

Founded 1642



New Hall School

Year 9 Curriculum Booklet 2011-2012



YEAR 9**CONTENT**

Students work in the following areas: Photography, Drawing and Painting, and Printmaking. Students are given the opportunity to experience a wide range of materials and techniques, building on the skills gained in previous years. The aim is to establish a sound basis for study at GCSE Level and beyond. In all areas students are expected to carry out relevant independent research in their visual research books.

SKILLS

During the Drawing and Painting course the aim is that students learn to record observations, to present their ideas in graphic form and to carry out personal research whilst exploring ideas. The context for this will be a series of projects covering themes such as 'Personal Identity' and 'the Man-made Object'. In addition an introductory Photography course will introduce students to traditional and digital photographic methods. They are shown how a camera works and carry out experiments using photographic paper.

ASSESSMENT

Study is set weekly in which students are expected to expand the ideas introduced during the lessons. This includes research into the artists and practitioners associated with the projects. An examination is taken at the end of the Trinity Term in which students are given the opportunity to demonstrate their knowledge and understanding of the concepts covered during the year.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Lunchtime and after school Art Activities. In addition the art rooms are generally open for students who wish to complete work or simply pursue their own artistic interests
- London Gallery trip

YEAR 9

Time is divided between Product Design and Food. Students learn the importance of safe working practices. Personal organisation and planning are prime focuses for these courses.

CONTENT

The Food course is designed to reinforce the skills students have acquired in Years 7 and 8. Safety and hygiene practice continue to be a theme throughout the course. All students cover sections on Sports Nutrition and Desserts. The girls study Essential Nutrients for Women and the boys, Smart Fast Food. The students are introduced to new equipment and techniques. Students are taught how to work to a tight schedule, work co-operatively in small groups and to leave the kitchen in a hygienic and safe condition for the group that follows them.

SKILLS

In food students are expected to become familiar with the following ideas:

Seasonal eating
Budgeting and shopping for a healthy diet
Eating for sporting success
Girls - Eating for health
Boys - Reducing fat content in fast food style dishes

In the Product Design course, students build on their idea generation skills and concentrate on the development process through modelling their ideas in card. These skills are developed during the completion of a coursework project, the boys design a mobile phone holder and the girls, jewellery. Students are taught how to plan and make design decisions when working towards a final outcome.

ASSESSMENT

On-going assessment is based on the students' ability to follow instructions, to work methodically and independently and their confidence when using materials and equipment.

Weekly study extends the topics covered during the lessons. Students are also expected to carry out independent research into relevant topics.

There are end of course assessments which include a presentation of their project work.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Cookery Club
- Art Club
- DT Club

CONTENT

Students are following a Classics course designed to help them appreciate the importance of the Greeks and their legacy to the modern world. They will explore the origins of the world, make the acquaintance of the gods and goddesses, travel to Troy and fight alongside Achilles and Hector. They will also learn about other famous Greek heroes, such as Theseus and Heracles.

They will investigate daily life in Athens and Sparta, working on a selection of topics such as the rise of democracy, education and the Greek alphabet, the position of women and their role within the Greek society, the concept of the family with marriage and divorce, to name but a few.

Students will also be introduced to the Arts (sculpture and vase painting), Poetry and Literature (with Homer) and the Theatre through the comedies of Aristophanes and the tragedies of Sophocles.

SKILLS

This Classics course gives opportunities for creative writing and producing visual display work. Students regularly use the Internet to develop their research skills which will be needed for subjects involving coursework at GCSE level.

Students look at primary sources as evidence and continue to extend their analytical skills. Comparisons with the ancient and modern world also provide students with opportunities to express their own opinions and develop evaluation techniques.

ASSESSMENT

Students sit an examination in the Trinity Term testing their knowledge and understanding of all of the topics covered throughout the year. Regular assessments are also set on individual topics and presentation work is monitored throughout the year.

ADDITIONAL EDUCATIONAL EXPERIENCES

- A day visit to the British Museum to enjoy Greek artefacts or
- A visit to the theatre to watch a Greek play (when available)

CRITICAL THINKING

CONTENT

Critical Thinking is a skills-based rather than a content-based course, although there is some subject-specific terminology which students are encouraged to use. Students will be encouraged to take an intelligent and critical interest in politics and current affairs and they will be introduced to some philosophical issues.

SKILLS

The main skill areas are in dealing with arguments. This means:

- Being able to identify the structure of arguments (components such as reasons, conclusions and assumptions)
- Being able to evaluate arguments (identifying flaws and strengths)
- Evaluating the impact of evidence (including statistical evidence)
- Being able to evaluate the credibility of participants in a dispute
- Being able to compose persuasive, logical and well-structured arguments

ASSESSMENT

Assignments will be designed to assess the extent to which students are developing these key skills. There will also be a 60 minute written examination at the end of the year.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are encouraged to participate in Debating

PROJECTS

CONTENT

Level 2 Higher Project (AQA 7302)

Project qualifications are available to able students who would like to demonstrate a particular enthusiasm for their favourite subject and to show that they can work independently at a higher level than would normally be expected in Year 9. They could be an ideal preparation for GCSE study.

The project would take the form of researching and writing an extended essay. All students undertaking projects are also expected to present their findings and answer questions from a specialist audience. The student would be expected to manage the project independently, with the guidance of a project supervisor.

Further information may be obtained from Mr D Yates (Project Co-ordinator) d.yates@newhallschool.co.uk.

DRAMA

CONTENT

Students build on their work in the previous two years, and are expected to work for longer rehearsal times and begin to create polished, focused and well-rehearsed work. They again study the two main aspects of theatre, through Commedia dell'Arte and Shakespearean Tragedy. Students will study the era of both and compare the styles of dramatic performance of Italy and England. In preparation for the GCSE course, should they choose to take Drama, they will explore a full play text and create their own devised performance in small groups. Their work will be expected to take into consideration the style of staging; symbolic or naturalistic props and costume; the technical theatre possibilities and a deeper understanding of character and plot.

SKILLS

Performance techniques which include: characterisation and credibility in role; the devising process using spontaneous and polished improvisation; working with script and delivery of dialogue. All these skills are pertinent to and an essential part of presentation and production. Rehearsal techniques which include: blocking (setting out the moves), interpretation of stimulus, effective use of rehearsal leading to a performance. These techniques have formed part of the students' learning in previous years but now provide a firm foundation for any student who chooses Drama as an examination option at GCSE.

ASSESSMENT

Assessment is ongoing and each half term there will be a more formal practical assessment where marks will be given and recorded. Students are allocated an assessment booklet at the beginning of the year which shows them clearly their personalised targets for improvement. Criteria for grading include: focus, clarity, characterisation, use of body and voice, development of ideas, creativity, stagecraft and teamwork.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Years 7-9 school play
- Drama Clubs
- Tech Club - for aspiring technicians
- LAMDA Acting and Devising (solo, duo or group awards available)
- Shared Theatre visits with the English Department

LAMDA

AWARDING BODY AND SPECIFICATION

LAMDA, Using Spoken English

During the Michaelmas Term, students in Year 9 take classes in LAMDA 'Using Spoken English'. These classes lead towards LAMDA graded examinations at the end of the term.

The course is designed to encourage students to become confident, eloquent speakers; improving standards in communication through the spoken word and empowering them to become effective and confident communicators. In addition to this, preparing for LAMDA examinations builds self-confidence and students are provided with a record of their achievements.

ASSESSMENT

Students prepare a brief 'talk' for an informal setting, based on a person they know well, selecting and shaping the subject matter.

- Students are required to respond to questions and create opportunities for others to contribute to discussion and conversation.

CONTENT

The curriculum builds on the elements of reading, writing and oracy that have formed the basis of the last two years' study, developing aspects of these in preparation for the demands of GCSE courses in English and English Literature.

In English Literature students will read works from the three genres of poetry, fiction and drama. Victorian poetry and modern theme-based poems from the anthology *Touchstones* will be used for comparative analysis and for reinforcing poetic terminology. A modern work of drama will complement the study of a Shakespeare text, such as *Julius Caesar*, and all students will develop their independent reading by choosing increasingly challenging texts from the Year 9 reading list.

English Language lessons will entail an analysis of contemporary journalism texts, which will lead into a link with the Literature programme with an examination of persuasive speech techniques and the study of political language. Basic Skills 3 is used on a regular basis to strengthen grammatical accuracy, extend knowledge about word origins and to enrich vocabulary and constructions. More ambitious and sustained writing, for a range of audiences and purposes, allows the students to demonstrate independent judgement in structuring and developing a discourse. There will be a consistent focus on structure, organisation, topic sentences, connectives, proofreading, and variety of constructions.

SKILLS

Students learn to adapt their register in class activities to purpose and audience, developing oral skills in debate, persuasion, exploration and analysis. Extended individual presentations should demonstrate voice projection, clear enunciation, a sense of audience and the ability to interpret sophisticated texts with subtlety and an understanding of the writer's purpose. All students take part in 'The Interpretation of Text' competition.

Students are able to draw upon their knowledge of literary tradition and historical context to make informed comparisons between texts. A confident grasp of technical terms allows for detailed explanation of how writers achieve their effects, using carefully selected evidence to support points made.

There is now an understanding of, and familiarity with, the two main triplets of writing: to argue, persuade and advise; and writing to explain, describe and inform. Students are now able to use connectives, topic sentences and specialist vocabulary to enhance these forms, recognising connections between approaches used in English and other subject areas. An increasing transferability of skills should be evident.

ASSESSMENT

Each half term, a standardised assessment will take place. There are two studies each week, one at least of which should be a written piece. There is an end of year examination which lasts two hours.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Theatre visits
- Visiting writers/speakers
- Writing and poetry competitions
- Book fairs
- Interpretation of Text Competition
- Reading group

Preliminary English Test for Schools is a Lower Intermediate Level examination and First Certificate in English is an Upper Intermediate Level examination. These are part of the cohort of Cambridge ESOL examinations and are available to students according to their English language level.

COURSE CONTENT

For students who have English as their second language and who require additional tuition and support in English, EAL is studied as an alternative to Spanish/French and Latin in the Year 9 curriculum. All students are assessed at the beginning of their course to gauge their level of English and aptitude. Following this, they are placed on the appropriate examination course, either Preliminary English Test for Schools or First Certificate in English. Whichever examination course a student follows, the skill areas are the same but the level at which they are studied is different.

YEAR 9

In preparation for the reading assessment, students develop essential reading comprehension skills; they learn to analyse articles, reports, fiction, advertisements, correspondence and information material. They practise writing articles, letters, reviews, essays, stories and reports in preparation for their writing assessment. Students are encouraged to increase their awareness of grammar and to enhance their ability to use past, present and future tenses accurately. They also spend time developing and improving their vocabulary. Both grammar and vocabulary are examined. In preparation for the listening assessment, CDs are used to help the students develop their note taking, gap filling, sentence completion and listening comprehension skills. Students are encouraged to develop their vocabulary in preparation for the speaking assessment: with an emphasis on accurate and fluent communication, they practise speaking tasks and learn to express ideas and opinions in small groups. Completion of past papers is an important part of examination preparation. Adapted readers, newspapers, magazines, DVDs, CDs, radio and games are regularly used to develop all of the key skill areas.

ASSESSMENT

Internal:

Students are set 2 study assignments per week; they should spend one hour completing these. During the year, students are regularly tested in class and sit a full past examination at the appropriate level, either Preliminary English Test for Schools or First Certificate in English, in the Lent or Trinity Term.

External:

Students are entered for the appropriate examination when they have demonstrated that they are able to meet the assessment criteria.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are encouraged to take part in all extra-curricular and weekend activities which will help them to improve their English language and awareness of English culture, life and customs.

GEOGRAPHY

CONTENT

Globalisation, using the world of fashion and Trans National Corporations are studied at the beginning of Year 9, including a consideration of the merits of Fair Trade. Ghana is looked at as an example of a developing country contrasted with the rapid industrial growth of China as we ask the question "Where does China go from here?" A brief study of Antarctica begins our investigation of the issues relating to Climate Change before the focus returns to the local area as we study the regeneration of East London through the 2012 Olympics.

SKILLS

Students continue to develop their mapping skills in conjunction with the more complicated statistical information found in their atlases. They are encouraged to observe the contrasting socio-economic characteristics found in the world today. The students must describe the spatial patterns that emerge and they must attempt to explain the geographical processes associated with such diversity. They often have to independently research topics from many sources such as from the Internet and the Press. Students are encouraged to be selective in the material that they use. They are provided with opportunities to make judgements on difficult issues and they must be prepared to defend their viewpoints. They are encouraged to listen to others and this can result in situations where they find that they are questioning their own attitudes and values.

ASSESSMENT

Study is set each week to support and extend learning. Assessments are carried out at appropriate times using a range of strategies such as summative tests and decision making tasks. Students sit an examination at the beginning of the Trinity Term.

HISTORY

CONTENT

This course is based on the Twentieth Century World. The year begins with a study on the struggle for women's suffrage followed by a unit on the history of South Africa. The remainder of the Michaelmas Term and most of the Lent Term then focuses on the First World War in preparation for the Lent trip to Ypres and the battlefields.

Knowledge and understanding of events is assessed through a study of the causes of the First World War. Historical interpretation is assessed through a study of the role of the Generals and historical enquiry is assessed through a study of trench life.

The students are then given the opportunity to carry out an independent investigation on an aspect of US History during the 1920s.

The course moves on to consider briefly the inter-war years and Britain's involvement in the Second World War. The course is completed by a study of the era of the Second World War and its aftermath including the Holocaust, the use of the atomic bomb, and the origins of the Cold War. This provides a basic context for the beginning of the syllabus studied at GCSE. Study is set each week to support and extend students' learning.

SKILLS

There is continued emphasis on the analysis, interpretation and evaluation of sources and the development of good written communication skills.

ASSESSMENT

Half termly assessment tests

Terminal examination in June

ADDITIONAL EDUCATIONAL EXPERIENCES

- WW1 Battlefields visit to Ypres, Belgium

INFORMATION & COMMUNICATION TECHNOLOGY

CONTENT

Students will review and develop the more advanced skills in the Microsoft Office suite of products in readiness for the optional GCSE course. Word processing software, spreadsheet software, database software, desktop publishing and graphical presentation software will be covered. Legislation and the use of computers in society will be a main focus for study developing report writing skills and development of solutions that are 'fit for purpose'. Evaluation and peer reviewing will be developed in readiness for GCSE controlled assessment work.

SKILLS

WP	Databases	Spreadsheets	DTP	presentations
Fonts	Table validation	Basic formula	Images/text	Custom animation
Paragraphs	relationships	Validation	Text flow	Timings/transitions
Styles/text	Queries	Vlookup	Text wrapping	Master slides
Tables	Forms	Logical IF	templates	Hyperlinks/buttons
Header/footers	Reports	Absolute cells		Speaker notes
Mailing		Charts/graphs		

ASSESSMENT

A practical test will be given at the end of each topic to assess the student learning. Studies will be used to further assess the level of development throughout the year. An end of year examination in the Trinity Term will cover all topics covered throughout the year. From this assessment, advice will be given regarding the ability to complete the full course GCSE as an option or whether a short course program may be more advisable.

CONTENT

Students continue to develop their knowledge of Latin grammar and vocabulary completing the Cambridge Latin Course Book 2 and starting Book 3. They gain a greater fluency in reading Latin and practise comprehension skills. Students investigate life in Roman Britain, looking at the impact the Romans made in Britain and their legacy. They also explore the reasons behind the numerous revolts against the Romans such as Boudica's rebellion in the South-East. Students then continue their Roman voyage of discovery by looking at life in Alexandria in Egypt under Roman rule. They also revisit the topic of Roman Baths, with an in-depth study of Aquae Sulis, the Roman town which lies beneath the modern city of Bath.

SKILLS

Students develop their translation skills by reading passages of Latin and doing comprehension work. They build up a sound understanding of the grammar and vocabulary by manipulation exercises and tests. They regularly use ICT including the Cambridge Latin Course website resources. The study of background topics gives opportunities to compare and evaluate different civilisations. These topics also provide opportunities for creative writing and producing visual display work.

ASSESSMENT

Study is set each week to practise translation and comprehension skills. Students are regularly assessed to consolidate their understanding of grammar and vocabulary, in addition to the end of year examination.

