



Pupil
Handbook
(Y7-9)
2017-18



BEECHWOOD
Sacred Heart School



Lessons are always interesting and
we work hard. Year 7 pupil



On your marks...

At Beechwood we aim to provide a broad, balanced curriculum to allow all pupils to discover their talents and experience a variety of teaching styles. Pupils will have the opportunity to develop a wide range of thinking skills which they can then use in their further studies at GCSE and beyond; they will also acquire practical skills, knowledge and interests useful throughout their lives, in their work and in their leisure time, and to bring to the next generation.

In Years 7 – 9, we provide lessons in creative, practical subjects such as Drama, Art and Design Technology as well as the traditional academic subjects, such as Maths, Science and English. Modern Languages are introduced with French in Year 7, followed by the opportunity to add Spanish or German in Years 8 and 9. You will find some details about each subject studied in the following pages.

Teachers at Beechwood are very aware of the difficult progression from Key Stage 2 to Key Stage 3; they always seek to ensure a smooth transition by taking into account the different types of school attended by our Year 7 pupils.

In the Spring Term of Year 9, pupils are guided in their decisions about which subjects to study at GCSE. Parents are invited to a presentation evening to meet subject teachers before these choices are made.

If parents have concerns about any aspect of the school, including academic work, they should firstly contact the Form Tutor. For a more serious issue, they may wish to contact the Head of Division or Deputy Head.

A curriculum for all pupils

At Beechwood we deliver a curriculum which stretches and challenges the most able of pupils enabling them to achieve top grades and study for the most academic of A levels whilst also supporting those who find academic study more challenging. The curriculum is supported by a wide variety of activities and clubs within school in addition to the trips that are run by all departments.

Each member of staff ensures that all pupils are challenged to achieve to the best of their ability and progress is checked on a regular basis with support being offered if necessary. For those with a particular talent or ability enrichment is offered to ensure that these talents and abilities are nurtured and allowed to flourish.

...Get set!

We have a fortnightly timetable. Each day there are six 50-minute lessons;
the table below gives the subjects and the number of 50-minute periods taught per week

YEAR 7

English	4
Mathematics	3.5
Science	3.5
French	2.5
History	1.5
Geography	1.5
RE	1.5
Music	1.5
Art	1.5
Drama	1
Design Technology/ Food Technology/Textiles	1.5
ICT	1.5
PE/Games	3
PSHE	1
COGS	1

YEAR 8

English	3.5
Mathematics	3.5
Science	3
French	2.5
German/Spanish	2.5
History	1.5
Geography	1.5
RE	1.5
Music	1
Art	1.5
Drama	1.5
Design Technology/ Food Technology/Textiles	1.5
ICT	1.5
PE/Games	3
PSHE	1

YEAR 9

English	3
Mathematics	3.5
Science	3.5
French/German	2
French/Spanish	2
Classical Civilisation	0.5
History	1.5
Geography	1.5
RE	1.5
Music	1
Art	1.5
Drama	1.5
Design Technology/ Food Technology/Textiles	1.5
ICT	1.5
PE	3
PSHE	1

COGS – A COGNITIVE DEVELOPMENT COURSE

Developed by the Head, Mr Lennon, the aim of this course for Year 7 pupils is to provide opportunities for students to extend and improve their higher order thinking skills. It encourages independent thinking, a more positive approach to problems, and better habits of learning.

Different aspects of learning and intelligent behaviour are explored through challenging and sometimes philosophical tasks. By doing these tasks, students become equipped with a set of behaviours and 'thinking tools' to choose from when they approach tasks or problems in any subject area.

Pupils gain from this course by thinking more for themselves; thinking about the way they learn;

understanding better how to work in teams and thinking creatively about solving problems and presenting ideas.

MODERN LANGUAGES

In Year 7 all pupils learn French. In Year 8, two new languages are introduced: German and Spanish.

All pupils have a taster of these options and then choose to study either one or two modern languages: French with either Spanish or German.

DESIGN TECHNOLOGY/FOOD TECHNOLOGY/TEXTILES

These three subjects are taught on a carousel system. Each student will spend one term every year to learn about these technologies.

Go!

ASSESSMENT

All pupils sit baseline CAT tests on arrival in the Senior School. These help us to discover areas of weakness or strength, enabling us to support or stretch every pupil according to his or her needs. They also give a prediction of future performance against which we can measure our teaching and learning. There are also baseline tests in English and Maths.

Subject teachers set end of topic tests at intervals, as appropriate, and at the end of the school year pupils take school examinations in most subjects.

SETTING

Most subjects are taught in mixed ability groups. Mathematics is an exception; it is taught in sets, according to mathematical ability, which is assessed by NFER tests at the start of each academic year and monitored throughout the year.

