Hyde' and Priestley's 'An Inspector Calls'. Students who have been identified as Pupil Premium will receive these texts free of charge. The English department also sell revision guides to students throughout Year 11 for a cost of £1.

### **Parental support**

- Check that self-study has been completed.
- Help students create a revision timetable and a quiet place to revise.
- Talk frequently to students about their learning, what they're reading and current affairs.

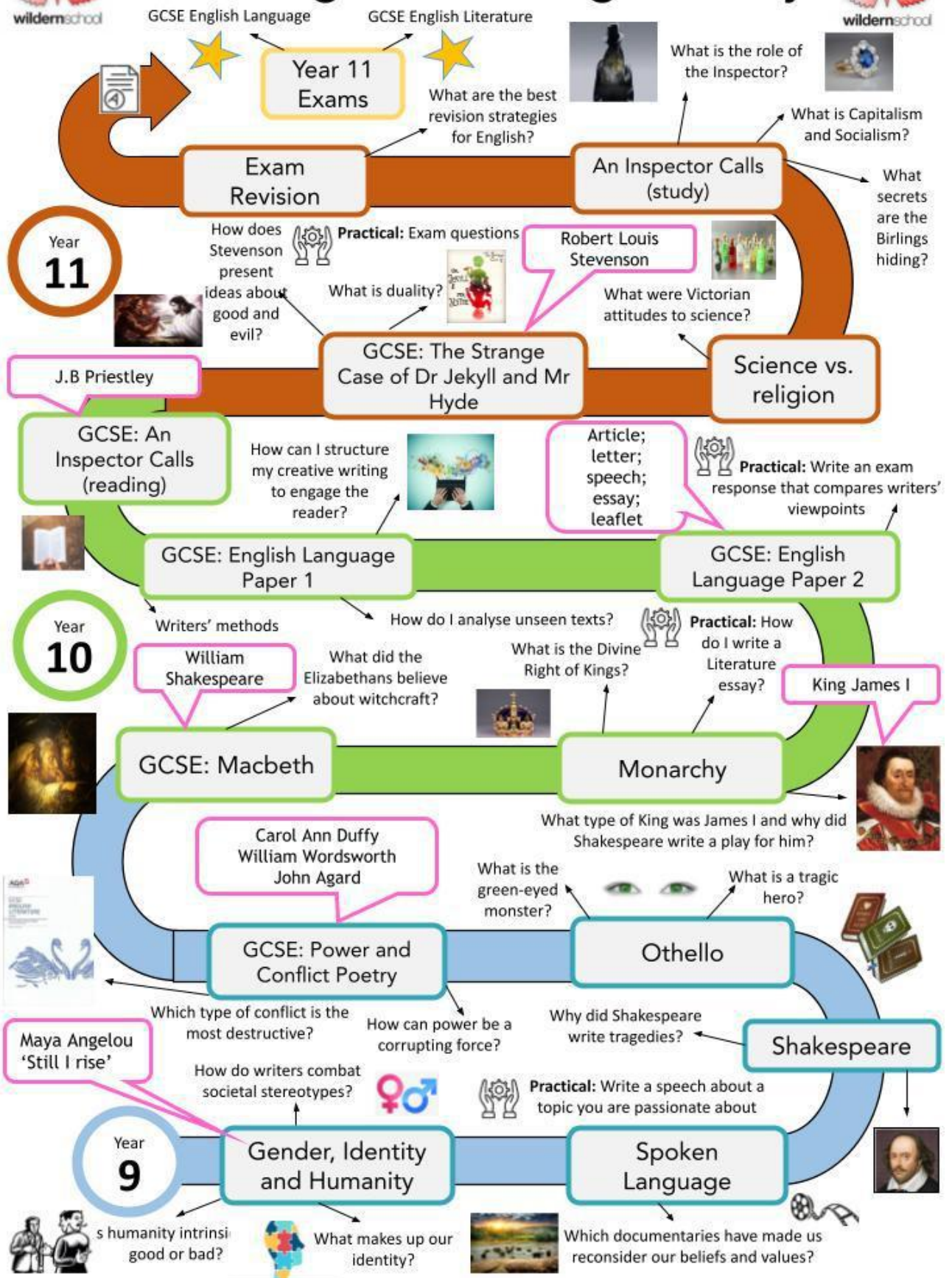
### **Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Current events in newspapers of choice</li><li>● 'The Literature Reader: Key Thinkers on Key Topics' - English&amp;Media Centre</li><li>● 'The Poetry Toolkit - Rhian Williams</li><li>● 'Witches: James I and the English Witch-Hunts' Tracy Borman</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Ian Rankin Investigates: Dr Jekyll and Mr Hyde - BBC iPlayer</li><li>● Life in the Trenches: WW1 documentary YouTube (scenes of conflict). To complement the study of Power and Conflict WW1 poems.</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● The Hunterian Museum, London</li><li>● Shakespeare's London Tour - Free Tours by Foot, London.</li><li>● Visit Stratford-upon-Avon to explore Shakespeare's birthplace.</li><li>● Visit the Globe theatre</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Visit Jane Austen's House in Chawton, Alton, to understand what inspired her as a writer in the late 18th/early 19th century, and to learn more about social class and etiquette.</li><li>● Visit any number of Hampshire's Military/War cemeteries (Gosport, Netley) to understand the scale of loss in WW1 and WW2 and to research some possible familial connections.</li></ul>
<p style="text-align: center;"><b><u>Top 3 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://www.sparknotes.com">www.sparknotes.com</a> for all literature set texts</li><li>● Videos for all GCSE topics are shared by Mr Bruff <a href="#">Youtube channel</a></li><li>● AQA syllabus and accessing past papers for language and literature - <a href="http://www.aqa.org.uk">www.aqa.org.uk</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Provide study sessions and a comprehensive ESP programme to support students.</li></ul>





# KS4 English Learning Journey



**Department:** FOOD and NUTRITION

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

During year 11 students will complete two Non-Examination Assessment tasks (NEA). The assessment of the NEA tasks equates to 50% of the final GCSE grade. Students will begin the first of these tasks in September of Year 11. The first NEA is a food investigation task, that in many respects is a food science investigation. The second NEA is a skills based project that culminates in a 3 hour practical exam. Following the completion of the second NEA task students will review and revise the content of the syllabus in preparation for their final written examination.

**Exam Board:** AQA

**How students will be assessed**

Subject knowledge is assessed through the two Non-Examination Assessment tasks and a 2 hour exam paper. Practical and making skills are also assessed throughout both Non-Examination Assessment tasks.

**Self-study**

Students are set self-study tasks during the year. In addition to this students will be expected to bring in some ingredients for their cooking lessons.

**Access to Resources**

- Students have their own textbook to work with in the lesson but do not take them home.

**Parental support**

- Students are expected to take part in all practical activities including the tasting and testing of a variety of different food products.
- Students will be expected to provide their own ingredients for practical work and to come fully equipped to every lesson with basic classroom equipment.

**Recommended Revision Guides**

- New grade 9-1 GCSE Food Preparation and Nutrition – AQA Revision Guide, CGP Books.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Leiths Cookery Bible</li><li>● The Science of Cooking</li><li>● Salt, Fat, Acid, Heat</li><li>● Heston Blumenthal at Home</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Chef's Table</li><li>● Cooked (Netflix)</li><li>● Inside the factory</li><li>● Salt, Fat, Acid, Heat (Netflix)</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Visiting local food markets and food festivals</li><li>● New forest county show</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Local colleges (Barton Peveril, CEMAST, Eastleigh, City)</li><li>● Go to your local farmers market</li><li>● Hampshire Food festival</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://www.bbcgoodfood.com/">www.bbcgoodfood.com/</a></li><li>● <a href="https://www.ifst.org/lovefoodlovescience">https://www.ifst.org/lovefoodlovescience</a></li><li>● <a href="http://app.senecalearning.com/login">app.senecalearning.com/login</a></li><li>● <a href="http://www.bbc.co.uk/bitesize/subjects/zdn9jhv">www.bbc.co.uk/bitesize/subjects/zdn9jhv</a></li><li>● <a href="http://revisionworld.com/gcse-revision">revisionworld.com/gcse-revision</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Run after school informal support sessions</li><li>● Opportunity to participate in both internal and National Cookery Competitions</li></ul>





# Wildern School Learning Journey

## Food and Nutrition





**Department:** GEOGRAPHY

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

The students begin by exploring the physical landscapes of the UK e.g. coastal environments. This prepares students for when they undertake their fieldwork enquiry at Hengistbury Head. In March of Year 11 our pre-release booklet for Paper 3 will be available. Students will be consolidating their geographical knowledge and understanding of both physical and human geography in preparation for their final exams.

**Exam Board:** AQA

**How students will be assessed**

Students will regularly be assessed using quizzes and past exam questions, as well as termly end of unit exams.

**Self-study**

Students will be given regular homework which will be varied in nature. They can expect google quizzes, creative tasks as well as exam questions.

**Access to Resources**

- Students have textbooks to work with in the lesson but do not take them home.

**Parental support**

AQA Revision guides are available from school. Please also encourage your student to watch the news and be aware of geographical events around the world.

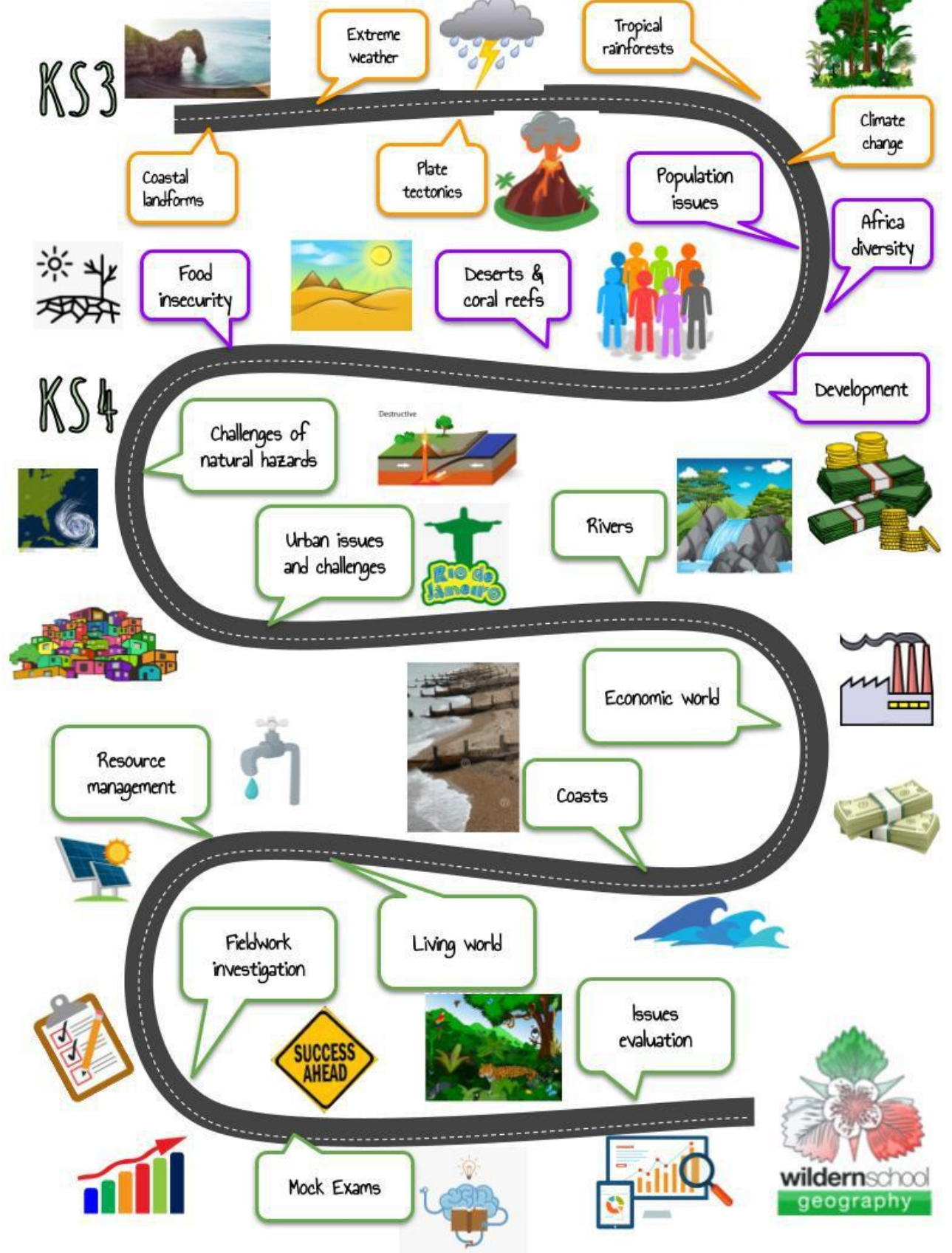
**Recommended Revision Guides**

- Grade 9-1 GCSE Geography AQA Revision Guide - ISBN: 9781782946106.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Wide world magazine subscription (available from school)</li><li>● The Geographical Magazine</li><li>● The Almighty Dollar, by Dharshini David</li><li>● Prisoners of Geography, Tim Marshall</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Seven Worlds, One Planet (David Attenborough)</li><li>● Supersized Earth, A place to live</li><li>● Don't Panic, Hans Rosling</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● National Trust 50 things to do before you're 11 and ¾</li><li>● Have access to a world map at home e.g. poster, atlas, scratch map, blow-up globe</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Hengistbury Head &amp; Mudeford Spit</li><li>● Old Harry Rocks &amp; Lulworth Cove</li><li>● Sea defences like groynes at Lee-on-Solent</li><li>● New Forest - woodland walk</li><li>● Walk segments of the Itchen Navigation</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● BBC Bitesize <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li><li>● National geographic <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li><li>● BBC news <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></li><li>● Google Earth <a href="https://earth.google.com/web/">https://earth.google.com/web/</a></li><li>● Map Zone (Ordnance Survey) <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Offer the Wider World Magazine (free for pupil premium students)</li><li>● Use of local examples and case studies</li><li>● Access to revision flash cards</li></ul>

# GEOGRAPHY CURRICULUM ROADMAP



**Department:** HISTORY

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

In year 11 students will have the opportunity to consolidate their learning over the past 2 years. Our year 11 scheme of work teaches students the skills they need to articulate answers, master their skills of analysis, evaluation and making judgements. Year 11 provides a deeper understanding of their 4 GCSE topics as well as crucial exam technique and knowledge mastering.

**Exam Board:** AQA

**How students will be assessed**

Year 11 November practise exams: Students will be assessed on Paper 1 and 2 of the GCSE. February practice exam: Students will be assessed on Paper 1. April practice exam: Students will be assessed on Paper 2

**Self-study**

In year 11 students are expected to complete 1 self-study a week. These are usually past questions from the exam and students will receive feedback and tips for improvement.

**Access to Resources**

- Students have their own textbook to work with and available on Kerboodle.

**Parental support**

Students will benefit from having 2 large lever arch files to store all of their work from year 11. Revision guides are an excellent tool for remembering history.

**Recommended Revision Guides**

- Pearsons AQA GCSE History - Conflict and Tension 1918-1939 (revision guide and workbook)/ Britain: Health and the people c1000 to the present day / America, 1840-1895: expansion and consolidation.
- Oxford AQA GCSE History - Norman England c1066-1100.

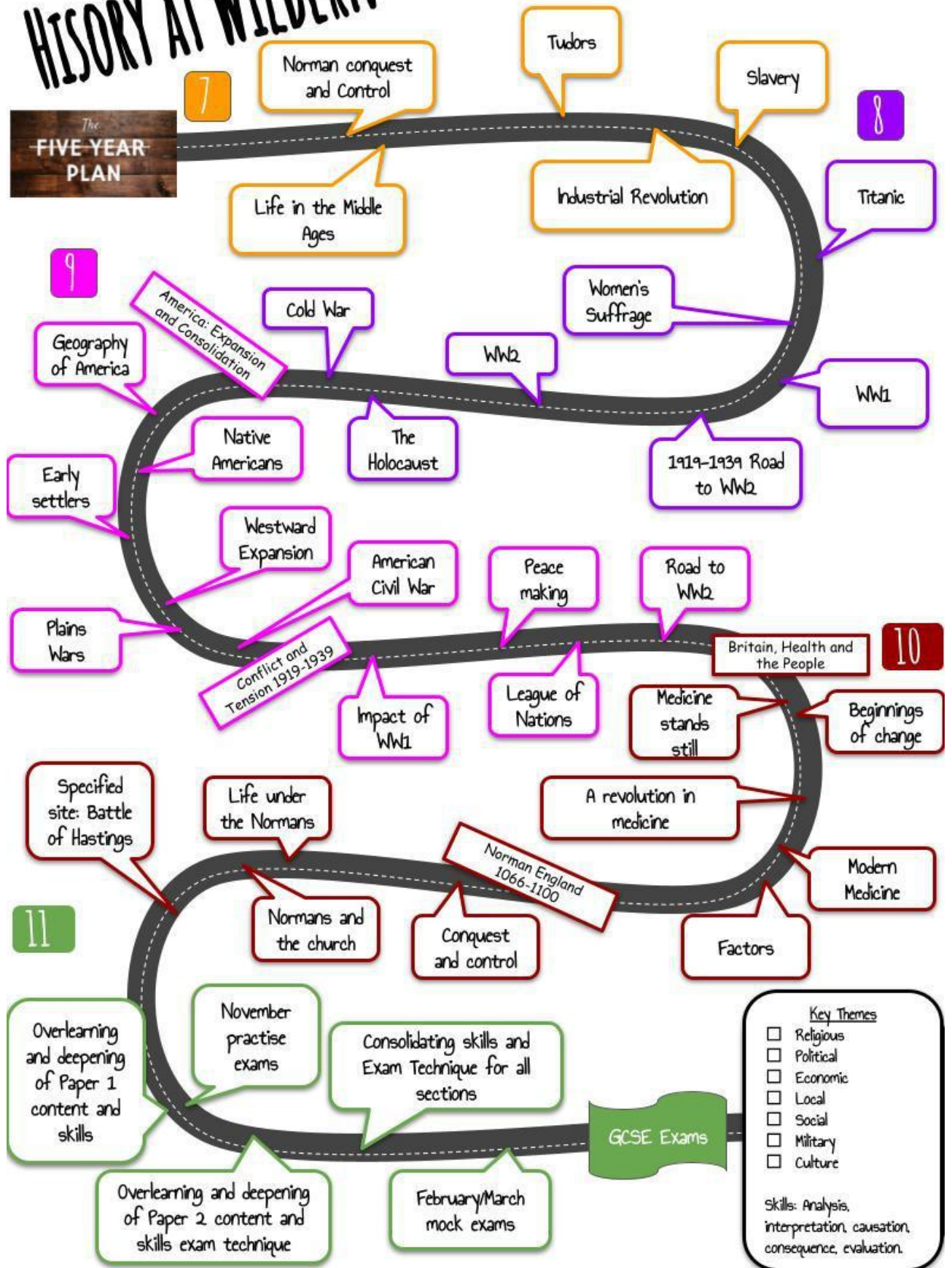
**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● 'The Greatest Benefit to Mankind: A medical history of humanity' Roy Porter</li><li>● 'The Shadow of the Workhouse' Jennifer Worth</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Victorian pharmacy (available on Youtube)</li><li>● Filthy Cities Medieval London (Dan Snow)</li><li>● 7 industrial wonders of the world – Sewer King (Bazalgette episode)</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Battle Abbey and battlefield</li><li>● Winchester Cathedral</li><li>● Roman Baths (bath)</li><li>● Tower of London</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● John Hunter Museum London/ National History museum London/Imperial War Museum London</li><li>● Netley Abbey/ Netley abbey military hospital</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="#">Normans - GCSE History Revision - AQA</a></li><li>● <a href="#">Lessons, Resources, Assessment, and Kerboodle Books</a></li><li>● <a href="#">Britain: Health and the people/ Normans</a></li><li>● <a href="#">GCSE History Revision</a></li><li>● <a href="#">Experience Virtual tour of the Tower of London</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Virtual tour of museums</li><li>● Clips and images from museums</li><li>● Exam breakfasts</li><li>● Pizza revision evening</li></ul>



# HISTORY AT WILDERN

The FIVE-YEAR PLAN



Department: ICT

Periods per fortnight 5  
Class Organisation: Mixed Ability

### **Course Overview:**

Students will be studying for the Creative iMedia qualification. This consists of 3 controlled assessment units worth 25% each and 1 exam based unit that makes up the remaining 25%.

In year 11 students will be completing their non-examination assessment for the R087: Creating interactive multimedia products unit and preparing to sit the R081: Pre-production skills exam.

**Exam Board:** OCR

### **How students will be assessed**

Students will be assessed throughout the year via regular content quizzes and the year 11 practice exam.

Students controlled assessment for the R087: Creating interactive multimedia products unit will be assessed, forming 25% of their final grade.

Students will sit the R081: Pre-production skills exam which forms 25% of their final grade.

### **Self-study**

Online quizzes via Google Classroom.

Past papers as part of exam revision.

### **Parental support**

Revision guides are an excellent tool to support students learning - please see the suggested reading below for detail of the creative iMedia revision guide.

### **Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● <i>Cambridge National Level 1/2 Creative iMedia</i></li><li>● <i>My Revision Notes: OCR Nationals in Creative iMedia L 1 / 2: Pre-Production Skills and Creating Digital Graphics</i></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● History of Google - <a href="https://www.youtube.com/watch?v=gT9zO7Ef5Ws">https://www.youtube.com/watch?v=gT9zO7Ef5Ws</a></li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://www.google.co.uk/about/datacenters/inside/streetview/">www.google.co.uk/about/datacenters/inside/streetview/</a></li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Game Over: Video Game cafe <i>Portsmouth</i></li><li>● IBM Hursley Museum</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● Free Google Slides Tutorial at GCFGlobal - <a href="https://edu.gcfglobal.org/en/googleslides/">https://edu.gcfglobal.org/en/googleslides/</a></li><li>● GoConqr -<a href="http://goconqr.com/">http://goconqr.com/</a></li><li>● That Blue Square Thing R087- <a href="http://www.bluesquarething.co.uk/imedia/r087/imm.htm">http://www.bluesquarething.co.uk/imedia/r087/imm.htm</a></li><li>● That Blue Square Thing R081 - <a href="http://www.bluesquarething.co.uk/imedia/r081/prod.htm">http://www.bluesquarething.co.uk/imedia/r081/prod.htm</a></li><li>● Slidesgo School: Google Slides Tutorials - <a href="https://slidesgo.com/slidesgo-school/google-slides-tutorials">https://slidesgo.com/slidesgo-school/google-slides-tutorials</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Informal drop in after school support sessions</li><li>● Provide all students with a revision guide</li></ul>

"The similarities between humans and computers are more numerous than the differences." P.A Scott

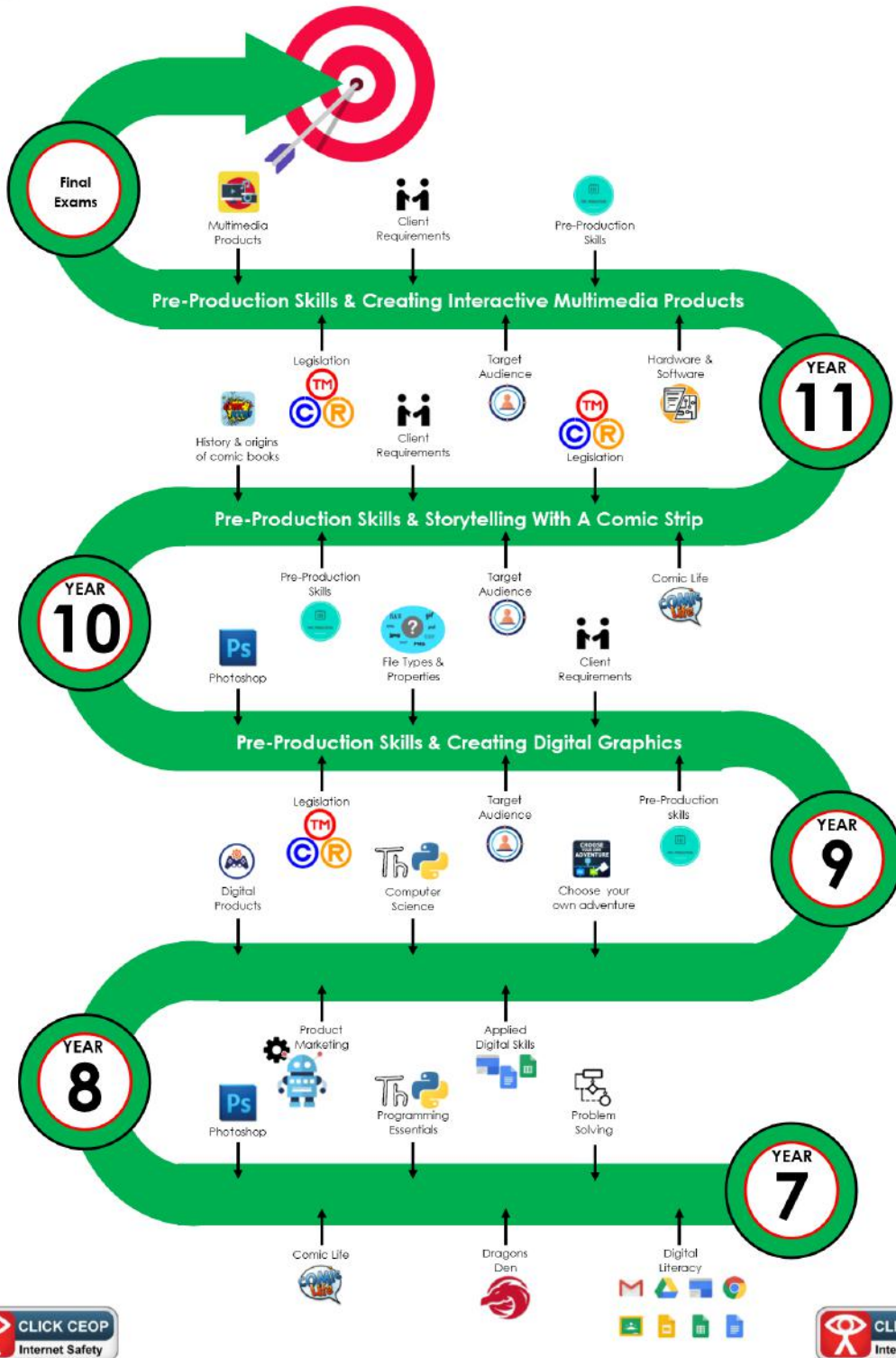


WILDERN ICT LEARNING JOURNEY



"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Malcolm X

"A teacher can open the door, but you must enter it yourself." Chinese Proverb



"Computers themselves, and software yet to be developed, will revolutionize the way we learn." Steve Jobs



**Department:** MATHS

**Periods per fortnight** 8  
**Class Organisation:** **Broadly Banded**

**Course Overview:**

Year 11 students follow the Edexcel GCSE Mathematics programme of study. Problem solving skills are developed across all areas. Topics covered include:

HIGHER: Proof, Vectors, Gradients and Areas under curves, Iteration

FOUNDATION: Volume and Surface Area, Tree Diagrams, Pythagoras and Trigonometry, Vectors

In the Spring and Summer terms, students follow a bespoke consolidation based on the results of their November Practice Exams. As part of this, they will complete practice papers weekly, revise a wide range of topics and explore how different topics can be linked to each other in exam style questions. The problem solving skills that they have begun to develop throughout year 9 and 10 are put to the forefront of student learning in order to give students the best possible preparation for their summer GCSE exams.

**Exam Board:** Edexcel

**How students will be assessed**

Ongoing assessment through formal practice exams, quizzes, Self-study tasks, formative assessment strategies in the classroom and terminal exams at the end of the year.

**Self-study**

Self Study is focussed on exam preparation and revision of topics covered over the entire KS4 syllabus. At the beginning of the year, tasks are topic focussed looking at key areas. Later in the year students are given full exam papers weekly which they start in school and are expected to complete as Self Study. Students should be working on Self Study and individual revision for at least an hour per week.

**Access to Resources**

- All students have access to a range of textbooks to work with in lessons.

**Parental support**

- Encourage your child to carry out regular revision of topics they have found difficult. The website [vle.mathswatch.co.uk](http://vle.mathswatch.co.uk) gives very comprehensive and well-structured activities.
- Ensure your child has all the relevant equipment including a scientific calculator.

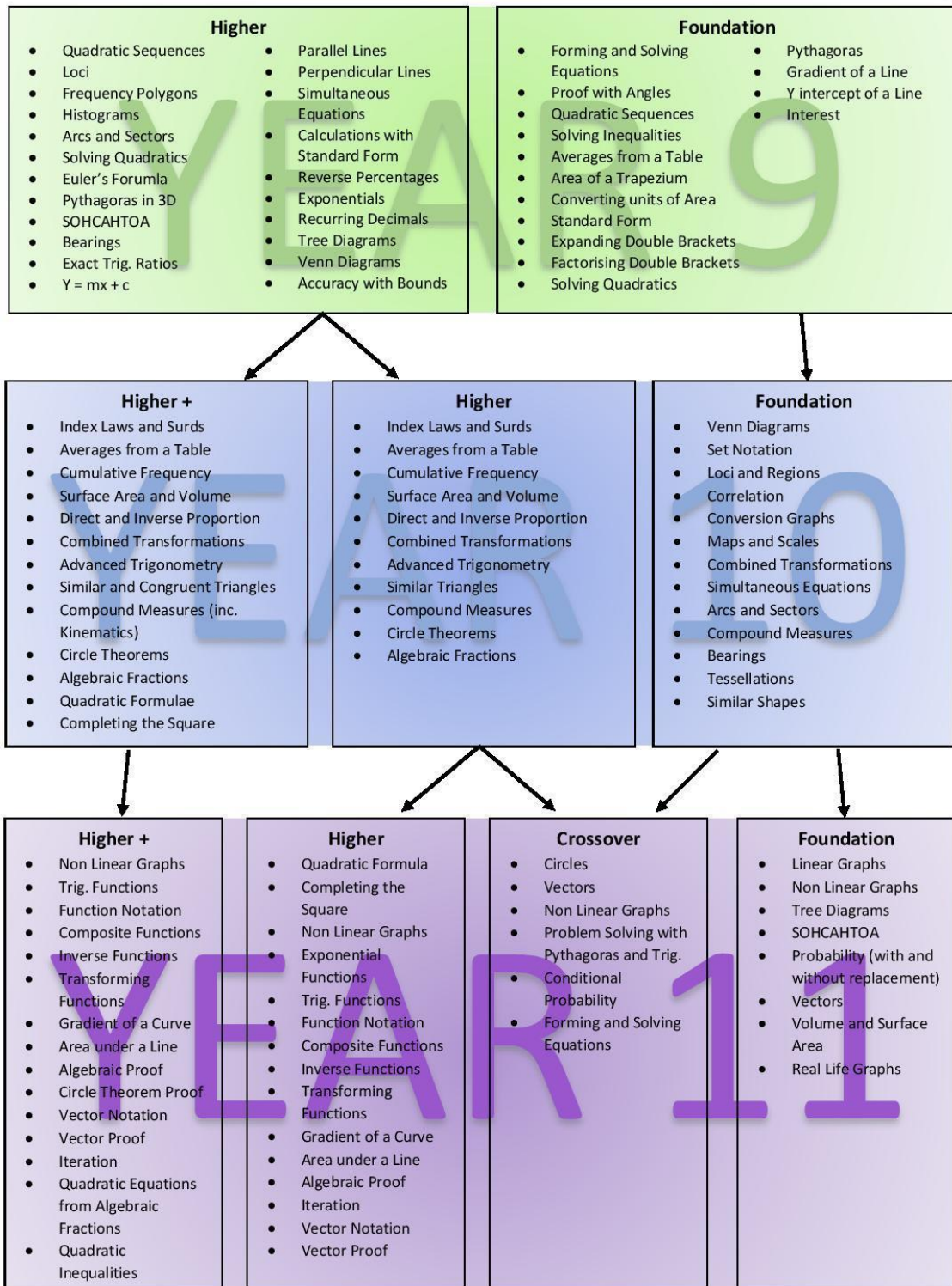
**Recommended Revision Guides**

- Revision guides for both tiers of entry (Pearson) can be purchased from the department.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Fermat's Last Theorem by Simon Singh</li><li>● How not to be wrong: The Hidden Maths of Everyday Life by Jordan Ellenberg</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● The Big Short (15)</li><li>● The Man Who Knew Infinity (12A)</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Bank of England Museum in London</li><li>● Winchester Problem Solving club</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Solent Air Museum</li><li>● Winchester Science centre</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● Mathswatch: <a href="http://vle.mathswatch.co.uk">vle.mathswatch.co.uk</a></li><li>● Mymaths: <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></li><li>● <a href="#">PiXL Maths App</a></li><li>● <a href="#">UKMT Maths Challenge</a></li><li>● <a href="#">Numberphile on youtube</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● NSPCC Number Day (February)</li><li>● Exam Preparation Breakfast Clubs</li></ul>

## KS4 Visual Curriculum Map of New Content in Mathematics



**Department:** MEDIA

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

The third year of Media Studies continues with the GCSE syllabus. Students will complete their practical non-exam assessment based on a brief given from the exam board. This is an exciting opportunity to experiment with practical media skills to create a product with a specific purpose and audience in mind. Students will continue to explore the impact of representation in both newspapers and television franchises, analysing the varying representations of gender, ethnicity and issues in the media. In addition to this, students research the workings of the film, television and newsprint industries and how this impacts texts.

**Exam Board:** AQA

**How students will be assessed**

Students are assessed through a range of formative and summative tasks, such as quizzing, exam questions and formal mock examinations. In addition to this, students will complete their Non-Exam Assessment, worth 30% and two terminal exams worth 70% of their total GCSE.

**Self-study**

Self-study is weekly and will be a mixture of exam practice, revision activities and self-directed revision.

**Access to Resources**

- Revision and course materials are available through Google Classroom.

**Parental support**

- Check that self-study has been completed.
- Help students create a revision timetable and a quiet place to revision.

**Recommended Revision Guides**

- AQA GCSE Media Revision Guide.

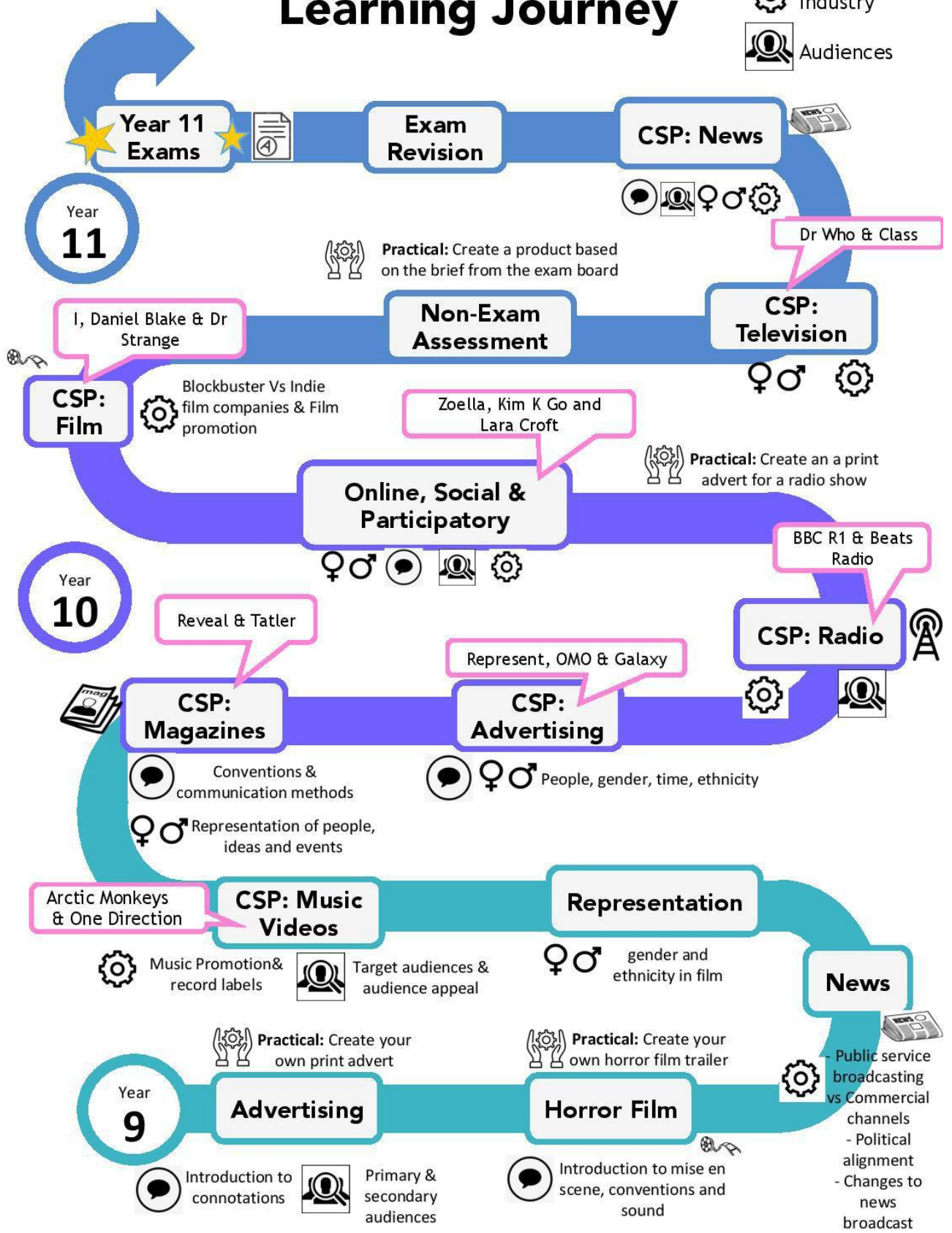
**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Follow the close study products that we study on Twitter or Social Media</li><li>● Follow the BFI on Twitter or Social Media</li><li>● Following the recent news</li><li>● <a href="#">Blog about the Baftas</a></li><li>● <a href="#">Blog about mobile game development</a></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Marvel Cinematic Universe films</li><li>● I, Daniel Blake</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Listen to the radio</li><li>● Watch a film at an iMax cinema</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Harry Potter Studios</li><li>● Visit the BFI in London</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="#">BBC Bitesize - Media</a></li><li>● <a href="#">The Media Insider on youtube</a></li><li>● <a href="#">Seneca Learning - Media</a></li><li>● <a href="#">careers advice - what can i do in media studies</a></li><li>● <a href="https://www.imdb.com">https://www.imdb.com</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Watch, read and listen to a wide variety of Media forms such as film, television, magazines, radio, and video games.</li></ul>



# Media Studies Learning Journey

- ♀♂ Representation
- 🗨️ Language
- ⚙️ Industry
- 👁️ Audiences





**Department:** MFL (French/German/Spanish)

**Periods per fortnight** 5

**Class Organisation:** **Mixed Ability**

**Course Overview:**

The course content is taught across the third of three themes. Theme 3, Current and future study and employment, includes: Life and school and college; and Jobs, career choices. Students then revisit themes 1 and 2 that were studied in year 9 and 10. Lessons are taught using a grammar and skills approach to ensure students have a strong linguistic foundation; transferable structures and key language underpins each topic. There is a focus on exam technique and skills in preparation for the final exam.

**Exam Board:** AQA

**How students will be assessed**

Students are assessed termly with GCSE-style listening, reading and writing exams. Regular in class quizzes and recall tasks are used to consolidate learning and track student progress. Students will complete a full GCSE practice exam including a speaking exam at either Foundation or Higher tier. The final tier of entry will be decided after consultation following the practice examinations. The tier of entry will be the same for all four skill areas.

**Self-study**

Students will be expected to undertake regular grammar self-study and weekly vocabulary learning to support the depth of the MFL GCSE content. Students will be set approximately 20 words per week to learn. 10-15 mins per day should be spent mastering this vocabulary. In preparation for the speaking exam, students will need to regularly practice responding to common questions.

**Access to Resources**

- Students have textbooks to use in the lesson and can access these online but do not take them home.

**Parental support**


Regular testing on vocabulary and key verbs by parents greatly supports student learning. Additional support with conversation practice will be particularly beneficial in year 11.


**Recommended Revision Guides**

- NEW GCSE AQA Revision & Practice (with CD & on-line edition) 9-1 course (French/Spanish/German) (£6.50)

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>• <b>French:</b> Le Monde.fr, Liberation.fr</li><li>• <b>German:</b> Goethe Institut Deutsch üben website, <a href="https://www.zdf.de/kinder/logo">https://www.zdf.de/kinder/logo</a> Logo news</li><li>• <b>Spanish:</b> <a href="http://www.nationalgeographic.com.es/">www.nationalgeographic.com.es/</a> <a href="https://www.antena3.com/liopardo/">https://www.antena3.com/liopardo/</a></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>• <b>French:</b> Le grand bain (15), Dérappages (Netflix), Classic French films on BFI</li><li>• <b>German:</b> Look who's back (Netflix), Das Boot, Logo! news, Babylon Berlin (Sky/Now TV)</li><li>• <b>Spanish:</b> Netflix: 'Durante La Tormenta'(15) TV: RTVE.es (A La Carta) Masterchef España/ Noticias</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>• <b>French:</b> Listenlive.eu - listen to live radio, Virtual Tours of the Louvre <a href="https://www.louvre.fr/">https://www.louvre.fr/</a></li><li>• <b>German:</b> Meet the Germans Youtube channel <a href="http://www.youtube.com/user/deutschewelleenglish">www.youtube.com/user/deutschewelleenglish</a></li><li>• <b>Spanish:</b> <a href="#">Virtual Tour of the Dali Museum</a></li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>• <b>French:</b> La Parisienne cafe/restaurant Romsey, Cafe Luc (cheese and ham) Romsey</li><li>• <b>German:</b> German Christmas Market, Stein Garten German bar Southampton</li><li>• <b>Spanish:</b> La Regata restaurant Southampton</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>• <a href="http://www.memrise.com/www.quizlet.com">www.memrise.com/www.quizlet.com</a></li><li>• <a href="#">BBC bitesize KS4</a></li><li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a></li><li>• <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li><li>• <a href="http://www.revisionword.com">www.revisionword.com</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>• Speaking and vocabulary support in the MFL Lunchtime Hub</li><li>• MFL Film Club</li><li>• Celebrations of cultural events</li></ul>



<p><b>All about me</b></p> <ul style="list-style-type: none"> <li>-My name is.</li> <li>-I am... years old</li> <li>- My birthday is on the...</li> <li>- I am (nationality)</li> <li>- Phonics</li> <li>-I have a...</li> </ul>	<p><b>My family</b></p> <p>(personality adjectives + physical descriptions)</p> <ul style="list-style-type: none"> <li>- There are four people in my family</li> <li>- I have a snake!</li> </ul>	<p><b>What I like at school</b></p> <ul style="list-style-type: none"> <li>-I like Spanish because it is fun and very important.</li> <li>-I have Maths at 12 o'clock.</li> <li>-There is a library.</li> </ul>	<p><b>My hobbies</b></p> <ul style="list-style-type: none"> <li>-In my free time I like to...</li> <li>- Present tense verbs (I play football)</li> </ul>	<p><b>Where I live</b></p> <ul style="list-style-type: none"> <li>-I live in a big house.</li> <li>- In my bedroom there is a table next to the bed.</li> <li>-In my town there is a...</li> </ul>	<p><b>Food &amp; health</b></p> <ul style="list-style-type: none"> <li>-I like vegetables because they are healthier than hamburgers.</li> <li>- I don't eat meat because I'm a vegetarian.</li> </ul>	<p><b>Fashion</b></p> <ul style="list-style-type: none"> <li>- I want that dress.</li> <li>- I am going to wear a white T-shirt to the party.</li> <li>-My trousers are longer than yours.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>-I like to listen to rock because it is relaxing and it makes me smile.</li> <li>-My favourite singer is... because...</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-A good friend is + ADJ</li> <li>-I get on well with...</li> <li>-In the future I am going to get married.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-I use my mobile phone to chat with my friends.</li> <li>-I think that my laptop is more useful than my tablet.</li> <li>-Advantages/Disadvantages.</li> </ul>	<p><b>Festivals &amp; celebrations</b></p> <ul style="list-style-type: none"> <li>-If I could I would like to travel</li> <li>-Last year I went to Mexico to celebrate Day of the Dead.</li> </ul>	<p><b>My local area</b></p> <ul style="list-style-type: none"> <li>-I live in the countryside...</li> <li>-I love my house because it is modern.</li> <li>-My house is near the train station.</li> </ul>	<p><b>Social issues</b></p> <ul style="list-style-type: none"> <li>-If I had more time I would volunteer as...</li> <li>-Environment.</li> <li>-Poverty and unemployment.</li> </ul>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>-If I was rich I would go to Fiji</li> <li>-My ideal holiday would be...</li> <li>- it rained</li> </ul>	<p><b>My studies</b></p> <ul style="list-style-type: none"> <li>-I like school because my teachers are caring. However, I think the rules are stupid.</li> <li>-My primary school used to be smaller than my secondary school.</li> </ul>	<p><b>My future career</b></p> <ul style="list-style-type: none"> <li>-When I'm older I want to be...</li> <li>-If I worked as a teacher it would be...</li> <li>-I wish I could find a well-paid job.</li> </ul>	
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MFL 5 YEAR JOURNEY

**Department:** MORAL and SOCIAL STUDIES

**Periods per fortnight** 3

**Class Organisation:** **Mixed Ability**

**Course Overview:**

Moral and Social Studies is the subject at Wildern through which students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. During these lessons students will develop the qualities and attributes they need to thrive as individuals, family members and members of society. MSS follows the government guidance on Relationships and Sex Education and these topics are covered throughout the course. In Year 11 the specific units taught are - Government & Voting, Drugs & Alcohol, Finance, Staying Safe, Crime & Punishment and Human Rights.

**How students will be assessed**

There is no exam at the end of the course. Students are however regularly assessed using a variety of methods on the work that they complete throughout the year.

**Self-study**

There is no self study for MSS.

**Parental support**

Students will be encouraged to discuss the themes investigated at home with family and friends.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Thirteen Reasons Why, Jay Asher</li><li>● The Freedom Writers Diary</li><li>● The hate you give, Angie Thomas</li><li>● Orangeboy, Patrice Lawrence</li><li>● The long walk to freedom, Nelson Mandela</li><li>● To kill a mockingbird, Harper Lee</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Life as you know it</li><li>● Freedom writers</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● National Trust</li><li>● Theatre trips linked to themes</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Local walks and outside spaces for wellbeing</li><li>● Explore local youth parliament</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● <a href="http://teenagedrop-inhedgeend.co.uk/">http://teenagedrop-inhedgeend.co.uk/</a></li><li>● <a href="https://www.staceymillerconsultancy.co.uk/">https://www.staceymillerconsultancy.co.uk/</a></li><li>● <a href="https://natwest.mymoneysense.com/home/">https://natwest.mymoneysense.com/home/</a></li><li>● <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></li><li>● <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Class talk from retired police officer about drugs and the law</li></ul>

**MSS OVERVIEW 2021-2022**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>TRANSITION</b></p> <ul style="list-style-type: none"> <li>-welcome, goal setting, managing transition</li> </ul>	<p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>-friendships, bullying, teamwork</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-bank accounts, budgeting</li> </ul>	<p><b>RISK AND FIRST AID</b></p> <ul style="list-style-type: none"> <li>-risks and hazards, basic first aid</li> </ul>	<p><b>HEALTHY CHOICES</b></p> <ul style="list-style-type: none"> <li>-nutrition, diet, exercise, sleep, dental care, wellbeing</li> </ul>	<p><b>HEALTHY CHOICES</b></p> <ul style="list-style-type: none"> <li>-nutrition, diet, exercise, sleep, dental care, wellbeing</li> </ul>
Year 8	<p><b>ME, MYSELF &amp; I</b></p> <ul style="list-style-type: none"> <li>-self esteem, celebration, difference, healthy relationships, mindfulness</li> </ul>	<p><b>FAMILY RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>-the family unit, managing conflict</li> </ul>	<p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>-goal setting, pathways, career exploration</li> </ul>	<p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>-goal setting, pathways, career exploration</li> </ul>	<p><b>CITIZENSHIP</b></p> <ul style="list-style-type: none"> <li>-democracy, parliament, the police and law system, have your say</li> </ul>	<p><b>CITIZENSHIP</b></p> <ul style="list-style-type: none"> <li>-democracy, parliament, the police and law system, have your say</li> </ul>
Year 9	<p><b>WHEN I GROW UP</b></p> <ul style="list-style-type: none"> <li>-happiness, budgeting, moving out, renting vs buying</li> </ul>	<p><b>I AM WHO I AM</b></p> <ul style="list-style-type: none"> <li>-individuality, domestic abuse, sexuality, health, emotional wellbeing, healthy coping strategies, self determination, euthanasia</li> </ul>	<p><b>BE HUMANKIND</b></p> <ul style="list-style-type: none"> <li>-what makes us human, humanity, freedom of expression, prejudice &amp; discrimination, cohesive communities</li> </ul>	<p><b>ARE YOU THE MARRYING KIND?</b></p> <ul style="list-style-type: none"> <li>-finding a partner, marriage, cohabitation, relationship breakdown, divorce, remarriage</li> </ul>	<p><b>DRUGS &amp; ALCOHOL</b></p> <ul style="list-style-type: none"> <li>-peer pressure, smoking, alcohol, addiction, drugs and the law, the effects of drugs and alcohol</li> </ul>	<p><b>ICT ROTATIONS</b></p>
Year 10	<p><b>FIRST AID ROTATION</b></p> <ul style="list-style-type: none"> <li>-all students receive a certificate from St Johns Ambulance</li> </ul> <p><b>FAMILY MATTERS</b></p> <ul style="list-style-type: none"> <li>-the family unit, pregnancy &amp; parenthood, fertility, adoption, abortion, savour siblings</li> </ul>	<p><b>WHAT'S SEX GOT TO DO WITH IT?</b></p> <ul style="list-style-type: none"> <li>-sex and relationships, body image, consent, sexting, contraception, STI's, breast and testicular cancer</li> </ul>	<p><b>STUDY SKILLS &amp; WELLBEING</b></p> <ul style="list-style-type: none"> <li>-revision skills, resilience, anxiety, depression</li> </ul>	<p><b>CAREERS</b></p> <ul style="list-style-type: none"> <li>-CV writing, application forms, interview techniques</li> </ul>	<p><b>RELIGION IN THE MODERN WORLD</b></p> <ul style="list-style-type: none"> <li>-religion &amp; science, religion as an illusion, religious persecution, freedom of religion, the afterlife</li> </ul>	<p><b>GLOBAL CONCERNS</b></p> <ul style="list-style-type: none"> <li>-the environment, the use of animals, the benefits of the outdoors,</li> </ul>
Year 11	<p><b>GOVERNMENT &amp; VOTING</b></p> <ul style="list-style-type: none"> <li>-general elections, voting, public money, making laws</li> </ul>	<p><b>DRUGS &amp; ALCOHOL</b></p> <ul style="list-style-type: none"> <li>-drugs and the law, cannabis, psychoactive substances, addiction</li> </ul>	<p><b>STAYING SAFE</b></p> <ul style="list-style-type: none"> <li>-risk taking, gangs, knife crime, extremism and radicalisation</li> </ul>	<p><b>FINANCE</b></p> <ul style="list-style-type: none"> <li>-payslips, loans, gambling, keeping your money safe</li> </ul>	<p><b>CRIME &amp; PUNISHMENT</b></p> <ul style="list-style-type: none"> <li>-cause of crime, aims of punishment, corporal punishment, capital punishment</li> </ul>	<p><b>HUMAN RIGHTS</b></p> <ul style="list-style-type: none"> <li>-what are human rights, the use of money, standing up for rights</li> </ul>



**Department:** MUSIC

**Periods per fortnight** 5  
**Class Organisation:** Mixed Ability

**Course Overview:**

The GCSE course is based around four areas of study: Western Classical Tradition 150-1910, Popular Music, Traditional Music and Music in the 20th Century. Students study these areas through performance, composition and listening and appraising tasks.

**Exam Board:** AQA

**How students will be assessed**

Component 1 - Listening and Appraising exam (40%).

Component 2 - Performing music: One solo and one ensemble performance, each worth 15 % each (30%).

Component 3 - Composition: Two compositions, each worth 15 % (30%).

**Self-study**

Students are expected to rehearse their instrumental/vocal skills through self-directed practise and prepare for NEA solo and ensemble performances. Regular composition tasks and listening quizzes will be set via google classroom.

**Access to Resources**

- Students have textbooks to use in lessons but do not take them home.

**Parental support**

- Monitor and support instrumental/ vocal practise in preparation for Performance coursework.
- Monitor and support your child with completing the self-study / coursework tasks.

**Recommended Revision Guides**

- AQA GCSE Music Revision Guide – Rhinegold Education - ISBN 9781785881540.
- AQA GCSE Music-CGP Publications: ISBN 9781782946144.
- Department Revision Guide.

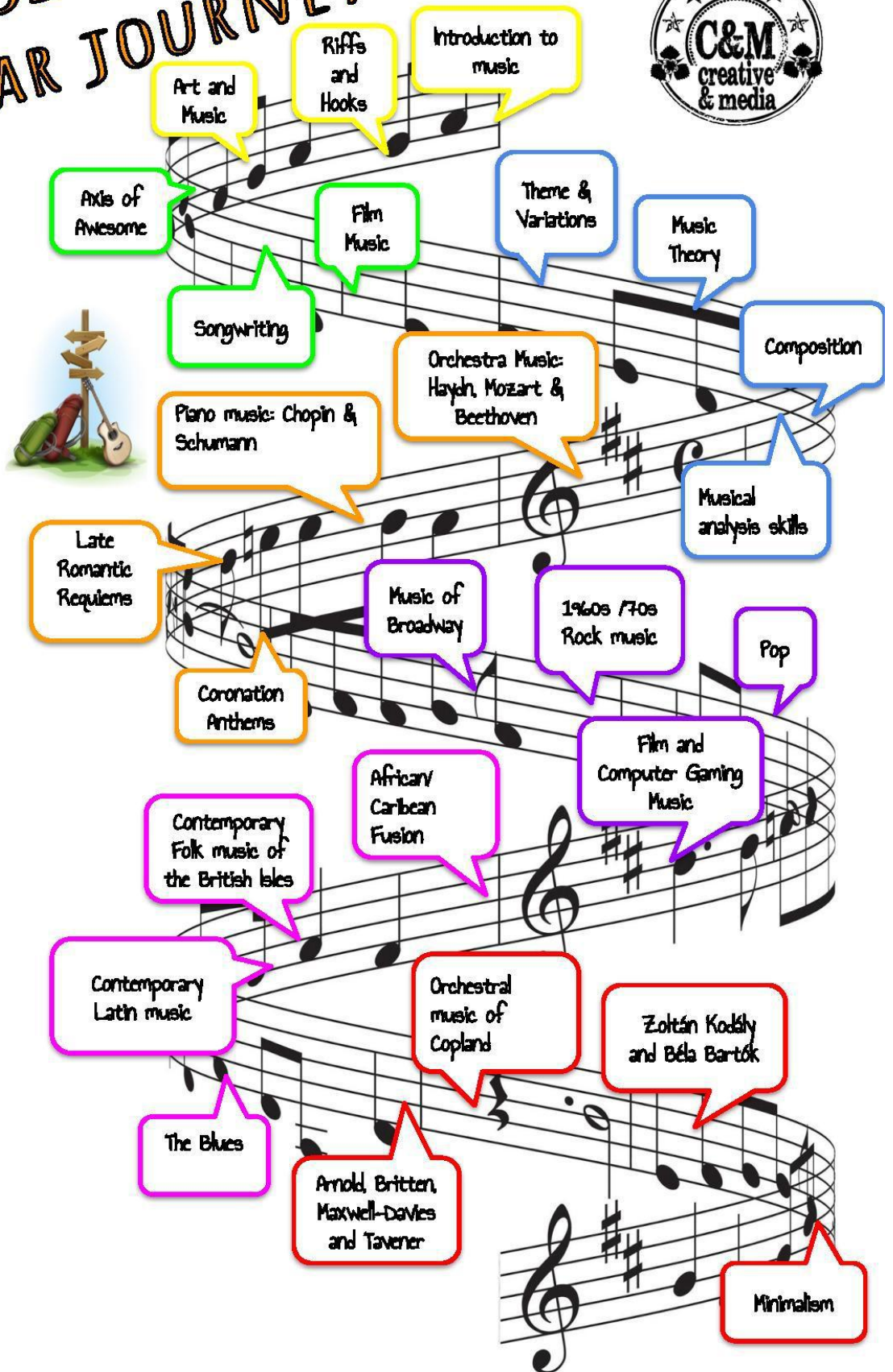
**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Step up to GCSE Music by Paul Terry (Rhinegold)</li><li>● CGP AQA revision guide</li><li>● Score analysis (Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo &amp; Paul Simon: Graceland album)</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● In search of Beethoven by Phil Grabsky</li><li>● Buena Vista Social Club: Adios (2017)</li><li>● No Direction Home (2005)- Bob Dylan</li><li>● The Beatles: Eight Days A Week (2016)</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Workshop with Royal Marines at HMS Nelson</li><li>● Performances in the Berry TheatreSchool show: pit band</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● Berry theatre, Mayflower, Live performances</li><li>● Turner Sims Concert Hall - concert series</li><li>● Live music concerts held at Barton Peveril</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● Revision guide link saved and copied to Google Classroom annually</li><li>● <a href="http://www.bbc.co.uk/bitesize/subjects/zpf3cdm">www.bbc.co.uk/bitesize/subjects/zpf3cdm</a></li><li>● Online notation software: <a href="https://flat.io/en-GB">https://flat.io/en-GB</a></li><li>● Online composition software: <a href="http://bandlab.com">bandlab.com</a></li><li>● Sheet music: <a href="https://www.musicnotes.com/">https://www.musicnotes.com/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Extracurricular clubs: Choir, Samba Band, Ukulele club, Orchestra, Jazz band, Brass band, Guitar etc</li><li>● Whole school production</li><li>● KS4 Music theory enrichment</li><li>● Composition clinic</li></ul>

# MUSIC 5 YEAR JOURNEY



Performance - Composition - Listening



**Department:** PERFORMING ARTS

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

Having developed a detailed understanding of practitioners who create live performances in year 10, students in year 11 work towards developing their performance skills through practical exploration and performances. In component 2, students learn sections of a script and perform them to a live audience. In component 3, students work in groups to develop their own devised performance based on a brief set by the exam board. Both components are accompanied by a written portfolio that details the students' creative process and evaluates their final outcomes.

**How students will be assessed**

Component 2 – Developing Skills and Techniques in the Performing Arts (30% Internal).

Component 3 – Responding to a Brief (40% External).

**Self-study**

Self-study is set weekly in year 11. This may take the form of written tasks which go towards non examined assessment or practical rehearsals.

**Parental support**

- Supporting with the learning of lines.
- Encouraging the timely completion of self-study.
- Facilitating attendance at extra-curricular rehearsals.
- Facilitating attendance at live performance events.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Use the Drama department suggested reading list to develop your understanding of KS4 plays</li><li>● Revise BTEC Tech Award Performing Arts Revision Guide</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Look online for guided tours of theatres</li><li>● Borrow a live performance DVD from the Drama department</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Watch a piece of open air theatre locally</li><li>● Attend a local immersive theatre experience</li><li>● Attend a museum or a place of historical interest to see guides who work in role to bring to life the experience</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>● The Berry Theatre, Hedge End</li><li>● The Point Theatre, Eastleigh</li><li>● Mayflower Theatre, Southampton</li><li>● The Theatre Royal, Winchester</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>● The Globe Theatre London Tour <a href="http://www.youtube.com/watch?v=m3VGa6Fp3zI">www.youtube.com/watch?v=m3VGa6Fp3zI</a></li><li>● The Old Vic: Tour of the Theatre <a href="http://www.youtube.com/watch?v=CdIFtFX1_ow">www.youtube.com/watch?v=CdIFtFX1_ow</a></li><li>● <a href="https://www.mayflower.org.uk/">https://www.mayflower.org.uk/</a></li><li>● <a href="https://www.thepointeastleigh.co.uk/">https://www.thepointeastleigh.co.uk/</a></li><li>● <a href="https://www.theatreroyalwinchester.co.uk/">https://www.theatreroyalwinchester.co.uk/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● National Theatre Connection Theatre Project</li><li>● Whole School annual Performance</li><li>● Year 11 Showcase Evening</li><li>● Trip to, and tours of, local theatres including The Berry and Mayflower Theatre</li><li>● Workshops with external practitioner</li></ul>



# YEAR 10 & 11 PERFORMING ARTS BTEC



★ = Assessment



**Department:** PHOTOGRAPHY

**Periods per fortnight** 5  
**Class Organisation:** Mixed Ability

**Course Overview:**

Students continue the 2 units of coursework throughout year 10/11 that are designed to allow them to choose the direction of their own work. Students are taught the skills that are needed to make a success of their work, with a focus on their sustained Independent Project (SIP)

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed via 4 assessment objectives that thoroughly assess a range of skills and knowledge, they complete 2 units of coursework, a year 11 practice exam and final exam in May of year 11.

**Self-study**

A range of independent tasks are set throughout the year to aid with the completion of students coursework.

**Access to Resources**

- No textbooks are used, but reference art books are available for student use in all Art rooms and the LRC.

**Parental support**

- Monitor and support your child with completing the self-study coursework tasks and attending ESP's.
- Ensure your child has the correct and required equipment – a glue stick / a good quality camera / a memory stick / chrome book.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>• Tony Northrup's Dslr Book: How to Create Stunning Digital Photography. ...</li><li>• The Digital Photography Book Volume 2 by Scott Kelby.</li><li>• The Creative Digital Darkroom by Katrin Eismann and Sean Duggan.</li><li>• Collins Complete Photography Course by John Garrett.</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>• Tales By Light</li><li>• Everybody Street</li><li>• Annie Leibowitz: A Life Through A Lens</li><li>• Helmut Newton: Frames From The Edge   NSWf</li><li>• Time Zero: The Last Year of Polaroid Film</li><li>• Join a Wildlife Photographer on the Hunt for the Perfect Shot</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>• Get involved in local, national competitions</li><li>• Art Galleries - there are plenty of local ones</li><li>• Plan a photography project together and spend time completing it</li><li>• Discover a new artist or architect together and go on walking tour, try the Banksy walking tours in Bristol for example</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>• Wildern D@rt centre</li><li>• Southampton City Art Gallery</li><li>• Solent Showcase / City Eye / Today @ Apple</li><li>• London Galleries</li><li>• Vist local national parks and places of interest to take photographs</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>• <a href="https://pixlr.com/">https://pixlr.com/</a></li><li>• <a href="https://www.digitalcameraworld.com/uk">https://www.digitalcameraworld.com/uk</a></li><li>• <a href="https://iphonephotographyschool.com/">https://iphonephotographyschool.com/</a></li><li>• <a href="https://www.photoshop.com/">Photoshop.com</a></li><li>• <a href="https://petapixel.com/">https://petapixel.com/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>• Photography Competitions / Inter school competitions</li></ul>



Department: PHYSICAL EDUCATION (Core) Periods per fortnight 2  
 Class Organisation: Mixed Ability

**Course Overview:**

Students follow a personalised pathway for PE. Students choose their pathways which are based around the PE National Curriculum, including areas such as sporting activities as Football, Table Tennis, Badminton, Basketball, Rugby, Trampoline, Waterpolo, Rounders, Tennis, Ultimate Frisbee, Yoga, Zumba and offsite activities such as golf and bowling.

**How students will be assessed**

Students will not formally be assessed in this element of the curriculum but will be given teacher attitude grades at intervals throughout the year.

**Self-study**

Students will not be set any formal self-study tasks however there will be encouragement to participate in extracurricular clubs and teams.

**Parental support**

- Ensure your child has the correct PE kit for every lesson.
- Encourage attendance at extra-curricular activities.
- Encourage your child to take part and foster physical activity as part of a healthy active lifestyle.
- Provide your child with a note if they are unable to take part (student is still expected to change unless medically unable) as an official or coach.

**Enrichment Ideas**

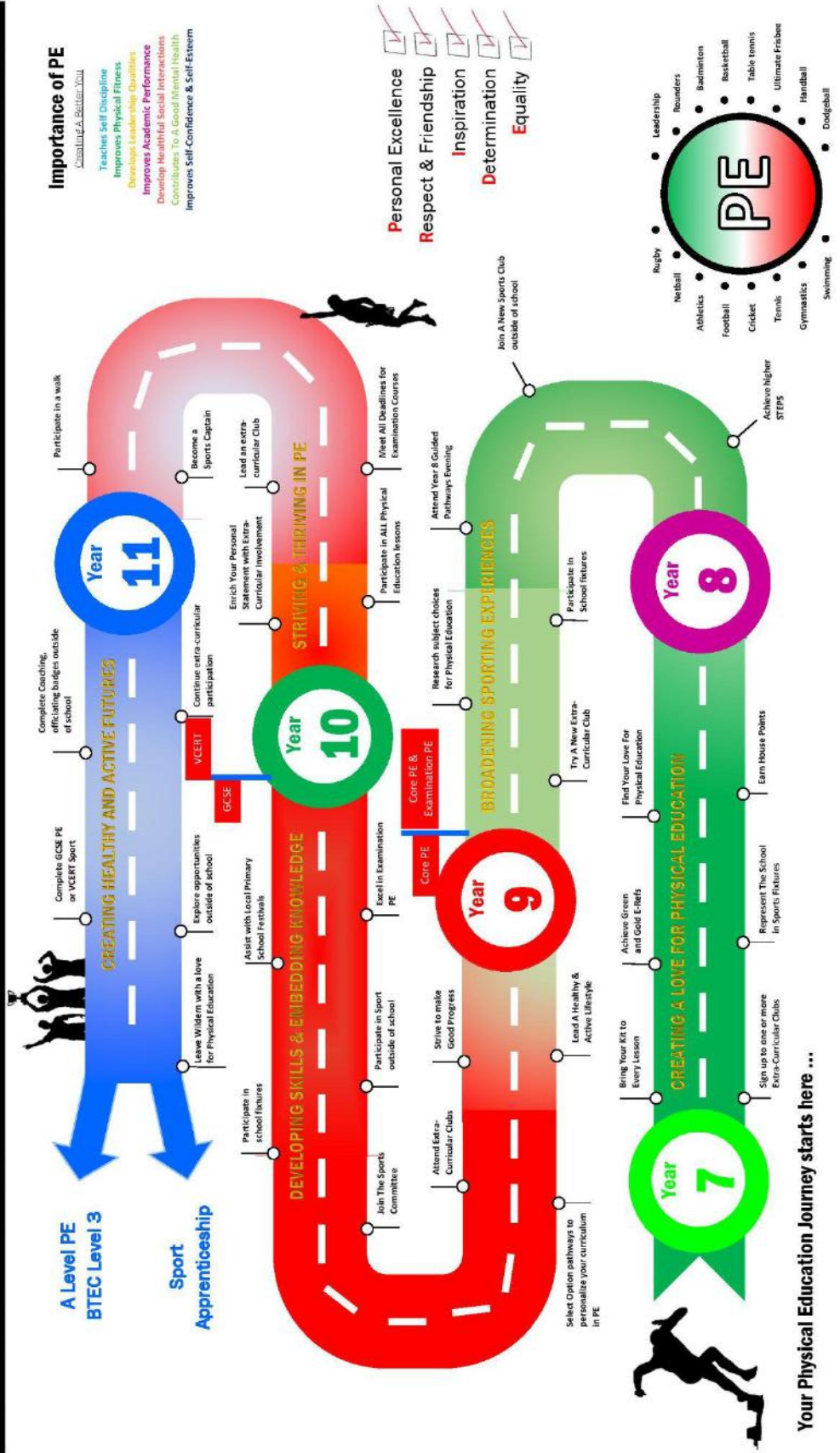
<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Pele - Little people big dreams</li> <li>● Sports pages from newspapers</li> <li>● PE review magazine</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● The Game Changers (Netflix- 15)</li> <li>● Icarus (Netflix- 15)</li> <li>● Pumping Iron (Netflix- 12)</li> <li>● Rising phoenix (12)</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Sports Day</li> <li>● Participating in a new club or activity</li> <li>● Taking on a new challenge in the community</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>● Southampton sports centre</li> <li>● Domestic and International cricket at the Ageas Bowl</li> <li>● Calshot Outdoor Activities Centre</li> <li>● David Lloyd Leisure Centre</li> </ul>
<p style="text-align: center;"><b><u>Top 3 Websites</u></b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.sportengland.org/">www.sportengland.org/</a></li> <li>● <a href="http://www.bbc.co.uk/sport/get-inspired/45353880">www.bbc.co.uk/sport/get-inspired/45353880</a></li> <li>● <a href="http://www.visit-hampshire.co.uk/things-to-do/activities-and-sport">www.visit-hampshire.co.uk/things-to-do/activities-and-sport</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Sporting clubs available after school across a variety of different activities and facilities</li> <li>● Competitive Teams and fixtures against other schools in Hampshire at various venues</li> <li>● Young Sports Ambassadors</li> <li>● Interform / House Events</li> <li>● PE Prefects</li> </ul>





# Wildern Physical Education Journey

## Every Student Matters, Every Moment Counts



Your Physical Education Journey starts here ...



**Department:** GCSE PHYSICAL EDUCATION **Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

Students will be introduced to Component 2 of the course which will include topics; ‘Health, fitness and wellbeing’, ‘Sport Psychology’, and ‘Socio-cultural influence’. Alongside this students practical performance will continue to be assessed in a variety of sporting activities related to Component 3 ‘Practical performance’.

**Exam Board:** Edexcel

**How students will be assessed**

Students will be assessed in both theory and practical aspects of the PE course. ‘Topic tests’ and live practical assessment will be made by subject teachers in each taught module.

Examination completed this year: Exam Paper 1 and Paper 2 60% (May).

**NEA completed this year:** Practical assessment 30% (Easter).

**Self-study**

Students are expected to complete one theory based self-study each fortnight alongside attending at least one extra-curricular club at school unless they regularly participate in sports clubs outside of Wildern.

**Access to Resources**

- Students have access to textbooks to work with in lessons as well as access to online textbooks.

**Parental support**

- Ensure your child has correct PE kit for every lesson.
- Encourage attendance at extra-curricular activities.
- Encouragement to take part and foster physical activity as part of a healthy active lifestyle.
- Provide your child with a note if unable to take part (student is still expected to change unless medically unable).
- Support with the collection of video evidence of your child’s practical performance to be assessed.

**Recommended Revision Guides**

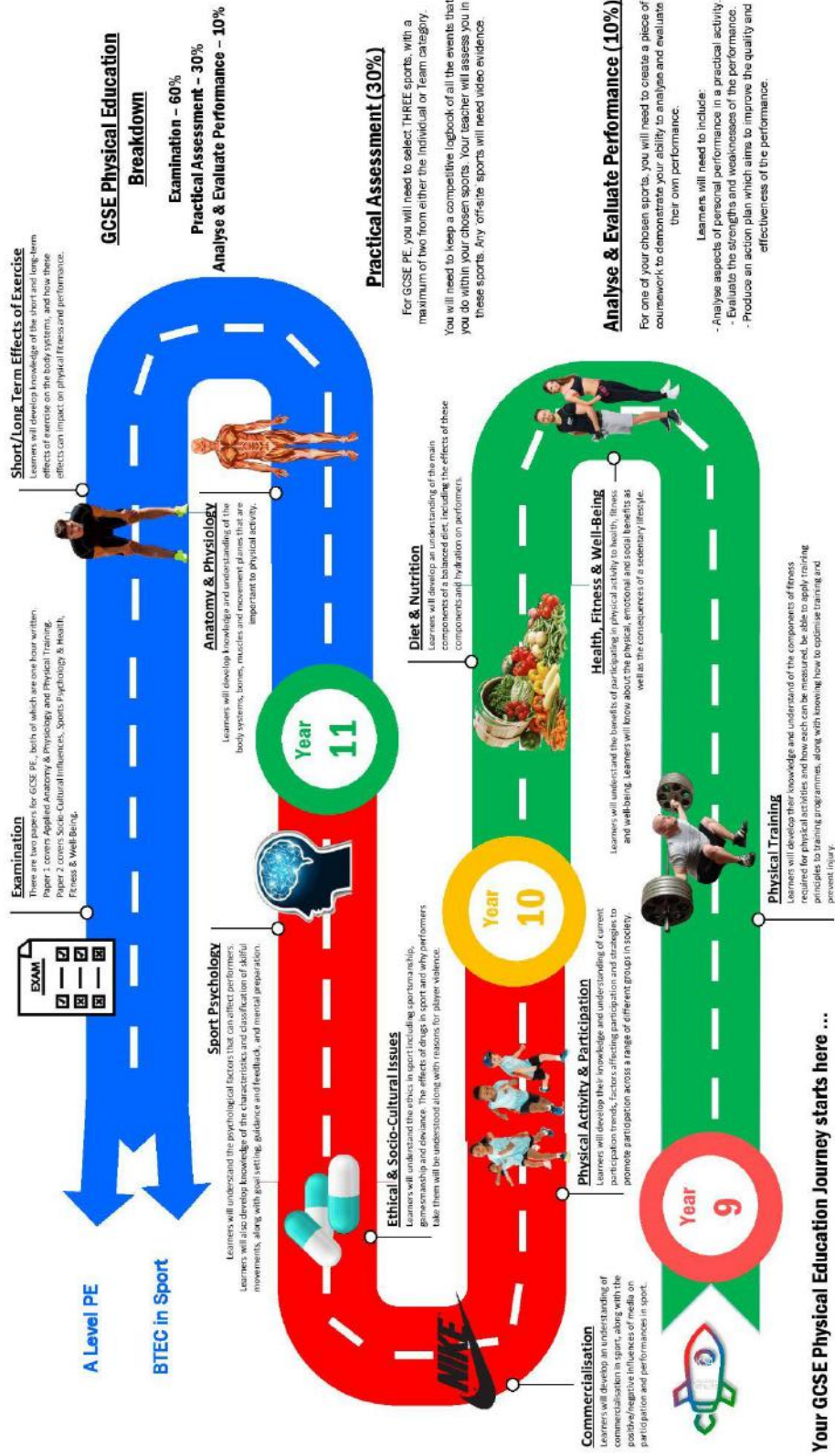
- CGP Revision guides and workbooks are available to purchase from school.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Bounce: The Myth of Talent and the Power of Practice Matthew Syeed</li> <li>● Nicola Adams - Believe</li> <li>● The History of the olympic games</li> <li>● Online Sports related news articles</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● Sports stories (BBC)</li> <li>● Icarus (Netflix- 15)</li> <li>● Last Chance U (15)</li> <li>● Rising Phoenix</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Trips to Elite Fixtures</li> <li>● School fixtures played at schools and local clubs</li> <li>● Young Ambassadors</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>● New forest water park</li> <li>● Gosport Ice rink</li> <li>● Calshot Outdoor Activities Centre</li> <li>● David Lloyd Leisure Centre</li> </ul>
<p style="text-align: center;"><b><u>Top 3 Websites</u></b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.bbc.co.uk/bitesize/examspecs/zxbg39q">www.bbc.co.uk/bitesize/examspecs/zxbg39q</a></li> <li>● <a href="https://www.brianmac.co.uk/">https://www.brianmac.co.uk/</a></li> <li>● <a href="https://www.teachpe.com/fitness-training">https://www.teachpe.com/fitness-training</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Sporting clubs available after school</li> <li>● Competitive Teams and fixtures</li> <li>● PE Prefects</li> </ul>

# Wildern Physical Education Journey

## Every Student Matters, Every Moment Counts



**Department:** VCERT HEALTH and FITNESS \_\_\_\_\_ **Periods per fortnight** 5  
**Class Organisation:** Mixed Ability

**Course Overview:**

**VCERT in Health and Fitness Level 1 / 2:**

Students will study Unit 2 Health and Fitness; Lifestyle choices, Testing components of fitness, target setting, and structuring a fitness programme. These elements will be taught in both theoretical and practical lessons as students build toward the NEA Synoptic project element of the course (60%). The final externally assessed exam will take place in November based around the content covered for unit 1. The best result of these two exams will be taken forward and equates to 40% of students final grade.

**Exam Board:** NCFE

**How students will be assessed**

Students will be assessed at regular intervals in theory elements of the course. Examination completed this year: VCERT Exam (attempt 2 in November) 40%.

**NEA completed this year:** VCERT 60% Synoptic Project (January).

**Self-study**

Students will be expected to complete one theory based self-study each fortnight based on current theoretical content.

**Access to Resources**

- Students have access to textbooks to work with in lessons and online.

**Parental support**

- Ensure your child has correct PE kit for every lesson.
- Encourage attendance at extra-curricular activities.
- Encourage your child to take part and foster physical activity as part of a healthy active lifestyle.
- Provide your child with a note if unable to take part (student is still expected to change unless medically unable).

**Recommended Revision Guides**

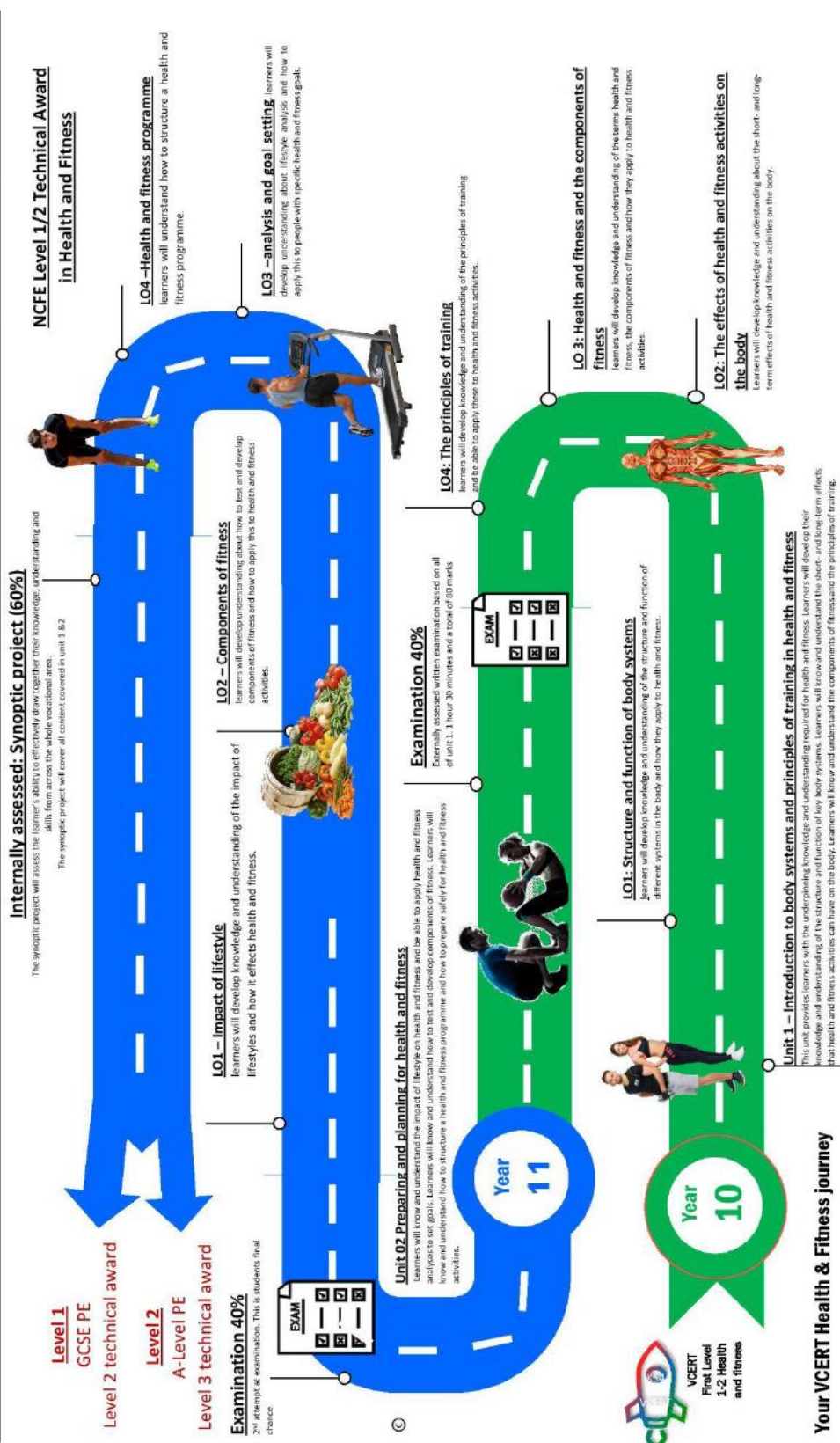
- NCFE Health and fitness revision guides can be purchased from the school.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Bounce: The Myth of Talent and the Power of Practice Matthew Syeed</li> <li>● Nicola Adams - Believe</li> <li>● The History of the olympic games</li> <li>● Online Sports related news articles</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● Sports stories (BBC)</li> <li>● Icarus (Netflix- 15)</li> <li>● Last Chance U (15)</li> <li>● Rising Phoenix</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● School fixtures played at schools and local clubs</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>● New forest water park</li> <li>● Gosport Ice rink</li> <li>● Calshot Outdoor Activities Centre</li> </ul>
<p style="text-align: center;"><b><u>Top Websites</u></b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.brianmac.co.uk/">https://www.brianmac.co.uk/</a></li> <li>● <a href="https://www.teachpe.com/fitness-training">https://www.teachpe.com/fitness-training</a></li> <li>● <a href="http://www.bbc.co.uk/bitesize/examspecs/zshs4qt">www.bbc.co.uk/bitesize/examspecs/zshs4qt</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Sporting clubs available after school</li> <li>● Competitive Teams and fixtures</li> <li>● PE Prefects</li> </ul>

# Wildern Physical Education Journey

## Every Student Matters. Every Moment Counts





**Department:** RELIGIOUS EDUCATION

**Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

In year 11 students learn the skills of linking units and themes together and ensuring that they have a deep understanding of all of the topics. Our year 11 scheme of work teaches students the skills they need to articulate answers, master their skills of analysis, evaluation and making judgements. This is essential for the extended answers in the exam. Year 11 provides a deeper understanding of all topics as well as crucial exam technique and knowledge recapping.

**Exam Board:** AQA

**How students will be assessed**

November practice exam in line with the whole school.  
February/March practice exam.  
Exam questions in class throughout the year.

**Self-study**

Self study is set fortnightly via Google Classroom. This is a mixture of Google quizzes and exam questions.

**Access to Resources**

- All students have a comprehensive self-produced GCSE course guide, which contains all necessary revision materials.

**Parental support**

Support your child with the self-study tasks that are set.  
Help your child create a revision timetable.  
Talk frequently to your child about their learning, current affairs and the themes that are covered in the GCSE RE.

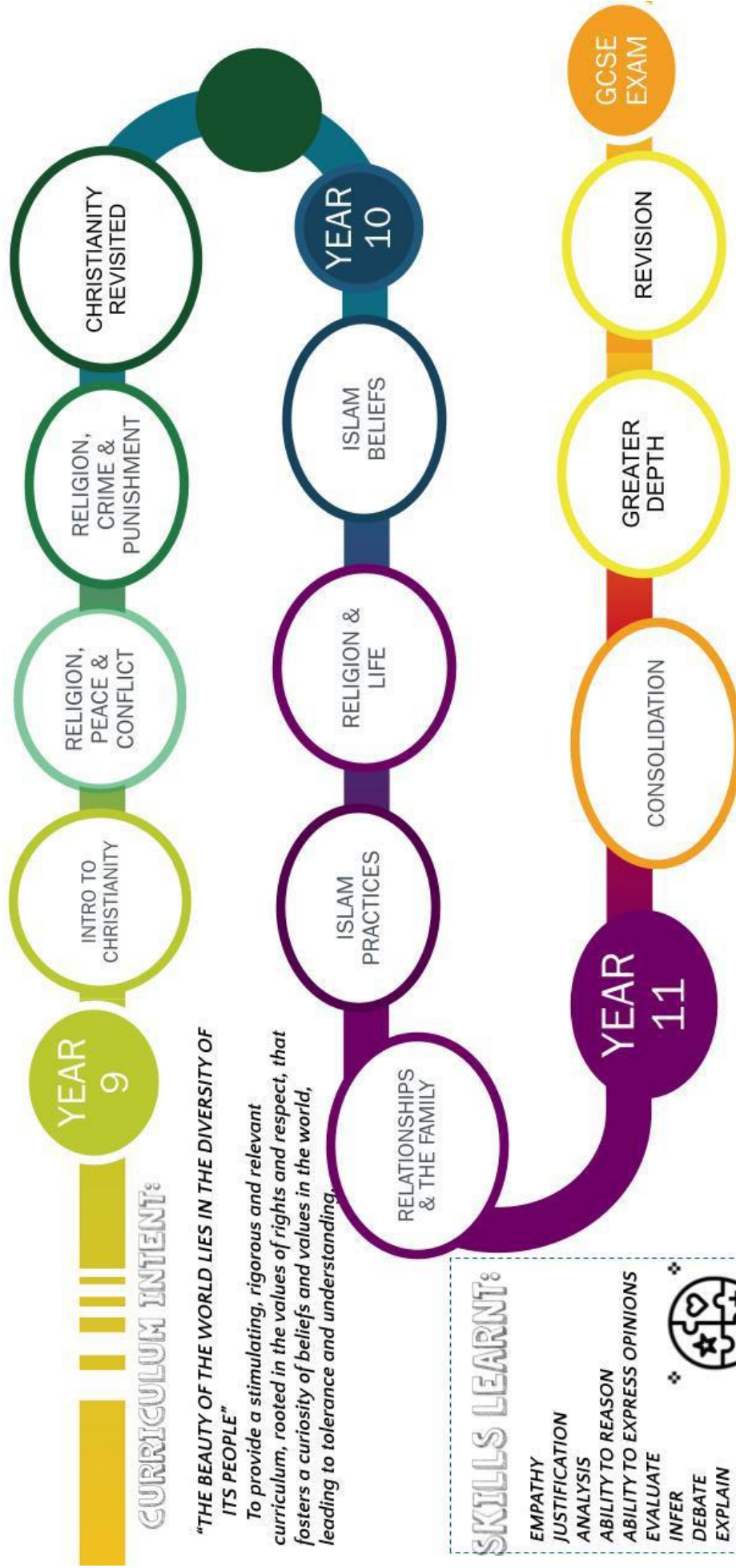
**Recommended Revision Guides**

- All revision guides and material are shared through Google Classroom.
- Revision guides produced by the school are available to purchase for £3.00.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>• The Puzzle of Christianity - Peter Vardy</li><li>• The Bible Book - Dorling Kindersley</li><li>• Islam - An Introduction - Ruqaiyyah Waris Maqsood</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>• Podcast: The God in Film</li><li>• The Story of God with Morgan Freeman</li><li>• Around the world in 80 faiths</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>• National Trust opportunities</li><li>• Westminster Abbey</li><li>• St Pauls Cathedral</li></ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"><li>• Local churches (KCC, Holyrood church, St Michaels Church, Franciscan Friary)</li><li>• Local mosques (Southampton Medina mosque)</li></ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"><li>• <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li><li>• <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></li><li>• <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></li><li>• <a href="http://www.REquest.org.uk">www.REquest.org.uk</a></li><li>• <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>• P4C within lessons to deepen students understanding on various themes and topics</li></ul>

# CURRICULUM OUTLINE



**"THE BEAUTY OF THE WORLD LIES IN THE DIVERSITY OF ITS PEOPLE"**

To provide a stimulating, rigorous and relevant curriculum, rooted in the values of rights and respect, that fosters a curiosity of beliefs and values in the world, leading to tolerance and understanding.

**SKILLS LEARNT:**

- EMPATHY
- JUSTIFICATION
- ANALYSIS
- ABILITY TO REASON
- ABILITY TO EXPRESS OPINIONS
- EVALUATE
- INFER
- DEBATE
- EXPLAIN
- DISCUSS

**Department:** SCIENCE **Periods per fortnight** 9  
**Class Organisation:** **Broadly Banded**

**Course Overview:**

Students continue to study either the AQA trilogy Combined Science or the AQA Separate Science course. Students will study a combination of Biology, Chemistry and Physics modules that build upon year 9 and 10.

**Exam Board:** AQA

**How students will be assessed**

Students will continue to be assessed regularly through participating in required practicals as well as written assessed tasks. Students will be expected to complete 21 practical experiments in combined science and 24 in separate science over the three years of KS4, which are specified by the examination board. Practise exam papers will be sat in the autumn term and spring term.

**Self-study**

Set every week from the start of the year on the Self-study Programme which will be shared via Google Classroom. Students will be set exam questions up until October half term, thereafter they will be given a weekly past exam paper to complete which will be marked in lessons weekly with their teacher.

**Access to Resources**

- All students have access to a range of textbooks to work within lessons.
- <https://www.kerboodle.com/users/login> All students are given access by their teacher in school.

**Parental support**

- Support students completing their self-study and with revision.
- Ensure students are fully equipped during lessons including a calculator.

**Recommended Revision Guides**

- Pearsons AQA GCSE Combined Science Revision Guide (£4.50) – Higher/Foundation.
- Pearsons AQA GCSE Combined Science Workbook (£4.50) – Higher/Foundation.
- Collins AQA GCSE Revision Guide and Workbook (£4.50) (available in Biology, Chemistry and Physics).
- CGP Essential Maths Skills for Secondary Science. (£4.50)

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Subscribe to ‘New Scientist’</li> <li>● Shadowsmith - Ross Mackenzie</li> <li>● Accidental Superstar - Marianne Levy</li> <li>● The way things work - David Macaulay</li> <li>● Focus magazine</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● BBC Science and nature documentaries</li> <li>● Theory of Everything (12A)</li> <li>● Chernobyl (sky)</li> <li>● TED talks</li> <li>● Netflix Science documentaries</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Range of activities in British Engineering and Science week</li> <li>● Southampton Science and Engineering fair</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>● Science museum and Natural History Museum</li> <li>● Portsmouth Historic Dockyard</li> <li>● Marwell zoo</li> </ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Science news for students</a></li> <li>● <a href="#">Kerboodle Online Textbook</a></li> <li>● <a href="#">Primrose kitten on youtube</a></li> <li>● <a href="#">ASAP Science channel on youtube</a></li> <li>● TED ed: <a href="http://www.youtube.com/user/TEDEducation">www.youtube.com/user/TEDEducation</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● British Engineering and Science week</li> <li>● University of Southampton days</li> <li>● Enrichment opportunities for future careers</li> </ul>







Care, Opportunity, Quality **KS4 Chemistry** Every Student Matters, Every Moment Counts







**Department:** TRAVEL and TOURISM **Periods per fortnight** 5  
**Class Organisation:** **Mixed Ability**

**Course Overview:**

This is a BTEC Tech award for students who are on their pathways 2 journey. It is a course which covers the specification in two years. This year, students will study how to identify up and coming destinations and use market research to inform trips and visits to places. This unit culminates in students planning a holiday for clients from beginning to end.

**How students will be assessed:**

Over the two year course students have 60% assessed internally inline with BTEC Standardisation protocols. Your child will by year 10 have completed two assignments and has two more to complete for unit 3. In the summer of year 11 students have an exam worth 40% of their final grade. This is on all topics for unit 2.

**NEA completed this year:** Component 3: Customer Needs in Travel and Tourism 30%.

**Self-study**

When applicable students are set self-study, largely on google classroom to help to further enhance their learning. Self study will include revision and past exam papers.

**Parental support**

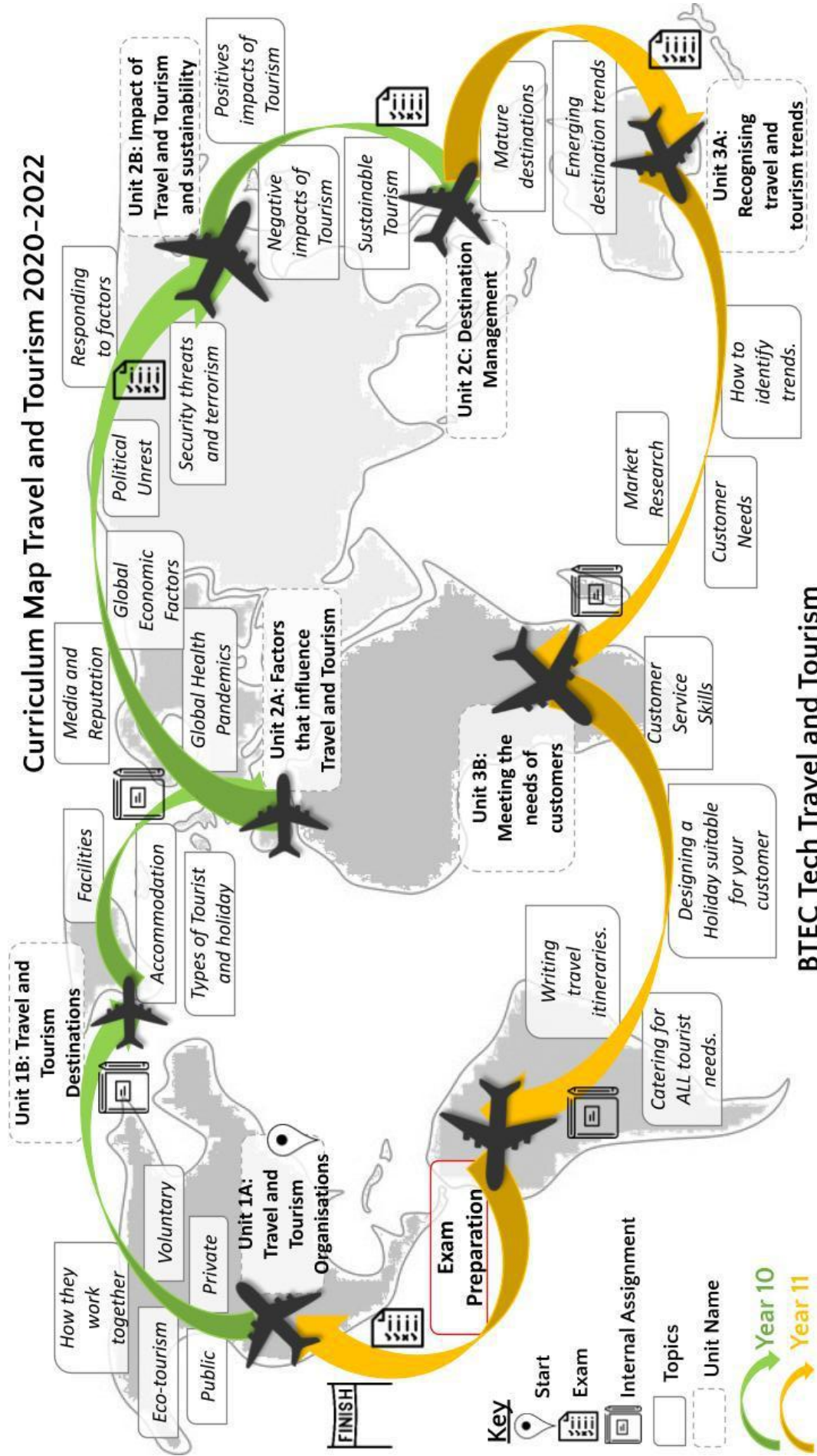
- Monitor that your child is completing self-study and support your child with revision and exam practice.
- Encourage your child at home and consider visiting or embarking on the enrichment activities suggested.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Destinations of a Lifetime - National Geographic</li> <li>● Simon Reeve: Step by Step.</li> <li>● Lonely Planet Guide, Rough Guides and DK Eyewitness Guides.</li> <li>● Wild: From Lost to Found on the Pacific Crest Trail - Book by Cheryl Strayed</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● Inside the Cockpit - Channel 4. Available on YouTube.</li> <li>● The Dark Tourist - Netflix.</li> <li>● Down to Earth - Zac Efron.</li> <li>● Film - Wild (based on the book)</li> <li>● The Thoughtful Travel Podcast.</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● National Trust - <a href="#">50 things</a> to do before you're 11 ¾.</li> <li>● Walk the Southampton City Walls</li> <li>● Visit Southampton when the cruise ships are in</li> <li>● Travel somewhere new by train, bus or car.</li> <li>● Help to plan a trip from beginning to end and write an itinerary for the day.</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <ul style="list-style-type: none"> <li>● Portsmouth Spinnaker Tower</li> <li>● New Forest National Park - find a trail for a walk/picnic/cycle.</li> <li>● Beaulieu Motor Museum</li> <li>● Manor Farm</li> <li>● Swanwick Lakes and Nature Reserve</li> </ul>
<p style="text-align: center;"><b><u>Top 5 Websites</u></b></p> <ul style="list-style-type: none"> <li>● Trip Advisor - <a href="https://www.tripadvisor.co.uk/">https://www.tripadvisor.co.uk/</a></li> <li>● Business Traveller - <a href="http://www.businesstraveller.com/">www.businesstraveller.com/</a></li> <li>● Kayak - <a href="https://www.kayak.co.uk/">https://www.kayak.co.uk/</a></li> <li>● <a href="#">Travel and Tourism Pearson BTEC Tech Award Homepage</a></li> <li>● Lonely Planet - <a href="https://www.lonelyplanet.com/">https://www.lonelyplanet.com/</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Talks from industry professionals when possible.</li> <li>● Work using google suite to further develop ICT skills to help students develop ICT skills to further aid the transition to the increasingly digitised and virtual world of travel.</li> </ul>



# Curriculum Map Travel and Tourism 2020-2022



## BTEC Tech Travel and Tourism



## Feedback Practice



### Feedback must cause thinking!

We believe marking and feedback should be used to identify students strengths and weaknesses and further students learning. We monitor students progress regularly and ensure students take ownership of the feedback they receive through meaningful reflection.

Feedback will be given regularly through any of the following methods: whole class feedback, individual verbal feedback, a code/symbol marking, numerical marking, a written comment or highlighter. Feedback must always be acted upon by students in green pen.

- Staff will grade or mark a summative assessment at least three times a year, for which all students will receive a numerical score, percentage, and/or a WCS or GCSE grade within two weeks.
- Current Levels of Performance are shared with students and parents via Wildern Assessment Data (WAD) two or three times a year depending on year group; this is to be recorded by students on their feedback fliers.
- Quizzes will be used frequently and marks recorded on teachers Marksheets and tracking fliers in exercise books. These will include the testing of knowledge currently being taught, as well as previously taught knowledge.
- Literacy: identified errors will be circled sparingly (up to five) and identified with a sp/ww placed in the margin with the correct word written next to it, depending on the age and ability of the child. Students need to write out the correct spelling three times in the margin using look, cover, write, check.

#### **The following symbols will be used by students and teachers: -**

<p>sp - incorrect spelling</p> <p>ww - wrong word used</p> <p>c - incorrect capitalisation</p> <p>// - new paragraph needed</p> <p>p - reconsider punctuation</p> <p>sc - poor sentence construction</p> <p>? - vague, unclear</p> <p> - target</p> <p> - reflection</p>	<p><u>Marking abbreviations:</u></p> <p>GCSE grade - 1-9</p> <p>VCERT/BTEC:- D*-P</p> <p>WCS:Wildern Current Step</p> <p>WST: Wildern Step Target</p>
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Students' work will be assessed following the schools' grading system and will be completed in a contrasting colour to students' work.

Green pen will be used by students self-critiquing their own work, peer critiquing each other's work, and for all reflection tasks which could include: redrafting, reapplying knowledge, repeating a skill or practice, or facilitated research.

## Wildern Steps



### Wildern Steps

Our Wildern Steps link to GCSE grades. Students receive steps to show their current level of performance (WCS) on the curriculum content covered in Year 7 and 8 and then receive steps with GCSE grades in Year 9 – 11 often on new curriculum content.

Step	GCSE grade	Vocational grade
<b>33</b>	9	D*
<b>30-32</b>	8	D*
<b>27-29</b>	7	D
<b>25-26</b>	6	M
<b>23-24</b>	5	L2P
<b>20-22</b>	4	L2P
<b>16-19</b>	3	L1P
<b>12-15</b>	2	
<b>9-11</b>	1	
<b>0-8</b>	Not on the GCSE scale yet	

Students are tracked and given targets across subjects in KS3 and this is refined at KS4 based on their KS2 levels or scaled scores as well as other baseline assessments in Year 7. Therefore it is an individual's progress towards their targets that is important.

## WAD Collections

At Wildern we believe in building upon individual students' strengths and identifying areas for improvement. We monitor student progress through collecting Behaviours for Learning Colours and Wildern Current Step (WCS) and grades at 2 key points in each academic year. These grades are transferred into the Student Planner during a tutor session as well as being sent to you electronically via email and via the INSIGHT parent app on the WAD & Reports Menu.

WAD is collected at 2 key points during Year 11. It will contain Behaviours for learning colours, current level of performance insteps and grade, target insteps and grade and on occasions an exam grade.

Yr11 WAD1: Week beginning 6 December 2021 (This will include Practice Exam 2 grades)

Yr11 WAD2: Week beginning 14 February 2022

# Behaviours for Learning

Effective learning and teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

## **Encouraging a positive attitude to learning**

At Wildern School we want students to be willing to learn and ready to work to enable them to succeed.

To support and encourage this to happen, students need to have a positive approach to their own learning. A copy of the Attitude grade criteria is within this booklet.

A positive and hardworking attitude can make the vital difference to student performance.

## **The EREF (Achievement and Behaviour) System**

At Wildern there are a wide range of rewards that a student can receive.

In lessons students will most likely receive an Eref from their teacher. These come in the form of either Green (worth 2 points) or Gold (worth 4 points). These are awarded for excellent work and attitude in class as well as excellent pieces of self-study. There are a number of rewards that happen across the year group as a result of positive Eref scores. These can include recognition in assembly or class, postcards home, certificates, awards in celebration events, food vouchers and even lunch with the Headteacher!

However on occasions when a student breaks the school Discipline Policy a negative Eref will be written Amber (-1 points), Red (-2 points) or for the most serious issues, a Purple (-4 points).

These awards will be recorded automatically on the Insight portal (child and parent) and you will be able to see your child's current score each time you log onto the website.

A student's overall points total will be used in supporting the Wildern House Championship competition.

## **Successful Wildern Students will be demonstrating the following behaviours for learning:**

- ▶ a) Being respectful which will allow yourself and others to learn
- ▶ b) Being punctual and attending all lessons which has a positive impact on learning
- ▶ c) Being always appropriately equipped and ready to learn
- ▶ d) Engaging in lessons
- ▶ e) Completing all class work to a required standard
- ▶ f) Completing all self study to a required standard
- ▶ g) Working to the best of your ability and taking pride in everything you do
- ▶ h) Understanding and acting on feedback
- ▶ i) Preparing appropriately for assessments
- ▶ j) Using appropriate subject specific vocabulary

## Behaviours for Learning Coding:

<b>Y (Yellow)</b>	Demonstrating the behaviours for learning that will support achieving your target
<b>T (Turquoise)</b>	One or more behaviours for learning need improvement to support reaching your target
<b>B (Blue)</b>	Not demonstrating the behaviours for learning to reach your target

The comment column of your report will indicate which element of the 10 behaviours for learning needs to be prioritised in each subject

## Communication with Parents

At Wildern School we use a range of opportunities to communicate with parents regarding the progress and achievement of your son or daughter. In terms of reporting to parents, we go beyond the statutory requirements and utilise Parents' Evenings, Wildern Attitude Data collections (WAD) and the end of year report to keep parents informed. This approach ensures that a continual view of a student's progress is communicated throughout the academic year and negates the need to solely rely on an End of Year Report. More information about these elements are outlined below.

## Reporting to Parents

The report system has been reviewed and adapted and will continue to evolve with the implementation of a new behaviours for learning system. Due to this there may be some alterations in what information the reports contain. At Wildern we strive to report on more than just the statutory requirements of attendance and progress data.

In May, there will be a final summary report sent out to all Year 11 parents. It will contain many of the below:

- Attendance figures
- Behaviours for learning data
- Reflections from the tutor reviewing the past 5 years
- A summary comment from the Director of Progress and Achievement reviewing the past 5 years
- Subject information – what has been covered
- Final WAD for the year

There are no development statements for Year 11 at this stage as they are just about to embark upon their GCSE exams. With two parents' evenings and WAD collections, it is felt that parents and Year 11 will be clear on how to progress to achieve their final goal.

## Parents' Evening

These evenings are an opportunity to discuss your son/daughter's progress with the teacher of each subject being studied. Parents Evening will be run virtually via an online booking forum. How this will work will be communicated with parents prior to each event.

Parents Evening 1 - Wednesday 13 October 2021

Parents Evening 2 - Wednesday 9 March 2022



## Personal Learning Reviews (PLR)

PLRs allow students to reflect upon their progress in school and what meaningful targets they want to set themselves to help them move forward. PLRs will be completed within the Tutor programme.

The initial target setting will take place during the Autumn term. Students will have the opportunity to reflect on what they feel their priorities for the year are and set targets accordingly. This reflection underpins the Wildern Attributes and focuses on Reflection, Determination and Pride. For Year 11, the Spring term review will be their final review. Students will reflect on their progress and potentially adapt and refine their existing targets. To prepare for this, students will be asked to write a comment summarising their year.

## Google Classroom and the Google Suite



All Students have a Google Classroom for each of their timetabled lessons populated with resources provided by their teachers. Google Classroom can also be accessed via the homepage of the school website or directly via <https://classroom.google.com>.

Students need to click on the nine dots once logged into their school email account to see all the Google apps including Google Classroom it should be on the top right corner and look like this



Some departments also set up additional classes and resources and invite students and staff into them. Students will have an invite on their homepage in Google Classroom.

Google Classroom is updated whenever staff post resources, questions, work or information online and will have specific information from teachers, Students will also receive an email when Google Classroom is updated and parents can opt to have a daily or weekly summary of the work status via Google Guardians.

Students also have access via their School email to the full suite of Google Education Apps via their Google Drive.

Below are links to some helpful videos which show how to navigate Google Classroom as well as answer questions.

**[Google Classroom Help YouTube Playlist](#)**

**[Google Drive Help YouTube Playlist](#)**

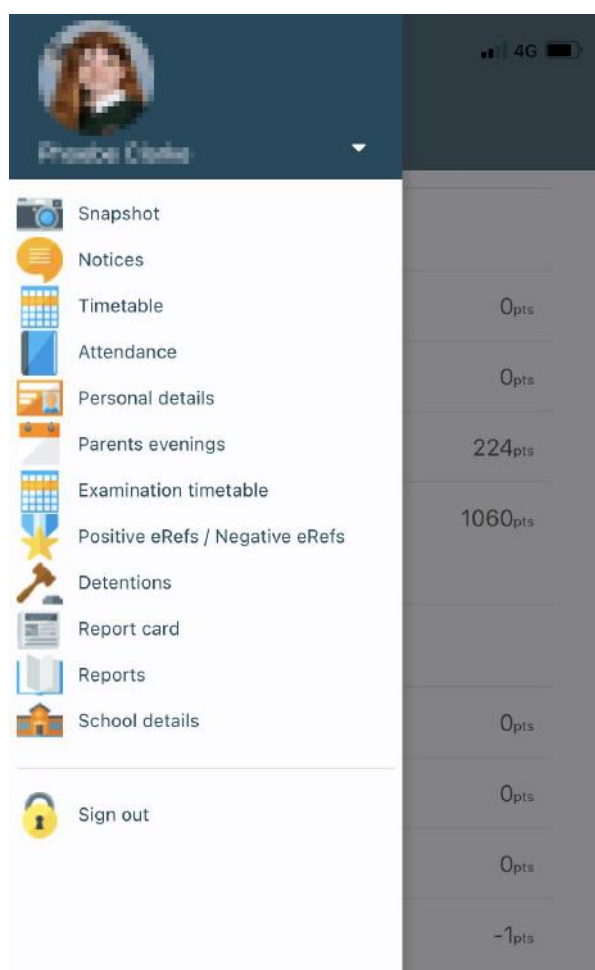
**[IT Guide Information Booklet](#)**

# Insight App

At Wildern we use the Insight App to communicate and keep parents informed and up to date as possible on their child's progress whilst at Wildern School. All parents/guardians will be sent a welcome email in the summer holidays for the Insight App. Parents can use the App for the following:

- Check Student Attendance
- Check Student Achievement and Behaviour
- Check Student Timetables
- Update Student and Parent Information
- Report an Absence
- Check the School Calendar
- Receive Messages from the School

In order to set up the insight App we need to have a parent's email address on our system. Once you receive an invitation you can then register and log on to the Insight App.





**“We often miss opportunity because it's dressed in overalls and looks like work”**  
**— Thomas A. Edison**

## School Trips and Enrichment Opportunities

Due to the current guidance and restrictions in place, we are not running any off site educational trips or residential trips to the UK or abroad for the time being. We will continue to monitor and review our position based on the latest Government advice. We will endeavour to offer trips to our students as soon as it is safe to do so.

At Wildern, we believe that students gain valuable learning experiences, from going on cultural visits overseas to visiting local points of interest and participating in local community projects. We believe that educational visits and out-of-school teaching can bring learning to life by deepening our young people's understanding of the environment, history and culture and improving their personal development. Therefore, we are always seeking to bring the world into the classroom and take our students beyond it.

The school offers an outstanding range of opportunities for students to extend their interests outside the classroom. Each curriculum area looks for trips that will help further students' interest in and understanding of key subject material, whilst the aim of other visits is to foster independence, leadership and curiosity.

### **Residential Trips**



Unfortunately, we have had to cancel or postpone all residential trips for the time being. We look forward to being able to run our residential trips again; they are thoroughly enjoyed by both staff and students.

Typically, Wildern School has always offered a fantastic range of domestic residential and international residential visits. Some of our trips are extremely well-established and have been offered for many years; students and former students will talk glowingly about their school visits to Austria, Belgium, the USA, and Germany. Some have an entirely sporting focus (for example, our skiing trips and water sports trips). Others have had a particular curriculum focus (for example, our trips run by the History or Geography departments). Others have had a cultural focus (for example our exchange trips to Germany and Portugal).



## Enrichment Opportunities/Competitions

### Year 11

<b>Monday</b>	The Unheard Boys Dance Company Robotics Club GCSE Art Drop In GCSE English Drop In
<b>Tuesday</b>	Guitar Ensemble Jazz Band GCSE Art Drop In GCSE English Drop In Senior Bare Roots
<b>Wednesday</b>	Dance Live! Art Workshops & GCSE Drop In GCSE English Drop in Film Club Philosophy Club (Week B) Number Crunchers Year 10/11 Science Drop-In Percussion Group
<b>Thursday</b>	Wildern Orchestra Stage Technology Club String Group KS4 Choir Band Musicianship
<b>Friday</b>	Brass Ensemble Ukulele Club Music Theory Club Yr 11 Science Club
<b>Competitions</b>	Art Termly House Photography Competition Inter School Photography Competition in the Spring Term Additional Local and National Art and Photography Competitions throughout the year.

*NOTE: All depts. for GCSE courses run individual Non-Examination Assessment clinics as the need arises.*

*NOTE: PE run a whole host of sporting teams and activities which are open to all students. Students should see the extra-curricular timetable in September.*

*NOTE: Music activities may be subject to change in September.*

## The House System

Every member of the school community, excluding the Executive Head teacher, Head teacher and the House Championship coordinator, is a member of one of the six houses. Naming the schools houses was voted upon by students and staff in 2012 who decided to represent Hedge End's rich strawberry growing heritage and so Houses are named after specific varieties.

The make up for each house is spread across all year groups, with two/three tutor groups being allocated to each house. Students in that tutor group will continue to represent that house for the full five years at Wildern whilst being supported by all other staff who are house members. Heads of house are all from the schools Senior Leadership team and are ably assisted by the House Captains who form a focal point for the organisation and delivery of events across the school, while also publishing results on the House blog pages and screens across the school.

### Ethos

The Wildern House Championship is designed to allow all students, of any ability, aptitude or talent, to participate in a yearly competition. The championship is open to all, and every member of the school community will have the opportunity to participate individually or part of a team.

### Heads of House



### Points

E.Ref Colour	Points
GOLD	4
GREEN	2
AMBER	-1
PURPLE	-4

Half Termly Attendance	Points
100% Term	4
100% Year	10 (Bonus)

Calendar Events
Bronze: 100, 70, 50, 30, 20, 10 Silver: 200, 140, 100, 60, 40, 20 Gold: 400, 280, 00, 120, 80, 40

These will be awarded for student attendance, e-ref's, and house competitions. The house with the most points at the end of the year wins the House trophy!



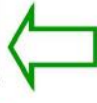
## Year 11 Head Boy & Head Girl Team

**Year 11 Senior Prefects**

Focus Groups	Humanities	Creative & Media	MFL	PE	MAC	Design & Technology	Art	Maths
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Senior Prefects to be responsible for a particular area of school improvement based on their strengths, experience and application as well as run a Prefect team

- Each prefect to be part of a prefect team run by a Senior Prefect
- Part of a team for duties, parents evening and open evening
- Can be called upon by their senior prefect to support with events in their area of focus



### Senior House Captains (Year 11)

- House Captains:**
- Year 7 & 8 Junior House Captain
  - Year 9 & 10 Intermediate House Captain
  - House Captain to attend regular meetings; attend House events and assemblies; and promote and participate in the House system

### Student Leaders

**Focus Groups**

All students can attend a Focus group during tutor time. Members from each Focus group to represent their group at termly meetings.

- RRC & Community Leaders
- Mind, Body and Soul Leaders
- Eco Leaders
- E-safety Leaders
- Googlers Leaders
- Careers Leaders

**Transition Leaders**

- Year 8: Transition leaders for Year 7 students to assist with tutor time activities, the running of the 'Big Room' and Induction Day
- Years 9 & 10: Transition Leaders to support students in lower years

**Learning Leaders**

- Year 8 students can apply to be a Learning Leader to observe teaching and learning across the school
- Learning Leaders to assist with school strategies e.g. the Wildern Attributes
- Learning Leaders can also be used to assist department development

**School Leaders**

- Students to be ambassadors for the school e.g. providing school tours
- Representing the school at community events e.g. The Big Clean

**Diversity Leaders**

- Students from all Year groups are welcome to apply
- Running campaigns e.g. Anti-bullying month
- Promote and model tolerance and respect amongst staff and students



'Every student matters, every voice counts.'

*There are other aspects of student leadership that all students have the opportunity to be a part of; Department and Year team student as evaluators; being tour guides to visitors; getting involved in school events such as the Big Clean; being on interview panels.*

## Wildern Colours

Wildern Colours is an opportunity for students to be recognised for their hard work and determination in both PE and Creative and Media.

The Creative and Media and PE Colours:

- Acknowledge and value the commitment students give to Creative and Media and/or PE.
- Give a visible reflection of the pride we have when you represent us with a badge on the school jumper for Half Colours and a red tie with the Colours symbol for Full Colours.
- Recognise that students have gone above and beyond in these subject areas.

Half Colours will be awarded to those students who have made a commitment to these areas over two years. Half Colours will be given for regular commitment to and representation at Creative and Media and/or PE events that demonstrates dedication, determination, passion and pride for these subjects at Wildern. The earliest Half Colours can be achieved is at the end of Year 8.

Full Colours are an incredibly prestigious award and will be achieved by those students who have made a consistent commitment to these areas over four years. Full Colours will be given at the end of Year 10 for regular commitment to and representation at Creative and Media and/or PE events throughout student's time at Wildern that demonstrates dedication, determination, passion and pride for these subjects.

For more information on how these can be obtained students should see their Creative and Media and/or PE teacher.

A celebration event will be hosted at the end of each year where these badges (Half Colours) and tie (Full Colours) will be awarded.





# Charities

Wildern School takes pride in supporting its community. Across the year we raise money for a number of local, national and international charities, building on our responsibilities as a Rights Respecting School.

This year, 2021-22, our focus will be:

## Local Charities

- Southampton City Mission
- Basics Food Bank Appeal
- Wessex Cancer Trust
- Marwell Zoo



## National Charities

- Rotary Shoe box Appeal
- Unicef Soccer Aid



**Rotary Shoebox Scheme**  
*"Spreading a little Happiness"*



## International Charities

- Cancer Research
- Save the Children
- Comic Relief



**CANCER RESEARCH UK**



**Save the Children**

**COMIC RELIEF**

# Careers Support

## Curriculum support

Support for all students as they consider their career post-16 is available throughout their time at Wildern. Specific careers lessons take place in each group. All students will have a taster session on, and full access to, the Careerpilot website.

## Year 11

In Year 11, references are made to Finance and Careers links as the MSS programme continues. Students look at college prospectuses and post 16 pathways in detail. They also look at the application process in the 'Apply Yourself' unit. All Year 11 students follow this supportive programme for the year:

**September:** College assemblies. We invite a number of different post 16 providers to come and speak to students in assembly about their college, the courses on offer, and the application process.

**September to April:** Applications to colleges and apprenticeships. We strongly recommend that applications are made to several institutions to ensure sufficient scope once exam results are out in the August.

**September to December:** Careers guidance. Students receive tailored careers guidance individually depending on specific needs and future destination data, from our trained and independent careers adviser.

**October:** Wildern Careers Fair. All students are invited to attend the Careers Fair to meet representatives from colleges, universities and apprenticeship providers. They will also have the opportunity to meet local business providers from a wide range of career sectors. This builds on their experience from Year 10 and should be a more refined and targeted experience.

**January/February:** Apprenticeship application sessions. Our independent careers adviser will meet with small groups of students who wish to get an apprenticeship and support them writing their applications.

**December to April:** College Applications and interviews, on and off site.

## Further support

The careers library is available in the Learning Resource Centre. Students can go there at any time to access the information that will help them as they move on from Wildern. We have a careers adviser, Ian Henser, who works within the careers area in block 3 on a Monday, Tuesday and Wednesday and is available for drop in sessions at break, lunch and after school. He will meet all students in Year 11 at least once and have 1-2-1 interviews with all of them.

As above all students within the school will have access to online careers tools which can be used both inside and outside of school. These sites have key information about different career sectors, examination requirements for different careers and are easy to navigate around for information about all types of careers options and choices. Students might wish to look over our alumni posters - on display for all at the top of block 9 and in block 3 as well as the careers noticeboards on the top corridor of Block 3. This is where students can find key dates and information, along with 'Job of the month' posters. There is also a careers bulletin sent to all Year 11 parents once a half term, getting across key careers information on a timely basis. This information is put together by a careers focus group made up of students from across the different year groups.

Wildern School works closely with the Careers and Enterprise company to ensure it regularly assesses and evaluates its provision with the Gatsby benchmarks for good career guidance. This is reviewed at least annually, ensuring the programme is up to date and relevant. The school-wide careers policy is reviewed regularly too, with the next review due: October 2021.

Follow @wilderncareers on twitter or email [careers@wildern.org](mailto:careers@wildern.org)





## The Wildern Careers Ladder: Your journey from Year 7 to Year 11

### Post Wildern –

Join our Wildern Alumni network through the school website, and also access careers advice and guidance for continued support.

### Year 11 –

College Assemblies – with visiting Wildern Alumni  
Careers Fair!  
WINK: Parents info after the careers fair  
1 to 1 sessions with careers advisor  
Help with Post-16 applications in My Future Sessions

### Year 10 –

Careers Fair!  
WINK: Parents info after the careers fair  
CV writing and destinations sessions in MSS  
Practice Interview preparation sessions  
Practice Interviews with Business people  
College and Apprenticeship Taster Days  
Experience of a workplace

### Year 9 –

Enterprise sessions in tutor time  
Work Skills Day – focusing on developing transferable work skills

### Year 8 –

Careers and Employers 'Speed Networking' event  
Opportunity to meet our careers advisor regarding Pathways choices

### Year 7 –

Year 7 MSS lessons  
Launch of Careerpilot careers website sessions in tutor time – and access to this provision throughout your whole 5 years at Wildern!  
Enterprise 'Dragons Den' themed Day



# The Learning Resources Centre (Library)



## When is the LRC open?

Monday	8.00am to 5.00pm
Tuesday	8.00am to 5.00pm
Wednesday	8.00am to 5.00pm
Thursday	8.00am to 5.00pm
Friday	8.00am to 5.00pm

**Please note that students should have their Student Planner with them at all times.**

The LRC is open at break, lunchtimes, before and after school, although times may vary. You may borrow or return items during these times. However, due to occasional meetings/events, the LRC may be closed after school at short notice.

## Who's Who?

Mrs Searle, LRC Assistant  
Miss Spraggs, LRC Assistant  
Student Librarian Team, led by Year 11 Prefect Librarian

## How many items may students borrow?

They may borrow up to 4 items.

- **Books** are issued for 3 weeks. If you are still reading the book when the 'return date' is due, bring it to the LRC and we will re-issue it to you.
- **DVDs** are issued overnight and must be returned the following day (if borrowed on a Friday, items must be returned the following Monday).



## What happens if students return their books late?

It is the student's responsibility to ensure that books are returned to the LRC by the due date (stamped inside the book). It is at the discretion of the LRC staff to log an amber or red referral if books are overdue.

## Is there a charge for DVDs

No, but a fine of £1 per school day applies if they are returned late.

## Can students reserve items?

Yes. If a book is on loan, you can reserve it on the computer. Please ask at the LRC reception.

## Can students recommend a book/DVD?

Yes please! We welcome your ideas and will consider the purchase of any sensible suggestions. If we do not have books on a subject you are interested in, please let us know by completing a suggestion slip and placing it in the box on the desk.

## Can students use the computers?

There are several computers in the LRC and everyone has access to these. Please note, however, that computers must be booked on the day you wish to use them and are to be used for self-study only.

## Online Library

The LRC has gone online. You can log in with your Wildern email address and date of birth - DDMMYYYY. Select your book and select reserve at school.



### What help can students get in the LRC?

The LRC staff and team of student librarians can assist in finding information for projects and self-study. We can also help with book selection and what to read next.

### What else goes on in the LRC?

- **LRC Reading Tournament** (Year 7) - Read and review books in the LRC. Work towards bronze, silver and gold certificates. Obtain gold erefs for each certificate awarded. Reviews are displayed around the LRC for students to read.
- **LRC Loyalty Bookmark** (Years 8, 9, 10 and 11) - These are stamped each time a student takes a book out from the LRC. Collect 6 stamps and be awarded a gold eref.
- **Children's Book Award** - (All years) - Read and review proof copies of titles that we receive from publishers. Reviews are forwarded to publishers for their interest. Gold erefs issued.
- **Reading Buddies** - (Years 7 & 10) - Year 10 students sit with Year 7s and listen/support with their reading. This is held once a week during tutor time.
- **SIG (School Improvement Group) Reading Group** - Meet in the LRC throughout the year to read and discuss group sets of books.
- **Blind Date with a Book** - (All years) - Held in February, students take out one of our books which is wrapped up with just the genre written on it. Students are then asked to unwrap, read and review it. Participants entered into a prize draw.
- **LRC Reading for Fun Fortnight** - (All years) - Held in March, **incorporating World Book Day**. When students take out a book during the fortnight, they are issued with a raffle ticket and entered into a prize draw. World Book day £1 vouchers are issued to students on World Book Day, giving them £1 off their purchase in book stores. Whole school reading promotions also take place at this time.
- **Scholastic Book Club** - (All Years) - Book Club brochures are distributed to students throughout the year. Scholastic publishers offer books at greatly reduced prices.
- **LRC Board Games Club** - (All years) - Held during Friday lunchtimes. A great way for students to make new friends.
- **Student Librarians** - We have a team of dedicated student librarians who support the LRC at break and lunchtimes. Vacancies are offered to year 7 students in October, where they are trained in various aspects of a librarian role, as well as confidence and team building. Most students stay with the LRC throughout their years at Wildern, until they leave in Year 11. Student Librarians can work towards obtaining 'Superstar Librarian' awards as well as 'Librarian of the Year' award.
- **Current Interest Promotions** - We are constantly updating our displays in the LRC to reflect what is happening around us, whether it be curriculum based, current news, sporting tournaments or the latest blogger!
- **Author Promotions** - We rotate our 'Author Focus' displays regularly to create interest and discussion on individual authors.
- **Author events** - Occasionally, we are asked by local bookstores to host author events at Wildern and are also invited to attend children's author events at local schools.
- **WINK Reading** - Parents are invited to attend a WINK event in the LRC to hear staff talking about the importance of reading and how to encourage their child to read more.

# WILDERN SCHOOL STAFF STRUCTURE

