



Tadcaster Grammar School
'A Culture of Excellence'

Year 9 Parents' Subject Guide 2018-2019



Contents

A Culture of Excellence: Page 3

General: Page 4

Reports: Page 6

Core Subjects

English: Page 8

Mathematics: Page 10

Science: Page 12

Non-Core Subjects

Art: Page 14

Business: Page 16

Computing: Page 18

Drama: Page 20

Food and Textiles: Page 22

Geography: Page 24

History: Page 26

Modern Foreign Languages: Page 28

Music: Page 31

Physical Education: Page 33

Religious Education: Page 35

Technology: Page 37

Skills For Life & Citizenship: Page 39

Careers: Page 41

'A Culture of Excellence'



High expectations, Wonderful experiences, Great support

Every student will:

- Behave impeccably and develop 'habits of excellence'
- Receive consistently excellent teaching
- Be given opportunities to grow academically, personally and culturally
- Be known well, included, valued and heard
- Feel happy, safe, and be respectful of others.
- Have an excellent experience in our Sixth Form

Every family will receive:

- Regular, clear and meaningful information about their child's progress and development
- Guidance and advice about how to best support their child's learning
- Excellent communication from school and opportunities to provide us with feedback

Every member of staff will be:

- Trusted to do their jobs well, supported and valued
- Assisted to maintain personal health and well-being
- Encouraged to be professionally self reflective and provided with opportunities to develop their skills
- Expected to consistently model the habits and behaviours we require from our students

General Information

The aim of this booklet is to provide parents with information about what students in Year 9 will be learning in each subject, how their attainment will be assessed and how this is reported upon. We hope that answers to any questions you might have about your child's learning can be found here.

Subjects



Tracking and Monitoring

Aside from the tracking and monitoring of student achievement that KS3 Leaders, Subject Leaders and Faculty Leaders will do over time, House Leaders will also look at 'global' achievement and implement relevant additional support when necessary should concerns come to light. They also recognise student successes and instigate rewards.

Literacy Across the Curriculum

The development of literacy skills is central to a young person's access to a full curriculum, as well as to their life chances more widely. All teachers at TGS develop students' spoken language, reading, writing and vocabulary as integral aspects of their subject.

As part of the KS3 Independent Reading Programme, Year 7 students should bring their own reading book to school every day and will always read during VT time. In each subject area you will find keywords associated with the language of the subject. This year's whole school focus is promoting improved literacy through reading – opportunities and engagement in reading in different contexts and settings (to raise the reading age and improve literacy skills of students).

Teachers will be encouraging students' presentation of work to be a habit of excellence.

Feedback, Assessment and Marking

Q) What is feedback?

Feedback is when the class teacher provides constructive advice and guidance to the student about how they can improve their work.

Q) How is feedback used to help students develop?

When feedback is given – in whatever form – students are given time to, and expected to, act upon it to improve their knowledge, understanding and skills. This time is often planned into lessons but may, sometimes, be set as homework.

Q) What does excellent assessment and feedback look like?

Excellent assessment and feedback will not necessarily look the same across subjects and may even differ dependent upon the topic being studied within a subject. The key to excellent feedback is not its form but how successfully it supports students to develop and improve and how it aids the teacher in the planning of future lessons. Often the most effective feedback is prompt verbal feedback which students receive throughout lessons guiding them how to improve. When it is impractical to give quality verbal feedback written feedback may be given. This may be in the form of a 'checklist' with annotations where necessary or freely written.

Q) What is 'peer' and 'self' assessment?

Peer assessment is when another student in a class reviews the work of a classmate and provides feedback on how to improve using criteria set by the teacher. Self assessment is similar but where a student reviews their own work in this way against set criteria. Where peer and self assessment takes place the teacher will ensure that the students have the necessary skills to do so accurately. Often self and peer assessed work is 'moderated' by the class teacher. *Q) Should all work be 'marked'?*

In order to plan effective lessons teachers are required to know the strengths and weaknesses of the students in their class. It is necessary that they use a range of approaches to capture this information. Teachers will ensure that they manage their marking to maximise the time they have available for planning effective lessons. A teacher may collect a class set of books and review them (without necessarily providing written comments) as part of building the picture of strengths and weaknesses of individuals and the class. In order to balance the demands each subject is expected to have a list of key pieces of work that should be formally marked by the teacher – these vary in format from subject to subject. *Q) Do you 'mark' for literacy?*

There is an expectation of high standards of spelling, punctuation and grammar in student's written work. Where the work can be improved in these areas the student will be given feedback to help them to improve.

