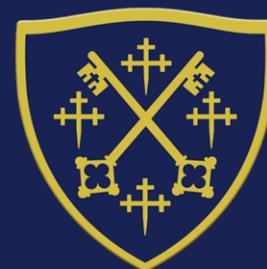


Bishop Stopford School

faith | justice | responsibility | truth | compassion

Headteacher: Miss Jill Silverthorne MA



CURRICULUM OUTLINE

YEAR 9 2025 - 2026



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Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is ambitious, academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two-year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Parents

In order to build on the partnership between school and home we have established in Years 7 and 8, this curriculum booklet contains essential information about learning in Year 9.

This outline shows the teaching programme, which we trust, will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra-curricular activities also complements the planned timetable of lessons.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	5*	mixed ability
Drama*		
English	6	mixed ability
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have one block of drama and 4 blocks of DT throughout the year.

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 9. In this way, we hope to build on the good foundations laid down in Years 7 and 8 and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne

Head Teacher

Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

Minimum entitlement (what every student will receive)

	How long should homework take?	Typical tasks
Key Stage 3 (Years 7,8,9)	Approximately 2.5 hours per week	Creative or research-based tasks Reading Revision and preparation for assessments Consolidation of knowledge Use of digital platforms for any of the above

Key Information

- Homework will be set on **Edulink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
 - 1) The school library is open at lunchtimes and students can complete homework there.
 - 2) There is an after-school Homework Club, available every day.

Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mr Darby)
- Your child's Key Stage Leader (Mr Stevenson)

Year 9 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 9. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	English	Geography	History	
Subject where the topic is taught	Art						Guernica	
	Computer Science	Going audio-visual			Dystopia	Cyber Security		
	Design/Food					Vegetarianism		
	Drama	Commedia Dell'arte			Verbatim Theatre		Commedia Dell'arte	
	English	Representations of dystopia				The Working class north		
	Geography			Global fashion				
	History					WW1/WW2		
	Maths	2D Shapes Reflections Symmetries Enlargement				Maths Vocabulary	Statistics and data handling – pie charts	
	MFL						Environment and Social Issues	14 th of July / 11 th November
	Music				Film Music			
	PSHE		Online behaviour			Topic Vocabulary	Fair Trade	Anti-Semitism
	PE					Disciplinary Literacy		
	RE							
Science			Making materials (Ceramics)			Earth and Atmosphere		

Year 9 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 9. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Maths	MFL	Music	PSHE	PE	RE	Science
Art			Composition				
Computer Science	Data Science			Online safety			
Design/Food	Area and Volume						Chemical and physical changes in cooking
Drama			Use of sound tracks	Drink driving		Contemplating the afterlife	
English				Aging Writing about our world			
Geography						Climate Change & Refugee Crisis	Climate Change & Hazards
History						Holocaust	
Maths							
MFL					Tour de France		
Music							
PSHE	Saving and Money Management					Anti-Semitism	Contraception
PE				Healthy Lifestyles			
RE							
Science							

Subject where the topic is taught

Year 9: Important Dates

Month	Item	Date
September	School opens School photos	4 th September 2025 17 th September 2025
October		
November		
December		
January	Reports issued	9 th January 2026
	Progress Review/Options Event	22 nd January 2026
February		
March		
April		
May		
June		
July	Reports issued	2 nd July 2026

Faculty: Expressive Arts

Subject: Art

Faculty Introduction:

The Year 9 course gives a wide experience in Art, as well as preparing students for GCSE, should they select it as an option.

Topics/Modules to be covered:

Painting analysis

- Guernica

Art with a message

- Symbolism/Cubist response

Artist Study

- Cubism
- Painting response

Portraiture

- Identity

Assessment:

All projects assessed and recorded in individual student assessment booklets. Verbal targets for improvement set throughout and formal assessment at the end of each project.

Homework:

Homework may not be set on a weekly basis but will usually amount to one hour per term. Consolidation/extension tasks maybe set over a number of weeks to complement classwork. Tasks include experimental work/drawing/research/planning.