ADDITIONAL EDUCATIONAL EXPERIENCES

- A 5-day residential visit to Italy is offered, giving students the opportunity to walk around Pompeii, Herculaneum, climb Mount Vesuvius and visit the archaeological museum of Naples
- Alternatively, a week-end residential stay in Bath (in preparation)

LEARNING DEVELOPMENT

Students study further spelling rules and letter patterns. In particular, teaching focuses on the spelling of regular final syllables, the use of the doubling rule and the vowels governing soft c and soft g. Frequent revision is used for reinforcement. The more advanced spelling rules and letter patterns are taught, when appropriate. Students are tested on set spellings weekly and reinforcement work is provided for study to reinforce learning.

Regular practice in reading aloud is carried out during lessons. Students study novels or short extracts to improve their understanding of complex vocabulary, expressions and ideas. Themes from the novels are incorporated into written studies. Redrafting techniques are practised to improve writing skills.

Reinforcement work in Mathematics takes place throughout the year, where appropriate.

Time is spent on study skills and continued help is given with organisation strategies. Different revision techniques are practised to help the students prepare for their end of year examinations. Towards the end of the year assessments are undertaken to determine the students' current Reading Comprehension and Spelling Ages.

Students on Stages of Assessment receive in-class support in English, Mathematics, Science, ICT, History and Geography as timetabling permits. Study Club is offered at lunch time and after school; students, especially those on Stages of Assessment, are encouraged to attend and use the staff support available.

CONTENT

Students explore key elements of Mathematics in preparation for the GCSE examination. They use Book 4 from the “Essential Skills in Maths” series and some supplementary material which covers the first part of the Edexcel modular GCSE. Extension work is studied where appropriate.

SKILLS

Students will study:

Number:	Inaccuracy of measurements given to nearest whole number, compound measures including speed and density, prime numbers and prime factor decomposition, simplification of fractions, addition and subtraction of fractions, ordering decimals, rounding to significant figures, estimating answers and efficient use of a calculator.
Algebra:	Collection of terms, generation of sequences using term to term and position to term rules, finding the n^{th} term of a sequence, graphs of equations of the form $y=mx+c$. Solving equations.
Shape and Space	Angle properties of equilateral, isosceles and right angled triangles, angles on parallel lines, properties of quadrilaterals, perimeter and area of shapes made from triangles and rectangles, surface area of simple shapes, volume of cuboids, right prisms and simple compound shapes.
Handling data:	Pie charts, scatter graphs, correlation and lines of best fit, frequency diagrams, mean, median and mode from grouped data, relative frequency, and lists of outcomes of two events. Probability. Correlation.

ASSESSMENT

Two study assignments per week are set to support and extend students’ learning.

Tests are set at the end of each term.

Students sit an examination towards the end of the Trinity Term.

CONTENT

During this year students will undertake a series of projects which will be ordered according to the availability of the Music ICT facility.

Jazz Project: Students will learn some jazz vocabulary and will be encouraged to use it when performing a number of jazz tunes and when evaluating jazz repertoire. Each student will develop a number of improvisations using a question and answer format.

Stomp Project: Students will study the work of 'Stomp' and will create compositions of their own using 'junk' percussion.

Film Music Project: Students will study film music examining its effect in a variety of cinematic genres and will then compose tracks for extracts of horror and comedy film.

Commercial Music Project: Students will undertake a number of team-based exercises that encourage them to consider the use of music in a commercial context. They will examine and create jingles, radio commercials and television theme tunes.

Fusion Music Project: Students will study 'fusion' music, focussing on Bhangra and compositions influenced by African traditional music. They will study the roots of these fusions and will consider how western music has incorporated these roots into popular compositions.

SKILLS

Throughout the year students will continue work to achieve an understanding of the dynamics of individual and group work. The value of mutual respect within the group is encouraged as an essential element of Performing Arts. Students will develop their performance skills both vocally and instrumentally. They will create their own music and bring it to performance. Students will extend their musical literacy skills and enrich their vocabulary to enable them to describe music idiomatically. Students will develop their skills with music sequencing software.

ASSESSMENT

Student compositions and performances will be recorded and will be subject to peer review and teacher assessment. Regular tests will assess the knowledge and application of subject-specific vocabulary.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students will be encouraged to undertake individual extra-curricular music tuition
- Students will be encouraged to join an appropriate extra-curricular ensemble
- Students will be invited to contribute to formal and informal concerts
- Students will be encouraged to attend professional concerts given at school and elsewhere

MODERN LANGUAGES

FRENCH

CONTENT

Some of the topics met in Years 7 and 8 are revisited but the level of language is more complex, as are the grammatical components of the lessons. Students learn to describe outings and holidays, food and drink, friends, family and leisure activities. The main grammatical focus is the use of the perfect tense, although irregular verbs, modal verbs and adjectival agreement are also taught.

SKILLS

Students continue to develop their language skills, but with greater emphasis on the accuracy of their spoken and written French. Confidence and fluency are gained from oral work and role plays.

ASSESSMENT

There is one written and one learning study each week. Vocabulary is learnt and tested on a regular basis. There are frequent verb tests. All skills are tested at the end of each module. For the end of year examination consisting of authentic Foundation level GCSE papers, students prepare a presentation on a topic of their choice.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are invited to subscribe to a magazine suited to their linguistic ability
- The school invites Theatre Companies to perform French plays to the students

SPANISH

CONTENT

There is a thorough revision of the grammar and language learnt in Year 8, with more emphasis on building solid grammatical foundations. Students learn to describe their families, using comparatives and superlatives. They are introduced to direct object pronouns and the formation of adverbs. Students cover the topic of food, in the context of mealtimes and shopping. Christmas in Spain is studied. In the context of describing daily routines, they master the use of reflexive verbs. Students also learn to give directions and describe the location of places in a town. Regular and irregular verbs are practised in the present and in the present continuous tense.

SKILLS

Students continue to develop their language skills, but with a greater emphasis on accuracy in speaking and written work. Confidence and fluency are gained from oral work and role plays.

ASSESSMENT

New grammar and vocabulary are regularly tested, in order to monitor progress. All skills are tested at the end of each module.

Students prepare an individual oral presentation on a topic of their choice. This forms part of their Speaking examination. The other sections of the examination consist of papers testing Listening, Reading Comprehension and Writing. All are based on material from previous GCSE papers at Foundation level.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Students are invited to subscribe to a magazine suited to their linguistic ability
- The school invites Theatre Companies to perform Spanish plays to the students

PHYSICAL EDUCATION

CONTENT

Students have a games afternoon and double PE lesson each week.

The courses aim to build on the skills and techniques acquired in Year 8. Students are encouraged to adapt and refine skills and apply these within games with greater fluency and consistency.

Girls and boys are taught separately. Students follow a course of hockey, netball and rounders (Girls) and rugby, hockey and cricket (Boys) for the Michaelmas, Lent and Trinity Terms. Fixtures will also be played at this time. Skills, techniques, rules and tactics will be developed appropriate to the ability of the student. Students also cover a variety of other sports in a further double physical education lesson. The following provides an example of the activities studied.

Girls

		Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
SET 1	Games PE	Hockey Gymnastics	Hockey Swimming	Netball Swimming	Hockey Fitness	Athletics Tennis	Athletics Rounders
SET 2	Games PE	Hockey Dance	Netball Badminton	Netball Gymnastics	Hockey Swimming	Athletics Tennis	Athletics Rounders
SET 3	Games PE	Netball Swimming	Hockey Badminton	Basketball Dance	Fitness Gymnastics	Athletics Tennis	Athletics Rounders
SET 4	Games PE	Hockey Swimming	Netball Badminton	Basketball Gymnastics	Fitness Dance	Athletics Tennis	Athletics Rounders

Boys

		Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
SET 1	Games PE	Rugby Basketball	Rugby Swimming	Rugby Badminton	Hockey Football	Cricket Athletics	Cricket Athletics
SET 2	Games PE	Rugby Basketball	Rugby Swimming	Hockey Badminton	Hockey Football	Cricket Athletics	Cricket Athletics
SET 3	Games PE	Rugby Swimming	Hockey Badminton	Football Fitness	Volleyball Table Tennis	Tennis Soft Ball	Cricket Athletics
SET 4	Games PE	Rugby Swimming	Hockey Badminton	Football Fitness	Volleyball Table Tennis	Tennis Soft Ball	Cricket Athletics

SKILLS

- Athletics:** Each of the disciplines is introduced. Techniques are taught and attempts timed or measured.
- Cricket** The fundamentals of bowling, batting and fielding are taught. Students learn how to apply the rules and regulations of the game.
- Football** Ball skills and control are reinforced. Students practice penalties, corners, free kicks and safe tackling. Goal keeping skills are taught.
- Hockey:** The skills of dribbling, hitting, pushing, stopping and shooting are acquired along with knowledge of the basic rules and tactics within game situations.
- Netball:** The skills required for good footwork, throwing, catching, dodging, marking and shooting are acquired along with the knowledge of basic rules and tactics.

Rugby Introduction and development of skills and rules required for full game. Emphasis of the need for safety whilst tackling, rucking, scrummaging and mauling.

Other sports covered in Curriculum PE are:

- Badminton:** Students cover basic shots and the singles scoring system is introduced.
- Basketball:** Basic dribbling and shooting techniques are taught and basic rules of the game are covered.
- Fitness Training** Students gain an awareness of the different types of training – circuit, weight training and interval training. They gain an understanding of how the body reacts to exercise.
- Golf** Golf may be offered in the Trinity Term as a games option for students not selected to play in the cricket, tennis or athletics teams.
- Health-related Fitness:** Students gain knowledge and understanding of the importance of warming up prior to activity and cooling down afterwards. They gain some understanding of how the body reacts to exercise and its importance for a healthy lifestyle. This takes place in our new fitness suite which opened in Lent Term 2009.
- Soft Ball:** The skills of throwing, catching, bowling, batting and fielding are covered, and the basic rules of the game explained.
- Swimming:** Each stroke is revised with emphasis on speed and technique. Some students will progress to dives and racing turns.
- Tennis:** Forehands, backhands, volleys and serves are taught and the scoring system of the game explained. (taught by school tennis professional)

ASSESSMENT

For practical work each student's ability has been assessed through visual observation and the setting of tasks.

ADDITIONAL EDUCATIONAL EXPERIENCES

Regular extra-curricular activities, sports tours, and fixtures including training and recreational sport are for all abilities. These are available to students, before school, during the day, after school and at weekends. There is a full fixture list for boys and girls for games afternoons and Saturdays.

CONTENT

In the Michaelmas and Lent Terms students develop their knowledge and understanding of the problem of evil using the Holocaust as an example of this. They then continue to look at various Christian responses to such evil and the nature of Christian discipleship both then and in the present. The students examine the role of contemporary Christian leadership through the example of Jesus the Messiah and deepen their understanding of the sacraments of Confirmation and Ordination.

In the Trinity Term students begin their GCSE course by studying two modules of the Applied Ethics course. These are Christianity and Human Relationships and Christianity, Poverty and Wealth.

SKILLS

Students develop their knowledge of Christian beliefs and practices. This is a three fold process of Research, Revelation and Response. Religious Education is therefore both an 'outward' and 'inward' journey. The former engages students in 'learning about'. They require knowledge and understanding through study, discussion and reflection. The latter engages students in 'learning from'. This leads them into critical reflection of their own experience, appreciation of the Christian story and a dialogue between the two.

ASSESSMENT

Study is set each week to support and extend students learning. Mid term tests are carried out in the Michaelmas and Lent Terms. Students sit an examination towards the end of the Trinity Term.

ADDITIONAL EDUCATIONAL EXPERIENCES

- Year 9 Mass

YEAR 9

On entering Year 9, students embark upon their Key Stage 4 GCSE course.

CONTENT KS4

BIOLOGY

Unit B1- Influences on Life

Responses to a changing environment

Classification, variation and inheritance

CHEMISTRY

Unit C1 - Chemistry in our World

Obtaining and using metals

Fuels

PHYSICS

Unit P1 - Universal Physics

Visible light and the Solar System

The electromagnetic spectrum

Waves and the Universe

Waves and the Earth

SKILLS

During their Science lessons in Year 9, students continue to learn to work individually, in pairs or small groups, as appropriate, following instructions with due regard to safety, construct fair tests, present their experimental results in table and graph form, and draw conclusions from them. In addition, students are taught to identify anomalous results, evaluate the accuracy of results and observations and discuss errors.

Furthermore, the introduction of Key Stage 4 material into the Year 9 scheme of work will introduce higher order skills in scientific thinking, analysis and examination techniques. It will also give more time for revision and practical activities required as part of the GCSE final assessment.

ASSESSMENT

End of Topic tests are taken by all sets; this enables progress to be tracked during the year. Investigative skills are assessed through Science Controlled Assessments (SCAs).

ADDITIONAL EDUCATIONAL EXPERIMENTS

- Visiting speakers and educational visits

CO-CURRICULAR ACTIVITIES

We consider the extra-curricular activities offered by staff to be an essential part of each student's education. They afford students the opportunity to try something new or to do an activity, which complements or contrasts with their academic studies. A Co-Curricular booklet is provided at the beginning of the school year offering a wide variety of options ranging from, Christmas cake production to Model United Nations.

Breadth and balance are not only important in making option choices but also outside the classroom. Opportunities abound for students to become involved in musical, sporting and artistic activities. We also encourage students to participate in the New Hall Voluntary Service activities and the Duke of Edinburgh Award Scheme.

NEW HALL VOLUNTARY SERVICE

In Year 9, students have the chance either to work within one Voluntary Service group for the year or to 'try out' two or three groups. In this way, students come to experience and appreciate the needs of a variety of other people - people who are old or handicapped, people who are young or lonely or sick. They are made aware of the importance of commitment, dependability and service as a member of a large group working to help those in need.

In Year 10, students are encouraged to be fully involved in one or more of the eight action groups and to give regular, generous service.

Every year we are able to assure parents that their sons/daughters gain enormously from these kinds of activity, generously under-taken in a willing spirit of friendship and service.

The work of NHVS is recognised as being of great value. The group has received national and local awards.

THE DUKE OF EDINBURGH AWARD SCHEME

This is a voluntary activity open to students aged between 14 and 25, which involves some out of school time commitment. The scheme is intended to develop qualities of maturity and responsibility, which will help students throughout their lives.

There are three awards: Bronze (undertaken in Years 9-10), Silver (undertaken in Year 12) and Gold (undertaken in Year 13); each level becomes more demanding of time and effort. The award is in four sections at each level these are;

'Service' is designed to make students more aware of people in their community. They can either help directly with involvement in Scout Units or similar, or continue their help with the New Hall Voluntary Service schemes. Courses in 'Police', 'First Aid', 'Life Saving', or similar may be available, and in them students learn how these community jobs function.

'Expedition' is the section everyone thinks of when the scheme is mentioned. At the Bronze level your son/daughter will be expected to walk at least 15miles (24km) over two days, carrying everything s/he needs with her/him so s/he is self sufficient for the weekend. S/he will:

- Be trained to pitch tents, read maps, cook on a stove safely; learn to look after themselves and others in their group, with basic first aid and clothes sense
- Complete a practice weekend

- Complete a real expedition

‘Skill’ is basically any activities the participants choose to learn or take part in. These range from music lessons to Art/Craft Clubs. A diverse range is possible and most students at New Hall find they can simply continue doing something they are already involved in outside lesson times.

‘Physical Recreation’ is usually an activity the students are already involved in: rugby, football, hockey, volleyball, cricket, fitness training, riding, and tennis – to name but a few.

GIFTED AND TALENTED

Our successful identification and assessment of more able students comes from an amalgamation of evidence from a wide variety of sources.

We identify a broad range and wide variety of Gifted and Talented and our response with regard to provision is equally broad and varied. The Gifted and Talented Co-ordinator (GATCO) oversees the provision which includes:

- Acceleration
Gifted and Talented students are offered accelerated learning in subjects where the accelerated learning matches the student’s potential and capabilities. Accelerated learning offers the student a programme of work that is both challenging and interesting.
- Enrichment within the Curriculum
Gifted and Talented students are provided with differentiated work in all subjects where they are show high level potential. Differentiated work challenges the most able and promotes a higher level of thinking.
- Extension and Enrichment Activities outside the Curriculum
These include: -
 - Enrichment days/weekends where more able students focus on a curriculum area
 - Resident opportunities run by individual departments or whole school initiatives
 - Commercially run opportunities e.g. Industry Days
 - After school activities – open to all
 - Competitions – whole school, inter-school, regional, national
 - Accredited courses – Duke of Edinburgh Award Scheme (Bronze Award level entry)
 - Academic Mentoring
 - Industry involvement – real problems requiring real solutions
 - Academic Societies – membership of these societies is actively encouraged
 - Links with Academic Institutions/Local Businesses/Community
- High Profile Initiatives for students
These include: -
 - Critical Thinking Lessons for all year groups 8 - 13
 - Delta (G&T) group weekly meetings to reinforce good learning strategies
 - Philosophy Club: weekly discussions take place on key ethical issues
 - New Hall School’s Scholarly habits

OXBRIDGE

New Hall encourages able students to apply for Oxford or Cambridge universities. The school has a good track record of students winning Oxbridge places in a wide range of subjects, including arts, sciences, humanities and languages.

The Oxbridge programme, OMEGA, fits with the school's Gifted and Talented provision. Students from different years are invited to relevant seminars, including presentations by Admissions Officers from both Universities. Students in Year 11 who are considering making an Oxbridge application are fully supported in the early stages. Opportunities to visit both universities are made available and attendance at College and Department Open days is encouraged. Students are given advice regarding the range of courses available, entry requirements and ways in which to make their applications as attractive as possible to Admissions Tutors.

An emphasis is placed on meeting the academic requirements demanded by Oxbridge Colleges so that students achieve the straight A*/A grades needed at GCSE level. A separate booklet is provided to students regarding Oxbridge preparation and provision continues as they move into the Sixth Form. Weekly interdisciplinary sessions are held to develop thinking and analytical skills, in conjunction with subject specific support.

PSHE AND TUTORIAL PROGRAMME

This is delivered through the Religious Education Department's 'Well-being Programme', and supplemented with weekly contributions from Form Tutors, the Careers Department and outside speakers.

The Well-being programme has been designed in accordance with the work of the Well-being Institute, University of Cambridge, and is most concerned with helping students to discover what it means to be human, to lead a good life, and develop their full potential. Well-being focuses on the activities that we ought to choose to engage in to lead a happy and fulfilled life: it is not so concerned with pointing out the dangers of life and telling students to avoid them. The principal reason for this is that many of the 'dangers' of life that we sometimes find ourselves telling students about are much less prevalent than the media would have us believe.

Well-being topics include:

- Physical Health
- Positive Relationships
- Perspective
- Strengths
- The World
- Meaning and Purpose

Tutorial topics include:

- Study Skills
- Citizenship
- Careers and Choices
- Financial Capability

The overall aim is to give students access to opportunities to cover the main strands of Careers Education, Information Advice and Guidance (CEIAG) identified by the DfE statutory guidance: For students to develop self awareness, an awareness of the opportunities which exist at key transition stages through career exploration, and that they are able to manage their career development. In addition to this we provide our students with opportunities for individual guidance and support whenever they feel that they need it.

Throughout Key Stage 3 students complete their personal record of achievement folder which encourages students to consider their achievements to date, identify their strengths and weaknesses, and set personal targets.

YEAR 7

At the beginning of the Michaelmas Term students attend a teambuilding day at Mersea outdoor centre to encourage teambuilding and develop self awareness.

Later in the year they will undertake a careers programme of study entitled 'the visitor' in which they will invite an adult into their tutor group to talk about their careers. This will help students identify factors which should be taken into account when researching careers such as qualifications, pay, holidays, conditions and job roles.

YEAR 8

Students are taken off timetable for a day in the Trinity Term to participate in The Real Game. This game allows them to explore their dream lifestyle for the future and then injects reality when each student is allocated a job role with corresponding salary and working hours. Students are then taken through the process of budgeting and deciding what is really important to them in their lives. Discussions encourage them to consider the necessity of work and the impact that it will have on their daily lives. They also learn about the realities of a career that might encompass a number of different working/studying periods.

YEAR 9

Much of the CEIAG input in Year 9 is in the Michaelmas Term when students are encouraged to become more aware of themselves; their likes and dislikes, their strengths and weaknesses.

Students are encouraged to explore how they make decisions and the influences upon them in that process in preparation for their Option Choices after Christmas.

All students complete a careers interest questionnaire in the second half of Michaelmas Term using the IT programme fasttomato. This generates some recommended career pathways for students and suggests options which may be suitable for them at Key Stage 4.

Students are introduced to the Careers Library where they research a variety of occupations of their choice. This activity provides students with experience of using a wide variety of sources of information about different careers. The emphasis is on the process of investigation and on an evaluation of the sources.

In June all students are taken off timetable for Industry Day. During this day students will participate in team building activities, problem solving and business related games and situations. We are very fortunate to have the support of local business organisations to run these activities and to act as mentors to the teams so that students experience working with adults with whom they are not familiar with.

YEAR 10

During Key Stage 4 students are encouraged to take greater responsibility for managing their career development. The focus of the Year 10 programme is the application process. Students are encouraged to arrange work experience for two weeks during the Easter or summer vacation of Year 10, or at the end of Year 11 during the extended summer vacation.

This is best done through HCS Careers limited, a company which specialises in finding placements and checking that they are safe and appropriate for young people of this age. Before students go out on their placements, they are required to attend an interview and to be aware of the health and safety precautions that they should take.

Some students may choose to find their own work experience placements. For these students their parents will accept full responsibility for ensuring that the employers have all of the necessary health and safety and insurance documentation in place.

Students will also produce their own curriculum vitae, practise the writing of application letters and completion of application forms. Interview technique will also be discussed and practised.

At the end of Year 10 all students take the Morrisby psychometric test to increase their understanding of their individual strengths and how this can impact on subject and career choices.

YEAR 11

Students have a careers interview in the Michaelmas Term to give individual feedback on their Morrisby Tests, to gauge the progress that they have made as individuals in thinking about their long-term futures and the impact that their hopes will have on suitable subject choices for Year 12. The school also invites parents to attend these individual sessions with Mr Gordon Collins of Careers Education Services, Independent Careers Advisor.

All students at the end of Key Stage 4 should have completed a personal portfolio containing an up to date curriculum vitae, example application form; personal statement and a record of their achievements, to support their post 16 applications.

SUPPORT FOR STUDENTS

The Careers Library, being situated in the main Library, is open throughout the school day and in the evenings.

THE CAREERS CONVENTION

Every two years, in February, we hold an evening Careers Convention to which delegates from a wide range of different occupations and professions are invited. Students from Years 9 to 13 are encouraged to attend, with parents, to discuss careers with the delegates.

TIMETABLE:**Outline of normal school day (Monday to Thursday) - Students arrive in school by 8.00am**

Breakfast (boarders)	7.30-8.00am
Earliest Arrival (day students)	8.00am
Registration/ tutorial/assemblies	8.20am - 8.40am
Period 1	8.45am - 9.20am
Period 2	9.20am - 9.55am
Break	9.55am - 10.15am
Period 3	10.15am - 10.50am
Period 4	10.50am - 11.25am
Period 5	11.30am - 12.05pm
Period 6	12.05am - 12.40pm
First lunch/activity	12.40pm - 1.20pm
Second lunch	1.20pm - 1.55pm
Registration	1.55pm - 2.00pm
Period 7	2.05pm - 2.40pm
Period 8	2.40pm - 3.15pm
Period 9	3.20pm - 3.55pm
Period 10	3.55pm - 4.30pm
Tea & Break	4.30pm - 4.45pm
Activities	4.50pm - 5.50pm
Supervised study for those not at activities	4.45pm - 6.00pm
Departure of coaches - Monday-Thursday only	6.00pm
Supper (boarders)	6.00pm - 7.00pm
Further study or activities for boarders	7.00pm
Outline of normal school day (Friday)	
7.30-1.20pm same as Monday-Thursday	
Second lunch/activity (Friday)	1.20pm - 2.05pm
Registration and PSHE	2.10pm - 2.40pm
Period 7&8	2.45pm - 3.55pm
School ends	3.55pm
School coaches depart	4.15pm
Supper for boarders	6.00pm - 7.00pm
Further study or activities for boarders	7.00pm

Example Year 9 Timetable - Monday-Thursday

Name	Form	Timing	Period	Monday	Tuesday	Wednesday	Thursday
Henry Tudor		8.20-8.40am	Registration				
		8.45-9.20am	1	English	French or Latin	Drama	Religious Education
		9.20-9.55am	2	English	French or Latin	Drama	Religious Education
		9.55-10.15am	break				
		10.15-10.50am	3	Art	Geography	French or Latin	Spanish or Latin
		10.50-11.25am	4	Art	Geography	History	Spanish or Latin
		11.30-12.05pm	5	Physics	Mathematics	English	English
		12.05-12.40pm	6	Physics	Mathematics	Mathematics	English
		12.40-1.20pm	First Lunch	Activities	Activities	Activities	Activities
		1.20-1.55pm	Second Lunch				
		1.55-2.00pm	Registration				
		2.05-2.40pm	7	Study	History	Religious Education	DT or Food Technology
		2.40-3.15pm	8	Games Afternoon	History	Religious Education	DT or Food Technology
		3.20-3.55pm	9	Games Afternoon	Chemistry	Biology	Music
		3.55-4.30pm	10	Games Afternoon	Chemistry	Biology	Music
		4.30-4.45pm	Tea & Break				
		4.50pm	Activities	Activities	Activities	Activities	Activities
		4.45-6.00pm	Study				

Example - Year 9 Timetable - Friday

Name	Form	Timing	Period	Friday
Henry Tudor		8.20-8.40am	Registration	
		8.45-9.20am	1	Geography
		9.20-9.55am	2	Geography
		9.55-10.15am	break	
		10.15-10.50am	3	Physical Education
		10.50-11.25am	4	Physical Education
		11.30-12.05pm	5	Mathematics
		12.05-12.40pm	6	Mathematics
		12.40-1.20pm	First Lunch	
		1.20-2.05pm	Second Lunch	Activities
		2.10-2.40pm	Registration & Tutorial	PSHE
		2.45-3.20pm	7	Spanish or Latin
		3.20-3.55pm	8	ICT
		3.55pm	School ends	
		4.15pm	Departure of coaches	

REPORTING AND ASSESSMENT

A formal system of termly reporting on effort and attainment through Grade Sheet Reports, once yearly Full Reports and Parent Meetings is supplemented by the development of a good relationship between Tutor and parents.

The current reporting structure is as follows:

	Michaelmas Half Term	End of Michaelmas Term	Lent Half Term	End of Lent Term	Trinity Term Half Term	End of Trinity Term
Year 9	Grade Sheet	Full Report + HM Report	Grade Sheet	Grade Sheet	-	Grade Sheet + Tutor Report + HM Report
Parents evening			Wednesday 25 January			

Full Reports include comments from subject Teachers, the Housemaster/mistress (if appropriate) and Head of School and are reviewed extensively.

Communication with parents is key to your child achieving academic potential (our success is built on this trust). Our reporting process tries to ensure that all students, with the support of their parents, Tutors and Teachers, will achieve their academic potential and participate with confidence in all aspects of academic life.