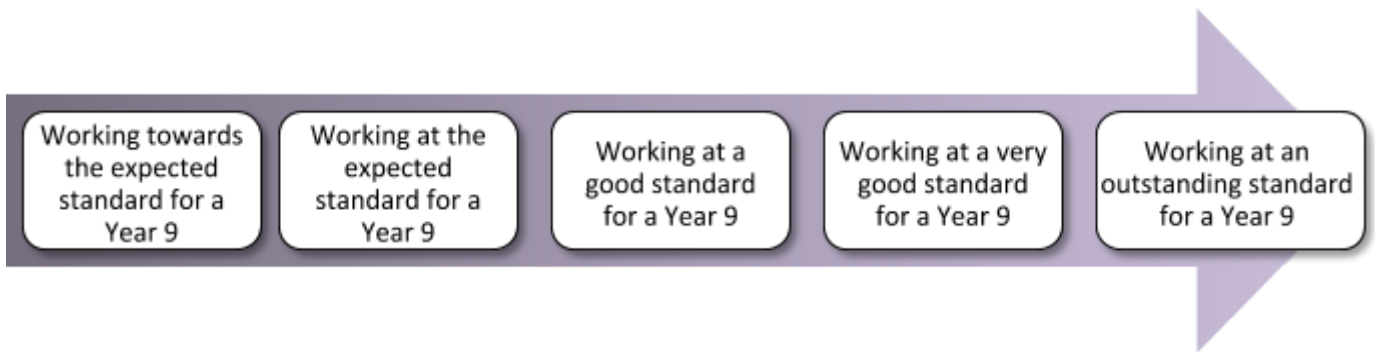
Q) Who should I speak to if I have additional questions?

If the questions are subject specific then the Subject Leader (details on individual subject pages) is the most appropriate contact. If the question is more generic then Mr Steve Wren, Assistant Headteacher (s.wren@tgs.starmat.uk) will be pleased to answer them.

Reporting to parents

Attainment reports

The Government announced in 2013 that National Curriculum levels were to be abolished and will not be replaced for students entering Year 7. We have implemented a replacement that is meaningful, fit for purpose, has subject parity and fits the desires and needs of students and parents. We now use the following criteria for reporting on attainment in each subject:



Subjects will report on attainment at times that suit their curriculum. There will be 3 reports for Maths, English and Science and 2 reports for other subjects. These can be viewed online (through e-portal – we will text you when your child’s report has been updated) and printed copies will be sent at the end of the school year.

Attitudinal reports

We will report to you twice a year on how your child is progressing in terms of their attitude to learning; homework and behaviour in lessons. These reports will be sent home to you in November and in April.

Student benchmarks and progress

An aspirational attainment benchmark for each subject will be set. The target will be set based on KS2 data and subject teacher input and will represent your child making progress in line with a ‘top 20% school’ in the country. The benchmarks are subject specific and are reviewed annually to ensure that they remain challenging. Progress will be measured against that benchmark and indicated in the report via ‘traffic lights’.

These benchmarks will be shared with parents via a separate e-portal report. It is important to note that these benchmarks do not represent a cap on potential achievement but allow student progress to be compared to students with similar prior attainment nationally.