Enhancement Activities:

- Art Club
- The opportunity to display work around the school and in local exhibitions

Equipment required:

Students are advised to have the following items:

- B pencil
- Blendable coloured pencils

<p style="text-align: center;">Faculty: Technologies</p> <p style="text-align: center;">Subject: Computer Science</p>

Faculty Introduction:

A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered in the year will include:

- Unit 1 – Cyber Security
- Unit 2 – Programming in Python
- Unit 3 – Women in Computing
- Unit 4 – Online safety
- Unit 5 – 3D modelling and animation
- Unit 6 – Impact of Technology
- Unit 7 - Databases

Assessment:

Students will be assessed using a mixture of teacher assessment for project-based units and end of unit tests for theory topics.

Enhancement Activities:

Lunchtime and after school computer use with Internet access.

- Coding Club
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.

<p style="text-align: center;">Faculty: Technologies Subject: Design Technology</p>

Faculty Introduction:

Within Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Students cover all modules of work on a carousel basis. In line with GCSE options, Year 9 modules are designed to give an insight into the GCSE units of work.

Topics/Modules to be covered:

- Textiles – Environmental Influences
- Food Preparation & Nutrition (2 modules) – Food Science and Teenage Diets
- Product Design – Designing for a context

Homework:

Within Year 9 homework comprises one set piece for each project designed to both test and broaden a student's knowledge.

Enhancement Activities:

All students are actively encouraged to enhance the presentation of their work by the use of ICT. Facilities are available at lunchtimes.

Texts to be issued:

Texts are used during lesson time for specific learning objectives as and when required.

Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Drama in Year 9 is taught as part of a carousel. Having been introduced to working from play scripts in Year 8, Year 9 starts with the exploration of a verbatim play script: *Too Much Punch for Judy*. The play tells a true story about a drink driving incident with tragic consequences. Students respond to the text by learning about the social issues presented and using what they know and what they guess to shape their understanding of character and plot. They build upon their knowledge of Naturalism and Non-Naturalism from Year 8, to discover stylised and abstract theatre.

In the second half of the block, students build upon their exploration of theatre history by discovering the origins of the quintessentially British stage production: Pantomime. Students learn about Jacques Lecoq's 7 stages of tension and stock characters from Commedia dell'arte. Their experiences of Commedia dell'arte further intensifies the students' character work and their fundamental knowledge of theatre.

Topics/Modules to be covered:

- *Too Much Punch For Judy*
- Pantomime

Assessment:

- Group work
- Vocal and Physical Skills
- Characterisation
- Analysis and Evaluation
- Devising Process
- Delivery
- Style, Genre, Conventions
- Design

Enhancement Activities:

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued:

Too much Punch For Judy text to be provided in lessons.

Homework

Students are set weekly knowledge and understanding tests. They will be given six drama terms and tested on the spelling and definition of these in the next lesson.

<p>Faculty: English Subject: English</p>
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Faculty Introduction:

All students will study a range of units of work covering the key skills of reading, writing, spelling and vocabulary acquisition, and spoken English. A wide range of both heritage and contemporary literature is at the heart of our work.

Topics/Modules to be covered in the year:

- ***Noughts and Crosses***: Students will study a play (adapted by Dominic Cooke from Malorie Blackman's novel), focussing on the impact of prejudicial attitudes on individual and cultural identity.
- ***A Kestrel for a Knave***: Students will engage with the characters and themes of Barry Hines' novel, with a close focus on textual analysis and the significance of contextual understanding.
- **Poetry: Adversity and Conflict**. Students will study a unit based on an anthology of poems linked by theme used to develop a close, contextualised analysis.
- **Shakespeare: *Romeo and Juliet***. As with Year 8, students will explore a Shakespeare text in full to deepen their knowledge and understanding of Shakespeare's language and craft. Students will continue to develop sophisticated, close analysis and the knowledge of themes and contexts.
- **Viewpoint writing: The World in My Words**. Students will study a unit based on developing a strong sense of written voice in viewpoint articles.

