



Middle Division Information (Y9-11)

Welcome to **Middle Division** at **Beechwood School**

The journey to your GCSE's has now begun and so our expectations in your behaviour and attitudes in lessons have increased. I don't say this to scare you, but because it is important for you to understand that there will be challenges ahead.



Your teachers, tutors and myself will be here to help and guide you, however your efforts will be key to the pursuit of success. Making mistakes is all part of your personal development and it is important that you learn from your mistakes to ensure your future successes.

Being a student at Beechwood is not just about your academic success, we strive to develop well rounded students and provide wide ranging extra-curricular activities for you to participate in.

At Beechwood we offer a fantastic selection of academic, sporting and cultural visits to deepen your knowledge and experiences. It is important to furnish yourself with as many opportunities as possible, not only to broaden your horizons but to give yourself some much needed respite when you may feel school work is too much.

I welcome you to Middle Division with open arms and I know you will be the best version of yourselves, try your hardest, take pride in your work, learn from your mistakes and ensure you are kind to others.

Mr Joshua Rowe

Head of Middle Division



Year 9 - 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. You will acquire practical skills, knowledge and interests useful throughout both work and leisure time.

In Year 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 continue with French, Spanish and or German and Classical Civilisation is introduced.

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 GCSE and 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.

Beechwood pupils have an amazing opportunity to take part in overseas school

All Year 9 students have the opportunity to gain a Functional Skills qualification in ICT. A whole-school computer network provides Internet access in all classrooms, further enhancing teaching and learning.

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.

You will find some details about each subject studied in the following pages.

trips - recent trips include Cologne Christmas Markets, Rome & Naples and Skiing.

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. For those with a particular talent or ability, enrichment is offered to ensure that these 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 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

Modern Languages

In Year 9 all pupils choose to study either one or two modern languages: French with either Spanish or German.

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.

Design Technology, Food Technology and Textiles

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



Go!

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 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

	No. of subjects (approximately)	Mins per subject (approximately)
YEAR 9	4	30

Reporting to parents

Each term parents are either invited to attend a consultation evening to meet their child'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.

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.

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 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.

TOP TIP

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 Year 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 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

GCSE studies begin in Year 9 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.

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.

Visit the Launch Pad at the Science Museum, the Natural History Museum & Greenwich Observatory. Use the Internet eg, BBC bitesize, NASA.

TOP TIPS

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.

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 1 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.

TOP TIPS

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

Geography

In Year 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 year.

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

Religious Education

Our aim is to give the pupils an opportunity to gain knowledge, skills and understanding of some of the areas of learning for the GCSE next year. These will help to prepare them for the study of St. Mark's Gospel and Study of the Jewish Faith whilst also allowing them to explore their own spirituality through a variety of means.

Classical Civilisation

The Year 9 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 Civilisation. 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

TOP TIPS

Watch the news and read newspapers to expand your knowledge of current global issues.

Year 9

Topics:

St. Mark's Gospel:

Background, Setting - historically, politically, socially and religiously
The Early Ministry of Jesus
The Later Ministry of Jesus
The Final Days of Jesus' life

Judaism

Jesus in Art:

How Jesus is portrayed in art and how this can be interpreted to aid in worship.



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.

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 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

Spanish 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 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

TOP
TIPS

Practise online using Beechwood's interactive resources. Subscribe to a Modern Foreign Language magazine. Take advantage of having a penpal from another Sacred Heart school around the world.



Computing

You will learn all about how computers work and how to make them work.

Problem solving and coding

Coding makes programs of instructions for computers so that they will obediently do whatever you want them to do at the click of a button. We will teach you how to code using Scratch, microbits, Lego robots and Python. However, the truth is that the key to successful coding is not so much about learning a programming language as about being able to work out exactly what steps must be followed for that game, or whatever, to work. To learn this 'problem solving' we will develop your 'computational thinking' skills. This is the special type of thinking that is required in order to turn a live process, like playing a game, into a flowchart drawn on paper. Using this as your plan you will then be able to write the code that will work the magic that brings your computer to life.