The Reporting Calendar

Students will have their attainment, progress and Attitude to Learning and Homework performance indicators reported upon by the following dates throughout the year as follows:

Subject	Report 1	Report 2	Report 3
English	Early December	Early March	Mid June
Mathematics	Late January	Mid May	Mid July
Science	Mid December	Early March	Late June
Art	Late January	Late June	-
Business	Mid December	Late March	-
Computing	Late January	Early June	
Drama	Early February	Mid May	-
Food and Textiles	Late January	Mid June	-
Geography	Early December	Early May	-
History	Early December	Early June	-
Modern Foreign Languages	Early December	Late March	-
Modern Foreign Languages (second)	Early December	Late March	-
Music	Early December	Early June	-
Physical Education	Early December	Mid July	-
Religious Education	Early December	Early June	-
Skills for Life	Early December	Late June	-
Technology	Early February	Mid June	-

Parents can access the live reports on their son/daughter's ePortal profile page at any time. A reminder text message will be sent to parents at various times throughout the year. Each report completed by your son/daughter's teachers will include subject specific strengths and areas for development from that assessment.

Subject Leader

Ms C. Carson: c.carson@tgs.starmat.uk

Ms L Boddy KS3 Leader: l.boddy@tgs.starmat.uk

Curriculum

Key Stage 3 is an interesting stage in a child's educational journey. The lack of 'formal' assessment of learning which takes place in KS2 and KS4 means there is opportunity for creativity and freedom in what we teach. We aim to offer a broad, balanced and exciting curriculum across Key Stage 3, building the skills that students will need higher up the school but allowing them to explore English in all its forms and genres. We hope that our Key Stage 3 Curriculum offers your child the opportunity to try out new authors, new ways of writing and to question what they read and their opinions on it. We hope to offer them the chance to discuss, to share, to explore, to create and to discover.

During Year 9 students will study the following broad topic areas:

- Gothic Writing
- War Poetry
- Of Mice and Men (modern novel)
- Writer's viewpoints and perspectives - non fiction
- Shakespearean Tragedy

Homework & Marking

Approximately 30 minutes of written (or research) homework will be set every fortnight. In addition to this, students have an ongoing reading homework for the whole year. This requires reading at least five fiction books (though ideally more than three) and completing a choice of tasks (tasks are set on a 'Google Classroom' page) across the course of the year, as guided by the class teacher. Students' work will be marked with a combination of teacher, peer and self-assessment.

Assessment & Feedback

Each unit involves one 'assessed' piece of work which students draft, edit, review and rewrite with the formative support of their teacher, before a final 'summative' mark is given along with an ongoing target for development.

The Language of English

Language	Adjective
Character	Sentence
Imagery	Purpose
Quotation	Audience
Setting	Form

Useful Websites

The writing Zone on the VLE contains a number of worksheets and PowerPoint presentations that will help students with their writing targets. To access the VLE login with student details and look for English under 'All Courses'.

What Can parents Do To Help?

Parents can help by encouraging their children to read for pleasure for a minimum of 1 hour a week, regularly monitoring their children's reading (through discussion/listening) and signing the Reading Log in planners. Looking at, and helping students act on their targets would also be useful.

Subject Leader

Mr R. Power

Ms Ruth Butterworth KS3 Leader: (r.butterworth@@tgs.starmat.uk)

Curriculum

All students will progress through ability relevant topics each term under the headings Number, Algebra, Geometry and Statistics. The year is divided as follows:

	Unit of Work			
	Number	Algebra	Geometry	Statistics
Autumn	The Number System	Manipulation and Substitution	Angles and Constructions	Displaying and Comparing Data
Spring	Fractions, Decimals, Percentages and Ratio & Proportion	Equations and Inequalities	Length, Area and Volume	Probability, Sets and Venn Diagrams
Summer	Calculations	Sequences and Graphs	Transformations	Data Project

Homework & Marking

Approximately 60 minutes of homework will be set over the course of a fortnight. This could take many forms including completing of tasks on MyMaths, Pixl or Google Classroom. Once every 6/7 weeks a Key Skills Homework will be set appropriate to the ability level of the student. Homework in the following week will involve doing follow-up work to address areas for improvement identified from the Key Skills Homework.

Assessment & Feedback

Each Key Skills Homework will be teacher-marked with feedback. Work in lessons will often be self or peer-marked in books. Key Skills follow-up work will be teacher-marked with written feedback given if needed.

The Language of Mathematics

Decimal

Fraction

Percentage

Ratio

Prime

Multiple

Factor

Variable

Equation

Expression

Useful Websites

www.mymaths.co.uk

www.corbettmaths.com

www.mangahigh.com

www.mathsgenie.co.uk

timetable.pixl.org.uk

mathsapp.pixl.org.uk

What Can Parents Do To Help?