Assessment:

Each unit has a summative assessment point. Assessment in Year 9 takes a varied approach, with knowledge retrieval, analytical writing, drafting writing and literacy skills all featuring in the design of testing across the academic year.

All assessments receive a level, and formative comments to support students' progress. They require a 'MRI' response from the student.

Homework:

Students will follow a programme of homework that aims to strengthen class-based learning. Each term, students' homework will include reading comprehension activities and spelling skills. In addition, they will prepare for their summative assessment at the end of each unit of study.

Students in Year 9 are expected to spend about 30 minutes per piece on their English homework.

Enhancement Activities:

- Everyone Reading in Class
- Book Week including the Bishop 'Readathon'
- Theatre visits are arranged, where appropriate

<p style="text-align: center;">Faculty: Modern Languages Subject: French (Second Language)</p>
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Faculty Introduction:

Students in set A and B in bands 1 and 2 will continue to study one hour of French per week and two hours of their main language, Spanish

Students study four modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent research.

Topics to be covered:

- Travel and Tourism
- Media and technology
- Celebrity Culture
- Customs and festivals

Assessment:

- Two listening and reading assessments per year
- Two written and translation assessments per year
- One spoken assessment

Homework:

30 minutes homework is set once per week.

Students will use online resources for their vocab learning homework (Quizlet, Languagenut, Linguascope)

Texts to be issued:

Viva 3 used in class, where appropriate to do so.

Students are encouraged to bring their own bilingual dictionary to lessons.

Students will have personal accounts for Languagenut and access to the school Linguascope account.

Faculty: Humanities

Subject: Geography

Faculty Introduction:

“Geography can inspire us to think about our own place in the world, our values and our rights and responsibilities to other people and the environment. Geography brings theory down to earth.”

By the start of year 9 students have had the opportunity to look at the UK and the wider world, and the design of the curriculum for year 9 builds on this wider understanding by looking in depth at a variety of environmental and ethical topics. We start the year looking at the impact of humans on the usage of water, energy and food sources around the globe and in the UK. Students are then provided with the opportunity to apply their geographical understanding to current issues by examining the impact that globalisation is having on their own lives and on others. This is coupled with geopolitical issues such as the role of migration and the causes and effects of conflict in the Middle East, including the asylum debate and other very topical subjects such as plastic pollution and piracy. Students complete year 9 exploring the structure of the earth, the theory and processes of tectonics, in addition to the impacts they have on specific populations in Italy and Nepal.

Students are taught in mixed ability groups for 3 sessions a fortnight.

Topics/units to be covered:

- The Challenge of Resource Management
- Global Fashion
- Topical Geography
- Climate Change
- Natural Hazards

Assessment:

- End of topic assessments.
- WWW/EBI mid-assessment feedback.
- End of year exam.
- GCSE Hazards exam practice.

Homework

Homework tasks will include research prior to learning, independent tasks, planning for presentations or developing revision skills. This will take approximately 30 minutes per fortnight although sometimes homework will be set less frequently but will require more time.

Enhancement Activities:

- Challenge tasks within each lesson
- Humanities House Challenge competition
- Disaster Management Session

<p style="text-align: center;">Faculty: Humanities Subject: History</p>

Faculty Introduction:

The focus in Year 9 is on the 20th Century world.

Topics/Modules to be covered:

- The First World War
- The Second World War
- Genocide (including the Holocaust)
- The Cold War
- Local history project

Assessment:

- Specific assessment exercises are set and align with the Bishop Stopford Assessment system.
- Targets for improvement identified.

Homework

Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments. Students will receive approximately 30 minutes of Homework per fortnight, although sometimes Homework will be set less frequently but will require more time to complete (e.g in preparation for formally marked work and assessments).

Texts to be issued:

Exploring History textbooks are kept and used at school.