Computer systems

Computers now do so much, rivalling us for intelligence and surpassing us for speed and accuracy and yet at heart are made from little more than simple on-off switches. You will learn how computers are built and how they are able to do all the things they do just by flicking those switches on and off.

Data and data handling

We are now almost entirely reliant upon the Internet for the communication of the information that we need for work and leisure. You will learn how computer systems are able to store, sort and search data so that they can act as our personal assistants providing us with all that we need – and quite a lot that we don't!

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.

TOP
TIPS

Come to one of the Art Clubs after school.

Art

In Year 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 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*

TOP
TIPS

Start to develop your computational thinking skills using the Minecraft exercises to be found on code.org.



Design & Technology

In Year 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 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.

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

TOP TIPS

Food Technology and Home Economics

Year 9 follow a course that incorporates looking at food for special diets and intolerances. This culminates in preparing more complex savoury dishes demonstrating higher level skills. The use of a nutritional analysis programme will help look at the meals that have been made and identify comparisons.

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).

Textiles

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

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. Year 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.

Drama

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 9

Trestle Mask work

Issue based Drama

Commedia Dell 'Arte

Blood Brothers - W. Russell

Performance skills

Scripted Drama

TOP TIPS

Go to watch a play at a theatre

Listen to different genres of music. Join the choir.

TOP TIPS

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 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 – 8, you will have a double games period and a single PE lesson per week. The girls cover traditional sports such as netball, hockey, cricket, football, rounders, athletics and tennis in games, with dance, gymnastics, trampolines, 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.

Take part in a local 'Park run', set yourself a challenge (5k, 10k)

TOP TIPS



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.

PSHCE	Year 9
Personal education	Making choices: GCSE Options, Job roles, Careers research, Appearance matters, Grade reviews: Target setting, Study skills, Methods of revision, Time management, Exam preparation, Internet safety, Anti-bullying, Spirituality, Radicalisation, Extremism, Terrorism
Social education	Intimacy in relationships, Managing risk, Gambling, Divorce
Health education	A-Z of Sex, Contraception, Risk Taking with your health
Citizenship education	Ethical consumerism, United Nations, You and the law, Crime and Punishment, Globalisation, Poverty, Interhouse, Charity events, Community service
Economic education	Managing money, Taxation



Choosing your GCSE subjects



Pupils entering Year 10 in 2018 are taking GCSEs at a time of change in the education system. They will take all of their GCSE courses under the new grading system which goes from 1 to 9 where 9 is the top grade.

A grade of 4 under the new system will be equivalent to a C grade under the old system and a grade of 7 will be equivalent to an A.

It is likely that a grade 5 will be considered as a 'good' GCSE pass.

We set challenging target grades for our students to encourage all students to reach their potential. We have high expectations of our students and look forward to their successes at the end of Year 11.

If you have any questions or wish to discuss the possibilities, please do contact me.

Mrs Kim Allen

Director of Studies

Year 10 Curriculum

In Year 10, pupils have the opportunity to make some choices about the subjects that they study. All pupils must take the core subjects of Maths, English Language and English Literature, either Combined or Separate Sciences and Religious Studies. They will then choose four further GCSE subjects one from each of four option blocks.

We expect that all native English speakers take at least one modern language (French, Spanish or German) whilst non-native speakers will attend English as an Additional Language lessons.

Pupils should aim for a broad base for learning by selecting courses from different subject groups, for example, one humanity, one creative option and a technology.

In addition to their GCSE options, all pupils will continue with general PE and PSHCE, which are not assessed.

Survey Form

The survey form tells us your subject preferences. It is important that you think carefully when completing your survey form as your preferences will be taken into account when the option blocks are designed.

Final Choices

The option blocks will be available before the end of the Spring Term and pupils will be required to make their final choices within the constraints of those blocks.

When choosing optional subjects, pupils should try to maintain a broad and balanced curriculum and to avoid an undue emphasis in any one area to the exclusion of others.

Keeping your GCSE options open

As you come to choose your options you will need to think carefully – it is important that you work hard and do your best in these exams. The better your grades at GCSE, the more options you will have at 16. You will have to put your GCSE grades on application forms to university and any jobs that you apply for in the future.

The decisions that you make now may affect the choices you have in the future. If you have a career in mind make sure you know what you need to study to achieve your aim. For example, if you want to study a Science A-level you will need to study separate Sciences; potential lawyers should consider History.

If you have no career in mind yet, you should keep as many options open as possible by choosing a broad range of subjects. Discuss the possibilities with your parents and your teachers, and choose subjects that you enjoy and that you do well in.

You will continue to receive careers guidance through-out Years 10 and 11 with the emphasis moving towards A-level choices, university courses, interview preparation and personal statements.

Morrisby

In Year 11, all students undertake Morrisby Profiling, a well-established, sophisticated system for assessing aptitudes, learning styles and personal working styles. Delivered by an Independent Careers Advisor, it takes the form of an interest questionnaire and includes some aptitude and psychometric tasks. The responses are analysed to provide an individual profile that provides valuable information about each student's strengths and underlying abilities; a map is also produced to show possible career areas that the student might consider.

All students receive a personal interview and feedback on the profiling which helps the students to set targets for their further research and for organisation of work experience.

Morrisby profiling is compulsory for all students in Year 11; it takes place at the beginning of the Autumn

Term and the cost is charged as an extra on that term's account. For further information about this please contact our Careers Advisor, Mrs Newton.



Art & Design Fine Art

AQA

What will I gain from studying this subject?

GCSE Fine Art involves a broad range of study. You will gain experience of working in a wide range of media, ensuring that you achieve your best performance.

Your portfolio, completed over two years, will be made up of two units, each unit consisting of:

Preparation Studies – initial drawings/paintings recorded from your observations that form the basis of the initial investigation.

Research into Other Artists – you will be required to research into the works of both European and non-European Artists in order to understand the context in which your work belongs. These investigations should be a source of inspiration to your own work.

The Final Piece – this is the final realisation of all the research and development that you have done and should therefore reflect elements of your artist(s). It is to be hoped that these pieces will go on display around school or feature in the Virtual Gallery.

How will my work be assessed?

The final examinations will comprise:

• Portfolio of work – 60%

Two units of work of any size to include all preparation work and sketchbooks, which should represent a total of at least 45 hours of work. The work is internally assessed then moderated by the examination board.

• Externally set task – 40%

The conclusion of your course will be a ten hour controlled test. This will take place over several days after a sustained preparatory period in which you will do all the necessary research. During this four week period you may freely discuss your project with the Art department staff and all your preparation work can be taken into the examination.

The Key to success is as follows:

- To complete and build upon objectives of the course.
- To work inside and outside of the subject consistently throughout the course.
- The above points must be met to achieve the best possible results from the subject.

Art & Design Textiles

OCR

What will I gain from studying this subject?

This GCSE course will enable you to take part in Art & Design Textiles projects which are linked to your own interests as well as industrial practice.

Initially, you will be set a project which aims to develop your understanding, skills and confidence through creating products, using a range of materials, components and techniques.

How will my work be assessed?

During Year 10 you will begin your coursework project; this will be internally assessed and externally moderated and will be a 3-dimensional product e.g. fashion item, children's clothing or furnishing e.g. wall hanging for a child's bedroom to be supported by a design folder and/or the appropriate ICT evidence including Computer Aided Design/Manufacture. You will complete your coursework project during Year 11.

During the Summer Term in Year 11 you will sit a practical examination, having already received a preparation sheet some months before.

Practical Task – 10 hours – 40% of total marks

Coursework Project – 60% of total marks

Classical Civilisation ^{OCR}

What will I gain from studying this subject?

Classical Civilization will give you the rare opportunity to study the art, literature and history of the Ancient World.

It complements the study of many other subjects such as Drama, English and History. You will read and analyse (in translation) the Ancient Greek such as Homer's The Odyssey. You will also study the role and portrayal of women in both Ancient Greece and Rome.

Topics:

There are TWO components to the new GCSE, one is a thematic study which will focus upon Myth and Religion in Ancient Greece and Rome. This will involve comparative work, examining the differences and the similarities between the two cultures. The other will focus upon literature and culture and will centre upon the Homeric World. The core text will be The Odyssey but you will also study the cultural world in which Homer's poems were set, including a study of art, religion, weaponry and architecture.

How will my work be assessed?

Both elements are worth 50% and will be examined via two 90 minute examinations. There will be NO coursework or controlled assessment.



Computer Science

OCR

What will I gain from studying this subject?

By studying this subject you will develop an in-depth understanding of how computers work and how to create the code applications that are shaping the world we live in. With this GCSE you will have gained the technical skills that are in demand across the economy as companies become increasingly dependent upon the web and mobile devices. You may even become a programmer working for Google or Facebook or one of many smaller software houses. Some of the highest graduate salaries are in this area.

The key skill that you will develop is problem solving –how to take a real world problem, such as managing an event or creating a game, and be able to work out the algorithm that will form the basis for the computer program that will form the solution. Programs are what is required in order to create all of the apps, web pages, city finance systems and robots that make the interconnected digital world in which we live. For coding you will use the text based language Python 3. Coding is a creative craft which gives you great satisfaction when you have put all the right parts together and can see your program run. It is about making a machine that can perform useful work. It is engineering. To be good at coding you will probably be good at Maths and confident in the use of algebra – and, of course, like making things.

You will also find out how computer hardware works, from transistors up to the internet, and find out about the wider social, cultural, environmental and legal implications of computer use.

How will my work be assessed?

Exam Paper 1: Computer Systems 40%

Exam Paper 2: Computational Thinking 40%

Programming Project: 20%

The project is set by the exam board and takes 20 hours to complete.

Design & Technology Food Preparation & Nutrition

AQA

What will I gain from studying this subject?

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course has been designed to enable a balance between an innovative delivery of the subject theoretical knowledge and practical demonstrations and sessions.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices

- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

How will my work be assessed?

Summary of Assessment:

Component 1:

Principles of Food Preparation and Nutrition
Written examination: 50% of qualification

Component 2:

Food Preparation and Nutrition in Action

Non-examination assessment:
50% of qualification

Assessment 1: The Food Investigation (8 hours)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation (12 hours)

Prepare, cook and present dishes which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.



Design & Technology Product Design

AQA

What will I gain from studying this subject?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise through a series of short themed projects in Year 10, before moving onto a major design and make project in Year 11.

How will my work be assessed?

The assessment comprises of:

- 1. 2hr exam at the end of Year 11.**
100 marks equating to 50% of the total.
- 2. A Non-Examined Assessment (NEA) which assesses the practical application of:**
 - Core technical principles
 - Specialist technical principles
 - Designing and Making principles

The NEA project will comprise a substantial design and make task with the following assessment areas:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Students will design to a contextual challenge to be set by the exam board on 1 June in Year 10. They will produce a working prototype and a portfolio of evidence.

Drama

AQA

What will I gain from studying this subject?

This course will introduce a range of different theatre styles and genres, which will inspire your own devising and text-based work. There will be regular theatre trips to allow you to form your own creative opinions and provide the opportunity to evaluate live theatre productions.

Alongside developing creative skills, you will increase self and group awareness as you reflect on and evaluate your own and others' work. You will develop self-discipline as other students will rely on you. There will be opportunities to take part in workshops with theatre companies and industry professionals.

Studying Drama has the ability to empower; you will make mistakes but then go on to solve your own problems. Above all, you will learn to be an effective communicator, which is fundamental to achievement in life.

How will my work be assessed?

Unit 1: Understanding Drama – 40% of final GCSE – written paper. The written paper comprises three sections:

- A. Theatre roles and terminology.**
- B. Study of a Set Text.**
- C. Evaluation of a live theatre production.**

Candidates are given 1 hour and 45 minutes to answer all three sections of the written paper.

Unit 2: Devising Drama – 40% of final GCSE. For this component students are required to complete the following two assessment tasks:

- produce a written devising log documenting the devising process (worth 30%)
- contribute to a final devised performance. (worth 10%)

Unit 3: Texts in Practice – 20% of final GCSE. For this component students must complete two assessment tasks:

English Language & English Literature

What will I gain from studying this subject?

English is indispensable for life and probably one of the most important subjects on the curriculum. To be able to communicate confidently, having a good command of the spoken and written word, is invaluable for your future – no matter what you decide to do.

Studying English encourages you to think logically, analytically, critically and independently, which benefits all your other GCSEs subjects as well, while allowing you to be creative in your thinking and writing. It will also introduce you to a range of literature across time: books, plays and poetry.

How will my work be assessed?

We will be using the Edexcel IGCSE 9-1 Specification for both English Language and English Literature.

English Language

The English Language course consists of both final examination and coursework. In the examination you will be tested on your ability to read for meaning and identify and comment on the use of literary techniques. You will also be asked to be able to write for different purposes. There are two pieces of coursework which will consist of a reading and writing assessment which will be marked internally and moderated externally.

English Literature

The English literature course consists of the study of 'To Kill a Mockingbird' and a comprehensive Poetry Anthology. There are two pieces of coursework on the plays 'An Inspector Calls' and 'Romeo and Juliet' which will be marked internally and moderated by the exam board.

English as an Additional Language

What will I gain from studying this subject?

All students join the mainstream IGCSE English class when they begin year 10, but as an overseas student, you will be assessed when you enter the school to determine your level of English and whether you should attend EAL lessons.

Through these lessons, students improve their language skills and therefore gain a better level of understanding in all subject areas. They also prepare for the Cambridge English: First (FCE). This qualification proves you have the language skills, to live in an English-speaking country and study on courses taught in English. Year 10 pupils receive instruction in Grammar, Reading, Writing, Listening and Speaking. At this level they will be able to cope linguistically in a range of everyday situations and be able to use English for general and academic purposes, in contact with native and non-native speakers.

The Cambridge English: First (FCE) corresponds to an upper intermediate stage of proficiency. Learners at this level are expected to be able to handle the main structures of the language with confidence and demonstrate knowledge of a wide range of vocabulary and use appropriate communicative strategies in a variety of situations. They should be able to produce written texts of various types, showing the ability to develop an argument as well as write formal letters and reports and detailed descriptions. At this level, pupils will have sufficient ability to operate effectively in English in an academic environment.

If a student requires extra support this is available on an individual basis.

How will my work be assessed?

Assessment for Cambridge English: First is through a two and a half hour reading and writing paper. Which includes a grammar section, reading comprehension and essay writing. There is also a 40 minute listening comprehension and a 15 minute interview testing spoken skills.



Geography

AQA

What will I gain from studying this subject?

What will I gain from studying this subject? The course will enable you to develop a wide range of transferable skills and provide you with a balanced view of the modern world. It is relevant to everyday life and provides a firm foundation for understanding current affairs and the environment upon which we depend.

How will my work be assessed?

Paper 1: Living with the physical environment

What's assessed?

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST))
- 35% of GCSE

Paper 2: Challenges in the human environment

What's assessed?

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPGST)
- 35% of GCSE

Paper 3: Geographical applications

What's assessed

- Issue evaluation
- Fieldwork
- Geographical skills

How it's assessed

- Written exam: 1 hour
- 76 marks (including 6 marks for SPGST)
- 30% of GCSE

Pre-release resources made available from 15 March in the year of the exam.

History

EDEXCEL

What will I gain from studying this subject?

When you study History you will develop skills that are essential for making informed decisions and balanced judgements. History complements the study of many other subjects, particularly English, Drama, Science, Geography and Modern Languages. The principles used by historians are the same as those used in today's business community and are, therefore, essential ingredients for many careers, especially Law, Media, Drama and Journalism.

How will my work be assessed?

Paper 1: Crime and Punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city.

30% of the qualification

Paper 2: The reigns of King Richard I and King John, 1189-1216 Conflict in the Middle East, 1945-95

40% of the qualification

Paper 3: Weimar and Nazi Germany, 1918-39

30% of the qualification

GEOGRAPHY

Questions in all examinations will be a variety of multiple-choice, short answer and extended prose.

There will be a compulsory residential field trip to the Jurassic coast which will cost approximately £150.

Mathematics

EDEXCEL

What will I gain from studying this subject?

Mathematics is the language of the universe and it equips you with the skills needed by many other subjects. Maths is essential for many careers; earns you a higher salary; teaches you logical thought, and makes everything else look easy. Enjoy it!

How will my work be assessed?

At the end of Year 11 you will sit the linear Edexcel GCSE examination at Higher or Foundation Tier. Each Tier is examined by three one and a half hour written papers: one paper is non-calculator whereas both the others allow the use of a calculator. All three papers are marked out of 80 and contribute equally to the final examination result.

The papers ask candidates to:

- Demonstrate their knowledge, understanding and skills in Number (22-28% of the Foundation paper content and 12-18% of the Higher)
- Demonstrate their knowledge, understanding and skills in Algebra (17-23% of the Foundation paper content and 27-33% of the Higher)
- Demonstrate their knowledge, understanding and skills in Ratio, Proportion and Rates of change (22-28% of the Foundation paper content and 17-23% of the Higher)
- Demonstrate their knowledge, understanding and skills in Geometry and Measures (12-18% of the Foundation paper content and 17-23% of the Higher)
- Demonstrate their knowledge, understanding and skills in Statistics and Probability (12-18% of the Foundation paper content and 12-18% of the Higher)

The two tiers of entry allow all candidates to show what they know, understand and can do. Candidates achieving a mark below the minimum for the award of the lowest grade in each tier will be ungraded. It is possible on the Foundation Tier to achieve a good GCSE Pass which approximates to a grade between an old 'B' and a 'C'. It should be noted that on the higher tier papers, 50% of the questions and therefore marks are at grades 7-9 (equivalent to the old 'A' and 'A*'). It is therefore vital that the entry level is appropriate and that it reflects the target grades for the tier for each student.

Entry Tier	Target Grades	Grades Available
Higher	9/8/7/6/5/4	9, 8, 7, 6, 5, 4
Foundation	5/4/3	5, 4, 3, 2, 1



Media Studies

AQA

What will I gain from studying this subject?

There is a powerful force sending its messages to virtually everyone on the planet. It is all around you and no matter how hard you try, you cannot escape it. This force is 'The Media' – it defines your life and the way you think. It is the name given to channels of communication a society uses to speak for itself, including television, cinema, radio, newspapers, magazines and the internet.

AQA Media Studies provides for an engaging in-depth study of the media by using the framework of the four 'Key Concepts': Media Language, Industry, Representation and Audience. Students must engage in the close study of at least one audio-visual, one print and one e-media text. A general understanding of the media will be gained through an in-depth study of a wide variety of media products, along with their social, cultural, political, historical and economic contexts. This knowledge will form the basis of written examinations as well as the production of a practical media product.

How will my work be assessed?

In common with all other new GCSEs Media Studies will be linear in structure. Assessment will be by two written examination papers at the end of the course which makes up 70% of the available marks. Students will also create one practical media product for the remaining 30% of the available marks.

Paper 1: AQA will set an overall theme for Paper 1 in advance of each examination series. Questions will focus on three areas of the Media Studies Key Concepts: Industries; Audiences and Representation. Written examination of 1.5 hours. Questions are in the form of multiple choice, short answer and extended responses. 35% of available marks.

Paper 2: Questions will focus on the remaining Key Concept - Media Language and Contexts of the media. Written examination of 1.5 hours. Questions are in the form of multiple choice, short answer and extended responses. 35% of available marks.

Coursework: During the course, you will be asked to create one fully realised piece of practical work from a list of briefs set by the examination board, such as a music video, TV and radio programmes, newspapers, magazines and websites. The project is accompanied by a short statement of intent. 30% of the available marks.

Modern Languages French, German, Spanish

AQA

What will I gain from studying this subject?

Knowledge of a foreign language can be a great asset when seeking employment. Languages allow you to study and work abroad; they also give you an advantage in the UK job market when you are in competition with English-speaking Europeans looking for employment opportunities in the UK.

Studying a foreign language enables you to learn about different cultures and civilisations, and could even help you to understand the grammar and structure of your own language! We therefore recommend that every pupil, whose first language is English, should study French, German or Spanish to GCSE. If you are a native speaker of another language, we might be able to enter you for GCSE or A-Level in your own language. It may also be possible to arrange private tuition in other languages to GCSE and A-Level.

The following topics will be studied:

Identity and culture

- Me, my family and friends: Relationships with family and friends; Marriage/partnerships
- Technology in everyday life: Social media; Mobile technology
- Free time activities: Music; Cinema and TV; Food and eating out; Sport
- Customs and festivals in target language-speaking countries/communities

Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues: Charity/voluntary work; Healthy/unhealthy living
- Global issues: The environment; Poverty/homelessness
- Travel and tourism
- Current and future study and employment

How will my work be assessed?

The four language skills, Listening, Speaking, Reading and Writing will be assessed with equal weighting, at either Foundation or Higher level. All examinations will be taken at the end of year 11. The speaking examination will be conducted by the Language teacher in the summer term.



Music

What will I gain from studying this subject?

If you can play an instrument or sing to least at the equivalent of grade 3 standard then you could consider studying Music for GCSE. The course will encourage you to develop your musical skills and interests; there is a high practical element so you will spend much of the time performing, composing and listening, and you will be expected to contribute to some of the school ensembles.

You will experience a wide range of musical styles, which will allow you to increase your understanding and appreciation of a range of different kinds of music from four Areas of Study:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

How will my work be assessed?

Performance 30% Performance skills are an integral part of the course. They are assessed every term by one solo performance and one ensemble performance (2 or more people on separate parts). The best performance in both categories is internally assessed under controlled conditions.

Composing 30% You will write two compositions of about 3 minutes in total according to an idea decided on by both you and the teacher. You will use the latest music-writing software to produce professional-looking scores. Your compositions will be based on two different Areas of Study and will again be internally assessed under controlled conditions.

Listening and Appraising 40%

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

EDEXCEL

Physical Education

EDEXCEL

What will I gain from studying this subject?

On this course you will develop knowledge and practical skills in a range of physical activities, building on the knowledge, understanding and skills established in Key Stage 3. You will examine the effects of exercise and how training can improve performance. You will also identify ways to develop and maintain a healthy and active lifestyle, learning to plan, perform and evaluate a Personal Exercise Programme and

discovering the benefits of promoting 'sport for all'. You will be required to spend your own time enhancing your individual skills in your chosen sports. And you will be encouraged to join a sports club out of school. You will have three practical components, one team sport, one individual sport and one choice.

There is much to gain from this course but it is not for the faint-hearted!

How will my work be assessed?

COMPONENT	CONTENT	ASSESSMENT
1. Fitness and Systems	Applied anatomy Exam and physiology Movement Analysis Physical Training	Exam 8 x multiple choice Short answer questions 2 x extended answer questions
Weighting: 36% / 90 marks. Duration: 1 Hour 45 Minutes		
2. Health and Performance	Health fitness and well-being Sport Psychology Socio-cultural influences	Exam 6 x multiple choice 2 x extended answers
Weighting: 24% / 70 marks. Duration: 1 Hour 15 Minutes		
3. Practical Performance	Skills during individual activities Skills during team activities	Practical Assessment 1 x Individual activity 1 x team activity 1 x choice
Weighting: 30% / 90 marks. Duration: Assessed at the end of the course		
4. Personal Exercise Programme	Analysis of PEP Carry out and monitor the PEP Evaluation of the PEP	Written (1500 words)
Weighting: 10% / 20 marks. Duration: 6-8 weeks of the course		



Religious Studies

What will I gain from studying this subject?

The GCSE course provides an opportunity for students to engage with a variety of topical questions around belief, values, meaning, purpose and truth.

Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

Students of all abilities will be challenged and inspired, whilst developing valuable skills sought after by higher education and employers.

How will my work be assessed?

Component 1: 50% of GCSE

The study of religions: beliefs, teachings and practices

What's assessed:

Beliefs, teachings and practices of

Christianity

Judaism

How it's assessed:

Written exam: 1 hour 45 minutes

96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG)) Questions: The questions within each religion have a common structure of two five-part questions of 1, 2, 4, 5 and 6 marks plus one 12 mark question. Each religion is marked out of 48.

Component 2: 50% of GCSE Thematic studies

What's assessed:

Two Religious, philosophical and ethical studies themes and two Textual studies themes.

Religious, philosophical and ethical studies themes:

Theme A: Relationships and families.

Theme B: Religion and life.

Textual studies themes:

Theme G: St Mark's Gospel – the life of Jesus.

Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.

How it's assessed:

Written exam: 1 hour 45 minutes,

96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG)) Questions:

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme is marked out of 24.

AQA

Science

Biology, Chemistry, Physics

AQA

What will I gain from studying this subject?

In Year 9 we have already started GCSE courses in Biology, Chemistry and Physics and students will continue to study all three subjects in Year 10 and 11 with specialist subject teachers in each discipline. We follow the AQA syllabus which combines relevant, inspiring content and practical work.

Every student will have the same number of lessons in science and most students will work towards a Combined Science award (equivalent to two GCSEs). A smaller group of the most able scientists will work towards Separate Science GCSEs in Biology, Chemistry and Physics (equivalent to three GCSEs).

COMBINED SCIENCE

This is available at both the Higher and Foundation levels to suit students of different abilities and aptitudes. The Higher level papers will lead to grades 4-9, and the Foundation level papers will lead to grades 1-5 with questions set in a more structured and less open-ended style.

SEPARATE SCIENCES

This is aimed at those students who know that they want to follow a higher education science course and who are realistically aiming at the highest grades. Those taking the Separate Sciences will cover more content and will form one group of highly motivated students who will study at a faster pace and will be provided

with a greater depth of understanding for continuing with any of these subjects at A-level. Those thinking of studying medicine or veterinary science are advised that universities will expect them to have A-level Chemistry and, usually, Biology.

How will my work be assessed?

All qualifications are linear. Linear means that students will sit all their exams at the end of the course.

Combined Science

There are six 75 minute papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and will contribute 16.7% of the GCSE marks.

Separate Sciences

There are two 105 minute papers for each Separate subject. Each of the papers will assess knowledge and understanding from distinct topic areas and will contribute 50% of the GCSE mark.

Practical work

Within the written question papers, a minimum of 15% of marks will be from questions concerning practical work. Students must carry out a minimum number of practical activities defined by AQA which will be 8 for GCSE Biology, Chemistry and Physics and 16 for GCSE Combined Science.

THE COURSE CONTENT FOR COMBINED SCIENCE OR SEPARATE SCIENCES:

BIOLOGY

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

CHEMISTRY

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

PHYSICS

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure



Non-Examination Subjects

Physical Education

Students in Years 10 and 11 experience a wide variety of sports.

Within the curriculum you will have the opportunity to work in teams and also as individuals, by following courses which will improve your skill and your body management training. We also continue to work on components of fitness like cardiovascular fitness.

We aim to provide many and varied experiences, to include: netball, hockey, circuit training, aerobics, tennis, table-tennis, badminton, basketball, trampoline, rounders, football, rugby and cricket.

You will also be encouraged to improve your sporting skills in extra-curricular time by joining clubs run at lunchtime and after school and to participate in inter-school and inter-house matches.

PSHCE

PSHCE continues in Years 10 & 11, with an increasing emphasis on work related learning, careers development and a more specific preparation of the skills useful in adult life. You will be encouraged to make informed decisions on a wide range of issues and enjoy greater opportunity to express your views openly and freely.

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.



And last but not least!

Clubs and 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 lunchtime or after school. After school

there are two activity sessions: from 4.15pm to 5pm and from 5pm to 6pm. 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 fifty 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 9-11 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

Mobile phones may be brought in to school but must not be used during the school day. 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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