Parents can encourage students to make regular use of the Student Maths Portal on the school VLE and mymaths.co.uk to revisit and revise topics covered in lessons and in preparation for assessments. Parents can particularly support students with their Key Skills follow-up work to address areas for improvement. There is also a Parent Maths Portal page on the school VLE with information and guidance. To access the VLE login with student details and look for Maths under 'All Courses'.

Subject Leader

Mr P Gomersal

Mrs Lynsay Fullerton KS3 Leader: (l.fullerton@tgs.starmat.uk)

Curriculum

In Year 9, students study aspects of all three Sciences. The year is divided up as follows:

	Unit of Work		
	Biology	Chemistry	Physics
Autumn	Life Processes	Chemical Reactions	Energy and Electricity
Spring - Summer	Begin GCSE Biology Topics	Begin GCSE Chemistry Topics	Begin GCSE Physics Topics

Homework & Marking

During each topic a piece of homework will be set and marked and a target set to support student learning. A mixture of peer-marking and teacher-marking is used.

Assessment & Feedback

Each of the 12 topics culminates with a test or investigation which will be marked and a target set to support student learning. Assessments at the end of each topic are 40 minute summative tests .

Additionally, students are assessed using a half year and full year summative exam which take place at the beginning of the spring and the second half of the summer term, respectively. The results of these exams will be averaged and used for setting. Where students are borderline cases, teacher recommendations will be used in addition.

The Language of Science

Genes	Photosynthesis
Inherit	Pollination
Mitochondria	Catalyst
Reactivity	Metals
Oxides	Oxidation
Current	Resistance
Power	Energy
Parallel Circuit	Series Circuit

Useful Websites

<http://www.bbc.co.uk/education/subjects/zng4d2p>

What Can Parents Do To Help?

The textbooks which accompany the course are available on the VLE as are revision summary sheets of each topic. Parents can access these and support students throughout teaching and in preparation for summative assessments. Additionally, there are a number of commercially available revision guides from CGP and Collins titled 'KS3 Science' that would support revision and consolidation. To access the VLE login with student details and look for Science under 'All Courses'.

Subject Leader

Mrs Emma Lattimore: (e.lattimore@tgs.starmat.uk)

Curriculum

In Year 9 students complete a scheme of learning entitled 'Identity'. The aim of the scheme is to equip all students with the skills and knowledge needed to experiment and invent their own works of art. The year is divided as follows:

	Unit of Work	
Autumn	<p><u>Street Art: Clay Name Plates</u></p> <p>Students investigate the reasons why artists produce street art before developing a design for their own <i>Tag</i>. Students develop this Tag into a design for a clay name plate.</p>	<p><u>Street Art: Celebrities inspired by Shepard Fairey</u></p> <p>Students use the Street Artist Shepard Faireys work as the inspiration for their painting of a celebrity.</p>
Spring	<p><u>Aspirations: Collage Study</u></p> <p>Students produce a collage drawing based on their dreams and aspirations. They will practice techniques including drawing, collage & water colour painting.</p>	<p><u>Mixed media: Portraits</u></p> <p>Students work in the style of artist Stephanie Ledoux to produce a portrait. They will incorporate collaged imagery based on their own identity and a drawn image of themselves.</p>
Summer	<p><u>Identity: Illustration</u></p> <p>Students produce an illustration based on logos linked to their hobbies & interests. They apply patterns and mark making to create an accurate and highly detailed finish.</p>	<p><u>Food: Georgina Luck inspired studies.</u></p> <p>Students Study the work of Georgina Luck before creating large scale experimental studies of food packaging. They will apply bright colours with inks.</p>

We promote transferable skills such as imagination, problem solving, self-discipline and motivation in all aspects of our work and challenge all students to *"be the best that YOU can be"*.

Student's project and sketchbook marks combine to enable a report on current attainment.