Faculty: Mathematics

Subject: Mathematics

Faculty Introduction:

Students will follow the KS3 National Curriculum Scheme of Work with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Students are placed into one of four ability groups for Mathematics. All students follow the same Scheme of Work with the potential for extension. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons. They may be purchased from the Finance Office for approximately £8.50.

Subject Content:

Content from Year 7 and 8 will be reviewed/covered at various stages for students who need more time to consolidate.

Number:

Fractions, decimals and percentages, indices, standard form and bounds

Algebra:

Simplifying algebraic expressions, expanding brackets, factorising, solving equations, rearrange formulae, expand/factorise/solve equations using quadratics, solve simultaneous equations, find the equation of a line, use and solve inequalities.

Ratio, Proportion and Rates of Change:

Share in a ratio and combine ratios, direct and inverse Proportion, similarity and congruency

Geometry and Measures:

Understanding angle facts and solving angle problems, including parallel lines and polygons, Pythagoras and Trigonometry, transforming shapes, area of 2D shapes, volume and surface area of 3D shapes

Homework and Assessment:

- Students will be issued with a Maths Curriculum Booklet which includes details of the topics to be studied that year, as well as assessment records and glossaries. This will be at the front of Maths books.
- Up to four formal assessments each year could influence group changes. Students will be given reflection time and targets to improve. Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a Retrieval book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 40 minutes per week. Homework is generally further practice/consolidation of the topic covered in class. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch, Maths Help and Dr Frost Maths.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Intermediate Mathematical Challenge.

Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, listening and appraising.

Topics/Modules to be covered:

- Short 'set works' listening, performing, keywords and context.
Individual Keyboard skills, building on skills from y7 & 8. Bach's Toccata & fugue in Dm
- Ostinato composition- motifs, texture and variety.
- Reggae – ensemble performance
- Film Music –
Creating mood – James Bond arrangements
Composing character leitmotifs
Composing a film underscore

Assessment:

- Continuous assessment using the Bishop Stopford Assessment system
- Targets for improvement identified through verbal and/or written feedback

Homework:

N/A

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles rehearse weekly.
- Worship group – open to all
- Carol Service
- Ukulele magic – open to all
- Choir - open to all
- Bishop Rocks - open to all
- End of term concerts
- NMPAT Recital teams
- Professional workshops

Faculty: Physical Education

Subject: Physical Education

Faculty Introduction:

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence.
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way.
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity.
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills.
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active.

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Topics/Modules to be covered:

- **Games Activities:** hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball, handball and dodgeball
- **Athletics Activities:** athletics
- **Body Management:** health related fitness and Parkour.

Assessment:

- End of half-term assessment across three strands: Physical (Body), Cognitive (Brain), Personal (Behaviours)
- Short and long-term reports based on aggregated end of block assessments
- On-going self, peer and teacher assessment in lessons

Enhancement Activities:

- Inter-house competitions – various activities.
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the district cross country and athletic championships. Talented students are put forward for selection at district/county level.

Faculty: Relationship & Sex Education

Subject: PSHE

Faculty Introduction:

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between six core themes: Relationships and Sex Education (RSE), Health and Wellbeing (H&W), Staying Safe On and Offline (SSO), Rights and British Values (RBV), Celebrating Diversity and Equality (CDE) and Life Beyond School (LBS)

Personal, Social and Health Education lessons, taught by a member of the PSHE team.

Enhancement Activities:

- Enterprise days
- Work Related Learning
- Anti-Bullying Week activities
- Children's Mental Health Awareness Week activities

Topics/Modules to be covered:

Personal, Social and Health Education

- **Addictions**: The psychology of addiction and different types of addiction.
- **Relationships and Sex Education**: The law and consent within relationships. Contraception and sexual health.
- **Staying Safe**: Classification of illegal drugs and the impact they can have on the body.
- **Looking after ourselves**: Dealing with pressure, loss and grief.
- **Society under threat**: what is terrorism, extremism and radicalisation?
- **Our Rights**: How does legislation in the UK protect our rights?
- **Northamptonshire County Schools Challenge**

Withdrawal:

Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study. The request for withdrawal from these lessons should be made in writing to pwilson@bishopstopford.com at the start of the academic year.