HOMEWORK

Homework is set by each subject teacher, following a homework timetable. Subject teachers ask pupils to write the homework in their student planners during the subject lesson.

The work set will vary and is designed to develop the work completed in lessons or provide opportunities for research or consolidation. Parents are asked to check the student planner and initial when the homework is done. Subject teachers will report in the planner when homework is not done by the deadline. In the weekly tutor period, tutors, assisted by form prefects, check the planners to ensure that they are being used correctly and that homework is being done on time.

Supervised study sessions are available after school. Pupils work in silence in the study classrooms; computers are available if these are needed for homework purposes.

AMOUNT OF HOMEWORK SET PER NIGHT

	<i>No. of subjects (approx.)</i>	<i>Mins per subject (approx.)</i>
YEAR 7	3 – 4	20
YEAR 8	4	20
YEAR 9	4	30



REPORTING TO PARENTS

Each term parents are either invited to attend a consultation evening to meet their son's or daughter's subject teachers to discuss progress or receive a full school report.

In addition to full written reports there are interim reports on attainment and Behaviour for Learning within the school.

Parents of Year 7 and Year 10 pupils also have a meeting with the Form Tutor in the Autumn Term to discuss their initial progress.

REWARDS & SANCTIONS

Teachers reward good work and effort by awarding house points to the pupils. Outstanding work may merit a commendation, which will be notified to parents, a certificate being presented by the Head of Division. Pupils' behaviour and effort are reported using the school management system. Any issues are followed up by tutors and Heads of Division as appropriate. Departmental detentions are given by subject teachers when poor work or behaviour persists.

For further details please see the Rewards & Sanctions Policy on the school website.



English

The English Department aims to foster a real enjoyment of literature while providing the students with strategies for exploring and evaluating, writers' methods. You will experiment with different forms of creative writing and develop your skills as effective speakers and listeners. Teaching strategies include both individual and group work and an emphasis is placed throughout on active, differentiated, learning.

YEAR 7

Stormbreaker Novel, *Spy File Writing Unit*
Complete Introduction to Poetry
Looking at a range of poetry and identifying literary techniques and effects.

Introduction to Shakespeare
Life in Elizabethan Times, Women, Going to the theatre, The Humours, Imagery in Shakespeare, How to read Shakespeare, Acting Shakespeare using A Midsummers Night's Dream.

Animals Unit *Looking at non-fiction texts – Writing to Persuade*

Introduction to 19th Century Literature (for ks4) *Context, belief system, role of women in society; 19th Century Narratives e.g. Speckled Band, The Unexpected – Kate Chopin*

Short stories
Comprehension and analysis of narratives
Science Fiction stories
e.g. *The Sound of Thunder*

Speaking and listening

Linguistics: *word classes; spelling; sentences; punctuation; proof reading; summary skills; comprehension*

YEAR 8

Thematic work on the
Second World War: extracts from
The White Rose and the Swastika, Diary of Anne Frank; The Boy in the Striped Pyjamas

Shakespeare: *Much Ado about Nothing*

Poetry Analysis

Descriptive Writing

Advertising Projects

Linguistics: *punctuation, spelling and grammar*

YEAR 9

Post 1900 novel: *Of Mice and Men*

What's in the News – Broadsheet, tabloid and internet news; *Formal Language*

Study of *Gothic* writing and analysis of 19th Century Texts

Conflict – *looking at a range of war poetry from the past and the present*

Shakespeare – *The Merchant of Venice*

Linguistics: *punctuation, spelling and grammar*



Try always to have a book 'on the go' – reading for just 15 minutes each evening will help your English.
Find a writing pen that makes your handwriting look good – keep checking your writing and get someone else to check it too



Mathematics

Maths makes the world go round – it not only gives you the skills needed by other subjects, it is the universal language that defines logical thought. In Years 7 – 9, our aim is to generate an interest in the underlying structures that surround our everyday lives, so that you learn to appreciate that number crunching is only a small part of Maths – a means to an end.

Throughout KS3, year groups are set into ability bands, allowing you to develop at a pace suited to your mathematical ability, as assessed by NFER testing at the start of each year, and by regular departmental assessments.

The course covers the four strands of Number, Algebra, Geometry, Ratio, proportion and rates of change and Statistics, carefully interwoven to form a cohesive whole. Each year the strands are further developed so that you will be able to approach your GCSE course with confidence.

YEAR 7

Number: Time, currency, whole numbers, factors, multiples, directed numbers, decimals, fractions, approximations, calculating with measurements, BIDMAS

Algebra: Patterns, sequences, special numbers, functions, algebraic notation, simplification, formulae, equations, co-ordinates, graphs

Geometry: Length, perimeter, area, 2D shapes, 3D shapes, lines and angles, co-ordinates, constructions, symmetry, transformations, polygons, tessellation

Ratio, proportion and rates of changes: percentages, ratio, proportion

Statistics: Averages, range, diagrams, tally charts, grouped frequencies, data collection, pie charts, probability

YEAR 8

Number: Powers, roots, HCF, LCM, sequences, fractions, decimals, powers of 10, large numbers, estimations, best value, proportion, ratio

Algebra: Algebraic rules, simplification, expanding brackets, linear functions, graphs, co-ordinates, gradients, distance- time graphs, equations, formulae, substitution, real-life graphs

Geometry: Parallel and perpendicular lines, angles, quadrilaterals, triangles, circles, constructions, congruence, combined transformations, shape and ratio, plans, elevations, scale drawing, bearings

Ratio, proportion and rates of changes: percentages, best value, proportion, ratio, scale drawing,

Statistics: Probability, stem-and-leaf diagrams, pie charts, scatter graphs, frequency diagrams

YEAR 9

Number: Whole numbers, decimals, fractions, reciprocals, rounding, estimation, standard form

Algebra: Sequences, functions, graphs, formulae, equations, LCM, HCF, powers, roots, prime factors, expansion, simplification, factorisation

Geometry: Triangles, quadrilaterals, polygons, circles, constructions, loci, tessellations, areas, volumes, enlargements, symmetry, congruent triangles, Pythagoras theorem, circle theorems, trigonometry

Ratio, proportion and rates of changes: Percentages change, reverse percentages, ratio, proportion, rates of change, speed and proportion

Statistics: Pie charts, frequency diagrams, grouped data, estimated mean, statistical investigations, combined probabilities, tree diagrams, statistical techniques, correlation





Science

YEAR 7 & YEAR 8

Year 7 students starting at Beechwood Sacred Heart School will begin with a full introduction to practical skills and lab safety. Over the course of the year they will study the Biology, Chemistry and Physics topics which are based on *The Big Ideas Principle* set out in the AQA KS3 Syllabus. The content of teaching falls within ten main areas of study:

	Year 7	Year 8
Biology	<i>Building blocks of life</i> <i>Genetics and evolution</i>	<i>Interactions and interdependencies</i> <i>Body functions</i>
Chemistry	<i>Fundamental ideas of chemistry</i> <i>Basic chemical reactions</i>	<i>Our changing planet</i> <i>New and useful reactions</i>
Physics	<i>Energy</i> <i>Forces and motion</i>	<i>Electricity and magnetism</i> <i>Waves and matter</i>

For each main area of study there are smaller topics which build in complexity over a two year period and these are the building blocks for the big ideas. For example the 'Waves' topics are ordered from simpler more concrete topics of light and sound to the more abstract ones of wave properties and wave effects. Similarly 'Matter' is ordered from separating mixtures and particle theory to elements and a study of the periodic table.

Students will develop their practical skills through a branch of the curriculum called 'Working Scientifically' where students are taught how to see the world analytically, to explain phenomena and make predictions.

In Year 8 the topics are designed to build in complexity on the work completed in Year 7 and lay a strong foundation for the topics studied at GCSE Science level in Year 9.

All schemes of work and resources have been developed by specialist teachers within the department and are tailored to meet the needs of all students to ensure each child progresses within the subject.

YEAR 9

GCSE studies begin in Y9 in the three disciplines Biology, Chemistry and Physics. The AQA Syllabus is followed and the topics taught follow seamlessly from the work carried out in

Years 7 and 8. Students continue to develop their skills in Working Scientifically and gradually increase their understanding of more and more complex ideas.



Join a school science club, such as Crystal Club or Electronics Club. Visit the Launch pad at the Science Museum, the Natural History Museum, local zoos, Greenwich Observatory.
Use the Internet – eg, BBC bitesize, NASA. Watch some Science programmes on television



History

In History we develop the key skills of source analysis, chronological development and the ideas of cause and effect. Learning about the past helps us to learn through mistakes and perhaps prevent future catastrophes. DVDs are used to bring history to life and reinforce learning.

YEAR 7

Medieval history (1066 to 1485)

What is History? Identifying and practising basic historical skills;

The Norman Conquest: William I takes the throne and consolidates his power;

The power of the church in Medieval England: the Crusades, Henry II and the murder of Becket;

The rise of democracy: the reign of King John; Magna Carta; Richard II; Peasants' Revolt

Health and medicine: causes and consequences of the Black Death

The Hundred Years War and the Wars of the Roses: causes and consequences

YEAR 8 (1500 – 1880)

The discovery of the New World, the Renaissance; Henry Tudor, the Battle of Bosworth Field

The Catholic Church; the Reformation; Martin Luther; Henry VIII and his wives; Edward and Mary; Elizabeth I and the Spanish Armada

The Spanish Empire – the conquest of the Aztecs

The British Empire – the scramble for Africa

YEAR 9 (16th – 20th Century)

Transatlantic Slave Trade; civil rights movements; Rosa Parks and the bus boycott; Martin Luther King

World War I: reasons for the start of the war: rivalries of empire, alliances, nationalism and militarism; propaganda and recruitment; trench warfare; conscientious objectors; life on the home front; the Battle of the Somme; World War I poetry; The Unknown Soldier; The Versailles Treaty

World War II: Major European powers between 1918 and 1939; causes and consequences of the rise of Communism and Fascism; Hitler's expansionism leading to the invasion of Poland and the trigger for war

Pupils learn using visual sources and narrative accounts of past events. At the end of Year 9, there is a school day trip to Ypres in Belgium. The experience of the trenches and cemeteries are brought together by the last post at the Menin Gate, where we lay a wreath.



Visit historical sites, read some *Horrible History Books*, and watch the History Channel.



Geography

In Years 7 – 9, the Geography Department aims to provide a curriculum that expands your understanding of the world, challenges your viewpoints, increases your awareness of the global dimension and develops your sense of place. Geographical skills, such as, annotating photographs, drawing and interpreting graphs, and cartographic skills, will be developed throughout the 3 years.

YEAR 7

Human and Physical Geography of the UK
Settlement and Tonbridge
Rocks
Water and Flooding
Coasts and Coral Reefs
Geographical Skills including Map Skills

YEAR 8

Human and Physical Geography of Europe
Migration
Tropical rainforest
Economic Activity
Environmental management
Antarctica
Geographical Skills

YEAR 9

Human and Physical Geography of the World
Geological time, Ice ages and Dinosaurs
Development; Africa and Kenya
Hazards
Fairtrade
Rivers
Geographical Skills including Latitude and longitude



Classical Civilisation

The Year Nine Classical Civilization Syllabus offers the student a brief introduction to Ancient Greek Myths, literature and history which will provide a foundation for future study of this subject at GCSE level.

YEAR 9

Autumn term: Introduction to Classical Civilization: the nature and breadth of the subject. Why study it?

Greek mythology – the Olympian gods how they were created, their qualities etc.

Spring term: A selection of Greek Myths: *Theseus and the Minotaur, Perseus and Medusa, Persephone and Hades, Narcissus and Echo, Pandora, Orpheus and Euridice.*

Summer term: Homer's *Iliad*, an abridged version of Homer's epic tale of the Trojan Wars.

Introduction to Greek tragedy: *Oedipus and Medea*



Visit the British Museum and the Museum of London
Watch some films inspired by the Greek myths, such as *Wrath of the Titans*
Visit an Ancient Roman site such as Lullingstone Villa or Fishbourne



Watch the news and read newspapers to expand your knowledge of current global issues. Watch geographical documentaries to support the curriculum. Useful websites for research include: www.internetgeography.net www.bbc.co.uk & www.usgs.org Look out for interesting geographical features around you and when on holiday!



Religious Education

Our aim is to give pupils an opportunity to gain knowledge, skills and an understanding of religions – appropriate to their age and ability – and to grow spiritually, ethically and theologically. You will be encouraged to develop a sound understanding of the Christian Faith, with specific reference to the Catholic Church's teachings and to nurture an informed and responsible attitude to faith issues.

YEAR 7

The Sacred Heart Order

Christmas Project

The people of God and my role in the life of the Church

- God and Revelation (People of God – CAFOD)
- Abraham
- Moses

The Life of Christ and the beginnings of the Christian Church

- Moral and Social Issues (e.g. poverty, forgiveness, racism)

The Liturgical Year

Each pupil will be encouraged to develop a confident approach to private and public acts of worship

In some years there is a visit to an outdoor performance of the *Life of Christ* as performed at Wintershall in Surrey

YEAR 8

What is the Church?

Vocation and people of God

St Francis and the Pope – Climate change, the Environment and Animal Rights

People of Faith

- Mother Teresa
- Martin Luther King
- Oscar Romero

Islam – A basic introduction including links with other monotheistic faiths

- Life of Muhammad
- 5 Pillars
- Mosque
- Practices
- Mosque Visit

Christian Beliefs

- Who is God?
- The Trinity

The Seven Sacraments in the Catholic Church (Visit from Parish Youth Leader to discuss these)

YEAR 9

Big Questions in Life and Religion

Belief in God (Proofs for the existence of God)

Rites of Passage in different religions (Referencing Sacraments from last year)

Icons and Jesus in Art

Judaism (An introduction to the Faith in preparation for the GCSE next year)

Introduction to other GCSE topics (Christianity and St. Mark's Gospel)



Watch the news and read newspapers regularly to keep up with issues that affect our faith. Read novels that link to the subjects covered e.g. Chiam Potok's *The Chosen* for background information on Judaism. Watch DVDs about the key Christian figures featured in the curriculum. Explore some local places of worship to make comparisons etc.



Modern Foreign Languages

It is our belief that learning a modern foreign language enriches the education of our pupils. It will enhance your learning skills and give you an understanding of the world beyond our own island. We teach using an interactive approach, to inspire confidence and promote independent learning. We aim to make language learning a positive experience for all pupils regardless of their ability.

In Year 7, all pupils learn French; at the end of the year, pupils experience a few weeks of German and Spanish before choosing to continue with French and either German or Spanish in Years 8 and 9.

Homework is regularly set in accordance with the Beechwood timetable. Assessment is continuous and is carried out at the end of each module when all four language skills, listening, speaking, reading and writing are tested.

FRENCH

YEAR 7

Greetings;
Self and others;
Numbers and alphabet;
Pets; Time; School
Colours; Countries/
nationalities; Opinions;
Sports; Weather forecast;
Where you live;
food

YEAR 8

Holidays; TV programmes;
Types of films; Types of books;
The internet; Talking about
what you did; Paris;
Means of transport;
Describing a friend;
Daily routine

YEAR 9

French geography;
Towns; Where I live;
Directions; Rooms of house;
bedroom furniture;
French-speaking world;
Food; Health; Body parts
and injuries; Sports;
Jobs; Clothes; holidays

TOP TIPS

Practise online using Beechwood's interactive resources, accessible from home as well as in school. Subscribe to a Modern Foreign Language magazine, offered in school. Take advantage of having a pen-pal from another Sacred Heart school around the world. Go to a Foreign Language play. Enjoy a trip to France, Germany or Spain. Listen to foreign songs; watch foreign films

SPANISH

YEAR 8

Greetings and alphabet;
Numbers, dates and birthdays;
Spanish speaking countries;
Classroom vocabulary;
School; Family; Pets;
Home and town; Daily
routine; Telling the time;
Free time activities;
Weather

YEAR 9

Describing friends;
Nationalities; TV, films and
going out; Holidays;
Food and shopping;
Latin American countries;
Ordering in a restaurant;
Clothes and school uniform;
Parts of the body;
Healthy living

GERMAN

YEAR 8

Greetings; Where you live;
Alphabet; What is in your
school bag; Numbers, dates
and birthdays; School and
Uniform; Telling the time;
Family, friends and pets;
Sports, hobbies and
favourite things; Home and
bedroom; Town and Area;
Weather

YEAR 9

Plans for summer holidays;
Where you went on holiday;
Food, ordering and shopping;
Pocket money;
TV Programmes and Films;
Healthy living and illnesses;
Daily routine; Planning to
go out



Computing



Art

This subject used to be called ICT but has had a make-over to ensure that you can get to grips with how the machines work as well as learn how to use them. So, you will still do the creative things like video editing and the Excel skills but will now also be finding out about the hardware and the coding. After Year 9 there is a Computer Science GCSE. Alternatively the school offers a Media Studies GCSE.

Problem solving and coding

We will get you started with coding by teaching you how to give computers sequences of instructions to solve simple problems like making a robot drive around a square. At the same time we will teach you how flowcharts help you think like a computer scientist. We will be using FLOWOL, micro:bits, LEGO Mindstorms robots, Scratch and Python. By Year 9 you will make your own games. You will also learn how to use HTML and CSS to produce web pages.

Data and data handling

Ed Sheeran is doing very well out of binary data – as that is how his songs arrive in your mobile. But how can a song travel through the Internet as 0s and 1s and then come out of the speakers just as he sang it?

Computer systems

What is inside your computer and how does a computer run apps? How are computers connected together? You will learn about safe online behaviour. You will be introduced to the laws for using computers and about the impact of computing on our lives.

Media

You will learn how to work with images to create complex designs for posters. You will do a range of multimedia tasks, combining image with sound to make presentations, animations, short videos and stop-motion films.



Visit www.teach-ict.com where you will find video tutorials to help you to learn office skills in Word, Excel etc. Come to the computer room at lunchtime to catch up if you have missed a lesson.

In Years 7 – 9, we aim to develop a wide range of perceptual and practical skills that have a wide relevance and application. Pupils are given an art set at the start of the year. Effort is an important element of the course, where 'areas' or quality are more important than whole outcome. If you wish to develop your existing skills you can attend a lunch or after school club.

YEAR 7

Colour mixing; understanding the application of tone with paint; pencil exercise with line and tone; development of observational drawing; use of oil pastels to blend colours and to create structure and form. Using Pablo Picasso as a stimulus: creation of a cubist self-portrait developed from photographs and then rearranged in a cubist manner. *Introduction to Perspective*: creating a small book with reference to art history and themselves. Observation painting of objects inside and outside of the classroom. Creating a small book based on themselves.

YEAR 8

Research into Cezanne: copying; observational drawing and Painting; understanding a colour palette and art history. Introduction to painting with oils, using this media to produce work from direct observation. Creation of a still-life mixed media project using four different media. Production of a carrier bag (3D) to advertise a gallery: understanding lettering in design; research and investigation into artists, movements and techniques. Mural project: creating a mural based on a location or a storyboard cross curriculum with English.

YEAR 9

Research into artist portraits; creation of a self-portrait inspired by one of the artists studied. *Celebrity portrait*: research and investigation of the National Portrait Gallery to produce a portrait, reflective of a chosen celebrity. Illustration project: producing a copy of either 'cells' or a front cover from an existing graphic novel in a range of media. *Surrealist head*: production of a profile within a frame filled with images to reflect the Surrealist theme.



Come to one of the Art Clubs after school Visit an Art Gallery



Design & Technology

In Years 7 – 9, pupils will experience each of the subject areas:
Product Design, Textiles, and Food Technology.

Product Design

The design of products involving research, evaluating existing products, the impact of a range of products and types of manufacture on the environment, and considering the needs of the potential user. Materials used include wood, plastics, pewter, simple circuits, packaging and graphics.

YEAR 7

Introduction to the workshop: basic woodworking skills and the importance of working safely and carefully.

The importance of planning and finishing work is a key factor, creating practical feasible designs that can be created effectively using the materials and tools available.

Typical projects include designing and making a clock.

YEAR 8

Workshop skills are extended to include the use of Computer Aided Design and Manufacture, with the use of the Roland milling machine. Other materials such as pewter casting are explored, with typical projects being the design and make of a cast pewter key ring or pendant, using the computer to create the mould, and vacuum formed blister packaging.

The difference between batch and mass production will be introduced, and students will be encouraged to work in a more independent way using a variety of materials.

YEAR 9

Project work in year 9 combines many of the materials and processes used in the GCSE course, plastics, timber, packaging and graphics, and simple circuits. The use of the 3D printer is also introduced, and typical projects might be a USB night light with a 3D printed shade with soldering for the circuit and a wooden base.

Students may at time work in groups to improve their ideas and to understand the different phases of a successful product development, with arrange of products being evaluated, and basic theory work relevant to the GCSE syllabus will be introduced.

Food Technology / Home Economics

YEAR 7

Using a theme of planning a perfect lunchbox, you will encounter many different cookery skills, and think about balancing diets in a healthy way. You will learn to employ key skills safely, planning your work and following recipes, and the importance of good hygiene. You are encouraged to try cooking at home, and to evaluate and comment on the food that you produce.

YEAR 8

You will find out about what foods give energy in the best form. You will investigate the prevalence of snack foods, and devise healthier alternatives in your own version of an energy bar. You will also use a wider range of equipment, and practise skills learned in Year 7, working more independently.

YEAR 9

You will consider the changing nutritional needs of people at the different stages of life. Starting with very young children, you will cook a wide variety of dishes, both savoury and sweet, resulting in a good all-round knowledge of basic cookery skills that can be used for different meals and situations. You will develop a basic understanding of the theories that will be studied in more depth in GCSE Home Economics (Food & Nutrition).



Drama

Textiles

The range of project work encourages all pupils to design and make, using their own paper patterns and the use of the sewing machine. The main aim is that pupils can confidently realise their design ideas into a working 3D piece.

YEAR 7

For example you will use a woven fabric to make a container, tie-dye the fabric, and create a logo to transfer or machine embroider onto the container. Written work will cover dyeing fabric safely through to considering the range of clothes worn for different occasions.

YEAR 8

For example you will create a fleece hat with an applique logo or make a pot holder using quilted fabric with a bias binding trim. Written work will cover the care of textiles including recycling textiles to help care for the environment.

YEAR 9

For example you may make an oven mitt, making your own quilted fabric and decorate the mitt with a repeat pattern using a resist method of dyeing fabric. Years 9 have the opportunity to make a second project and this is often a pair of summer PJs. The PJs are dyed on completion to personalise them. They remain a popular project for Year 9. Written work covers fibres and fabrics; including natural, man-made, synthetic and smart fabrics.



Have a go at making something at home.
Try taking something to pieces –
and then put it back together again!

The Drama department aims to introduce the students to a range of theatre styles and genres. Key Stage 3 is about experiencing what is possible within the realms of your imagination and exploring issues through drama as well as honing students' acting skills. The work is fun and inclusive and focuses on building key skills, that are integral to progressing through the school, such as communication and teamwork. Drama at Beechwood encourages you to explore different perspective and learn through an experiential process.

The following are some examples of the work that we cover within the Drama curriculum:

YEAR 7

Introduction to Drama Structures
Improvisation
Building a role/character
The Oregon Train
Melodrama
Puppet Theatre
Scripted Drama

YEAR 8

Devising
Non-naturalistic theatre – Brecht
Issue based Drama
Physical Theatre
Shakespeare
Our Day Out, W. Russell
Scripted Drama

YEAR 9

Trestle Mask work
Issue based Drama
Commedia Dell Arte
Blood Brothers, W. Russell
Performance skills
Scripted Drama



Go to see
a play at a
theatre



Music

We aim to involve and educate students in music through practical music making, listening and appraising. In every topic, students will have the opportunity to listen to and discuss the particular music, learn the key features and facts, and compose and perform in that style. We study music from a wide variety of genres and styles, from all around the world, covering a diverse range of cultural, historical and geographical contexts by the end of Year 9. There is also a wide variety of extra-curricular music clubs that students can join to enjoy and support their musical education. We have twelve visiting peripatetic music staff to give music lessons, covering the full range of instruments.

YEAR 7

Rhythm & General Musicianship
Song Writing – Pitch and Melody
Indonesian Music & Texture
Classical Music & Structure

YEAR 8

African Music
Song Writing & Chords
Music through the ages
Music & the Media
Form & Structure – Class Performance
Caribbean Music

YEAR 9

Film Music
Jazz & Blues
Musicals
Arrangements
Pop Songs



Physical Education

In PE, we teach a wide variety of sports, with emphasis on fun and participation. We aim to enhance the knowledge, skills, fitness and tactical awareness of each pupil in each individual sport. Also covered are health issues, safety aspects and correct warm-up techniques using basic muscle terminology.

In Years 7 – 9, you will have a double games period and a single PE lesson per week. The girls cover traditional sports such as netball, hockey, rounders, athletics and tennis in games, with dance, gymnastics, trampoline, fitness and health and communication skills. The boys study football, rugby, hockey, athletics, cricket and tennis in games; they look at fitness, health and communication skills, body management, gymnastics and trampoline in PE classes.

Both boys and girls also participate in basketball, crosscountry and indoor athletics training during the winter months. We are fortunate to use the astro-pitch at Hawkenbury for hockey; this allows us to deliver an extensive and varied PE curriculum to our pupils.

At lunchtimes and after school, you may opt to take part in extra-curricular activities and practices which are run on a seasonal basis. Talented pupils are encouraged to join clubs and are sent for relevant trials where they can achieve county honours. You will be encouraged to compete in a variety of sports in matches with other schools, and in school through the House system.

Over the course of the year, you may have the opportunity to join the following clubs – football, netball, hockey, rugby, basketball, badminton, gymnastics, outdoor cricket, cricket nets, table tennis, trampoline, athletics, tennis and rounders. In addition, judo, tennis, archery and fencing may be available as paid activities.





PSHCE

Personal Social Health Citizenship Economic Education

The aim of the programme is to ensure that you become confident and competent citizens with the knowledge to make informed, positive life choices. The sessions are delivered by the Tutor Team, with outside speakers as required, and topics are revisited throughout Years 7–11 at deepening depths

Personal Education	Social Education	Health Education	Citizenship Education	Economic Education
YEAR 7 Induction Self-esteem Why work? Library YEAR 8 Speaking your mind You and the Media YEAR 9 Making choices GCSE Options Job roles Careers research Appearance matters ALL YEARS Grade reviews Target setting Study skills Methods of revision Time management Exam preparation Internet safety Anti-bullying Spirituality Radicalisation, Extremism, Terrorism	YEAR 7 Family and friendship Resolving conflict YEAR 8 Changing relationships Types of relationships YEAR 9 Intimacy in relationships Managing risk Gambling Divorce ALL YEARS Anti-bullying	YEAR 7 Smoking Alcohol Drugs Personal hygiene Exercise Coping with puberty Stress YEAR 8 Drugs and effects Mental health Body image Eating disorders Heterosexual relationships Homosexual relationships YEAR 9 A-Z of Sex Contraception Risk Taking with your health	YEAR 7 Our place in school Send my friend to school UK democracy Government YEAR 8 Political parties Views and beliefs Valuing others YEAR 9 Ethical consumerism United Nations You and the law Crime and Punishment Globalisation Poverty ALL YEARS Interhouse Charity events Community service	YEAR 7 Money YEAR 8 Budgeting How do we pay for things? YEAR 9 Managing money Taxation



Learning Development

The Learning Development Department supports pupils of all abilities including the able, gifted and talented and those with specific learning difficulties, such as dyslexia. The Learning Resource Centre provides teachers and pupils with materials to support and extend the curriculum. The aim is to enable them all to achieve their best in secondary education.

LEARNING SUPPORT

Our dedicated team includes trained teachers, specialising in areas such as Dyslexia, Maths, Speech and Language and ASD. Pupils needing support are identified when they enter Beechwood, through screening, or referral by teachers, and an individual programme is put in place. This may include individual lessons or Directed Study and may involve replacing a curriculum subject with time spent in Learning Development. The subject to be replaced is considered on an individual basis, so that we can give the pupils the best curriculum programme to suit their needs.

Pupils are screened for extra time and other access arrangements in external examinations. This can include in-school assessment or referral to other professionals such as an Educational Psychologist.

We work closely with subject teachers, and the Learning Resource Centre to improve pupils' learning experience and skills. All pupils are base-line assessed at the beginning of the school year and these results are used to form reading and spelling booster groups before school and at lunchtimes if necessary. Other support groups are put in place depending on need.

For new pupils entering the school, we help to ensure a smooth transition by visiting their previous schools, through taster days at Beechwood and our booklets. We run friendship and social skills groups in Key Stage 3 to enable pupils to integrate successfully into their peer group. We have two welcoming Learning Development rooms for pupils to use at break time and lunch time if they need a retreat.

LEARNING RESOURCE CENTRE

The Senior School Library aims to provide books which appeal to pupils of all year groups. The Librarian liaises with teachers to ensure that there are resources to support curriculum topics. National Poetry Day and World Book Day are celebrated with special activities, making the Library a popular venue for our pupils.

the Library, break
times and lunch
times!

THE RETURN OF
SHERLOCK
HOLMES
Mark Gatiss

A STUDY IN
SCARLET
Steven Moffat

THE UNDEADLY COMPANY
SUZANNE COLLINS

THE UNDERLAND CHRONICLES II
SUZANNE COLLINS

Reading Lists





And last but not least!

CLUBS & ACTIVITIES

The chief aim of the Beechwood Clubs and Activities Programme is to provide something for everyone. Our activities include sport, drama and music, and we also offer a wide range of craft skills as well as Young Enterprise and the Duke of Edinburgh's Award Scheme.

Our clubs cover those things which you do not necessarily need to know but you choose to do them either for fun or to have a new challenge. Clubs also help you to learn how to be a part of a team because winning the match, or putting on the show, depend upon everyone working together.

Most of the clubs and activities run either at lunch-time or after school. After school there are two activity sessions: from 4:15 to 5:00 pm and from 5:00 to 6.00pm. Most of the activities that we provide are free of charge. Some, such as Speech and Drama, tennis lessons and yoga lessons, have a termly charge, payable directly to the staff running the activity.

You may be the star of the show, the captain of the team or you may be the person who tells the best tales in the knitting club. Whatever it is, here is the opportunity to find out just what makes you tick and where you are going. With more than 50 clubs and activities at Beechwood – the choice is yours.

EQUIPMENT NEEDED AT SCHOOL

Subject exercise books and a Beechwood student planner are provided to all students. In Years 8 and 9 they also receive a file with one packet of file paper per term. Pupils need to bring their own rough book or notepad, pencils, pens, erasers, sharpeners etc, and any additional paper required.

Maths Pupils should supply a ruler, pair of compasses, and protractor. The Maths Department prefers pupils to purchase their recommended calculators, which they sell at a competitive price – this ensures that all pupils use the same model:

one that fulfils their requirements without being unduly sophisticated.

Science Pupils wear a white lab coat which should be kept in their locker, brought to all science lessons and returned home to be laundered each half term. The pupil's name should be stitched on to the front pocket.

PE PE kit as specified on the uniform list should be brought clean to school each week.

Electronic equipment Pupils are asked not to bring mobile phones, MP3 players, laptop computers, iPads, iPhones or similar equipment to school, although laptops may be recommended for some pupils by the Learning Development department. School iPads are available for use in the Library.



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