Homework & Marking

Official homework tasks are set fortnightly. In addition students may be asked to complete classwork. Termly homework can be viewed in students' books on 'mid-term' plans and on the VLE. Sketchbooks are marked once per term, improvement prompts are given in the form of code, then students decode their work and make improvements where appropriate.

Assessment & Feedback

Students' sketchbooks are marked at three points throughout the year. Once sketchbooks are marked, improvement prompts are given in the form of code which students then decode their work and make improvements where appropriate.

The Language of Art

Recording

Critical

Application

Realise

Annotation

Reference

Development

Contextual

Useful Websites

Students are encouraged to visit gallery and museum websites to develop their own interests. Links to useful websites are also available on the VLE. To access the VLE login with student details and look for Art under 'All Courses'

What Can Parents Do To Help?

Students should complete homework to the best of their ability and help from parents is not expected. Parents can support by ensuring students are organised with books, equipment and meeting homework deadlines. Access to a computer, internet and printer can help with many homework tasks.

Subject Leader

Mr C Benoit

Mrs Trish Parkin KS3 Leader: (t.parkin@tgs.starmat.uk)

Curriculum

The purpose of the Business Education programme at Key Stage 3 is to give students the opportunity to explore the theories and concepts of the business and economic world. Students undertake written and practical tasks to investigate business and its environment. The course of study provides progression for those wishing to continue their studies to GCSE Business or GCSE Economics.

The Year 9 programme introduces students to the following:

	Unit of Work
September – February	An introduction to Economics The basic economic problem Types of economies Price mechanism The National economy
February – July	Personal finance Money management

Homework & Marking

Students create a poster to demonstrate their understanding of key economic terms and concepts. They are asked to research and collect data from the current national economy.

Assessment & Feedback

Each student is issued a study booklet at the start of each unit. Class work tasks are either self, peer or teacher assessed; and targets are set accordingly. There are two formal assessments during the year, a test result and project mark. The aim of these assessments is to give students feedback on their progress and develop in them the skills, knowledge and techniques needed to succeed if they continue their studies to GCSE level.

The Language of Business

Basic Needs	Infinite wants
Production Possibility Frontier	Opportunity cost
Price mechanism	Command/Market/Mixed
Inflation	Economic Growth
Interest Rates	Exchange Rates
European Union	Budgeting

Useful Websites

<http://www.bbc.co.uk/education/subjects/zpsvr82>

What Can Parents Do To Help?

We are very grateful to parents who regularly discuss the business world and the wider economy with their children as it helps them make faster progress. It is very helpful when students are encouraged to watch the News to keep abreast of business events and changes in the economy.

Computing

Subject Leader

Mrs J Joslin

Mr John Bell KS3 Leader: (j.bell@tgs.starmat.uk)

Curriculum

Students in Year 9 will learn to create computer programs using text based language and develop digital products. Skills will be taught through projects that are designed to be accessible to all and yet challenge the most able. The content of the year is as follows:

	Unit of Work
September – February	Website creation - Out and Up activity centre Python, text based programming – The basics and programming a robot arm
February – July	Animation – Create an advertising banner Music festival – Produce a range of digital promotional products

Homework & Marking

One extended homework project a year, plus as and when required. Work will be marked at key stages and again on completion of each project.

Assessment & Feedback

Attainment will be reported on for the reports on the Scratch and Image Manipulation projects. Detailed assessment criteria are included in each project and available on the VLE. Feedback will be given throughout the project and it will be marked at key stages. Feedback and marking will happen again on completion of each project.

The Language of Computing

Network

Program

Desktop

Data

File

Internet

Software

Spreadsheet

Storage

Folder

Useful Websites

www.teachict.com

What Can Parents Do To Help?

Parents could encourage students to think about the digital products they use in daily life and consider what makes them successful.

Drama

Subject Leader

Miss C Duckworth

Mr George O'Neil KS3 Leader: (g.oneil@tgs.starmat.uk)

Curriculum

Students in Year 9 study Drama for one hour a week. Students are introduced to various themes, topics and issues which they explore in a practical and imaginative way. Drama prepares students for the world of work by developing their analytical skills, creativity and ability to work effectively as a team. Students explore different aspects of the theatre such as costume design, directing and scriptwriting. The year is divided as follows:

	Unit of Work
Autumn (September - October)	Stereotypes
Autumn (November - December)	Theatre practitioners
Spring (January - March)	Issue based drama
Summer (April – July)	'Missing Dan Nolan'

Homework & Marking

Homework is set in response to individual needs at times necessary to support or enhance progress.

Assessment & Feedback

Students are assessed in three components which are 'creating a piece of drama', 'performing to an audience' and 'evaluating their work and that of others'. Students are given written feedback in their booklets after every scheme of work. The written feedback comments on their performance skills and on their written work. They are also given targets after every scheme.

The Language of Drama

Brecht	Multi-role play
Proxemics	Stranislavski
Interpretation	Conventions
Naturalism	Semiotics
Monologue	

Useful Websites

<http://www.britishtheatreguide.info/>

What Can Parents Do To Help?

Parents can support students by helping them learn lines (where necessary) and by giving them the opportunity to see live theatre.

Food and Textiles

Subject Leader

Mrs J Joslin

Miss Hayley Hercberg KS3 Leader: (h.hercberg@tgs.starmat.uk)

Curriculum

Students study Food and Nutrition for half of the year and Textiles for half of the year; the order of which could be different between classes.

Unit of Work	
Food and Nutrition	Textiles
Students will build upon the skills they gained in Year 8 and practice higher level food preparation skills. Students will also look at how diet can affect health and improve their knowledge of functions of ingredients.	Use and adapt a pattern to construct a high quality pair of sleep shorts.

Homework & Marking

In Food and Nutrition, students will be set one piece of homework per fortnight (preparing ingredients for practical) and will also be set tasks an extended research task.

In Textiles, students will be set one short research task as homework and one extended project relating to the soft furnishings project.

Assessment & Feedback

Practical skills are assessed each practical lesson. In Food, the recipes have been chosen to show a range of different skills and techniques which will be assessed during the practical lesson. Students will be assessed at the start and end of Food with either an online or written test. In Textiles, use of specific skills such as applique will be assessed through the marking of the practical outcome. Booklets will be marked every 3 weeks and some feedback is provided. Most feedback is verbal in Food and Textiles; however there is space in booklets for students to record this.

The Language of Food and Nutrition

Nutrient	Hygiene
Safety	Function
Property	Cross-contamination
Analyse	Specification
Evaluate	Sensory

The Language of Textiles

Design	Specification
Research	Analysis
Evaluation	Making
Development	Testing
Techniques	Fibres
Fabrics	Appliqué
Bondaweb	

Useful Websites

<http://www.foodafactoflife.org.uk>

<http://www.nutrition.org.uk>

<http://www.bbcgoodfood.com>

<http://www.explorefood.foodafactoflife.org.uk>

What Can Parents Do To Help?

Encourage students to practice the skills they have been taught in Food and Textiles at home. Ensure ingredients are available for students to be able to bring for Food lessons. Provide fabric for the cushion cover. Ensure students contact their Food teacher if they miss a lesson in order to find out if ingredients are required in the following lesson.

Subject Leader

Mrs L Ireland

Mr Oliver Kenyon KS3 Leader: (o.kenyon@tgs.starmat.uk)

Curriculum

Throughout the course of Year 9 Geography, individuals will be formally assessed a total of three times. Only two of these assessments will be reported the other will be recorded in exercise books and parents will be asked to sign the assessment to acknowledge the fact that they have seen it. The year is divided up as follows:

	Unit of Work	Skills, Knowledge and Understanding
Autumn	Restless Earth (November/December)	Location of plate boundaries Plate tectonics Plate boundaries Impacts of hazards
Spring	Globalisation (March)	Description and explanation Location Case Studies Clark-Fisher Model Links to China and India
Summer	Extreme Environments (June)	Comparisons between hot arid and cold polar Case studies Adaptations – people, flora, fauna Sustainable development of these areas

Homework & Marking

Homework is set at least once per half term. There will be one written homework and the other either research or revision and preparation for an assessment.

Assessment & Feedback

Throughout the year students will study 3 topics that link to GCSE subject content; this will allow students to make an informed decision in the options process. Students will cover a variety of key concepts and skills that

will prepare them for GCSE study. As well as receiving a “no level” working at grade for key assessments, students will also be given an indication of progress against GCSE numbers (9-1).

The Language of Geography

Globalisation	Development
Job sectors	Primary
Secondary	Tertiary
Quaternary	TNCs
Impacts	Plate tectonics
Convection Currents	Plate boundaries
Hazard	Preparation
Management	Arid
Polar	Adaptation
Fauna	Flora
Sustainability	

Useful Websites

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

http://www.bbc.co.uk/learning/subjects/environmental_studies.shtml

What Can Parents Do To Help?

Parents could help and support by quite simply encouraging their children to watch the news, visit the environmental section on BBC News, and follow the National Geographic social media pages for contemporary galleries and articles.

Subject Leader

Mr Andrew Crease: (a.crease@tgs.starmat.uk)

Curriculum

All students will study the key events of the Twentieth Century from World War One up to the end of the Cold War. The year is divided up as follows:

	Unit of Work
Autumn	Theme 1: The Effects of World War One Theme 2: Nazi Germany and the Holocaust
Spring	Theme 3: World War Two Theme 4: The Cold War
Summer	Theme 5: Technology through time

Homework & Marking

Students will be set at least one piece of homework each half term, some of which will be related to assessments undertaken at the end of each theme.

Assessment & Feedback

Students will be assessed in January and June on their understanding of chronology, change and continuity, their ability to interpret sources and their capability to make judgments on causation and consequence.

The Language of History

Source	Causation
Reliability	Consequence
Interpretation	Significance
Fact	Chronology
Objective	

Useful Websites

www.spartacus-educational.com/

www.bbc.co.uk/history/0/

What Can Parents Do To Help?

Parents can encourage their children to read historical novel or watch historical programmes of TV. For the Twentieth Century You tube has an huge range of material that can aid student understanding. Many local museums cover the Twentieth Century very well.

Subject Leader

Mrs J Davies

Miss Anna Helliwell KS3 Leader (German): (a.helliwell@tgs.starmat.uk)

Mrs Marie-Claire Butterworth KS3 Leader (French): (m.butterworth@tgs.starmat.uk)

Curriculum

The academic year is divided as follows for students who are continuing with French that they started studying in Year 8:

	Unit of Work			
	Listening	Speaking	Reading	Writing
Unit 1: Holidays Unit 2: Transactional Language	<p>Students understand longer passages with some unfamiliar vocabulary, spoken at near normal speed. They can recognise attitudes and emotions.</p>	<p>Students can give 45 sentences in response to a picture card.</p> <p>They can take part in a role-play.</p> <p>Students can start to answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. Pronunciation is improving.</p>	<p>Students understand longer texts and recognise people's points of view. These texts cover a range of imaginative, factual and literary material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing.</p>	<p>Students show an ability to write longer paragraphs with increasing complexity. Incorporating a wider range of structures and vocabulary.</p> <p>Students are translating from and into the target language.</p> <p>Students can apply their knowledge of grammar in their written work.</p>
Unit 3: Environment Unit 4: Technology and media	<p>Students listen to authentic materials and are able to understand and interpret the main points with increasing confidence. They can draw inferences and needless repetition.</p>	<p>Students start to speak more fluently and at greater length in response to questions.</p> <p>They use the tenses accurately as well as wide range of vocabulary and other structures such as time phrases and modifiers.</p>	<p>Students show an increasing understanding of and ability to respond to language used in authentic and literary texts and can respond to the texts in French and English with a good understanding of question words.</p> <p>the texts in French and English with a good</p>	<p>Students are becoming more independent in the production of their written work. They can write several longer paragraphs. They use a range of vocabulary, structures and time references.</p> <p>Students are translating from and into the target language with increasing accuracy and complexity.</p> <p>Students are using grammar accurately</p>

understanding of question words.