<p style="text-align: center;">Faculty: Humanities Subject: GCSE Religious Studies</p>
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Faculty Introduction:

For Year 9, in order to further their knowledge and skills, students engage with the following schemes of work – Anti-Racism and Ethics - before moving onto their GCSE content. All students start the Full Course GCSE in the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices. The students will sit the exams in Year 11.

Topics/Modules to be covered:

- Anti-Racism – Equality and Justice
- Ethics – Utilitarianism

GCSE Content

Students consider different beliefs and attitude to religious and non-religious issues in modern British society. They should be aware that the religious traditions of Great Britain are, in the main Christian, and that religious traditions in Great Britain are diverse.

Paper 1

- Christianity – Beliefs and Teachings
- Christianity - Practices

Assessment:

After every topic, students will complete a GCSE style assessment.

Each question tests:

- Knowledge
- Understanding
- Evaluation

Homework:

The majority of student homework will be consolidation and exam practice. Students will be set homework through Edulink and Seneca.

Enhancement Activities:

- Documentaries
- Online resources – e.g Seneca
- Souster Youth

Texts to be issued:

A range of textbooks are available for use in lessons but are not taken home. Main textbooks available through Kerboodle.

<p style="text-align: center;">Faculty: Science Subject: Science</p>
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Faculty Introduction:

Year 9 science culminates in an assessment which draws together learning from Years 7, 8 and 9. Students are placed in their GCSE sets at the end of Year 9. This setting is determined according to their accumulated assessment scores from Year 9. Both bands are assessed together, with the top 58 students invited to take Triple science. All other remaining students will be entered for either Trilogy – Higher or Foundation.

Topics/Modules to be covered:

- Genetics and evolution
- Making materials
- Forces and motion
- Plant growth
- Reactivity
- Electromagnets
- How science works

Assessment:

- End of topic tick tests
- End of Term tests (Winter/Summer KS3 SATS)
- Internal tests on transition topics to GCSE in Biology, Chemistry and Physics.
- Required practical investigation work.

Homework:

In line with Bishop Stopford School Homework guidelines. Homework tasks include creative or research-based activities, reading, revision, preparation for assessments, consolidation of knowledge and use of digital platforms for any of the previously mentioned tasks. In addition, students are expected to use time at home to formally assess key work and assessments.

Enhancement Activities:

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) Activities
- Transition (KS3 into KS4) modules

Texts to be issued:

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.

Faculty: Modern Languages

Subject: Spanish

Faculty Introduction:

Students study three modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent research to continue to foster the curiosity of students about the language they study and those who speak it.

In Year 9, students will have the opportunity to visit Spain.

Topics/Modules to be covered:

- Work and future plans
- Healthy living
- Environment

Assessment:

- 3 reading and listening assessments per year, one of which is the end of year exam.
- 3 pieces of written or spoken assessment, one of which is the end of year exam.

Homework:

There will be one homework of 30 minutes a week, which may be vocabulary learning or a written piece.

Texts to be issued:

Viva 3 used in class, where appropriate to do so. Students are encouraged to bring their own bilingual dictionary to lessons.

Students will have personal accounts for Languagenut and access to the school Linguascope account.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 9 is delivered through the PSHE programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

Topics

One of the key decision points for students in Year 9 is when they choose GCSE options. The CEIAG programme helps students to make well-informed and realistic decisions about which options to take. This includes raising their awareness about the opportunities available and developing their key skills.

Enrichment activities

- **Careers Talks** – Year 9 students are welcome to attend any of the careers talks arranged at lunchtimes across the year.
- **Enterprise Day** – Students spend a full school day working with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of a national Quality in Careers Standard.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes