



# Every Student Matters Every Moment Counts



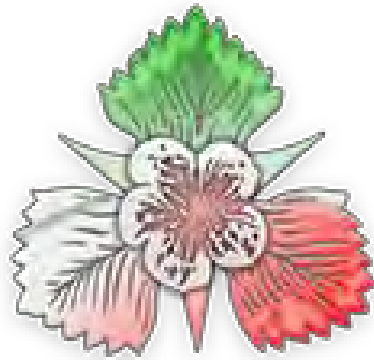
“Don't judge each day by the harvest you reap but by the seeds that you plant..”

Robert Louis Stevenson

## Parent Handbook Year 9 Forging Ahead

**Wildern School**

**Home – School  
Partnership**



**Care, Opportunity, Quality  
‘Every Student Matters, Every Moment  
Counts’**

September 2024

# Contents

	Page
A Message from the Headteacher	4
<b>CARE</b>	<b>5</b>
Pastoral	6-7
Home-School Partnership	8
Wildern Attributes	9
Diversity	10
#itsnotok	10
A Rights Respecting School	11
School Uniform	12-14
Prohibited/Banned items	15
Attendance and Punctuality	16
Contacting the School	17
Member Login Area of School Website	18
Key Dates	19-21
Student Services	22
First Aid	23
E-Safety	23
Wildern as a Community School	24
<b>QUALITY</b>	<b>25</b>
The Wildern Way	26
Our Curriculum	27-28
Teaching and Learning	29
Class Codes	30
Self-study	31
How can I support my child's learning	32
Curriculum Teams	33
Non-examination assessment Deadlines	33
The Curriculum - Subjects	34-86

Feedback Practice	87
Wildern Steps	88
WAD Reports	88
Behaviours for Learning	89-90
Communication with Parents	90
Reporting to Parents	90
Parent's Evening	90
Google Classroom and the Google Suite	91
Insight App	92
<b>OPPORTUNITY</b>	<b>93</b>
School Trips & Enrichment Opportunities	94
Enrichment Opportunities/Competitions	95-97
The House System	98
Student Leadership	99
Wildern Colours	100
Charities	101
Careers Support	102-103
The Learning Resource Centre (Library)	104-105
Wildern School Staff Structure	106

## 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 Wildern Parent INSIGHT 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, our Facebook page (@wildernschool), X (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

A handwritten signature in black ink, appearing to read 'Ceri Oakley', with a stylized flourish at the end.

Ceri Oakley  
Headteacher



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

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)

		
Mr K Orchard <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>	Mr M Chance <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>	Mrs K Thomas <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>

		
Miss H Jones <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>	Mrs J Fleeman <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>	Miss S Cooper <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>

	
Miss B Cooper <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>	Ms L Duck <a href="mailto:Safeguarding@wildern.org">Safeguarding@wildern.org</a>

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

Or call main  
reception on:  
01489  
783473  
and ask for a DSL.



## 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 supports 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 rather than use Social Media
- Communicate with all staff in school politely and courteously
- Read the communication home - the Wildern Weekly

### 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 endeavour 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 practise for their achievements. It is said that top performers practise 1,000 hours a year and to be world-class at something takes 10 years. Therefore we allow time for our students to practise 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 and all potential characteristics. . 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.

## #It'snotok



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"



# 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 UNCRC 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



## Uniform 2024/25

***This uniform list outlines what we require students to wear. Uniform is incredibly important as it supports identity, helps us safeguard our students and is quality, hard-wearing and robust.***

***If you are unsure about any aspect of our school uniform please contact the school for clarification, we are happy to provide advice and guidance on what is acceptable for school and would rather have a conversation before things are bought!***

***Please remember that we have a large quantity of good quality pre-loved uniform that can be accessed through our school uniform sales, look out for these in the Wildern Weekly!***

### **Jumper:**

Bottle Green V Neck Jumper with the School Logo.

School jumpers should be brought to school everyday. Hooded Jumpers (Hoodies), Hooded Zip Up tracksuit tops or cardigans are not permitted in school at all. Any other type of jumper is not permitted. These will be confiscated and available for collection at the end of the school day.

### **Trousers:**

Full length plain black trousers that are not rolled up. The trousers must be identifiable as trousers, with a fastening at the waistband for example a zip or button.

Leggings/Jeggings/Jeans/Tracksuit bottoms must not be worn in any circumstance as uniform.

### **Skirt:**

Tartan skirt in the Wildern colours available from SkoolKit. Skirts should not be rolled up at the waist and should be worn between mid thigh and the knee.

### **Shirts:**

A plain white shirt must be worn and tucked in at all times. The shirt must have a top button that is done up at all times. The shirt can be short or long sleeved. Branded short sleeve shirts may still be worn with a school tie. (These are no longer available to purchase from Skoolkit).

### **School tie:**

This is clip-on and available from Skoolkit or the school finance office. These must be worn at all times.

### **Socks/Tights.**

Socks can be plain white, grey or black. Tights must be plain black. Socks must not be worn over the top of tights or trousers and must be worn below the knee.

**Shoes:**

- Completely black (including branding/laces/soles)
- Leather/faux leather
- Polishable
- No heels or boots
- Shoes should have a closed toe

**Nails:**

Nail extensions are not allowed due to health and safety.

**Hair:**

Students with long hair should always carry hairbands. Long hair should be tied back for all subjects where practical activities take place. This includes Science/Technology/Art/Drama/Dance and PE.

**Jewellery:**

Any items of jewellery brought into school are the sole responsibility of the student. We do not recommend that jewellery is brought into school as any items worn would need to be removed for practical activities for health and safety reasons.

Should students choose to wear jewellery the following is allowed:

- Plain stud earrings (no hoops or drop earrings due to health and safety)
- Rings may be worn
- Clear retainers must be worn in facial piercings (these must be removed for practical activities)
- Bracelets may be worn
- Necklaces may be worn but must not be visible

**Coats:**

Coats must not be worn instead of a school jumper.

Coats should be suitable for all weather conditions and be identifiable as a coat. Fleece hooded tops/tracksuit tops/zip up hoodies/denim/leather jackets are not coats suitable for school. Coats that will help visibility in the dark would be advisable.

**Hats/Gloves:**

In cold weather, hats and gloves are advisable (not caps or bucket hats).

Extreme weather uniform adaptations:

In extreme weather conditions adaptations to the uniform will be made at the discretion of the school. This may include:

- Removal of school tie
- Students wearing their PE kit to school
- School jumpers can remain at home
- Summer hats may be worn
- Additional layers of clothing to be worn under uniform (base layers)

## School Uniform (cont.)

### Physical Education and Dance

#### PE KIT



#### **Compulsory PE Kit**

(These items must be worn for all PE/Dance lessons)

Wildern PE shirt  
 Wildern PE shorts  
 Black sports leggings  
 Red sports socks / white trainer socks  
 Appropriate sports trainers

#### **Optional Extras**

(These items can be added to the compulsory kit for extra warmth/comfort)

Wildern PE tracksuit top  
 Wildern PE rugby shirt  
 Thermal mid-layers (skins, baselayers, vests)  
 Studded boots (for outdoor activities ONLY)  
 Gumshield (for hockey and rugby)  
 Shinpads (football, hockey and rugby)  
 Hat and gloves (for outdoor activities ONLY)

#### **Specialist Activity PE Kit**

OUTDOOR PE: students are encouraged to bring a towel for all outdoor PE lessons

SWIMMING: dark coloured swimming shorts/one piece swimming costume and towel.

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

Plimsolls, Vans, Converse are not acceptable footwear

All students must have sports trainers, not fashion trainers

Students attending extra curricular sporting & dance activities will be expected to meet the same kit standards as detailed above for all sessions.



## 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, canned drinks
- 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

At Wildern, we expect all students to attend school regularly to take full advantage of the educational opportunities available to them. Regular school attendance and educational attainment are inextricably linked.



Good attendance and punctuality is vital in order for your child to achieve their potential. We expect all students to aspire to achieve 100% attendance and appreciate the full support of parents and carers in encouraging this. Parents can check their child's attendance through the Insight App.

There will be occasions when your child is unable to attend school. This could be due to poor health or an exceptional circumstance that means absence is unavoidable. It is important you contact the school on each day your child is absent so we can track attendance and support where necessary. Exceptional leave of absence can be granted with the permission of the Headteacher following completion of the appropriate form. This can be found on our website.

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' attendance support team to help us with strategies to help re-engage or seek other professionals help such as the school nursing team.

**Punctuality is also very important**



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.

## 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
Leisure Centre:	01489 787128

### There are several possibilities:

1. If a particular subject concerns you, write via letter/email or in the student planner (your child 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 CEO/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.
8. Please be mindful of our guidance for communicating with school, found on the website - <https://www.wildern.org/joining-us/contact-us/>

# Member Login Area of School Website

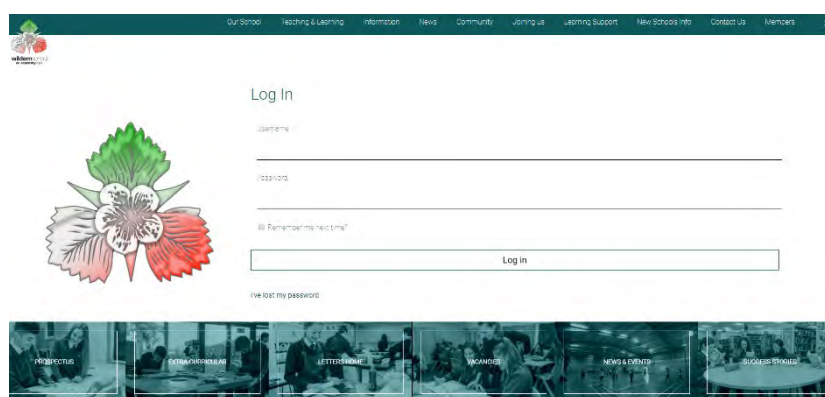
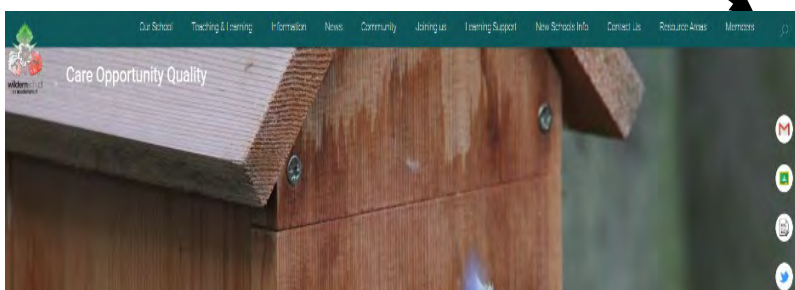
Members Link

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"**



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 9 parents need to click on the grid that says Year 9. Inside it will open up to show you all the resources and information to support your child in Year 9. 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

#### **Autumn Term**

Tuesday 3rd September - Friday 20th December 2024

#### **Half Term**

Monday 28th October -Friday 1st November 2024

#### **Spring Term**

Monday 6th January - Friday 4th April 2025

#### **Half Term**

Monday 17th February - Friday 21st February 2025

#### **Summer Term**

Tuesday 22nd April - Tuesday 22nd July 2025

#### **Half Term**

Monday 26th May - Friday 30th May 2025

### Inset Days

Monday 2 September 2024

Friday 11 October 2024

Friday 29 November 2024

Friday 14 February 2025

Tuesday 22nd April 2025

Friday 20 June 2025



**WAD Dates** - More information about WAD is on pg 82

Week beginning 25 November 2024 WAD 1

Week beginning 10 February 2025 WAD 2

Week beginning 9 June 2025 WAD 3. This will include Year 9 Exam Grades

### Other Key Dates

Thursday 16 January 2025

Year 9 Parents' Evening

Week beginning 28 April 2025

Year 9 Exams

Week beginning 23 June 2025

Year 9 Reports to parents

## **Parent Information Evening Dates**

Parent information evening events are held to inform, guide and support parents with the upcoming year that their child is experiencing. These sessions include issues that affect children of a specific age and learning opportunities to support the learned curriculum. The dates for 2024/25 are:

### **Autumn Term**

#### **Welcome to Year 9 Parents Evening**

**Thursday 12th September 2024**

#### **Love Languages**

**Thursday 14th November 2024**

*Learn how to support your son/daughter as they embark on becoming a confident linguist; hands-on sessions to ensure language learning is as easy as un, deux, trois... Join us for vocabulary learning tips, key language websites and apps, and experience how we teach languages at Wildern. Suitable for parents and students of all year groups, but would be particularly helpful for year 7 parents. No prior language knowledge required!*

#### **What does it mean to be a Meta-Learner?**

**Thursday 21st November 2024**

*The world is changing at an unprecedented pace, and here at Wildern, we're committed to equipping our students with the skills they need to thrive in this dynamic environment. Join us for an informative evening where we'll explore the concept of a 'Wildern Meta-Learner' and discuss how you can empower your child to be a critical thinker who can ask questions, analyse information and solve problems independently.*

#### **Teenage Wellbeing and Mental Health Support -CAMHS**

**Thursday 5th December 2024**

#### **The Effective use of Edtech to support learning**

**Thursday 12th December 2024**

*Find out how education technology can support your child in school and in self-study. From Google education tools like Google Classroom through to apps and online extensions discover how technology supports learning, revision as well as the range of assistive tools that can be used on Chromebooks during lessons. Wildern Trust is an EdTech Demonstrator for the DfE supporting schools in the southeast region to use technology more effectively.*

### **Spring Term**

#### **Supporting your teenager - Anxiety Workshop**

**Thursday 27th February 2025**

*Being a parent of a teenager can be tough. It can be rewarding. It can also be exciting, exhausting, frightening, full of pressures, decisions and endless seemingly unanswerable questions and challenges. This session aims to provide you with information and strategies to meet these challenges.*

#### **How to support your child's reading**

**Thursday 13th March 2025**

*Join staff at Wildern as we share some effective strategies to support your child with reading. Open to all parents and students of any year group*

#### **SEND Evening**

**Thursday 20th March 2025**

*Supporting your child/How a child is supported in a mainstream school when they have a diagnosed need.*

### **Summer Term**

#### **Relationship & Sex Education & Education for life**

**Thursday 15th May 2025**

*This session will outline what is covered throughout the Education for Life curriculum and how the RSE statutory requirements are delivered. This is open to parents of all year groups.*

**E-Safety****Thursday 22nd May 2025**

*Find out how you can support your child and yourself with all things eSafety to improve your understanding of the basics and more advanced features. Open to all parents and students of any year group. The internet is part of everyday life for education, business and social interaction.*

*To help you and your children further, we aim to provide as much information as available to help you keep you and your child safe on this WINK evening.*

*Please feel free to browse through this link and keep yourself e-safety aware.*

<https://www.wildern.org/news/ceop/>

**Healthy Eating /Affordable Nutritious Meals****Thursday 5th June 2025**

*Find out more about the importance of fueling our bodies with a balanced diet whilst we explore the themes celebrated during the British Nutrition Foundation's annual Healthy Eating Week. We will also share tips for planning quick, affordable and nutritious family meals.*

**Welcome to Year 10****Thursday 10th July 2025**

# Student Services

## Who are they?

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

## The Student Services team

### Their aim is to:

- Respond to any immediate concerns parents and carers may have
- Liaise with year staff 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'.
- Support students with their mental health and well being

## The Student Services Team



Miss B Cooper



Ms L Duck



Miss K Langdown



Mrs J Page  
Inclusion Manager

## How does Student Services work?

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 phone Student Services on 01489 779494 if they have any pastoral concerns. These may

include concerns for wellbeing, attendance or social and emotional concerns. The tutor should always be the first port of call and the DOPA still has overall responsibility for the year group.

## 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 to 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 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](#).



The School wifi and network traffic is continuously monitored. Alerts will be triggered for sites open on devices connecting to the wifi network.

## Wildern as a Community School

As a school we are very proud of the partnerships that we have developed and the relationships we have forged with our 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 communicate so that we can support each other when students get it wrong and celebrate when they get it right.

We want your child's start in Year 7 to be a productive, successful and happy one. It is a fantastic time in their education and one where they should flourish and develop their skills and personality.

There are so many ways that your child can support the local community throughout the year, please keep an eye on all school communication to see how they can get involved!



### 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.

Alternatively, parents may want to take advantage of free parking facilities at Turnpike Way Recreation ground or B&Q in Hedge End who have kindly agreed to the use of their car park as an additional overspill option. Please do not park in the lane opposite the school or across our neighbours driveways.

### 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

### 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 our local community partnership these Police Officers will be working in collaboration with all schools to develop relationships with young people within the local area. 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.

### Smoking and vaping

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

**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.

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 child.

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.



# 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 and 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 journey 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

## 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 inquiry.

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 9, students will study the following subjects:

<u>Subject</u>	<u>Code</u>
English	En
Maths	Ma
Science	Sc
Physical Education	Ps
Education for Life	EL

Pathway - four subjects:			
Art	Ar	History	Hi
Business Studies	Bu	Hospitality & Catering	Ho
Computer Science	Cp	Information Technology	IT
Dance	Da	Media	Me
Design and Technology	De	Music	Mu
Drama	Dr	PE (qualification course)	Pe
Food and Nutrition	Fd	Photography	Ph
French	Fr	Psychology	Py
Geography	Ge	Spanish	Sp
German	Gm	Religious Education	Re

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 9 (Maths and Science).

The class codes take the form of; Year, Population, Subject, Class. A Year 9 student in the M population in English class number 2 would have the class code 9ME2. In Year 9 there are 2 populations M and Q.

## Self-study

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 study on positive average additional



impact of Self-learning is consistently (leading to on five months' progress).



## 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 child to devise a timetable that suits their individual needs and check that their Self-study is in the schoolbag on the morning the self-study is due.

Talk to students about their self-study. You could 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 child to work in a quiet, comfortable place at a regular time each day.
- Encourage your child to see self-study as an extension of the lesson and not leave doing it until the night before it is due.
- Sign up to Google Guardians to receive summaries of the self-study that is set as well as telling you when it is due in, if it has been handed in or if it was not completed
- Discuss the work with your child; do they understand the task? Can they extend and improve their 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.

- Contact the tutor if you have any concerns about Self-study.
- Your child may receive additional work from the Learning Support department. Try to arrange a regular time to help your child with these tasks.
- During exam sessions, ensure that your child has created a revision timetable that can help to plan effective revision.

Example of a self-organised Self-study timetable:

Day	Subject/activity	Subject/activity	Subject/activity
Monday	Stables 3.15	Maths	Art
Tuesday	English 3.30	Music lesson 5.30	Dance
Wednesday	Stables 3.15	Science	Drama
Thursday	Geography	Music	Youth Club 7.00
Friday	RE	MFL	ICT
Saturday	Stables 10.00	Football 2.00	
Sunday		Technology	History

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**.

Curriculum Teams			
English	Mrs B Rooney	Design Technology	Mr J Smith
Maths	Mrs L Lomer	Creative Arts	Miss G Wiley
Science	Dr Griscti-Perry	PE	Mr A Hill
Languages	Mr T Russell	Communication Studies	Mrs N Anderson
Humanities	Mrs E Dixon		

Information about the curriculum studied throughout Year 9 is on the following pages. There are also some suggestions for ways to enrich your child's learning at home for each subject.

## 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.

## The Curriculum – Subjects

**Department:** ART

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

### **Course Overview:**

Students work through 3 projects that are designed to develop skills and knowledge; Portrait, Landscape and Still life. The Year 9 course is an opportunity for students to try out and experiment with a wide range of materials and techniques. Drawing from observation, working with materials and studying artists and designers are all essential aspects of the course.

**Exam Board:** AQA

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

Students will be assessed with Wildern Steps throughout the year via the 3 projects, alongside a 2 hour exam.

### **Self-study**

Each project will have the following tasks available as handouts an on Google Classroom:

Task 1: Artist Research Poster / visual collage      Task 2: Drawing / Photography from real life / experiences  
Task 3: Google Classroom Quiz                              Task 4: developing techniques / exploring materials

### **Access to Resources:**

- Sketchbooks are given out for all KS4 Students at the start of Year 9.
- 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 tasks.

- Ensure your child has correct and required art equipment, including a glue stick, art shirt, basic art pack and access to any 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 & 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>● Masterpiece by Elise Broach</li> <li>● 501 Great Artists</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>● 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>● Get involved in local, national and international competitions</li> <li>● Have a balance of screen time</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 / Solent Showcase / City Eye / Today @ Apple</li> <li>● WSA shop and gallery / children's workshops</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.southamptoncityartgallery.com/">https://www.southamptoncityartgallery.com/</a></li> <li>● <a href="https://pixlr.com/">https://pixlr.com/</a></li> <li>● <a href="https://www.photoshop.com/">Photoshop.com</a></li> <li>● <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a></li> <li>● <a href="http://www.artlex.com/">http://www.artlex.com/</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Art Club / Join the Art Enrichment Google Classroom</li> <li>● Art competitions / Photography Competitions / inter house competitions</li> </ul>



# ART

department



## Art & Photography Learning Journey

A04

Your Future starts HERE

Mission - Attend the Year 11 Leavers' Prom

Your final place will be shown in the GCSE gallery



Apply for your collage place

### GCSE KSA



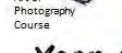
Summer Term House Photography Comp



Autumn term - watch the Annual Turner Prize



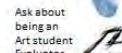
Non Western Patterns



Check your knowledge with a quiz



Portraits Project



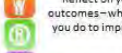
Be inspired! Watch Landscape Artist - SKY ARTS



Landscape Art Project



Be inspired! Watch Portrait Artist - SKY ARTS



Take lots of Photographs to support your work



Attend college taster days



Complete your Personal learning Checklist and Hand in your NEA coursework

Final Exam

**Assessment Objective 1 Critical Understanding & Investigations**  
Develop your ideas through investigations, demonstrating critical understanding of sources.

A01

**Assessment Objective 2 Refine, Explore and Experiment**  
Refine work by exploring, selecting and experimenting with appropriate media, materials and processes.

A02

**Assessment Objective 3 Observational Studies & Ideas**  
Develop ideas, concepts and images relevant to your intentions as work progresses.

A03

**Assessment Objective 4 Realising Intentions**  
Present a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language.

# ART

Sit your final hour exam

**Final Exam**

**Final exam paper handed out**

**Complete Y11 Practice exam**

**Practice Makes Perfect**

Apply for your collage place

**Final Exam**

**NEA Deadline**

**Start NEA SIP Theme based**

**Start NEA Visual Language**

Summer Term House Photography Comp

**Non Western Patterns**

**Landscape Art Project**

**Attend ESPS and Drop ins**

**Make sure you have your equipment - you can buy an Art Pack in y9/10**

Check your knowledge with a quiz

**Portraits Project**

**Be inspired! Watch Landscape Artist - SKY ARTS**

**Attend ESPS and Drop ins**

**Make sure you have your equipment - you can buy an Art Pack in y9/10**

Be inspired! Visit an art gallery or read a book...

**Hockney Landscape Project**

**Try New Tachs to create artwork like Hockney**

**GCSE 'Taster' lessons**

**Summer Term House Photography Comp**

What Wildern Step are you?

**Van Gogh & Seurat Painted Garden**

**Attend Pathways Evening for GCSEs**

**Be independent and read art fiction books!**

**Expert with materials and techniques**

Ask about being an Art student Evaluator

**Complete your GCSE Pathways form**

**Attend Pathways Evening for GCSEs**

**Be independent and read art fiction books!**

**Expert with materials and techniques**

Check Google Classroom for your self study tasks

**Gaudi Project**

**Study the work of artists, learning and understanding about artists different styles and techniques**

**Be inspired! Watch the great Pottery Throw down**

**Enter the School Christmas card competition**

Become an Art Expert!

**Ceramic House Project**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Reflect on your outcomes - what can you do to improve?

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Recap Colour Theory - and extend this knowledge

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Recap Colour Theory - and extend this knowledge

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Introduction to Art room: Health and safety

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Introduction to Art room: Health and safety

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**

Introduction to Art room: Health and safety

**Recap Colour Theory - and extend this knowledge**

**Introduction to Visual Language**

**Baseline Assessments what do you already know? What are your skills?**

**Enter the School Christmas card competition**



**Department:**

**BUSINESS STUDIES**

**Class Organisation:**

**Mixed Ability**

### **Course Overview**

GCSE Business Studies enables students to understand more about the business world. It enables them to 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. GCSE Business Studies will motivate and challenge individuals, and prepare them to make informed decisions about further study and career pathways. Year 9 introduces the specification through the completion of the majority of Theme 1.

**Exam Board:** Edexcel

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

Overall GCSE Business Studies consists of two externally-examined papers that are 50% of the qualification each. In Year 9 the following topics are studied, each being assessed by it's own assessment after being taught.

Theme 1: Investigating small business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Understanding external influences on Business
- Making the business effective

### **Self-study**

Working at home is integral to the development of individuals in Business Studies. Multiple choice quizzes are used to inform progress and students repeat until complete.

### **Access to Resources**

- Textbooks are available as a research resource in the main business room and on-line resources available 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.

### **Recommended Revision Guides**

- CGP New GCSE Edexcel Business Revision Guide (£5.95)

### **Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● The Lemonade War <i>by Jac</i></li><li>● <i>queline Davies, 2007</i></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● The Apprentice (BBC)</li><li>● Dragons Den (BBC)</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Warner Bros. Studio Tour</li><li>● Guided Walking Tour of London City</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="https://businessbattle.co.uk/join/">https://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>● Entrepreneurial challenge to inspire students into this way of thinking and to engage students with an element of competition</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. Formulae 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

## REVISION OF THEME 1 & 2 CONCEPTS AND EXAM TECHNIQUE

### Evaluate - 12 Marks

A decision needs to be made in this answer. Use business context and 5 linked strands of development.  
1<sup>st</sup>/2<sup>nd</sup> paragraph: 1 or 2 advantages identified with 2/3 reasons why.  
3<sup>rd</sup>/4<sup>th</sup> paragraph: 1 or 2 disadvantages identified with 2/3 reasons why.  
5<sup>th</sup> paragraph: Conclusion BUT... it depends on...

The use and interpretation of quantitative business data to support, inform and justify business decisions:

- information from graphs and charts
- financial data
- marketing data
- market data

Business calculations

The concept and calculation of:

- gross profit
- net profit

Calculation and interpretation of:

- gross profit margin
- net profit margin
- average rate of return

The impact of the economic climate on businesses:

- Unemployment
- Changing income
- Inflation
- Changes in exchange rates
- Changes in interest rates
- Government taxation

The impact of legislation on business:

- Consumer law [Consumer Rights Act and The Trade Descriptions Act]
- Employer Law [Equality Act, Health and Safety at Work]

Who business stakeholders are and their different objectives?

- Shareholders
- Employees
- Customers
- Suppliers
- Local community
- Pressure Groups
- Government

The role of business enterprise and the purpose of business activity:

- produce goods or services
- meet customer needs
- add value: convenience, branding, quality, design, USP

Risk: business failure, financial loss, lack of security  
Reward: business success, profit, independence

**Organisational structures**

- hierarchical and flat
- centralised and decentralised

**Ways of working**

- part-time, full-time and flexible hours
- permanent, temporary, and freelance contracts
- the impact of technology on ways of working: efficiency, remote working

### YEAR 11 HOOKS

**Communication**

- the impact of insufficient or excessive communication on efficiency and motivation
- barriers to effective communication

**Good customer service**

- Product knowledge
- Speed and efficient service
- Customer engagement
- Post-sales service
- Customer engagement

**The impact of logistics and supply decisions on:**

- Cost
- Reputation
- Customer satisfaction

**Managing stock**

- bar gate stock graphs
- just in time (JIT) stock control.

**Impacts of technology on production**

- Production processes (Job, Batch, Flow)

**Sources of finance for growing and established businesses:**

- Internal [retained profit and selling assets]
- External [loan and share capital]

**Internal (organic) growth** through new products and new markets  
**External growth** through merger and takeovers

**Why business aims and objectives change in response to:**

- market conditions
- technology
- performance

**Internal and external sources of finance**

**Short term:**

- Overdraft
- Trade credit

**Long term:**

- Personal savings
- Venture capital
- Share capital
- Loans

**Analysis - 6 Marks**

Use context and AJIM. An extended explain question. 5 linked strands of development.

**Outline - 2 Marks**

One benefit/ impact/ method with one linked strand of development. Written in context.

**The importance of motivation in the workplace:**

- attracting employees
- retaining employees
- productivity

**How businesses recruit people:**

- documents:
  - person specification and job description
  - application form
  - CV
- recruitment methods used to meet different business needs (internal and external recruitment)

**Different job roles and responsibilities:**

- directors
- senior managers
- supervisors/team leaders
- operational and support staff

**Different ways of training and developing employees:**

- formal and informal training
- self-learning
- ongoing training for all employees
- use of target setting and performance reviews

**Promotion**

Promotion strategies:

- advertising
- sponsorship
- product trials
- special offers
- branding

**Why businesses train and develop employees:**

- the link between training, motivation and retention
- retraining to use new technology

**Pricing**

Pricing strategies:

- Penetration
- Premium
- Economy
- Cost-plus
- Competitor
- Psychological
- Price skimming

**Place**

Methods of distribution:

- retailers and e-tailers (e-commerce)

**Ethics, the environment and how they impact on business**

The role of pressure groups on business decisions

**The importance of cash & cash flow:**

- To pay employees
- To pay overheads
- To prevent insolvency

**Business revenues, fixed and variable costs and profits (including break even and margin of safety)**

**Key 1.3 formulae**

Revenue = price x quantity sold

Total costs = fixed costs + variable costs

Profit = total revenue - total costs

Gross Profit = revenue - cost of goods sold

Net Profit = Gross profit - expenses

Interest % = (Total repayment - borrowed amount) ÷ borrowed amount X 100

Break-even = fixed costs ÷ selling price - variable costs

Margin of Safety = Actual sales - break-even sales

**2.1 METHODS OF BUSINESS GROWTH**

**2.2 MAKING MARKETING DECISIONS**

**Product**

- The Design Mix (Aesthetics, Costs and Function)
- Product Life Cycle
- Extension strategies

**2.3 MAKING OPERATIONAL DECISIONS**

**Quality control and quality assurance**

**Procurement: working with suppliers:**

- quality
- delivery (cost, speed, reliability)
- availability
- cost
- trust

**2.4 MAKING FINANCIAL DECISIONS**

**2.5 MAKING HUMAN RESOURCE DECISIONS**

**1.1 ENTERPRISE AND ENTREPRENEURSHIP**

**1.2 SPOTTING A BUSINESS OPPORTUNITY**

**1.3 PUTTING A BUSINESS IDEA INTO PRACTICE**

**1.4 MAKING THE BUSINESS EFFECTIVE**

**YEAR 9**

SLT pathways interviews

Year 8 Parents' Evening

Year 8 Pathways Evening

Business Pathways assembly

D&T unit as taster

Assessment of Units

Recruitment and training

Types of business ownership

The Marketing Mix

Customers needs and wants

**YEAR 10**

1.1 Assessment

1.2 Assessment

1.3 Assessment

**YEAR 11**

2.1 Assessment

2.2 Assessment

2.3 Assessment

2.4 Assessment

2.5 Assessment

**END OF THEME 1**

**YEAR 10 EXAM**

**YEAR 8 PATHWAYS GUIDANCE**

Year 8 Reports to Parents

Business YouTube Pathways video

Pathways booklet

Market mapping and segmentation

Market research

Corporate responsibility

Developing a business idea

Famous Entrepreneurs

**YEAR 7/8**

EVERY STUDENT MATTERS, EVERY MOMENT COUNTS

Department: **COMPUTER SCIENCE**

Class Organisation: **Mixed Ability**

### **Course Overview:**

Students in Year 9 will start to learn about the theoretical side of the course looking into Hardware, Software and Data. Learning to program is a core component of a computer science course and students in Year 9 will start to develop their designing, reading, writing and debugging programming skills using the Python programming language.

**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.

In Year 9 students will be assessed on their theoretical and practical problem solving programming skills at the end of each teaching unit.

### **Self-study**

Students will be assigned regular 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. Often, the self-study will take the form of 'flipped learning' in which a student is required to undertake work at home that will support the learning in a future lesson.

### **Access to Resources**

- Resources made from specification available on Google Classroom.
- Python Books.

### **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.

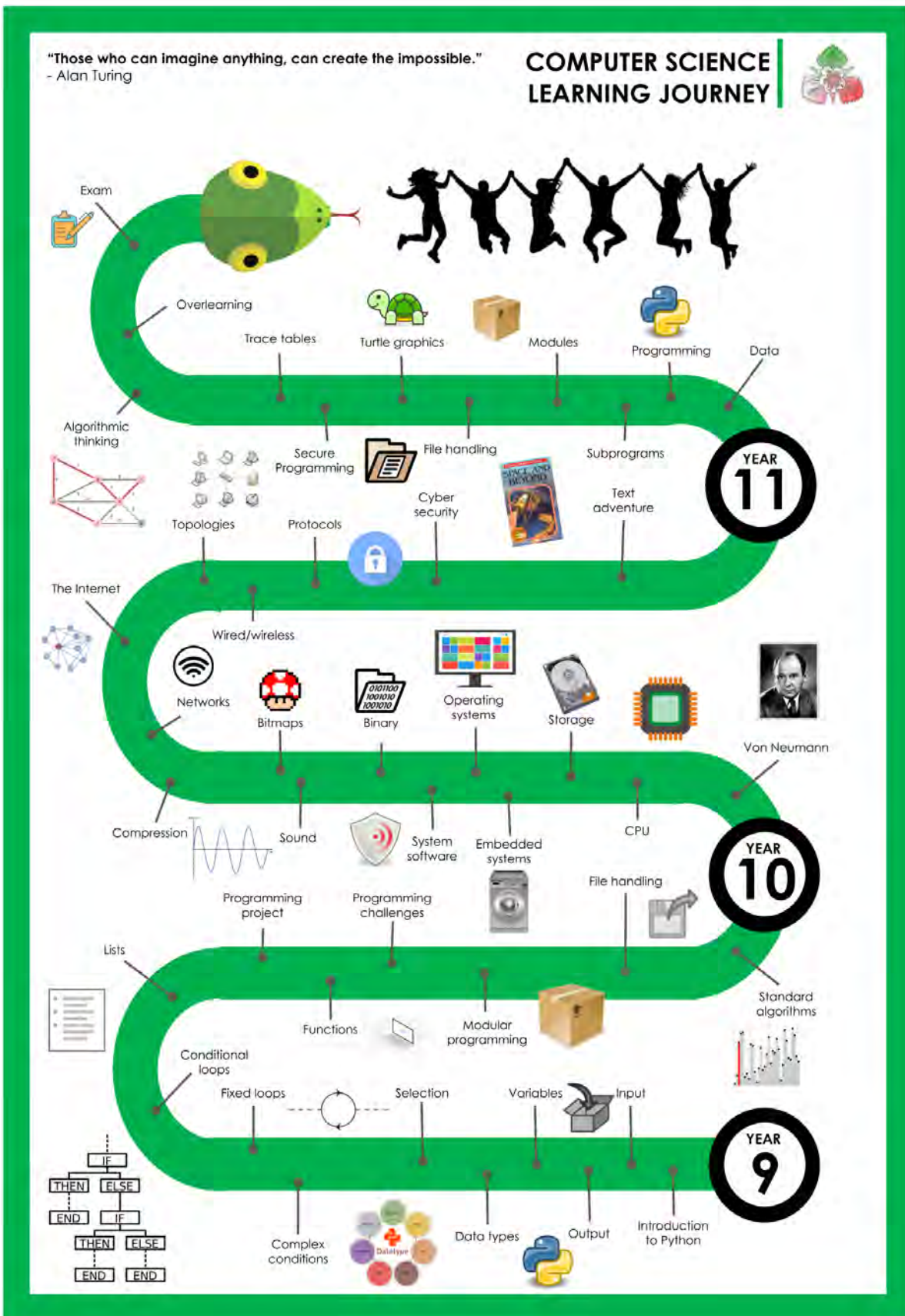
### **Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Ready Player One <i>Ernest Cline</i></li><li>● The Minority Report <i>Philip K. Dick</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> 2001: A Space Odyssey</li><li>● <b>Documentary:</b> Inside Bill's Brain: Decoding Bill Gates</li><li>● <b>Historical:</b> The Imitation Game, BBC Click</li><li>● <b>Current:</b> BBC Click</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>● Game Over: Video Game cafe Portsmouth</li><li>● IBM Hursley</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>● iDEA Award</li><li>● Cyber Discovery</li></ul>



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

# COMPUTER SCIENCE LEARNING JOURNEY



Department:

**DANCE**

Class Organisation:

**Mixed Ability**

### **Course Overview:**

This year will allow students to achieve a strong understanding of all of the elements of GCSE Dance. Students will study: Physical skills, Expressive skills, Technical dance skills, Group choreographic skills, Professional dance analysis and appreciate historical and cultural influences in dance.

**Exam Board:** AQA

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

Students will be assessed at regular times throughout the year against the AQA exam criteria in the three strands of the GCSE: Performance, Choreography and Analysis.

### **Self-study**

Theoretical self study in Year 9 is set fortnightly to support the learning in theory lessons. 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 from the Finance Department (£1.20) .

### **Parental support**

- Support with the theory element and extended writing when set self study tasks
- 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>● Itzic Galilli</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: The Berry, Mayflower, Nuffield, London, Sadlers Wells</li><li>● Performing as a part of the dance extra curricular programme in the Berry 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>● Dance clubs at school</li><li>● The Point Theatre</li><li>● The Berry Theatre</li><li>● The Mayflower Theatre</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>● A Linha Curva - <a href="https://www.youtube.com/watch?v=b7VTta691hw">https://www.youtube.com/watch?v=b7VTta691hw</a></li><li>● Shadows - <a href="https://www.youtube.com/watch?v=z9BPtzGP4z0">https://www.youtube.com/watch?v=z9BPtzGP4z0</a></li><li>● Solo Set Phrases - <a href="http://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases">www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases</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>● Dynamism Boys Dance Company</li><li>● Showcases x3 in the Berry Theatre</li><li>● Dance Live!</li><li>● Trips to local theatres</li></ul>

# YEAR 7-11 DANCE



**11: Theory:** revision for written paper

**11: Theory:** revision for written paper

**11:** Performance as a duo / trio. **Theory:** Revision

**11: Theory:** revision for written paper

**10:** Solo Performance: Breathe. **Theory:** Within Her Eyes

**10:** Performance in a duo/trio. **Theory:** Infra

**11:** Solo Performance: Shift & Breathe. **Theory:** Artificial things

**10:** Group choreography. **Theory:** E of E

**10:** Solo Performance: Breathe & Shift. **Theory:** Within Her Eyes

**11:** Group Choreography. **Theory:** Artificial Things

**10:** Performance in a duo/trio - A Linha curva. **Theory:** E of E

**9:** Group Choreography. **Theory:** A Linha Curva

**9:** Expressive & Technical Skills. **Theory:** Physical Skills

**9:** Performance in a group. **Theory:** Shadows

**9:** Solo Performance: Shift. **Theory:** Shadows

**9:** Physical & mental Skills. **Theory:** Safe Practice

**8: Poetry:** Starting points, literacy, choreography, dynamics

**8: Emancipation of Expressionism:** Hip Hop, Dynamics, Relationships, Structure

**8: Capoeira:** Relationships, devices, transitions

**8: The Car Man:** Technical, Physical and expressive skills, Musicality, Structure

**7: Poetry:** 6 Actions of dance: Jump, Turn, Travel, Gesture, Stillness, fall

**7: World dance:** Technical dance skills

## Areas of Study

- Poetry
- Superheroes
- World Dance
- Professional works
- Technical Skills
- Physical Skills
- Expressive Skills
- Performance
- Choreography
- Written Paper prep

**7: Superheroes:** Dynamics, Relationships, Transitions, Leadership

**7: Still Life At The Penguin Cafe:** Space, Dynamics

- ★ - Autumn term
- ★ - Spring Term
- ★ - Summer Term
- ★ - End of year



**Course Overview:**

In Year 9 all students will follow the same curriculum regardless of their preferred material. Students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in textiles as well as woods, plastics, metals, CAD/CAM and graphic communication. In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.

**Exam Board:** Edexcel

**How students will be assessed**

This GCSE is assessed on 50% Non-examined assessment and 50% exam. The non-examined assessment is similar to what many would refer to as GCSE coursework. In year 9 we complete a range of assessments in class. Students complete a project in each material. They also complete a year 9 practice exam and regular topic quizzes.

**Self-study**

Self study is set on google classroom, at least once per half term and no more frequently than once per fortnight. Most year 9 self study is based around recapping key knowledge that has been taught in lessons.

**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**

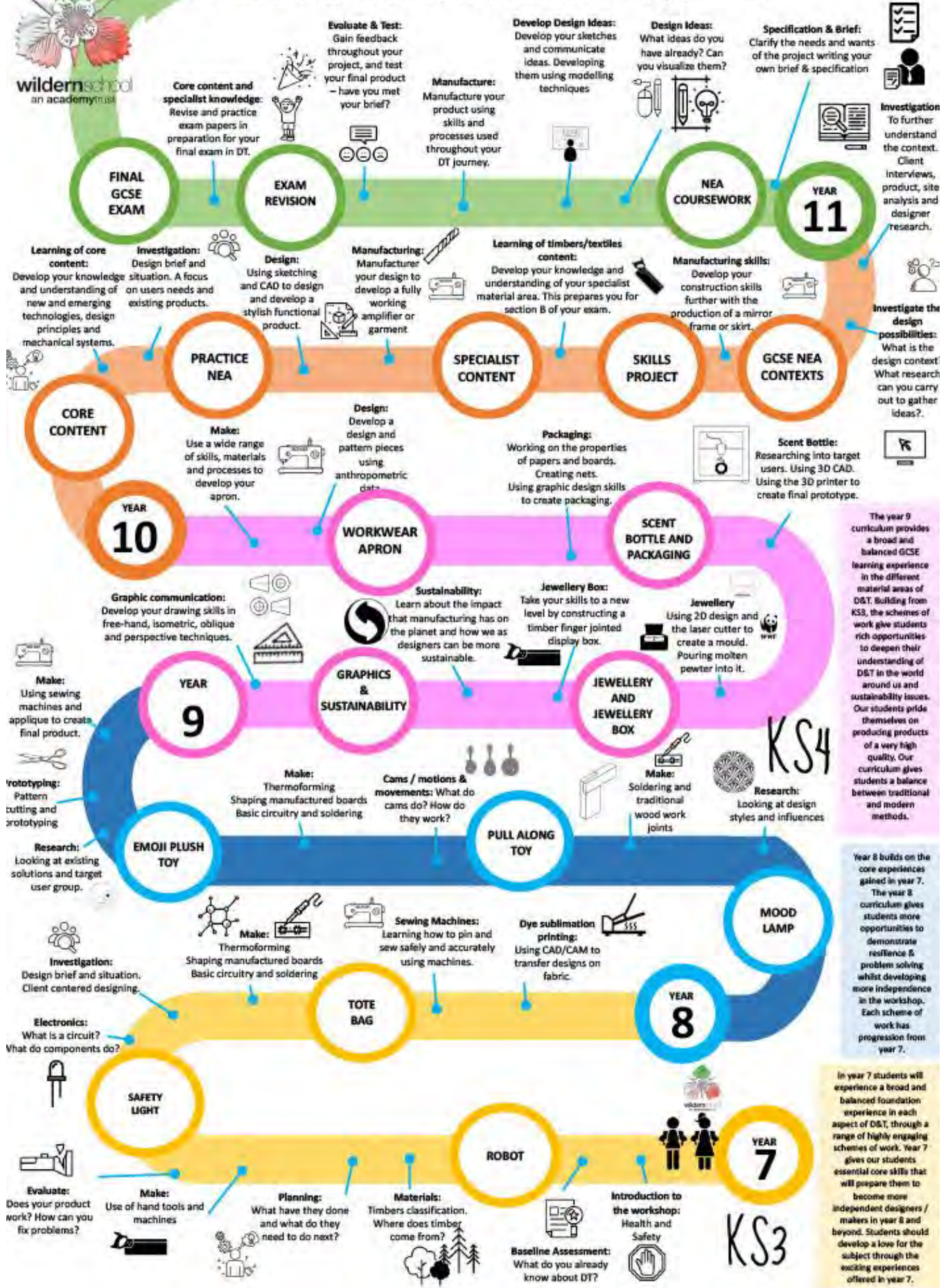
- Support with the theory element and extended writing when set self study tasks.
- To support any materials that may need providing.

**Enrichment Ideas**

<b><u>Suggested reading</u></b>	<b><u>Films &amp; documentaries</u></b>
<ul style="list-style-type: none"> <li>● Design: The whole story</li> <li>● Fashion: The definitive visual history</li> </ul>	<ul style="list-style-type: none"> <li>● BBC Inside the factory</li> <li>● BBC The great British sewing bee</li> <li>● BBC How to make</li> <li>● Abstract: The Art of Design (Netflix)</li> </ul>
<b><u>Cultural experiences</u></b>	<b><u>Things to see and do locally</u></b>
<ul style="list-style-type: none"> <li>● Big band fair</li> <li>● New forest county show</li> </ul>	<ul style="list-style-type: none"> <li>● Solent Sky</li> <li>● Beaulieu</li> <li>● Hovercraft museum</li> </ul>
<b><u>Top 5 Websites</u></b>	<b><u>Things we do</u></b>
<ul style="list-style-type: none"> <li>● <a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a></li> <li>● <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></li> <li>● <a href="http://www.bbc.co.uk/bitesize/examspecs/zb6h92p">www.bbc.co.uk/bitesize/examspecs/zb6h92p</a></li> <li>● <a href="http://www.focuselearning.co.uk/account/?pack=21">www.focuselearning.co.uk/account/?pack=21</a></li> <li>● <a href="http://revisionworld.com/gcse-revision/gcse-exam-past-papers">revisionworld.com/gcse-revision/gcse-exam-past-papers</a></li> </ul>	<ul style="list-style-type: none"> <li>● Run after school informal support sessions</li> <li>● Share our love of the subject and what we do with our skills outside of teaching</li> </ul>



# DESIGN & TECHNOLOGY LEARNING JOURNEY



**Department:** DRAMA

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

**Course Overview:**

Students initially focus on the GCSE play text Missing Dan Nolan, by Mark Wheeler. This scheme of work not only looks at a verbatim style of presentation and devising but also introduces students to the GCSE written exam. The main body of Yr 9 is spent looking at various theatre practitioners. This not only allows the students to learn about the history of acting and theatre but also supports their understanding of how to develop and shape their own drama work which is an essential aspect of the GCSE assessment. The practitioners that are studied include the naturalistic theorist, Constantin Stanislavski as well as more abstract practitioners such as Jerzy Grotowski, Bertolt Brecht and Rudolf Laban.

**Exam Board:** OCR

**How students will be assessed**

Students are assessed by the OCR exam board criteria from grades 1 to 9. Assessments take place at the end of each half term. The assessment throughout the year comprises solo, duo and group work both in the form of script and devised. Yr 9 students will also partake in a whole school practice exam in the summer term.

**Self-study**

Students will be expected to rehearse outside the curriculum timetable. Auditoriums 1 and 2 are available to rehearse at break times and after school until 4.30pm. Self study in Yr 9 also focuses on logging, analysing and justifying their Devising journey as well as critical reflections on scripted performances.

**Access to Resources**

- Students are advised to purchase their exam text at the start of the year.

**Parental support**

- Supporting with meeting deadlines, learning lines and purchasing exam texts.
- Encourage the need for extra curricular rehearsals for group work.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Missing Dan Nolan by Mark Wheeler</li><li>● Making Theatre by Joss Bennathan</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● National Theatre Live</li><li>● The Making of Missing Dan Nolan- Interview with Mark Wheeler</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>● National Theatre Southbank London - tours and shows.</li><li>● The Globe, Southbank - tours and shows</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</li><li>● The D@rt Drama Group</li><li>● The Berry Youth Theatre</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/examspecs/zbpwd6f">https://www.bbc.co.uk/bitesize/examspecs/zbpwd6f</a></li><li>● <a href="http://www.spotlight.com">www.spotlight.com</a></li><li>● <a href="https://www.theatreroyalwinchester.co.uk/">https://www.theatreroyalwinchester.co.uk/</a></li><li>● <a href="https://www.geckotheatre.com/">https://www.geckotheatre.com/</a></li><li>● <a href="https://culture.pl/en/artist/jerzy-grotowski">https://culture.pl/en/artist/jerzy-grotowski</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 youth Connections and School Production</li><li>● Workshops with The Point &amp; The Berry practitioners</li><li>● Working with students from KS5 colleges and watching Barton Peveril &amp; Peter Symonds productions</li></ul>

# YEAR 7-11 DRAMA



Department:

EDUCATION FOR LIFE

Class Organisation:

Tutor Groups

**SUPPORTING YOU TO BE RESPONSIBLE, CONFIDENT, HEALTHY AND RESPECTFUL YOUNG ADULTS PREPARED FOR LIFE AND WORK IN AN EVER CHANGING WORLD**

**Course Overview:**

The Education for life programme supports students to be responsible, healthy, confident and respectful young adults prepared for life and work in an ever changing world. There are three key themes that all year groups will focus on throughout the year:

- Health & Wellbeing
- Relationships
- Living in the Wider World

During these lessons students will develop the qualities and attributes they need to thrive as individuals, family members and members of society. Education for Life follows the government guidance on Relationships and Sex Education and these topics are covered throughout the course. In Year 9 the specific units taught are Peer Influence, Substance use and Gangs, Respectful Relationships, Healthy Lifestyles, When I grow up, Intimate Relationships and Global Concerns.

**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 including self or peer assessment in each unit and google quizzes at the end of each half term.

**Self-study**

There is no self study in Education for Life.

**Parental support**

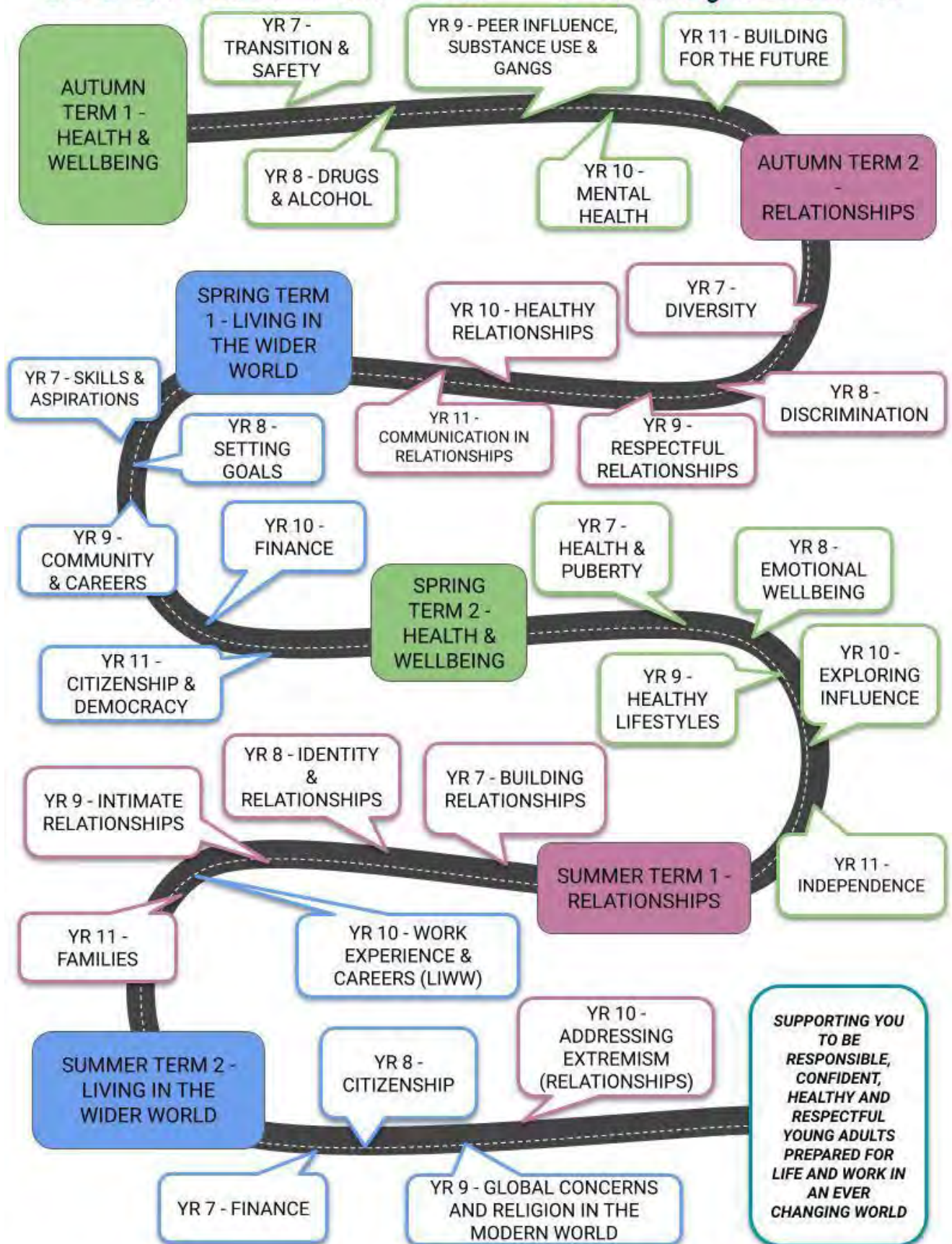
- Ensure that you encourage your child to keep up to date with current affairs.
- Support can be given to your child by encouraging debate and discussion at home.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <p>The art of being normal, Lisa Williams                      Anita and Me, Meera Syal                      Solitaire, Alice Oseman                      The Teenage Guide to Stress, Nicola Morgan                      The black flamingo, Dean Atta                      A good clean edge, Vincent Caldy</p>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● The Blindside</li> <li>● Juno</li> <li>● Mrs Doubtfire</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>● Theatre trips linked to themes</li> <li>● BBC Earth Experience Trip to support our work on Sustainability</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 space to support wellbeing</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://youngminds.org.uk/">https://youngminds.org.uk/</a></li> <li>● <a href="https://stem4.org.uk/">https://stem4.org.uk/</a></li> <li>● <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></li> <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> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Emergency First Aid CPR Training</li> <li>● Solomons Theatre Visit - Last Orders</li> </ul>



# EDUCATION FOR LIFE - 5 YEAR JOURNEY



**Course Overview:**

Students will study a range of contemporary and seminal texts, including Shakespeare’s ‘Othello’. Additionally, students will develop their writing in a range of genres, particularly speech and persuasive writing which will build into students completing their GCSE Spoken Language assessment in the Autumn term. At the end of the year, students will begin the GCSE literature course with the study of ‘Power and Conflict’ poetry.

**Exam Board:** AQA

**How students will be assessed**

Students are assessed through a range of formative and summative mediums, including quizzing, comprehension activities and writing tasks. Additionally in the Autumn term, students will have their GCSE spoken language assessment where they will deliver a presentation on a subject of their choice and answer questions from their audience - this is a compulsory component of the English language GCSE Course.

**Self-study**

Students are provided with a half-termly electronic self-study booklet which contains all of their home-learning for the topic they are studying. The activities will include vocabulary revision, knowledge quizzes and writing tasks. We will provide paper copies for those students receiving Pupil Premium or if requested.

**Access to Resources**

Students can access a range of texts studied in class digitally on their Chromebooks or will be given a paper copy to use in lessons. When students study the GCSE poetry component at the end of the year, they will be given an anthology free of charge.

**Parental support**

- Check that self-study has been completed and to a high standard.
- Encourage your son/daughter to proofread and edit their work, with a focus on spelling, punctuation and grammar.
- Encourage your son/daughter to read regularly for pleasure to continue to develop vocabulary, accuracy and creativity. This can be a mixture of fiction and non-fiction texts.
- Talk frequently to students about their learning, what they’re reading and current affairs.

**Recommended Revision Guides**

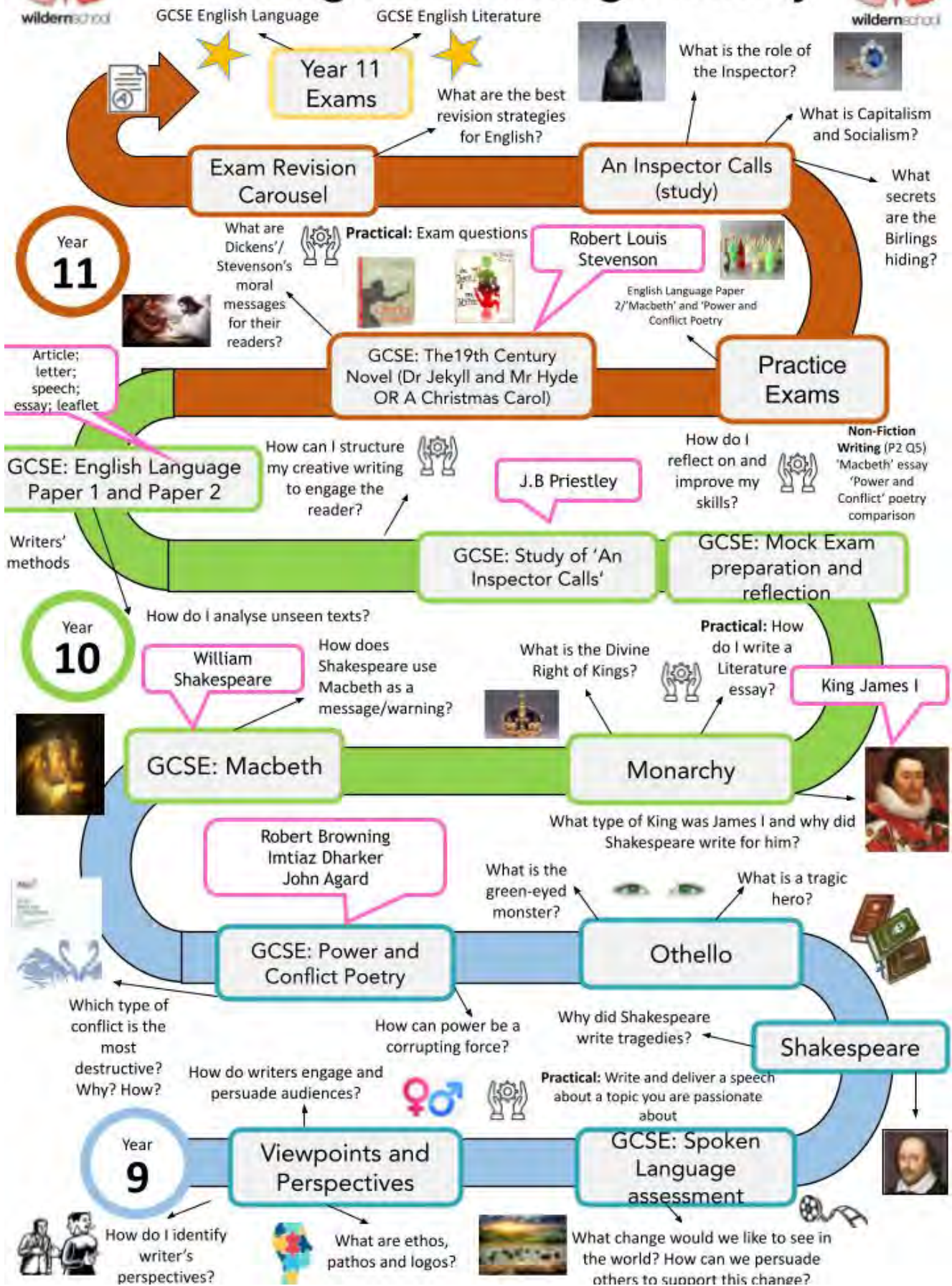
- CGP AQA Power and Conflict Poetry.
- CGP AQA GCSE English Language Paper 1 and CGP AQA GCSE English Language Paper 2.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Current news to assist with forming opinions for their speech writing in the Autumn term.</li> <li>● Wider reading on race for ‘Othello’, ‘The Hate You Give’, ‘Noughts and Crosses’ and ‘To Kill a Mockingbird’</li> <li>● Wider reading on war - ‘Birdsong’, ‘The Book Thief’, ‘American Dirt’.</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● Documentaries form part of our learning in English: Blackfish, Stacey Dooley, 13th, Louis Theroux</li> <li>● Royal Shakespeare Company version of ‘Othello’ which can be found on their website.</li> <li>● Documentary based on the poem ‘War Photographer’ - James Nachtwey. From the GCSE anthology.</li> <li>● ‘The Not Dead’ - documentary on the soldiers who inspired ‘Remains’ from the GCSE anthology.</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Imperial War Museum visit</li> <li>● Victoria and Albert Museum - black heritage section to assist with study of ‘Othello’</li> <li>● Trips to Shakespeare’s Globe theatre to see ‘Othello’ or any other Shakespeare play. The guided tour is also excellent.</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 Mayflower theatre has excellent productions locally. These do not have to be our curriculum texts to be valuable and educational!</li> <li>● Visit the Sea City museum to develop knowledge of the early 19th Century</li> </ul>
<p style="text-align: center;"><b><u>Top 3 Websites</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Spark Notes Othello</a></li> <li>● Mr Bruff on Power and Conflict <a href="http://www.youtube.com">www.youtube.com</a></li> <li>● TED Talks - <a href="https://www.ted.com/talks/nbk">https://www.ted.com/talks/nbk</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Engage in documentaries and relevant current/Global affairs to support students with their Spoken Language assessment</li> <li>● Provide drop ins and clinics for additional support.</li> <li>● Offer lunch-time and after school drop-ins</li> <li>● Trip to see Othello if on locally or at the Globe theatre.</li> </ul>



# KS4 English Learning Journey



# KEY STAGE 4 READING LIST



Here at Wilden we actively encourage you to read, and here's why...

Reading is the key to improving all aspects of your school work across your curriculum areas.

It will help with your vocabulary, it may improve your memory and help you to relax.

But also, and possibly most importantly, reading may inspire you and help to make your imagination flourish.

*I do believe something very magical can happen when you read a good book." J K Rowling*

*Reading is cool. Books are cool. That's it. That's the tweet. Marcus Rashford MBE*





**ADVENTURE BOOKS**





- ➔ Blood Red Road - Moira Young
- ➔ Noughts and Crosses - Malorie Blackman
- ➔ Fated - Teri Terry
- ➔ The Boy at the Top of the Mountain - John Boyne
- ➔ Phoenix Rising - Bryony Pearce
- ➔ The Cherub Series - Michael Muchamore
- ➔ Brink of Darkness - Jeff Giles
- ➔ Far Rockaway - Charlie Fletcher
- ➔ Bearmouth - Liz Hyder
- ➔ Noble Conflict - Malorie Blackman
- ➔ Silverfin - Charlie Higson
- ➔ Where the World Ends - Geraldine McCaughrean
- ➔ Red Queen - Victoria Aveyard
- ➔ The island at the End of Everything - Kiran Millwood Hargrave
- ➔ Cherry Heaven - J Adlington












**Fantasy Books**





- ★ The Hunger Games Trilogy - Suzanne Collins
- ★ Harry Potter - J K Rowling
- ★ Percy Jackson - Rick Riordan
- ★ Shadow and Bone - Leigh Bardugo
- ★ The Light Between Worlds - Laura Weymouth
- ★ Lord of the Rings - J R R Tolkien
- ★ City of Bones - Cassandra Clare
- ★ Assassin's Creed Series - Oliver Bowden
- ★ Northern Lights - Philip Pullman
- ★ Shiver - Maggie Stiefvater
- ★ Children of Blood and Bone - Tomi Adeyemi
- ★ Throne of Glass Series - Sarah J Maas
- ★ King of Scars - Leigh Bardugo
- ★ The Lie Tree - Frances Hardinge
- ★ The Secret of Birds and Bone - Kiren Millwood Hargrave
- ★ A Skinful of Shadows - Frances Hardinge
- ★ Shadow of the Fox - Julie Kagawa
- ★ Red Queen - Victoria Aveyard











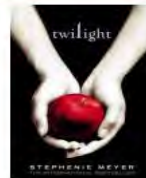

## MYSTERY BOOKS



- ❖ The Curious Incident of the Dog in the Nighttime - Mark Haddon
- ❖ The Truth About Keeping Secrets - Savannah Brown
- ❖ Truly Devious Series - Maureen Johnson
- ❖ What Kind of Girl - Alyssa Sheinmel
- ❖ Safest Lies - Megan Miranda
- ❖ The Pearl Thief - Elizabeth Wein
- ❖ Hey Sherlock - Simon Mason
- ❖ Bunker Diary - Kevin Brooks
- ❖ Girl Missing Series - Sophie McKenzie
- ❖ Moonrise - Sarah Crossman
- ❖ Encounters - Jason Wallace
- ❖ Young Sherlock Holmes - Andrew Lane
- ❖ Theodore Boone Series - John Grisham



## Romance Books



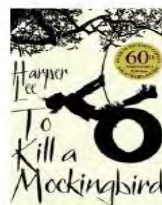
- ♥ Twilight - Stephenie Meyer
- ♥ An Abundance of Katherines - John Green
- ♥ The Fault in our Stars - John Green
- ♥ To All the Boys I've Loved Before - Jenny Han
- ♥ Fly on the Wall - E Lockhart
- ♥ Only Love can Break your Heart - Katherine Webber
- ♥ When the Stars are Scattered - Omar Mohamed
- ♥ Hello Now - Jenny Valentine
- ♥ Tell us Something True - Dana Reinhardt
- ♥ Love at First Like - Hannah Orenstein
- ♥ The Museum of Heartbreak - Meg Leder



## Classic Books



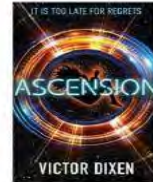
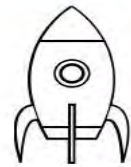
- 📖 To Kill a Mockingbird - Harper Lee
- 📖 Jane Eyre - Charlotte Bronte
- 📖 Treasure Island - Robert Louis Stevenson
- 📖 Sherlock Holmes - Arthur Conan Doyle
- 📖 The Bell Jar - Sylvia Plath
- 📖 The Catcher in the Rye - J.D. Salinger
- 📖 Little Women - Louisa M. Alcott
- 📖 1984 - George Orwell
- 📖 Emma - Jane Austen
- 📖 Wuthering Heights - Emily Bronte
- 📖 Any Agatha Christie
- 📖 Pride and Prejudice - Jane Austen





## Science-Fiction Books

- ▼ Divergent Trilogy - Veronica Roth
- ▼ Dune Series - Frank Herbert
- ▼ Mortal Engines - Philip Reeve
- ▼ Arc of Scythe Series - Neal Shusterman
- ▼ The Gilded Ones - Namina Forna
- ▼ Green Rising - Lauren James
- ▼ Earthfall - Mark Walden
- ▼ Itch - Simon Mayo
- ▼ The Lorien Legacy - Pittacus Lore
- ▼ This Mortal Coil - Emily Suvada
- ▼ Bzrk - Michael Grant
- ▼ Ascension - Victor Dixon
- ▼ I am Number 4 - Pittacus Lore
- ▼ The Fever Code - James Dasher
- ▼ The Unlisted - Justine Flynn
- ▼ The Dog Runner - Bren MacDibble

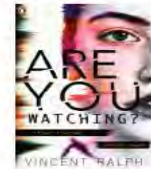


## Thrillers

## Thriller Books

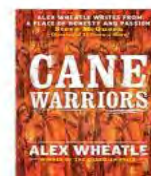


- ▼ Are You Watching - Vincent Ralph
- ▼ A Danger to Herself and Others - Alyssa Sheinmel
- ▼ A Good Girls Guide to Murder - Holly Jackson
- ▼ One of Us is Lying - Karen McManus
- ▼ Fractured - Teri Terry
- ▼ I Know You Did It - Sue Wallman
- ▼ Truly Devious Series - Maureen Johnson
- ▼ The Ace of Spades - Faridah Abike- Iyimide
- ▼ Things to do before the End of the World - Emily Bar



## Historical Books

- 📖 The Book Thief - Markus Zusak
- 📖 Cane Warriors - Alex Wheatle
- 📖 I am the Blade - P Buxton
- 📖 Unheard Voices - Malorie Blackman
- 📖 The Boy in Striped Pyjamas - John Boyne
- 📖 Red Ribbon - Lucy Adlington
- 📖 The Tattooist of Auschwitz - Heather Morris
- 📖 We Played with Fire - Catherine Barter
- 📖 When the Sky Falls - Phil Earl
- 📖 How High the Moon - Karyn Parsons





## HORROR BOOKS

- Women In Black - Susan Hill
- The Lie Tree - Frances Hardinge
- The Adjusters - Andrew Taylor
- Red Eye Series - Various
- Zom-B Series - Darren Shan
- Horowitz Horror - Anthony Horowitz
- Blink Once - Cylin Busby
- Wranglestones - Darren Charlton



## COMING OF AGE AND LGBTQ+



- Speak - Laurie Halse Anderson
- They Both Die at the End - Adam Silvera
- Concrete Rose - Angie Thomas
- Dear Evan Hansen - Val Emmich
- Clap When You Land - Elizabeth Acevedo
- Black Flamingo - Dean Atta
- Heartstopper Series - Alice Oseman
- Aristotle and Dante Discover the Secrets of the Universe - Benjamin Alire Saenz
- The Gifted and Talented Me - William Sutcliffe
- Poet X - Elizabeth Acevedo



**Course Overview:**

Along with a range of practical skills, key content and knowledge is taught to students. The course is structured to embed a range of technical skills within the theoretical aspects of the syllabus. Through a series of modules students will learn the principles of nutrition, whilst acquiring an understanding of hygiene and safety, food science, the functional properties of different ingredients, food provenance and industrial production methods.

**Exam Board:** AQA

**How students will be assessed**

Subject knowledge is assessed through mini projects, exam questions and self-study tasks. Practical and making skills are also assessed throughout the course

**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.
- Students can purchase revision books from the department.

**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 (£3.00)
- Food Preparation and Nutrition – AQA Revision Guide, CGP Books (£3.00)

**Enrichment Ideas**

<b><u>Suggested reading</u></b>	<b><u>Films &amp; documentaries</u></b>
<ul style="list-style-type: none"> <li>● Food science you can eat</li> <li>● How food works</li> <li>● Jamie Oliver cookbooks</li> </ul>	<ul style="list-style-type: none"> <li>● Great british bake off</li> <li>● Masterchef</li> <li>● Inside the factory</li> <li>● Food Unwrapped</li> </ul>
<b><u>Cultural experiences</u></b>	<b><u>Things to see and do locally</u></b>
<ul style="list-style-type: none"> <li>● Visiting local food markets and food festivals</li> <li>● New forest county show</li> </ul>	<ul style="list-style-type: none"> <li>● Go to your local farmers market</li> <li>● Hampshire Food festival</li> </ul>



### Top 5 Websites

- <https://www.bbcgoodfood.com/>
- [https://getseteatfresh.co.uk/resources?&filter\[source\\_filter\\_audience\]\[\]=Parents](https://getseteatfresh.co.uk/resources?&filter[source_filter_audience][]=Parents)
- <http://www.nutrition.org.uk>
- <https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>
- <https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gastro-lab/znr6qp3>

### Things we do

- Run after school informal support sessions
- Activities based around Healthy Eating Week, Fairtrade Week and other special events.



**Course Overview:**

Students begin the year investigating the Challenge of Natural Hazards which includes looking at Tectonic Hazards, Meteorological Hazards including hurricanes and then climate change. We look at how the economic development of countries can affect the way they respond to natural disasters. They then move onto a human geography unit of Urban Issues and Challenges looking at mega cities across the world with a large focus on Rio de Janeiro and then we look at Southampton. Students also get the opportunity to explore physical geography e.g. natural hazards and physical landscapes of the UK.

**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 set self-study regularly 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.
- Students can purchase revision guides and case study booklets from the department.

**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 (£3.50).

**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</li> <li>● National Geographic magazine</li> <li>● The Travel Book: A journey through every country in the world</li> <li>● Factfulness, Hans Rosling</li> <li>● No one is too small to make a difference, Greta Thunberg</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● How Earth Made us, Deep Earth</li> <li>● Climate Change, The Facts</li> <li>● Planet Earth, Jungles</li> <li>● Planet Earth, Deserts</li> <li>● BBC Coasts</li> <li>● The Volcano: The Rescue from Whakaari (Netflix)</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Have access to a world map at home e.g. poster, atlas, scratch map, blow-up globe</li> <li>● Creating a diary of an experience in the Favelas in Rio de Janeiro.</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 along the River Hamble</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="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></li> <li>● Breathing earth <a href="http://www.breathingearth.net/">www.breathingearth.net/</a></li> <li>● USGS - Volcanoes and Earthquake tracker <a href="http://volcanoes.usgs.gov/index.html">volcanoes.usgs.gov/index.html</a></li> <li>● World population clock <a href="http://www.worldometers.info/world-population/">www.worldometers.info/world-population/</a></li> <li>● WWF &amp; Carbon Footprint Calculator - how can you reduce your carbon footprint? <a href="http://footprint.wwf.org.uk/#/">footprint.wwf.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>● Offer the Wider World Magazine</li> <li>● Visit from Eddie (Fawley Power Station)</li> <li>● Launch GCSE Residentials</li> <li>● Use Digimap and develop GIS skills</li> </ul>

# WILDERN GEOGRAPHY CURRICULUM MAP

Key  
 Year Group   
 Topics Covered



Department: **HISTORY**

Class Organisation: **Mixed Ability**

**Course Overview:**

At the beginning of year 9 students will study Unit 1 America: Expansion and Consolidation focusing on the struggle for the Great Plains 1845 – 1895. In February Students will study Unit 2 Conflict and Tension 1918 – 1939 focusing on the causes of The Second World War.

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed throughout the year through content quizzes, exam questions and year 9 practice exam (Paper 1 section A) at the end of the year.

**Self-study**

Students will be asked to complete a native american Report in the first term. They will be completing quiz booklets, past questions and glossaries for each topic over the year.

**Access to Resources**

- Students complete Self-study tasks using core textbooks and are able to further revise.
- All lessons and resources will be uploaded to google classroom

**Parental support**

Revision guides are an excellent tool for remembering history. The Oxford and Pearsons AQA revision guides are excellent and can be bought on Amazon. We will provide you son/daughter with a list of great books.

**Recommended Revision Guides**

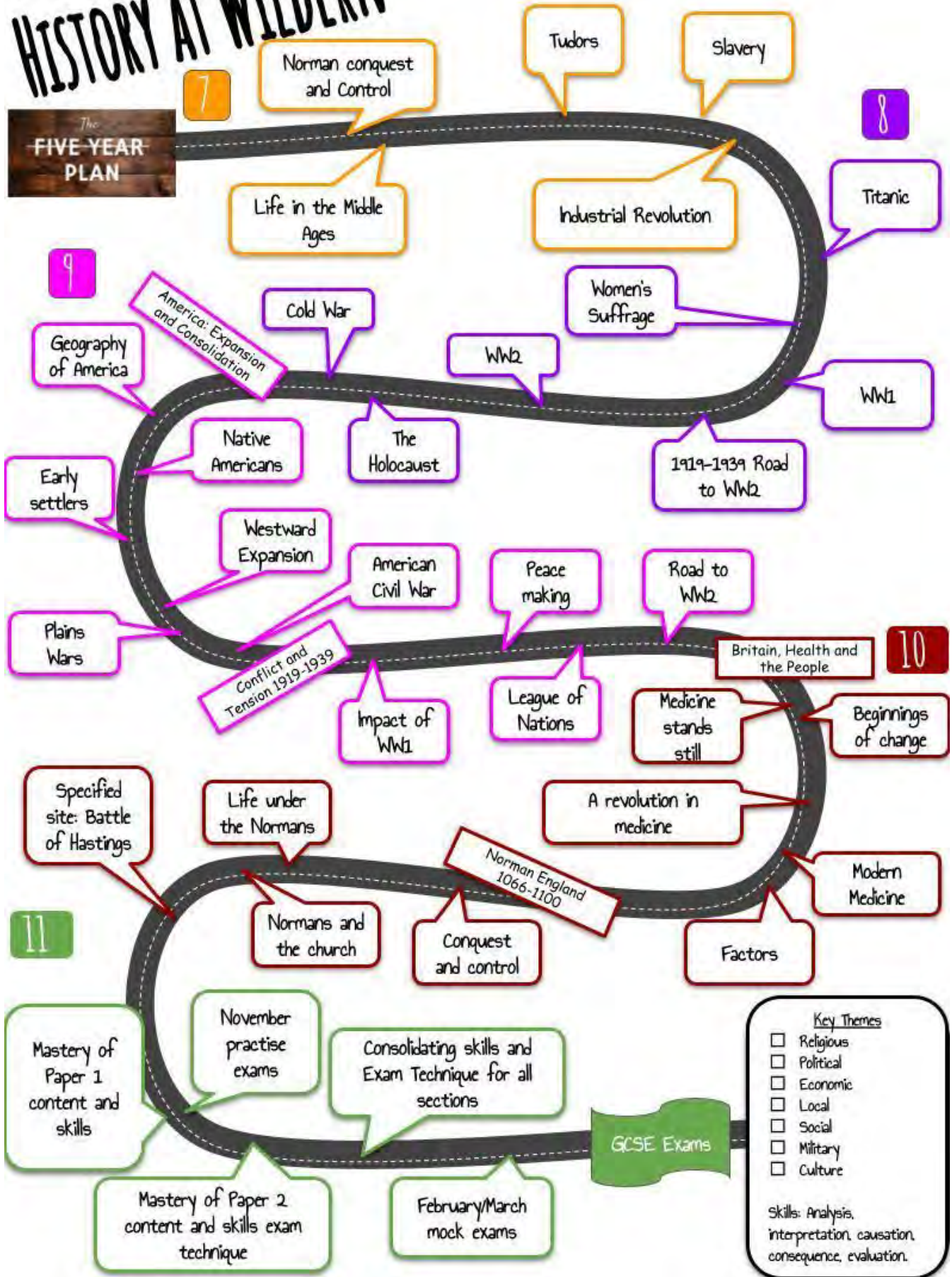
- Pearsons AQA GCSE History - Conflict and Tension 1918-1939 (revision guide and workbook)
- Pearsons AQA GCSE History - America, 1840-1895: expansion and consolidation

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● ‘The First World War’ GJ Groot</li><li>● ‘Poppy in the Field’ Mary Hooper (focusing on nurses in WW1)</li><li>● ‘The Feudal kingdom of England 1042-1216’ Frank Barlow</li><li>● ‘The Battle of Hastings’ MK Lawson</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Ray Mears - America (BBC series)</li><li>● Dances with Wolves</li><li>● Hidden Figures</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Battlefields</li><li>● Virtual tours</li><li>● Mayflower theatre (War horse)</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>● National History museum London</li><li>● Imperial War Museum London</li><li>● Netley Abbey/ Netley abbey military hospital</li><li>● Commonwealth War graves (Netley military cemetery)</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="#">The Great Plains</a></li><li>● BBC bitesize - <a href="#">The inter-war years</a></li><li>● Youtube <a href="#">American West</a></li><li>● Ray Mears: How the west was won <a href="http://www.youtube.com/watch?v=kmxZ4vMTPVg">www.youtube.com/watch?v=kmxZ4vMTPVg</a></li><li>● BBC teach - youtube channel - <a href="#">WW2</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Battlefields trip</li><li>● Imperial War museum</li><li>● Italy - Rome, Pompeii and Capri</li><li>● London Dungeons</li><li>● Virtual museum tours</li><li>● Documentaries/ poems</li></ul>

# HISTORY AT WILDERN

The FIVE YEAR PLAN



**Department:** Hospitality & Catering

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

**Course Overview:**

The Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) consists of two units. Unit 1, The Hospitality and Catering Industry enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. Unit 2, Hospitality and Catering in Action enables students to apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

**Exam Board: WJEC**

**How students will be assessed**

Students will be assessed on both theory and practical work in the form of written assessments, quizzes, practical work and practice controlled assessment tasks.

**Self-study**

Students will be set self-study via Google Classroom. This could take the form of revision quizzes, practice questions or research tasks. Students will be encouraged to practise practical skills at home.

**Parental support**

Encouraging students to support planning and preparing meals at home. This will help build confidence and develop practical skills.

**Enrichment ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Luxury Hospitality Magazine (free online magazine)</li><li>● WJEC Vocational Award Hospitality and Catering Level 1 / 2 Student Book</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● Inside the Merchant Documentary</li><li>● The Chef's Table (Netflix)</li><li>● MasterChef</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Visit local farmers markets</li><li>● Visit pop up restaurants / food stalls / food festivals</li><li>● SeaCity Museum (Titanic e.g focus on level of service and food provided)</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 East Avenue Restaurant - Eastleigh College</li><li>● Christmas Markets</li><li>● Local Holiday Parks (focus on hospitality provided)</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.bbcgoodfood.com/">https://www.bbcgoodfood.com/</a></li><li>● <a href="https://thecookeryteacher.com/">https://thecookeryteacher.com/</a></li><li>● <a href="https://www.nutrition.org.uk/">https://www.nutrition.org.uk/</a></li><li>● <a href="https://www.ifst.org/lovefoodlovescience">https://www.ifst.org/lovefoodlovescience</a></li><li>● <a href="https://www.hse.gov.uk/catering/">https://www.hse.gov.uk/catering/</a></li></ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"><li>● Guest speakers from and trips to commercial and non commercial hospitality providers.</li><li>● Bi-annual Barcelona Residential</li><li>● Participation in National and Local Cooking Competitions.</li><li>● Encourage reading of current Hospitality news.</li></ul>



# Wildern School Learning Journey



## Hospitality & Catering





### **Course Overview:**

Students will be studying for the OCR National in ICT qualification. This consists of 2 units of controlled assessment, R060 Data Manipulation using Spreadsheets and R070 Using Augmented Reality to Present Information, worth 30% each and 1 written exam based unit, R050 IT in the Digital World, that makes up the remaining 40%. In year 9 students will be covering aspects of all 3 units.

**Exam Board:** OCR

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

- Students will be assessed throughout the year by regular content quizzes and end of topic tests, as well as the year 9 practice exam.

### **Self-study**

- Online quizzes via Google Classroom

### **Access to Resources**

- All resources can be accessed via 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**

- Revision guides are an excellent tool to support students learning - please see the suggested reading below for details of the OCR National in IT revision guide.

### **Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Level 1 / Level 2 Cambridge National In IT ISBN: 9781398352674</li><li>● My Revision Notes: Level 1/Level 2 Cambridge National in IT: Second Edition (Paperback)</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● High Score - the history of classic video games</li><li>● The Social Network</li><li>● The Great Hack</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>● Game Over: Video Game Cafe, Portsmouth</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>● OCR Cambridge National in IT J836 - <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/">https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/</a></li><li>● How augmented reality works - <a href="https://computer.howstuffworks.com/augmented-reality.htm">https://computer.howstuffworks.com/augmented-reality.htm</a></li><li>● Augmented reality vs Virtual Reality <a href="https://bit.ly/3MTuFen">https://bit.ly/3MTuFen</a></li><li>● Free online Excel training - <a href="https://trumpexcel.com/learn-excel/">https://trumpexcel.com/learn-excel/</a></li><li>● Microsoft Excel Course - <a href="https://bit.ly/3MVdHMJ">https://bit.ly/3MVdHMJ</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>● NEA Support Sessions</li></ul>



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

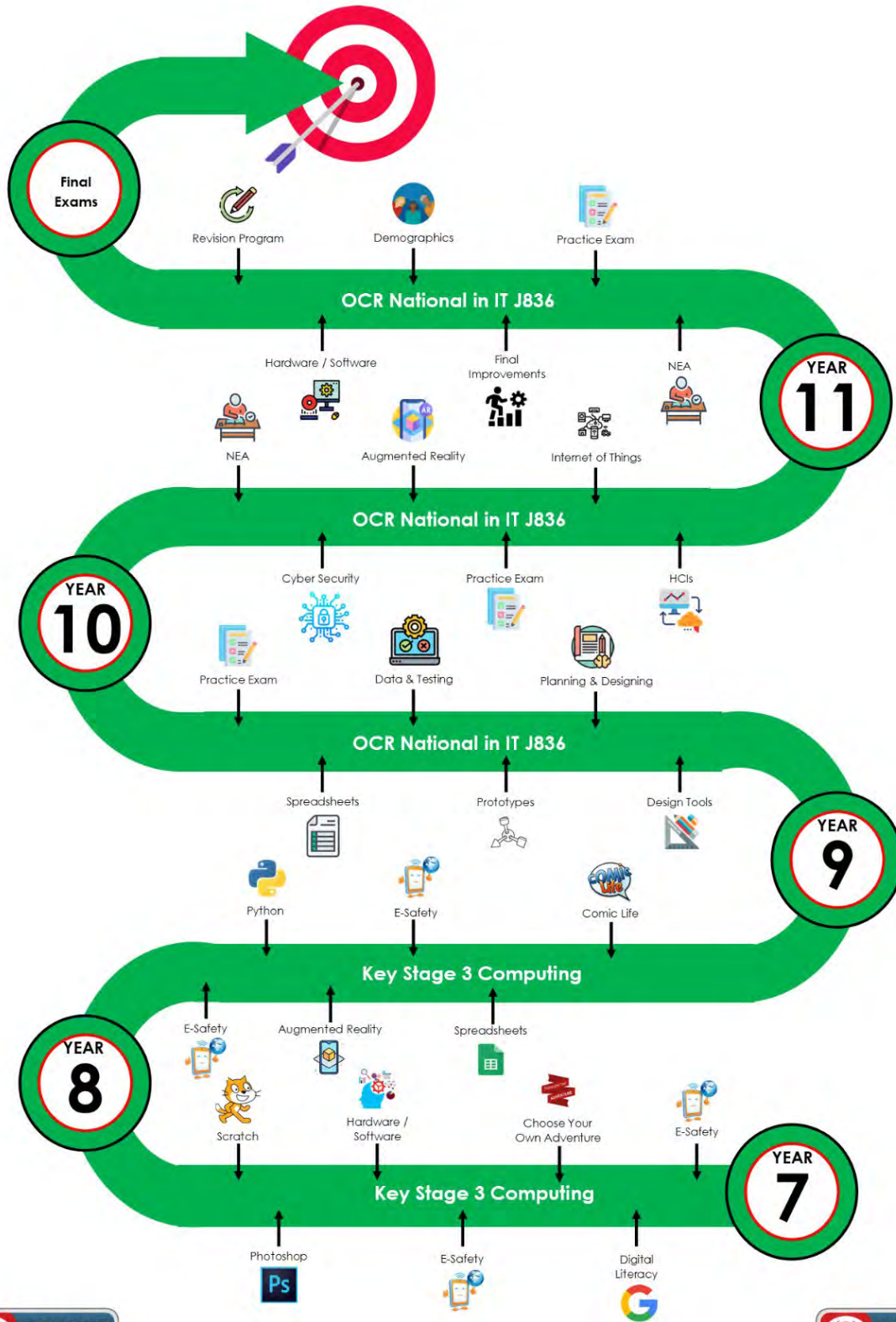


WILDERN ICT  
LEARNING JOURNEY



"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

**Course Overview:**

Year 9 students follow the Edexcel GCSE Mathematics programme of study. Problem solving skills are developed across all areas. Topics covered include:

**Autumn:**HIGHER +/HIGHER: Introduction to Algebra, Angle Rules, Integers and Decimals, Linear Equations and Inequalities, Constructions

FOUNDATION: Introduction to Algebra, Angle Rules, Patterns and Sequences, Equations and Inequalities, Quadrilaterals, Constructions

**Spring:**HIGHER +: Types of Number, Patterns and Sequences, Quadratics, Data, *Statistics Unit 1*, 3D Shapes, FDP

HIGHER: Types of Number, Patterns and Sequences, Quadratics, Data, 3D Shapes

FOUNDATION: Data, Integers and Decimals, Area and Perimeter, Foundation Algebra

**Summer:**HIGHER +: Linear Graphs, Perimeter and Area, Pythagoras and Trig, *Statistics Unit 2*, % and Compound Interest

HIGHER: FDP, Linear Graphs, Perimeter and Area, Pythagoras and Trig

FOUNDATION: Powers and Brackets, 3D Shapes, Pythagoras, Linear Graphs, Scales and Units

**Exam Board:** Edexcel

**How students will be assessed**

Ongoing assessment through end of topic ‘Exit Ticket’ Activities, formal exams, in class quizzes, self-study tasks and other formative assessment strategies in the classroom.

**Self-study**

Students receive self-study each week through Sparx Maths. Tasks are set which should take students on average an hour each week.

**Access to Resources**

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

**Parental support**

- Use teacher’s feedback in your child’s exercise book to support your child with topics they are finding difficult. The website [sparxmaths.uk](http://sparxmaths.uk) gives very comprehensive and well-structured activities.
- Ensure your child has all the relevant equipment including a scientific calculator. We recommend the Casio 991ex.

**Recommended Revision Guides**

- Revision guides for both tiers of entry (Pearson).

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>• The Simpsons and their Mathematical Secrets by Simon Singh</li> <li>• Humble Pi by Matt Parker</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>• Theory of Everything (12A)</li> <li>• Gifted (12A)</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>• Playing Card Games</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>• <a href="#">Sparx Maths</a></li> <li>• <a href="#">PiXL Maths App</a></li> <li>• <a href="#">Nrich</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>• UKMT Intermediate Maths Challenge (year 9 and 10)</li> </ul>



# KS4 Visual Curriculum Map of New Content in Mathematics



## Foundation

## Higher

## Higher +

### Autumn Y9

- Introduction to Algebra
- Angle Rules
- Patterns and Sequences
- Equations and Inequalities
- Quadrilaterals
- **Y9 INTERIM ASSESSMENT**

### Spring Y9

- Data
- Integers and Decimals
- Area and Perimeter
- Further Foundation Algebra

### Summer Y9

- Powers and Brackets
- 3D Shapes
- Pythagoras
- **Y9 EXAMS**
- Linear Graphs
- Scales and Units

### Autumn Y10

- Types of Number
- FDP
- **Y10 INTERIM ASSESSMENT 1**
- Compound Interest
- Probability
- Written/Mental Methods

### Spring Y10

- Constructions
- **Y10 EXAMS**
- Scatter Graphs
- Fractions
- Ratio and Proportion

### Summer Y10

- Transformations
- Equations Recap
- **Y10 INTERIM ASSESSMENT 2**
- Angles in Parallel Lines
- Compound Measures

### Autumn Y11

- Circles
- Simultaneous Equations
- Straight Line Graphs
- Real Life Graphs
- **YEAR 11 PRACTICE EXAMS**
- Non Linear Graphs
- Perimeter and Area

### Spring Y11

- Volume and Surface Area
- Tree Diagrams
- Pythagoras Recap
- Trigonometry
- Vectors

### Summer Y11

- Mastery Programme
- **MATHS GCSE**

### Autumn Y9

- Introduction to Algebra
- Angles
- Integers and Decimals
- Formula and Equations
- Constructions
- **Y9 INTERIM ASSESSMENT**

### Spring Y9

- Types of Number
- Patterns and Sequences
- Factorising Quadratics
- Data
- 3D Shapes

### Summer Y9

- FDP
- **Y9 EXAMS**
- Linear Graphs
- Perimeter and Area
- Pythagoras and Trigonometry

### Autumn Y10

- Percentages and Interest
- Transformations
- **Y10 INTERIM ASSESSMENT 1**
- Bounds
- Simultaneous Equations
- Surface Area and Volume

### Spring Y10

- Algebraic Fractions
- **Y10 EXAMS**
- Compound Measures
- Averages

### Summer Y10

- Probability
- Ratio and Proportion
- **Y10 INTERIM ASSESSMENT 2**
- Circle Theorems
- Quadratic Equations and Graphs

### Autumn Y11

- Indices and Surds
- Sine and Cosine Rule
- **YEAR 11 PRACTICE EXAMS**
- Vectors
- Proof

### Spring Y11

- Similarity and Congruence
- Further Graphs
- Functions and Graphs
- Iteration
- Gradients and Area under a curve

### Summer Y11

- Mastery Programme
- **MATHS GCSE**

### Autumn Y9

- Algebra
- Angles
- Integers and Decimals
- Formula and Equations
- Constructions
- Types of Number
- **Y9 INTERIM ASSESSMENT**

### Spring Y9

- Patterns and Sequences
- Factorising Quadratics
- Data (including Unit 1 Statistics)
- 3D Shapes
- FDP

### Summer Y9

- Linear Graphs
- **Y9 EXAMS**
- Perimeter and Area
- Pythagoras and Trigonometry
- Percentages and Interest

### Autumn Y10

- Transformations
- Averages (including Unit 2 Statistics)
- **Y10 INTERIM ASSESSMENT 1**
- Bounds
- Simultaneous Equations
- Surface Area and Volume
- Algebraic Fractions

### Spring Y10

- Compound Measures
- **Y10 EXAMS**
- Analysing Data
- Probability
- Distributions and Statistical Measures

### Summer Y10

- Ratio and Proportion
- Circle Theorems
- **STATISTICS GCSE**
- Quadratic Equations and Graphs

### Autumn Y11

- Indices and Surds
- Sine and Cosine Rule
- **Y11 PRACTICE EXAMS**
- Vectors
- Proof

### Spring Y11

- Similarity and Congruence
- Further Graphs
- Functions and Graphs
- Iteration
- Gradients and Area under a curve

### Summer Y11

- Mastery Programme
- **MATHS GCSE**

Department: **MEDIA**

Class Organisation: **Mixed Ability**

**Course Overview:**

Students complete a Core Skills unit in Year 9 where they gain an understanding of the theoretical framework in Media Studies – Media Language (forms and conventions), Representation, Industry and Audience. Students will look at a range of different media for analysis (moving image, print, web and radio).

**Exam Board:** Eduqas

**How students will be assessed**

Ongoing assessment through half termly assessments, formal exams, quizzes, self-study tasks and through formative assessment strategies in the classroom.

**Self-study**

Half termly, students will be given a Self-study booklet that includes all of the tasks to be completed that term. Tasks should take approximately 45 minutes to complete.

**Access to Resources**

- Revision and course materials are available through Google Classroom.

**Parental support**

- Check that students have completed their self-study.
- Talk to students about current affairs in the Media.
- Help students to access the enrichment ideas below, where possible.

**Recommend Revision Guides**

- Eduqas GCSE Media Revision Guide (revised edition)

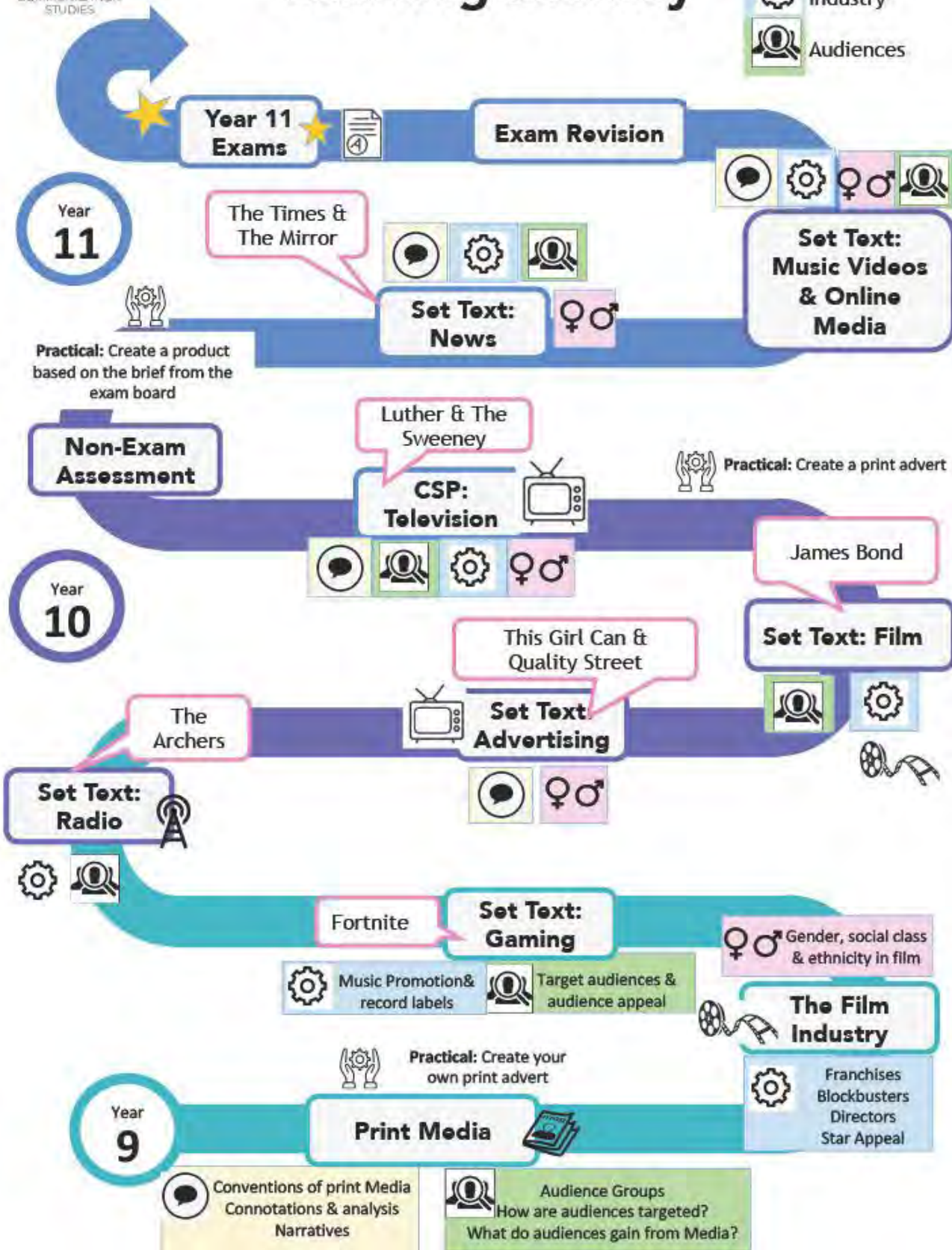
**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Read a newspaper or magazine</li><li>● <a href="https://www.bbc.co.uk/bitesize/topics/zqh3xsg">https://www.bbc.co.uk/bitesize/topics/zqh3xsg</a></li><li>● <a href="https://www.bbc.co.uk/bitesize/topics/z97pwxs">https://www.bbc.co.uk/bitesize/topics/z97pwxs</a></li><li>● <a href="https://www.bbc.co.uk/bitesize/guides/zy24p39/revision/1">https://www.bbc.co.uk/bitesize/guides/zy24p39/revision/1</a></li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● A horror film</li><li>● Disney's Encanto</li><li>● Barbie Film</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Read a magazine</li><li>● Listen to the radio</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>● Create your own short film</li><li>● Create your own podcast or vlog</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.bbc.co.uk/news/topics/c207p54mlzpt/media">www.bbc.co.uk/news/topics/c207p54mlzpt/media</a></li><li>● <a href="http://www.bbc.co.uk/bitesize/subjects/ztnygk7">www.bbc.co.uk/bitesize/subjects/ztnygk7</a></li><li>● <a href="http://www.mediaknowall.com/gcse/keyconcepts/gcse/keycon.php">www.mediaknowall.com/gcse/keyconcepts/gcse/keycon.php</a></li><li>● <a href="http://www.youtube.com/c/TheMediaInsider">www.youtube.com/c/TheMediaInsider</a></li><li>● <a href="http://www.rottentomatoes.com">www.rottentomatoes.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



**Course Overview:**

Students will be following a new GCSE course that will be first assessed in 2026. It covers themes such as: my personal world; lifestyle and wellbeing; my neighbourhood; media and technology; studying and my future; and travel and tourism. There is a defined list of vocabulary that students need to learn.

Lessons build on the vocabulary and grammar that students learned at KS3. There is a focus on confidently and accurately using the fundamentals of language, fully mastering the past and future tenses, modal verbs and extended sentences with conjunctions.

**Exam Board:** Edexcel

**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. The final year 9 exam will be at foundation tier and will inform grouping of students for year 10.

**Self-study**

All self-study tasks are set on Google Classroom. Students receive two self-study tasks each week, each taking approximately 30 minutes to complete. Students learn 10-12 key pieces of vocabulary using the app/website [www.memrise.com](http://www.memrise.com). This is then tested in class the following week. Students should practise their vocabulary for 5-10 mins per day for the most success.. Students also complete a Google form or GCSEPod task that has practice reading, listening and translation tasks to support and extend work completed in class.

**Access to Resources**

- Students have textbooks to use in the lesson and they are available digitally via ActiveLearn.
- Students can purchase revision guides through their teacher.

**Parental support**

Regular testing on vocabulary and key verbs by parents greatly supports student learning.



**Recommended Revision Guides**
















- Collins Easy Learning Dictionary (French/German/Spanish) (£6.99).
- There is no published revision guide for this new course at this time. We will update parents when one becomes available.






**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● <b>French:</b> Readlang.com</li> <li>● <b>German:</b> Goethe Institut Deutsch üben website.</li> <li>● <b>Spanish:</b> <a href="https://www.antena3.com/liopardo">https://www.antena3.com/liopardo</a>, <a href="https://www.msf.es/actualidad">https://www.msf.es/actualidad</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> Un sac de bille, Chocolat</li> <li>● <b>German:</b> Land of Mine (Netflix), Jojo macht das Glück (Deutsche Welle)</li> <li>● <b>Spanish:</b> Netflix: ‘Perdiendo el Norte’ (Teen), ‘Nuestros Amantes’ (Teen), ‘100 Metros’ (Teen), ‘La llamada’ (Teen), ‘El faro de las orcas’ (12),</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● <b>French:</b> Wildern Paris Trip, Virtual Tours of the Louvre <a href="https://www.louvre.fr/en/visites-en-ligne#tabs">https://www.louvre.fr/en/visites-en-ligne#tabs</a></li> <li>● <b>German:</b> German exchange experience</li> <li>● <b>Spanish:</b> Virtual Tour of The Dali Museum <a href="https://www.salvador-dali.org/en/museums/dali-theatre-museum-in-figueres/visita-virtual/">https://www.salvador-dali.org/en/museums/dali-theatre-museum-in-figueres/visita-virtual/</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</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.memrise.com</a>/<a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="https://www.bbc.co.uk/bitesize/levels/z98jmp3">https://www.bbc.co.uk/bitesize/levels/z98jmp3</a></li> <li>● <a href="http://www.lyricstraining.com">www.lyricstraining.com</a></li> <li>● <a href="http://www.busuu.com">www.busuu.com</a></li> <li>● <a href="http://www.kerboodle.com">www.kerboodle.com</a> - Digital textbook</li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>● Language Leaders</li> <li>● MFL Film Club</li> <li>● European Culture Club</li> <li>● Arabic Club</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> <ul style="list-style-type: none"> <li>- My brother is (personality adjectives + physical descriptions)</li> <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 French 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>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>Freetime</b></p> <ul style="list-style-type: none"> <li>- I am playing football.</li> <li>- When it's raining I go to the cinema.</li> <li>- Music</li> <li>- Eating out.</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 France to celebrate Bastille Day.</li> </ul> 	<p><b>My house</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... <ul style="list-style-type: none"> <li>- Environment.</li> <li>- Poverty and unemployment.</li> </ul> </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> 
--	---	---	--	--	---	--	--	---	--	--	---	---	---	--

**MFL 5 YEAR JOURNEY**

Department: **MUSIC**

Class Organisation: **Mixed Ability**

**Course Overview:**

The GCSE course is based around four areas of study: Western Classical Tradition 1650-1910, Popular Music, Traditional Music and Music in the 20th Century. Students study these areas through performance, composition and listening and appraising tasks. Alongside the GCSE course, year 9 students will study grade 1-3 theory (or above depending on previous experience). This will complement all areas of the GCSE course.

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed with Wildern Steps throughout the year via the completion of 3 practice performances and 3 composition projects and a 1 hour exam towards the end of the year. They will also complete frequent listening quizzes to monitor their progress and understanding with listening and appraising.

**Self-study**

Students are expected to regularly rehearse their instrumental/vocal skills through self-directed practice. 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 practice as well as encouraging students to do live performances.
- Attendance at live music performances.

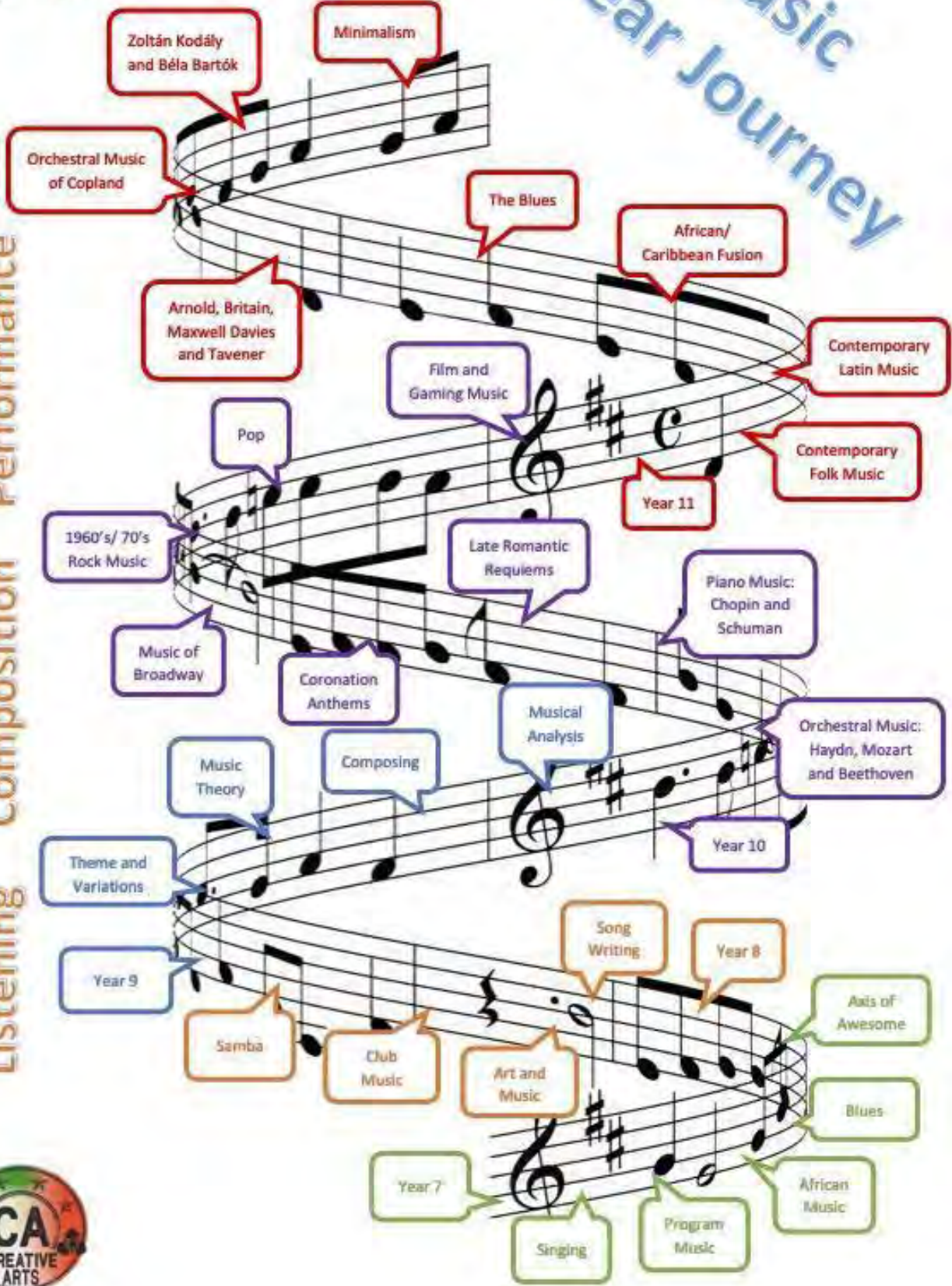
**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"><li>● Score analysis (Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo &amp; Paul Simon: Graceland album)</li><li>● The Young Person’s Guide to the Orchestra - Ben Kingsley</li></ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"><li>● YouTube series - The Music Theory Guy</li><li>● Glass: A portrait of Philip in 12 parts</li><li>● In search of Beethoven by Phil Grabsky</li><li>● Around the world in 50 concerts by Heddy Honigmann</li><li>● Beatles: How the Beatles changed the world</li></ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"><li>● Opportunities to perform at Acoustic Nights</li><li>● Choir performances at public venues</li><li>● Performances in the Berry theatre: Christmas and Summer concert &amp; Wildern Music Festival</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 and 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>● Instrument video guides: <a href="http://philharmonia.co.uk/resources/instruments/">philharmonia.co.uk/resources/instruments/</a></li><li>● Lessons and exercises on music theory: <a href="http://www.mymusictheory.com">www.mymusictheory.com</a></li><li>● Online notation software: <a href="http://flat.io/en-GB">flat.io/en-GB</a></li><li>● Online composition software: <a href="http://bandlab.com">bandlab.com</a></li><li>● Online sheet music: <a href="http://www.musicnotes.com/">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></ul>



# 5 Year Journey Music

Listening  
Composition  
Performance



**Course Overview:**

Students will be introduced to basic camera control, photographic techniques and digital manipulation. The majority of the course involves planning, taking and editing photographs and Students are taught the skills that are needed to make a success of their work. Students develop their awareness of photographic formal elements, alongside basic lighting and composition. Studying the work of photographers is an essential aspect of the course. Confidence with ICT skills is essential.

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed with Wildern Steps throughout the year via three projects and a 2 hour exam.

**Self-study**

Each project will have the following tasks available as printouts and via Google Classroom:

Task 1: Photographer Research

Task 2: Photography from real life

Task 3: Google Classroom Quiz

**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 tasks and the taking of appropriate photographs.
- Ensure your child has the correct and required equipment – glue stick / a good quality camera / a memory stick / chrome book.

**Enrichment Ideas**

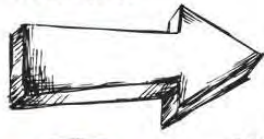
<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Understanding Exposure by Bryan Peterson.</li> <li>● Tony Northrup's Dslr Book: How to Create Stunning Digital Photography.</li> <li>● The Hot Shoe Diaries by Joe McNally</li> <li>● Collins Complete 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>● Helmut Newton: Frames From The Edge   NSW</li> <li>● Annie Leibowitz: A Life Through A Lens</li> <li>● Edward Weston: The Photographer</li> <li>● National Geographic: The Photographers</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>● Discuss photography with your child</li> <li>● Get involved in local, national and international competitions, there are lots advertised via the art department</li> </ul>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <p>Wildern D@rt centre Solent Showcase / City Eye Today @ Apple London Galleries</p>
<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://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>● Join the Art Enrichment Google Classroom</li> <li>● Photography Competition / Inter school competitions</li> </ul>



wildernschool

# ART

department



## Art & Photography Learning Journey

A04



**Course Overview:**

Students really begin to refine their understanding, application and transfer of the key concepts that have underpinned the PE curriculum through Years 7 & 8. However, as students reduce their core PE hours, we reduce the number of concepts so that these can be intensely developed. Students will be taught to consistently and accurately apply a comprehensive range of concepts across a range of physical activities.

The **FOUR KEY CONCEPTS** that are refined in Year 9 are;

1. **Overcoming Opponents (Indoor):** Basketball, Badminton, Handball, Table Tennis, Volleyball.
2. **Overcoming Opponents (Outdoor):** Football, Rugby, Hockey, Netball, Tennis, Rounders & Athletics.
3. **Water Technique & Safety:** Swimming, Personal Survival, Synchronised Swimming, Water Polo
4. **Health-Related Exercise:** Fitness Classes, Fitness Suite Sessions & Outdoor fitness sessions.

In addition, students are taught to have a comprehensive knowledge and understanding of how to lead a healthy, active lifestyle and are demonstrating this through their extensive involvement in extra-curricular sport and outside sports clubs. Furthermore, the opportunity to become one of our Sports Ambassadors begins in Year 9 whereby students can really develop their leadership, teamwork and coaching skills.

**How students will be assessed:**

Students will not be provided with a Wildern Progress Step for core PE but will instead receive a grade relating to their Behaviour for Learning within the subject at regular intervals throughout the year.

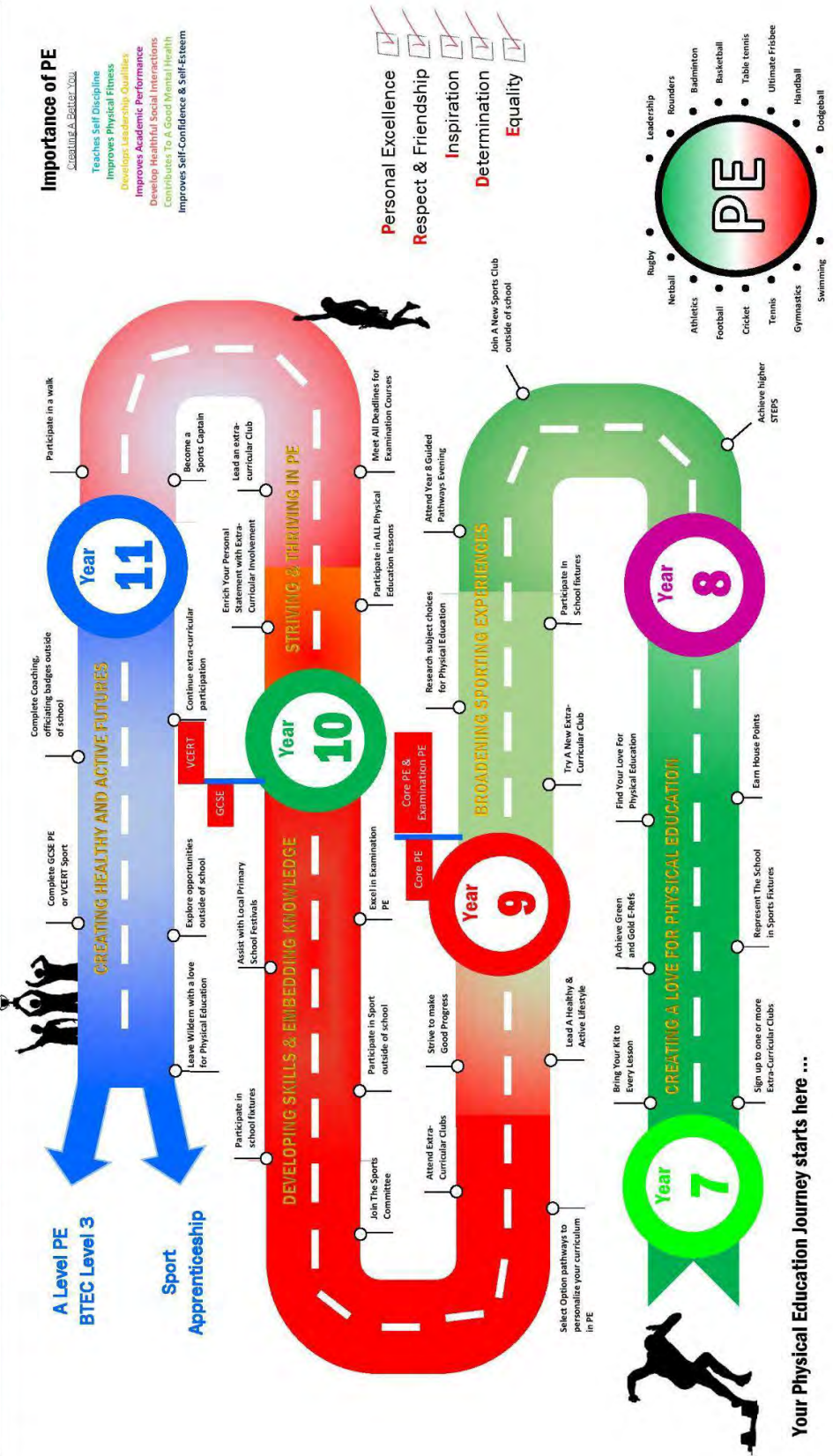
**Self-study:** Students will not be set any formal self-study tasks for core PE but students will be encouraged to further their learning and development through the participation in extracurricular clubs and representative teams.

**Parental support**

- Ensure your child has the full & correct PE kit for **EVERY** lesson (*Even if injured students are encouraged to play an active role in lessons and so will be expected to change unless medically unable*).
- Remind your child to come **APPROPRIATELY EQUIPPED** for the varying weather conditions.
- Support PE staff in clarifying **PERMITTED & NOT PERMITTED** items worn during PE lessons (See pg.13)
- Provide a written **NOTE** if your child is unable to fully participate in PE lessons.
- Encourage your child to take part in **ALL** aspects of PE & adopt a **POSITIVE** attitude towards PE & Sport.
- Encourage attendance at **EXTRA-CURRICULAR** activities.

Visit our dedicated PE Twitter account to see all the fantastic enrichment opportunities available to you  
 (@WildernSchoolPE) **Enrichment Ideas:**

<b><u>Suggested reading</u></b>	<b><u>Films &amp; documentaries</u></b>
<ul style="list-style-type: none"> <li>● <a href="#">Understanding the Concept-Curriculum</a></li> <li>● <a href="#">BBC Sport: Updates on Sport from UK &amp; Abroad</a></li> <li>● <a href="#">"BOUNCE"</a> - by Mathew Syed</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">PUMPING IRON</a> (Netflix- 12)</li> <li>● <a href="#">COACH CARTER</a> (12)</li> <li>● <a href="#">RISING PHOENIX</a></li> </ul>
<b><u>Cultural experiences</u></b>	<b><u>Things to see and do locally</u></b>
<ul style="list-style-type: none"> <li>● Trips to Elite Fixtures</li> <li>● School Fixtures played at other venues including schools and local clubs / stadia</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Hampshire Cricket</a> @ The Ageas Bowl</li> <li>● <a href="#">Trojans</a> Rugby, Hockey &amp; Squash Club</li> <li>● <a href="#">Southampton Athletics Club</a></li> </ul>
<b><u>Top 5 Websites</u></b>	<b><u>Things we do</u></b>
<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>	<ul style="list-style-type: none"> <li>● Sporting clubs/teams available after school across a variety of different activities with local, regional and national fixtures.</li> <li>● PE Prefects</li> </ul>



Your Physical Education Journey starts here ...

**Department:** PHYSICAL EDUCATION (Pathway) **Class Organisation:** **Mixed Ability**

**Course Overview:**

We are extremely proud to offer two different PE & Sports-based qualifications in the department; Our traditional GCSE PE & the Cambridge Nationals in Sport Studies course. Each qualification holds the same merit in terms of academic attainment but they stand very much apart as separate qualifications. **ALL** students will study the same topics and content across the year, teaching students the fundamental knowledge, understanding and skills required to succeed across both courses. The topics centre around the social and cultural issues which are prevalent to sport in the 21st century. In addition, students will be assessed on their practical abilities across a range of sporting activities. After the May half-term of Year 9, students will be formally placed on either the GCSE PE or Sports Studies course. This decision is based on the overall judgement of how the students have performed throughout the year and where their skill-set would be most suited to.

**Exam Board:** Content is delivered which features in both the Edexcel GCSE PE and Cambridge Nationals in Sports Studies.

**How students will be assessed:**

Students will undertake low-stakes informal assessments during every theory and practical lesson with more formal written assessments taking place at the end of each half-term (6-8 weeks). Practical assessments will take place during all practical PE lessons where students will be graded against exam-board criteria. In addition, students can also be assessed when representing Wildern across our breadth of representative teams and it is strongly recommended that all examination PE students are part of a club.

**Self-study:**

Students will be expected to complete one theory based self-study each fortnight based on current theoretical content. This sits alongside attendance at least one extra-curricular sports club at school.

**Access to Resources:**

- Students will collate an extensive examination PE folder across the year which will be brought home half-termly to prepare for formal assessments.
- Students have access to textbooks to work within lessons as well as access to online textbooks.

**Parental support:**

- Ensure your child is correctly equipped for all practical & theory lessons so they can access the learning.
- Periodically check what students have been studying by asking to view their Google Classroom, Self-Study and Examination PE folder.
- Strongly encourage attendance at extra-curricular sports clubs & activities and to take part in sport outside of school.

**Recommended Revision Guides**

- We **DO NOT** recommend that students purchase revision guides in Year 9 due to the uncertainty of which course they will move onto for Years 10 & 11.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Edexcel GCSE PE Specification</a></li> <li>● <a href="#">Sports Studies Specification</a></li> <li>● <a href="#">Smashing Barriers: The impact of Race in Sport</a></li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Blind Side</a> (12)</li> <li>● <a href="#">Stop at Nothing</a> (Netflix- 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>● Trips to Elite Fixtures</li> <li>● School Fixtures played at other venues including schools and local clubs / stadia</li> <li>● Royal Marines visit</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>● <a href="#">Southampton FC</a> @ St Marys</li> <li>● <a href="#">Hampshire Cricket</a> @ The Ageas Bowl</li> <li>● <a href="#">Trojans</a> Rugby, Hockey &amp; Squash Club</li> <li>● <a href="#">Calshot Outdoor Activities Centre</a></li> <li>● <a href="#">Southampton Athletics Club</a></li> </ul>



**Top 3 Websites**

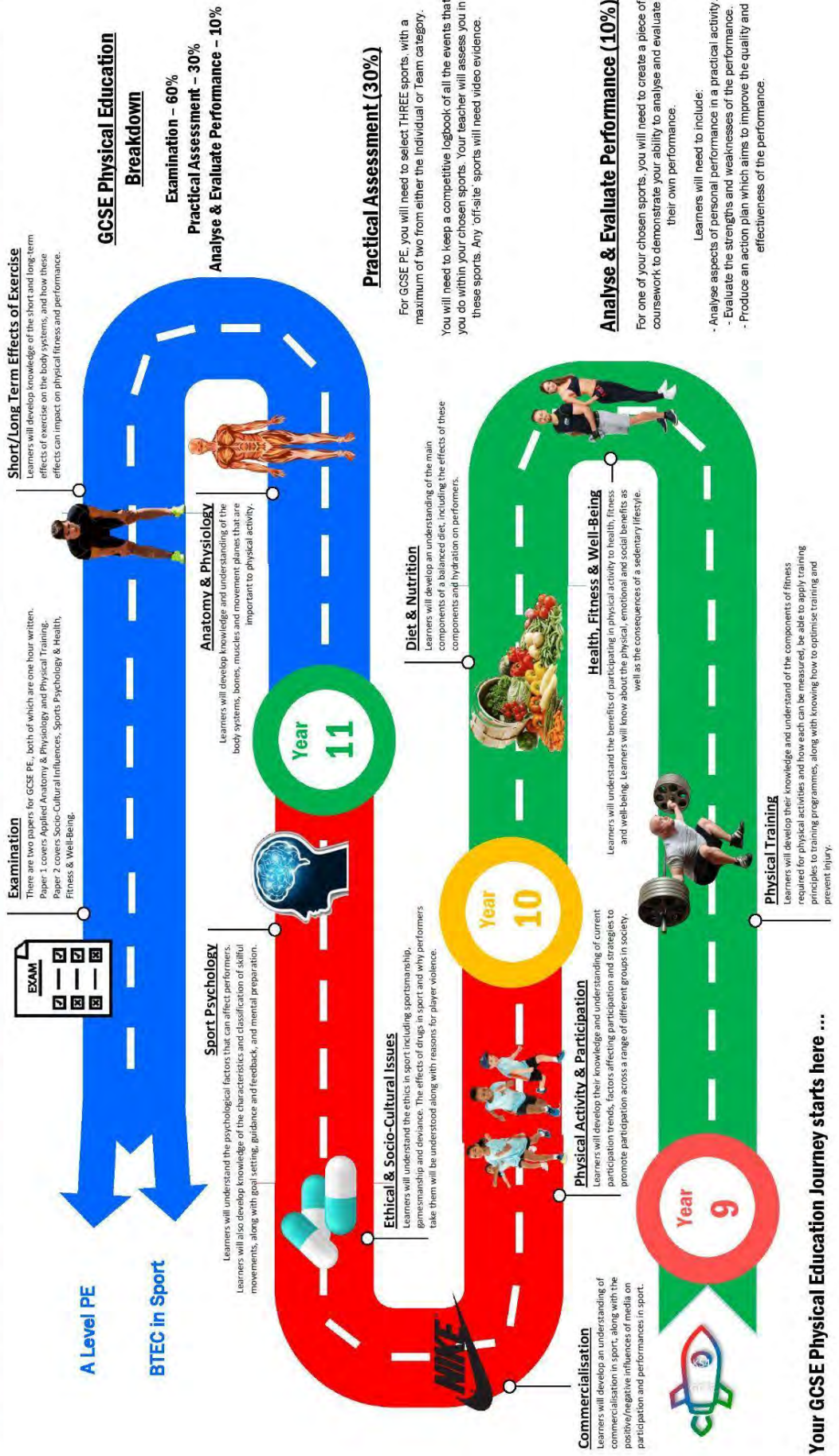
- [www.bbc.co.uk/bitesize/examspecs/zxbg39q](http://www.bbc.co.uk/bitesize/examspecs/zxbg39q)
- <https://www.brianmac.co.uk/>
- [www.teachpe.com/anatomy-physiology](http://www.teachpe.com/anatomy-physiology)

**Things we do**

- Sporting clubs available after school across a variety of different activities and facilities
- Competitive Teams and fixtures against other schools in Hampshire at various venues
- Interform / House Events

# Wildern Physical Education Journey

## Every Student Matters, Every Moment Counts



Department:

PSYCHOLOGY

Class Organisation:

Mixed Ability

### **Course Overview:**

Students in year 9 will be introduced to the fundamentals of Psychology to have a better understanding of the human brain and all of its complexities. We will look at a vast range of modules including: memory, perception, development and research methods in this introductory year before moving on to more sophisticated psychological modules in years 10 and 11.

### **Exam Board:** AQA

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

Through a range of written and practical tasks, as well as practice exam questions and end of year assessments.

### **Self-study:**

Will be weekly, made of mini tasks, wider reading and research projects set via class and Google Classroom. This will allow consolidation of existing knowledge and allow opportunities for students to understand the modules more broadly. The self-study will be marked weekly in lessons with their teachers.

### **Access to Resources**

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

### **Parental support**

- Support students completing their self-study on time and in depth.
- Ensure students are reading widely around each module studied.
- Question your child on their learning and promote a love of researching around the topics covered.

### **Recommended Revision Guides**

AQA Psychology for GCSE: Revision Guide by Cara Flanagan.

### **Enrichment Ideas**

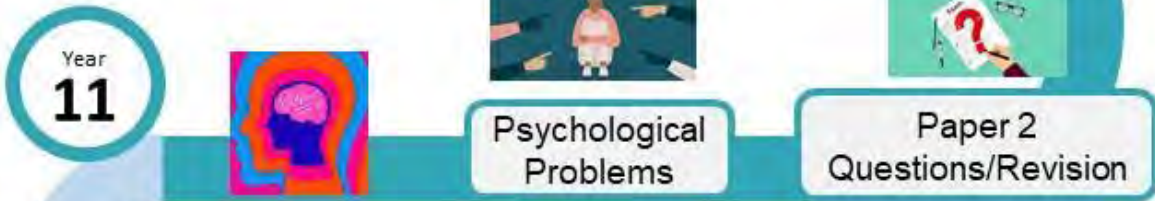
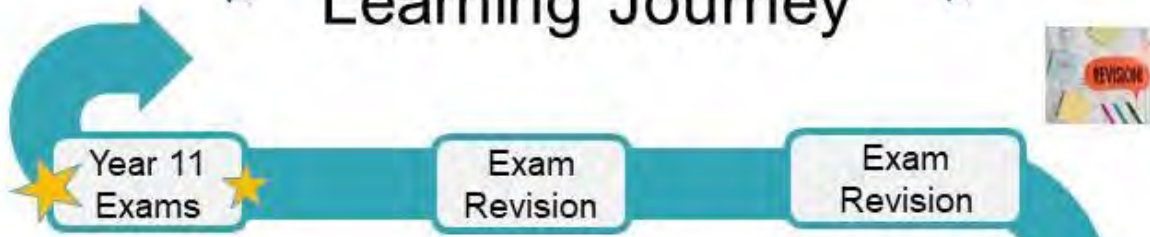
Students will be invited to participate in a range of after school activities to consolidate and support their studies within the subject.

As the department grows opportunities for guest speakers and trips will follow.

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <p>AQA Psychology for GCSE: Revision Guide by Cara Flanagan</p>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <p><u>Intro to Psychology</u> <a href="https://www.youtube.com/watch?v=vo4pMVb0R6M">https://www.youtube.com/watch?v=vo4pMVb0R6M</a> <u>Psychology Research Methods</u> <a href="https://www.youtube.com/watch?v=hFV71QPvX2I&amp;list=RDLVvo4pMVb0R6M&amp;index=2">https://www.youtube.com/watch?v=hFV71QPvX2I&amp;list=RDLVvo4pMVb0R6M&amp;index=2</a></p>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <p>University trips Expert guest speakers Psychology trip to London</p>	<p style="text-align: center;"><b><u>Things to see and do locally</u></b></p> <p>A range of UK events can be booked on the following website: <a href="https://www.bps.org.uk/">https://www.bps.org.uk/</a></p>
<p style="text-align: center;"><b><u>Websites</u></b></p> <p><a href="https://www.freud.org.uk/">https://www.freud.org.uk/</a> <a href="https://www.museumslondon.org/museum/145/bethlem-museum-of-the-mind">https://www.museumslondon.org/museum/145/bethlem-museum-of-the-mind</a> <a href="http://www.bps.org.uk/">www.bps.org.uk/</a></p>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <p>Psychology workshops Psychology research projects</p>



# Psychology Learning Journey



**Course Overview:**

In Year 9 GCSE RE students study units from the AQA syllabus. Students prepare for 2 exams - Religions and Themes. The focus of year 9 is beliefs and practices of Christianity (for the Religion component of the exam) and Religion, Peace & Conflict and Religion Crime & Punishment (for the Themes component of the exam). Religion, peace and conflict unit explores the key concepts of war, peace, justice and reconciliation. An exploration into the reasons for war, a just war, terrorism, pacifism and responses to war in the 21st century. Religion, crime and punishment unit – explores the causes of crime and different aims of punishment including ethical arguments on the death penalty.

**Exam Board:** AQA

**How students will be assessed**

Students are assessed through regular exam questions in class and end of unit tests and quizzes.

**Self-study**

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

**Access to Resources**

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

**Parental support**

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

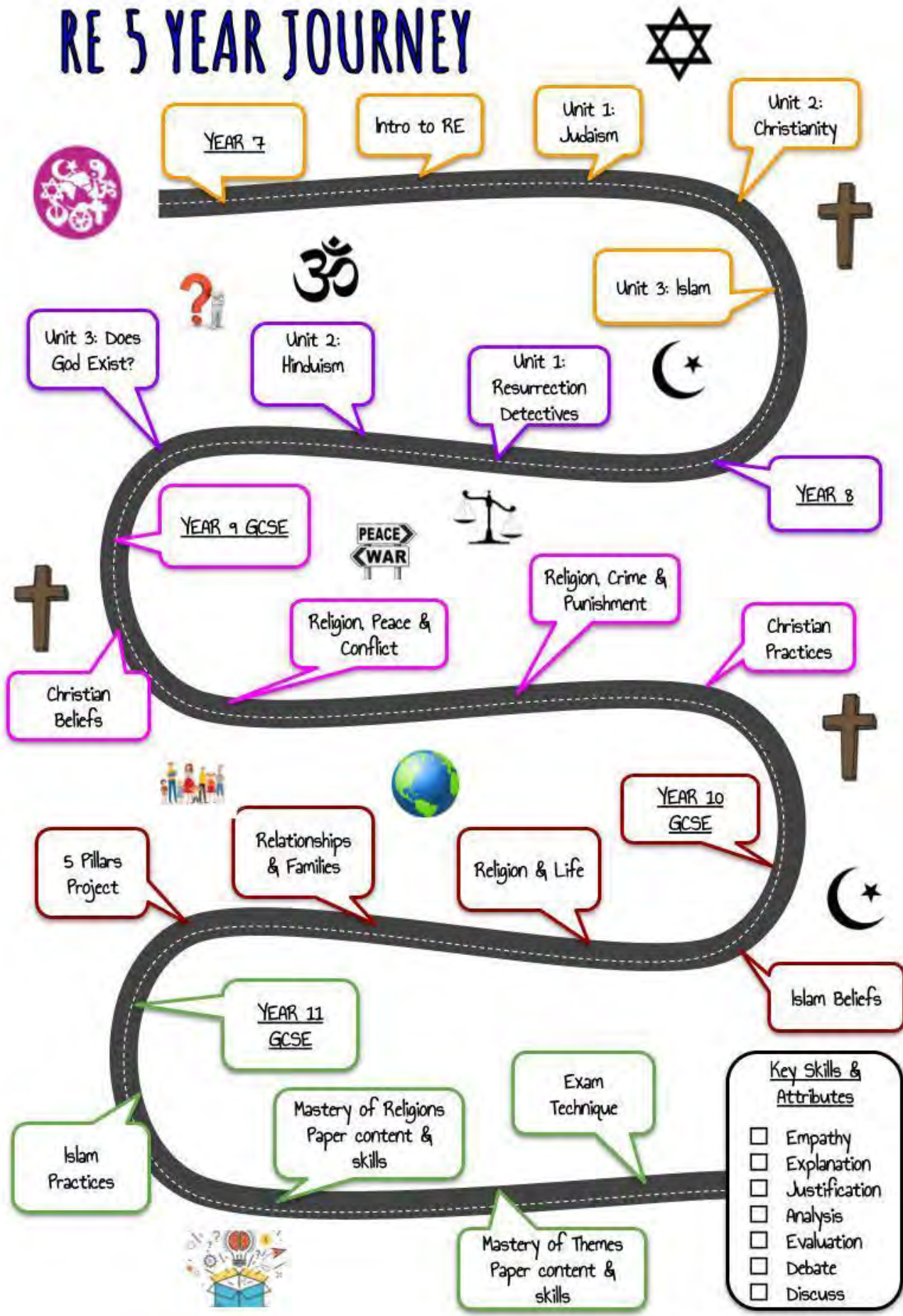
**Recommended Revision Guides**

- Revision guides produced by the school.

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>● Shelter, Harlon Coban</li> <li>● Looking for JJ, Anne Cassidy</li> <li>● Just Mercy, Brian Stevenstn</li> <li>● Terror Kid -Zephaniah B</li> <li>● I am Malala</li> <li>● Boy at the Back of the Class - Rauf O</li> <li>● Zlata’s Diary - Zlata Filipović</li> <li>● The Diary of Anne Frank</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>● Just Mercy</li> <li>● <a href="https://www.bbc.co.uk/programmes/b07djzyq">https://www.bbc.co.uk/programmes/b07djzyq</a> - BBC Desert Island Discs - War Doctor</li> <li>● <a href="https://www.bbc.co.uk/programmes/m00082dt">https://www.bbc.co.uk/programmes/m00082dt</a> - BBC Beyond Belief - The Nature of God</li> <li>● <a href="https://www.bbc.co.uk/programmes/m0006zxi">https://www.bbc.co.uk/programmes/m0006zxi</a> - BBC Beyond Belief - Free Will</li> </ul>
<p style="text-align: center;"><b><u>Cultural experiences</u></b></p> <ul style="list-style-type: none"> <li>● Theatre trips linked to themes</li> <li>● Watch Lourdes Live - <a href="https://www.lourdes-france.org/en/tv-lourdes">https://www.lourdes-france.org/en/tv-lourdes</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>● Local mosques (Southampton Medina mosque)</li> <li>● Local churches (KCC, Holyrood church, St Michaels Church, Franciscan Friary)</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.Christianaid.org">www.Christianaid.org</a></li> <li>● <a href="http://www.REquest.org.uk">www.REquest.org.uk</a></li> <li>● <a href="http://www.opendoors.org">www.opendoors.org</a></li> <li>● <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</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>● Experiential worship lesson in RE</li> <li>● Class visit to KCC church</li> </ul>

# RE 5 YEAR JOURNEY



**Course Overview:**

Students will follow the AQA Science specification, studying a combination of Biology, Chemistry and Physics modules throughout the year.

At the end of Year 9, students will be selected for either the Combined or Separate Science Course which will allow them to fulfil their potential at GCSE.

**Exam Board:** AQA

**How students will be assessed**

Students will be assessed through participating in 21 required practicals, as well as completing Unit Reviews at the end of each topic. Termly assessment points will take place which include the year 9 written exam, testing both Scientific Knowledge and Working Scientifically.

**Self-study**

Set every week from the start of the year shared via Google Classroom. Whilst working through the schemes of work, students will complete tasks to consolidate prior knowledge, enrich their scientific subject knowledge and challenge their understanding. Students will receive feedback from their teacher weekly, in lessons to allow them to identify and target their weak areas throughout the course.

**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.
- Access to a plethora of resources on Year 9 Science Google Classroom, including revision grids

**Parental support**

- Encourage your child to catch up with any work missed by using the Science Website to access lessons : <https://sites.google.com/wildern.org/science/home>
- Support students completing their self-study.
- Ensure students are fully equipped during lessons including a calculator.

**Recommended Revision Guides**

- Pearsons AQA GCSE Combined Science Revision Guide – Higher/Foundation (£5.00).
- Pearsons AQA GCSE Combined Science Workbook – Higher/Foundation (£5.00).
- Collins AQA GCSE Revision Guide and Workbook (£5.00) - Available in Biology, Chemistry and Physics.
- CGP Essential Maths Skills for Secondary Science (£3.00).

**Enrichment Ideas**

<p style="text-align: center;"><b><u>Suggested reading</u></b></p> <ul style="list-style-type: none"> <li>• Pig-Heart Boy- Malorie Blackman</li> <li>• Radium girls - Kate Moore</li> <li>• Women in Science - 50 fearless Pioneers who changed the world- Rachel Ignatofsky</li> <li>• The Way Things Work - David Macaulay</li> </ul>	<p style="text-align: center;"><b><u>Films &amp; documentaries</u></b></p> <ul style="list-style-type: none"> <li>• Dara O’Brian Science club</li> <li>• Mythbusters</li> <li>• Bang goes the theory (BBC)</li> <li>• Life on Earth (BBC)</li> <li>• Seven Worlds, One Planet (BBC)</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 Science week</li> <li>• Big Bang fair</li> <li>• University trips</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>• Winchester Science Centre</li> <li>• Blue Reef Bournemouth</li> <li>• Bursledon Brickworks</li> <li>• Bucklers Hard</li> <li>• Reptile and Raptor Centre</li> </ul>
<p style="text-align: center;"><b><u>Top Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.sciencenewsforstudents.org">www.sciencenewsforstudents.org</a></li> <li>• ASAP Science <a href="#">Youtube channel</a></li> <li>• Free Science Lessons <a href="#">You tube Channel</a></li> <li>• TEDx Talks on <a href="#">Youtube channel</a></li> <li>• How stuff works <a href="http://science.howstuffworks.com/">science.howstuffworks.com/</a></li> </ul>	<p style="text-align: center;"><b><u>Things we do</u></b></p> <ul style="list-style-type: none"> <li>• British Science week</li> <li>• Big Bang Fair</li> <li>• GCSE Science Live trip - London</li> <li>• Kew Gardens</li> <li>• Design Show</li> </ul>





Care, Opportunity, Quality

# KS4 Chemistry

Every Student Matters, Every Moment Counts

**C1: Atomic structure and periodic table**  
 Structure of an atom  
 The periodic table

**C2: Bonding structure and properties of Matter**  
 Chemical Bonds

ionic	covalent	metallic
Between metals and non-metals	Between non-metals and non-metals	Between metals and metals

**C2: Bonding structure and properties of Matter**  
 How bonds effect state

**C2: Bonding structure and properties of Matter**  
 Structure bonding carbon

**C4: Chemical changes**  
 Reactions of acids

**C4: Chemical changes**  
 Reactions of metals

**C3: Quantitative Chemistry**  
 Amounts and masses of substances

Moles  
 1 mole is  $6.022 \times 10^{23}$

**C3: Quantitative Chemistry**  
 Conservation of mass

**C4: Chemical changes**  
 Electrolysis

**C6: Rate and extent of chemical reactions**  
 Reversible reaction and dynamic equilibrium

**C7: Organic Chemistry**  
 Carbon compounds as fuel and feedstock

**C8: Chemical analysis**  
 Formulations and chromatography

**C9: Chemistry of the atmosphere**  
 Greenhouse gases  
 Atmospheric pollutants

**C9: Chemistry of the atmosphere**  
 Composition and evolution of the Earth's atmosphere

**C10: Using resources**  
 Potable water  
 Lifecycle assessment and recycling

**C10: Using resources**  
 Potable water  
 Lifecycle assessment and recycling

All my life through, the new sights of Nature made me rejoice like a child.  
**Marie Curie**

GCSE Paper 1  
 C1-C5

GCSE Paper 2  
 C6-C10

GCSE

- Carbon dioxide
- Carbon monoxide
- Sulphur dioxide
- Nitrogen dioxide
- Particulate matter



## 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 is given regularly through a variety of means and 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 (At least twice for subjects at KS3 where students have 1 contact hour per fortnight).
- 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. 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.

Students work will be marked following the school's grading system and will be completed in a contrasting colour to student's work.

#### 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 - 9 - 1</p> <p>VCERT/BTEC:- D*-P</p> <p>WCS:Wildern Current Step</p> <p>WST: Wildern Step Target</p>
--	---

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 target bands across subjects in KS3 and this is refined at KS4 based on their KS2 scaled scores or teacher assessment as well as other baseline assessments in Year 7. Therefore it is an individual's progress towards their own targets that is important.

## WAD Reports

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) grades at 3 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 3 key points during Year 9. It will contain Behaviours for learning colours, Current level of performance in steps and grades, targets in steps and grades and on occasions an exam grade.

Yr9 WAD1: Week beginning 25 November 2024

Yr9 WAD2: Week beginning 10 February 2025

Yr9 WAD3: Sent home with the end of Year report (This will include subject exam results in steps and grades)

## 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 a 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 to teachers and other learners in the classroom at all times
- b) b1) Being punctual to lessons to maximise learning
- b) b2) Attending all lessons to maximise learning
- c) Being always appropriately equipped and ready to learn
- d) Being fully engaged in lessons, listening carefully and following instructions
- e) Completing all class work on Non-Examined Assessment (NEA) to a required standard
- f) Completing all self-study on time and to a required standard
- g) Working independently and actively seeking out appropriate opportunities to maximise your potential
- h) Understanding and acting on feedback

i) Preparing appropriately for assessments or Non-Examined Assessments (NEA

j) Using appropriate subject specific vocabulary and skills

#### 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 child. 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.

## Reporting to Parents

The report system has been reviewed and adapted with the implementation of the new behaviours for learning system. At Wildern we strive to report on more than just the statutory requirements of attendance and progress data.

At the end of the academic year, a report will be sent out to all parents. It will contain many of the below:

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

## Parents' Evening

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

**Year 9 Subject Parents Evening - Wednesday 16th January 2025**

## **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.

All self-study tasks are set via Google Classroom but can be completed in a variety of ways.

[Google Classroom Help YouTube Playlist](#)

[Google Drive Help YouTube Playlist](#)

[IT Guide Information Booklet](#)


## Insight - Website/App

At Wildern we use the Insight Website 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 Website or App. Parents can use Insight 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
- Book Parents Evening appointments

In order to set up Insight access 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 website at [Insight.wildern.org](https://insight.wildern.org).



Profile:  **Proseba D'Almeida**

- Snapshot
- Notices
- Timetable 0pts
- Attendance 0pts
- Personal details
- Parents evenings 224pts
- Examination timetable 1060pts
- Positive eRefs / Negative eRefs
- Detentions
- Report card
- Reports
- School details 0pts

---

- Sign out 0pts
- 0pts
- 1pts



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

## **School Trips and Enrichment Opportunities**

We offer a vast array of school trips, after school clubs, and enrichment opportunities for students, including educational day trips and residential throughout the academic year.

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



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 and Competitions**



## Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MATHS</b>	Chess Club (all yrs) 302, Break 1  Sparx Clinic Drop In (all yrs) 901, 3-3:30pm		Maths Clinic Drop in (all yrs) 312, 3-4pm		Chess Club (all yrs) 302, Break 2  Maths Clinic Drop in (all yrs) 312, 3-4pm
<b>ENGLISH</b>		KS4 Book Club (yrs 9-11) 913, Break 2  The Vox Student Newspaper (all yrs) 901, Break 2  KS3 Book Club (yrs 7&8) LRC, 3-4pm  English Drop In (Yr 11) 913, 3-3:55 pm	Academic Mentoring (Yr10) invite only, Am Reg  Quotation Club (Yr11) 906, Break 2  KS3 Study Support (Yrs 7&8) 309, 3-4pm	British Sign Language club (all yrs), 904, Break 2	KS3 English clinic (Yrs 7 & 8) 913, Break 2

*Every Student Matters, Every Moment Counts*



## Wildern School - Co Curricular- Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>SCIENCE</b>	Science drop-in (all yrs) 318, Break 1  STEM club (all yrs) 306, 3-4pm  Microbiology Club (Yr 10) 303, 3-4pm  Science drop-in (all yrs) 318, 3-4pm	Science drop-in (all yrs) Break 1 318  Survival club (all yrs) 910, 3-4pm	Science drop-in (all yrs) 318, Break 1	Science drop-in (all yrs) 318, Break 1	
<b>COMMUNICATION STUDIES</b>		KS3 Computing Club (Yrs 7&8), 675, 3-4pm		ICT NEA Support Clinic (Yrs 9-11), 902, Break 2  Business Studies Drop in (Yrs 9-11), 680, Break 2	Media Studies Drop In (Yrs 9-11), 901, Break 2
<b>TECHNOLOGY</b>	STEM club (Yrs 7&8) 306, 3-4pm		KS3 Cooking Club (Yrs 7&8) 512, 3-4:30pm (once a month, date listed in Student Wildern Weekly)		

*Every Student Matters, Every Moment Counts*



## Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MFL</b>		MFL clinic (all yrs) 103, Break 2	Language Leaders (Yrs 8-10) 102, Break 2	MFL clinic (All years) 103, Break 2	Speaking practice (Yr 11) 102, Break 2 Block 1, 3pm-4pm
<b>HUMANITIES</b>		Geography Clinic (all yrs) 504, Break 2		Geography Club (all yrs) 504, Break 2	Geography Clinic Year 11 504, Break 2  30 minute Fridays (Yr 11) 504, 3-3:30pm
<b>STUDY SUPPORT</b>	Learning Support Homework club (all yrs) 668, 3-4pm		Core Study Support (Yrs 7&8), 309, 3-4pm		
<b>FOCUS GROUPS</b>	Careers (all yrs) 211, Break 1  Diversity (all yrs) CPD Room, Break 2	EdTech (all yrs) 211, Break 2	RRC (all yrs) 506, Break 1  Mindset Builders (all yrs) 316, Break 2		Eco (all yrs) 306, Break 2
<b>OTHER</b>	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 2	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 2  CRAFTY-Y (all yrs) 504, Break 1

**Every Student Matters, Every Moment Counts**



## Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>ART / PHOTOGRAPHY</b>	KS3 Art Club (Yrs 7&8) 214, 3-4pm			Lunchtime Drop in (Yrs 9-11) 215, Break 2	
<b>DANCE</b>	Junior Bare Roots (by invite only), MUH, 3-4.15pm  Senior Bare Roots (by invite only), Da1, 3-4.15pm	Year 7 Dance Club MUH, 3-4.15pm  DanceLive! (Yrs 8-11) Gymnasium, 3-5pm (Nov - Jan)	Year 8 Dance Club MUH, 3-4.15pm  Dynamism (Boys, all yrs) Da1, 3-4.15pm		
<b>DRAMA</b>		Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm	Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm		Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm
<b>MUSIC</b>	Rock Band (all yrs) Mu2, Am Reg  Wassail Choir (all yrs) Mu1, Am Reg  Jazz Band (all yrs) Mu2, 3-4pm	KS4 Choir (Yrs 9-11) Mu2, Am Reg  Legally Blonde Pit band Mu2, 3-4pm	KS3 Choir (Yrs 7&8) Mu1, Am Reg  Legally Blonde singing rehearsals, Mu1, 3-4pm	Young Voices Choir (all yrs) Mu2, Am Reg  Wind Band (all yrs) Mu1, Am Reg  String Group (all yrs) PR2, Am Reg	Year 8 Enrichment Mu2, Am Reg  Wassail Choir (all yrs) Mu1, Am Reg  Legally Blonde singing rehearsals, Mu1, 3-4pm

**Every Student Matters, Every Moment Counts**

# EVERY MOVEMENT MATTERS

<b>Mon</b>	<b>All Years Rugby</b> @ Field Team Manager/Coach: Mr Kinnaird & Mr Sutherland	<b>Year 8 Football</b> @ MUGA Team Manager/Coach: Mr Hill	<b>Junior (Yr7,8+9) Basketball</b> @ Spars Hall Team Manager/Coach: Mr Martin	<b>Senior Girls Football</b> @ Field Team Manager/Coach: Miss Clarke	<b>Fitness Club</b> (Yr 10 Only) @ Fitness Suite Glenn/Josh (Finishes at 4pm)
<b>Tue</b>	<b>Senior (Yr10+11) Basketball</b> @ Sports Hall Team Manager/Coach: Mr Martin	<b>All Years Netball</b> @ Courts Team Manager/Coach: Mrs Drayton & Mrs Fearon	<b>Year 7 Boys Football</b> @ MUGA/INR PITCH Team Manager/Coach: Mr Hill & Mr Sutherland	<b>Year 10 Boys Football</b> @ Astro/Field Team Manager/Coach: Mr Wood	<b>DANCE LIVE REHEARSALS</b> @ Gymnasium Lead: Miss Gates, Miss Saunders, Miss Wiley
<b>Wed</b>	<b>Junior Girls Football</b> @ Field Team Manager/Coach: Mrs Drayton	<b>All Years Hockey Club</b> @ Field Team Manager/Coach: Mr Ryan-Heaney	<b>Fitness Club</b> (Yr 11 Only) @ Fitness Suite Glenn/Josh (Finishes at 4pm)		
<b>Thu</b>	No Clubs Due to School Meetings				
<b>Fri</b>	<b>Year 9 Boys Football</b> @ Astro/Field Team Manager/Coach: Mr Sutherland/Mr Brookes	<b>All Years Badminton</b> @ Astro/Field Team Manager/Coach: Mr Leung/Mr Hill	<b>Year 11 Boys Football</b> @ Astro/Field Team Manager/Coach: Mr Collings/ Mr Morrison	<b>Information</b> Clubs run from <b>3:15-4:15</b> Junior = Yr 7-8 Senior = Yr 9-11	

# EVERY ACTION COUNTS



# The Wildern House Championship

The Wildern House Championship is a whole school competition that runs all year from the first day of term in September all the way through to July. The Championship is spread across all year groups, with 2-3 tutor groups from each year per house. Students stay with their house for the duration of their time at Wildern.



The House Championship is designed to allow all students of all abilities, aptitude and talent to participate in events across the year. **Every member of the school is part of a house**, including staff (except headteacher and House Championship Coordinator), which aims to build a community spirit with opportunity for all to participate individually and part of a team. Every house has two house captains who are role models and leaders amongst their peers to help support and run house events. House events are run as stand alone events, as well as within lessons across all subjects and as part of all the school charity events.

There are 6 houses in total and the heads of houses are:

ALBA	BEDFORD	DRISCOLL	JUBILEE	PAXTON	SOVEREIGN
<b>Mr Knight</b> (Orange)	<b>Mr Chance</b> (Green)	<b>Miss Jones</b> (Yellow)	<b>Mrs Cowan</b> (Purple)	<b>Mrs Warner</b> (Blue)	<b>Mrs K Thomas</b> (Red)

## Points

Points are earned through student attendance, e-refs and points from House events. The house with the most points at the end of the year wins the House Championship trophy and gets to enjoy a celebration lunch.

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-decoration: underline;">E.Ref Colour</th> <th style="text-decoration: underline;">Points</th> </tr> </thead> <tbody> <tr><td>GOLD</td><td>4</td></tr> <tr><td>GREEN</td><td>2</td></tr> <tr><td>AMBER</td><td>-1</td></tr> <tr><td>RED</td><td>-2</td></tr> <tr><td>PURPLE</td><td>-4</td></tr> </tbody> </table>	E.Ref Colour	Points	GOLD	4	GREEN	2	AMBER	-1	RED	-2	PURPLE	-4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-decoration: underline;">Attendance</th> <th style="text-decoration: underline;">Points</th> </tr> </thead> <tbody> <tr><td>100% Term</td><td>4</td></tr> <tr><td>100% Year</td><td>10 (Bonus)</td></tr> </tbody> </table>	Attendance	Points	100% Term	4	100% Year	10 (Bonus)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-decoration: underline;">Calendar Event Points</th> </tr> </thead> <tbody> <tr><td>Bronze:</td><td>100, 70, 50, 30, 20, 10</td></tr> <tr><td>Silver:</td><td>200, 140, 100, 60, 40, 20</td></tr> <tr><td>Gold:</td><td>400, 280, 200, 120, 80, 40</td></tr> </tbody> </table>	Calendar Event Points		Bronze:	100, 70, 50, 30, 20, 10	Silver:	200, 140, 100, 60, 40, 20	Gold:	400, 280, 200, 120, 80, 40
E.Ref Colour	Points																											
GOLD	4																											
GREEN	2																											
AMBER	-1																											
RED	-2																											
PURPLE	-4																											
Attendance	Points																											
100% Term	4																											
100% Year	10 (Bonus)																											
Calendar Event Points																												
Bronze:	100, 70, 50, 30, 20, 10																											
Silver:	200, 140, 100, 60, 40, 20																											
Gold:	400, 280, 200, 120, 80, 40																											

**“September marks a new beginning of the championship, so get involved, and good luck!!”**

**Mrs Poyner**

## Head Student Team

Lead the prefect teams, organise rotas and team involvement in events, regularly meet the Head Teacher, attend special events, carry out duties



**Senior Prefects** Play a significant role in one of the key areas of impact, attend Senior Prefect team meetings, lead on special events like Awards or Induction Evening, carry out specific duties

### Key Areas of Impact

Fo  
cus  
Groups

Y  
ear 7-8  
Queue  
Duties

Charit  
y

LRC

**Prefects** Play a role in one of the key areas of impact, support events like Induction Day and Awards Evening, carry out duties.

Depart  
ment  
Support

Education  
for Life

Learning  
Support  
*(new)*

P  
refect  
Points  
*(new)*

### 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, e.g. Language Leaders.

### Focus Groups

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

- RRC Leaders
- Mindset builders
- Eco Leaders
- Ed-Tech Leaders
- Careers Leaders
- Diversity Leaders

### Student Leaders (Curriculum)

*'Every student matters, every voice counts.'*

#### School Leaders

Students to be ambassadors for the school e.g. providing school tours, representing the school at community events

#### Transition Leaders

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

#### Diversity Leaders

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





*There are other aspects of student leadership that all students have the opportunity to be a part of Department and Year team; House Captains; Anti-bullying Ambassadors; 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 Arts.

The Creative Arts and PE Colours:

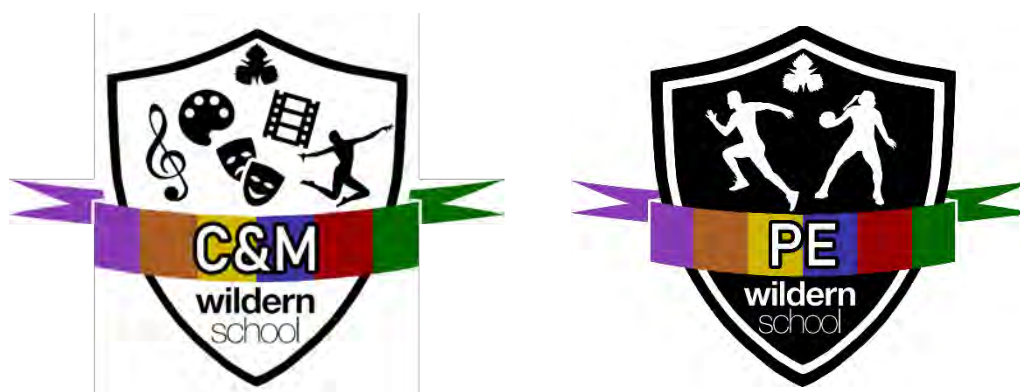
- Acknowledge and value the commitment students give to Creative Arts and/or PE.
- Give a visible reflection of the pride we have when you represent us with a badge on the school jumper for Half Colours and a red tie with the Colours symbol for Full Colours.
- Recognise that students have gone above 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 Arts 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 Arts and/or PE events throughout a 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 Arts 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, 2024-2025, our focus will be:

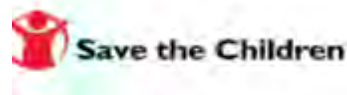
## Local Charities

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



## National Charities

- Rotary Shoe box Appeal
- Unicef Soccer Aid



## International Charities

- Cancer Research
- Save the Children
- Comic Relief

## Careers Support

Specific careers lessons take place in each year of Wildern.

### Year 9

The focus in Year 9 is effective communication. Students will be involved in a 'Work Skills Day' during the Spring term where they will work alongside business mentors identifying and demonstrating a range of key employability skills. Some students will also have the opportunity to visit a workplace or business, as well as Further and even Higher education establishments.



In Years 9, 10 and 11, students will continue to study careers modules in 'Education for Life'' lessons. These will explore many aspects of the world of work including responsibilities, employment rights, discrimination, and other areas that will help students in their future working life. There are also dedicated sessions throughout the Tutor Programme relating to employability skills and careers planning.

### Further support

A 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. A careers focus group also meet regularly and help to form and test careers initiatives and ideas.

We have a careers advisor, Ian Henser, who works within the careers area in block 3 on a Monday, Tuesday and Wednesday. He will meet all students in Year 11 at least once and have 1-2-1 interviews with all of them. He will also meet with identified Year 10 students during the summer term. During the pathways process in Year 8 Ian will also meet with identified individuals and groups of students to support them with making GCSE option choices. Ian is available Monday, Tuesday and Wednesday for drop in sessions: available at break, lunch and after school.

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 options and choices. Finally, students might wish to look over our [alumni posters](#) on display for all at the top of block 9 and in block 3.

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 2024.



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  
Careers Fair!  
Post 16 Options Parent Information Evening  
CV writing and Destinations sessions in Education for Life  
1 to 1 sessions with careers advisor  
Evening Apprenticeship Information evening (for parents too)  
Support with College interviews



### Year 10 –

Experience of a Workplace Launch Parent Information Evening  
Careers Fair!  
Evening Apprenticeship Information evening (for parents too)  
Practice Interview preparation Education for Life tutor sessions  
Practice Interviews with Local Businesses  
College 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 Education for Life lessons

Launch of Unifrog careers website sessions in tutor and lesson 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 4.00pm
Thursday	8.00am to 4.00pm
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, Senior 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 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?

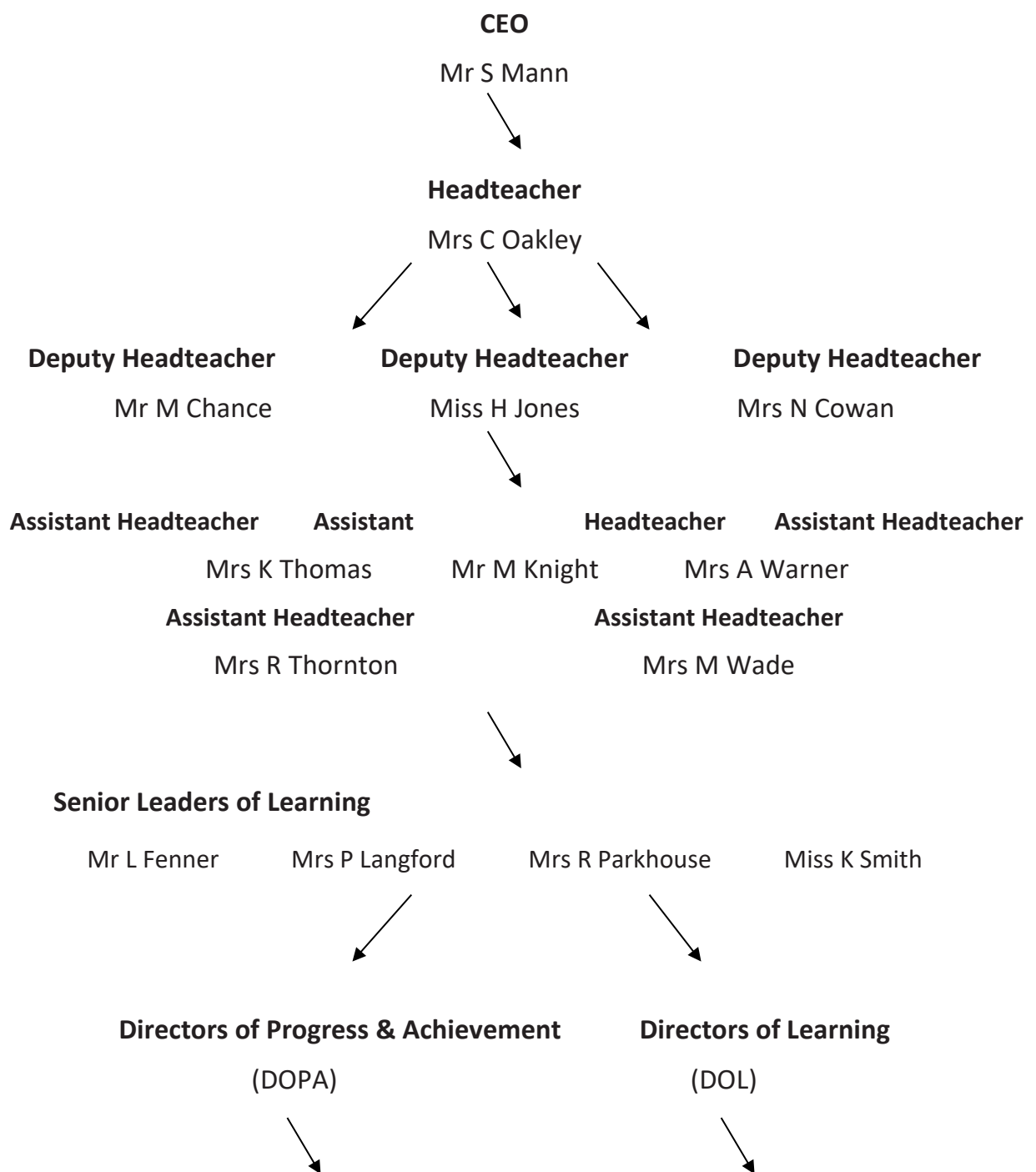
The LRC staff and team of student librarians can assist in finding information for projects and self-study. We can also help with book selection and what to read next.

### What else goes on in the LRC?

- **LRC Millionaire Readers** (All Years) - Read 25 books within the school year to achieve this milestone.
- **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 e-ref.
- **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 e-refs issued.
- **Reading Ambassadors** - (Years 7 & 9) - Year 9 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 bookstores. 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.
- **Wildern Spelling Bee** - Years (7,8,9) Students compete in tutor groups and then the winners represent their houses.
- **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.

## Staff Structure



**Assistant Directors of Progress  
& Achievement**

**Assistant Directors of  
Learning / Subject Leaders**