Some students begin a second language in Year 8. The academic year is divided as follows:

Unit of Work				
	Listening	Speaking	Reading	Writing
<p>Unit 1: Sophie Scholl</p> <p>Unit 2: School</p>	<p>Students understand longer passages with some unfamiliar vocabulary, spoken at near normal speed. They can recognise attitudes and emotions.</p>	<p>Students can give 45 sentences in response to a picture card.</p> <p>They can take part in a role-play.</p> <p>Students can start to answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. Pronunciation is improving.</p>	<p>Students understand longer texts and recognise people's points of view. These texts cover a range of imaginative, factual and literary material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing.</p>	<p>Students show an ability to write longer paragraphs with increasing complexity. Incorporating a wider range of structures and vocabulary.</p> <p>Students are translating from and into the target language.</p> <p>Students can apply their knowledge of grammar in their written work.</p>
<p>Unit 3: Holidays</p> <p>Unit 4: Transactional Languages</p>	<p>Students listen to authentic materials and are able to understand and interpret the main points with increasing confidence. They can draw inferences and needless repetition.</p>	<p>Students start to speak more fluently and at greater length in response to questions.</p> <p>They use the tenses accurately as well as wide range of vocabulary and other structures such as time phrases and modifiers.</p>	<p>Students show an increasing understanding of and ability to respond to language used in authentic and literary texts and can respond to the texts in German and English with a good understanding of question words.</p>	<p>Students are becoming more independent in the production of their written work. They can write several longer paragraphs. They use a range of vocabulary, structures and time references.</p> <p>Students are translating from and into the target language with increasing accuracy and complexity.</p> <p>Students are using grammar accurately.</p>

Homework & Marking

All written and spoken assessments will be marked. Homework will often be learning vocabulary and this will be set as it arises within the different topic areas.

Assessment & Feedback

Students will be assessed in four different but equally weighted skill areas. Skills will combine to form an overall achievement grade. Speaking and writing will be assessed formally at the end of a unit. Reading and listening will be assessed on a summative basis in lessons.

The Language of Modern Foreign Languages

Tense	Infinitive verb
Past participle	Cognate
Synonym	Opinions with justifications
Connective	Modifier
Accent	Umlaut
Vocabulary	Agreement
Verb ending	

Useful Websites

www.linguascope.com

www.languagesonline.org.uk

www.memrise.com

www.duolingo.com

What Can Parents Do To Help?

Help and support may be needed when learning new vocabulary which will mainly be set from the unit booklets. Parents can also help with preparation for spoken and written assessments.

Subject Leader

Mrs E Lattimore

Miss Sam Buckley: (s.buckley@tgs.starmat.uk)

Curriculum

Students follow a programme of study focussing on the following themes:

	Unit of Work	Assessments
Autumn	Caribbean Music Film Music	Performing assessment Composing assessment
Spring	Keyboard Skills	Performing assessment
Summer	Song writing	Composing and listening assessment

Homework & Marking

Homework is set and marked approximately once per half term.

Assessment & Feedback

Students will receive summative feedback from teachers on a half termly basis. This will be complemented by a range of peer, self and teacher assessment activities throughout each topic.

The Language of Music

Reggae

Timbre

Song structure

Bass clef

Melody

Harmony

Dissonant

Consonant

Useful Websites

<http://www.musicteachers.co.uk/namethatnote/>

<http://www.sfskids.org/>

What Can Parents Do To Help?

Ensure that instrumentalists are practicing regularly following the guidelines from their specialist teacher. Consider supporting your child to learn a musical instrument. Details are available from the music department.

Subject Leader

Mr Rob Solk: (r.solk@tgs.starmat.uk)

Curriculum

Students develop within a sport or discipline for a fixed period of time throughout the year before moving to a different sport or discipline. The sport or discipline undertaken is dependent on gender and only practical elements form the curriculum. The year is divided into two blocks as follows (all sports and disciplines listed are undertaken):

	Unit of Work	
	Boys	Girls
Autumn – Spring Practical 1	Rugby Union Football Basketball Table Tennis Hockey Volleyball	Hockey Netball Dance Gymnastics Handball Rugby Union or Football Volleyball
Spring – Summer Practical 2	Athletics Tennis Cricket Rounders	Athletics Tennis Rounders Orienteering

Homework & Marking

Students are set no homework.

Assessment & Feedback

Students are assessed on all sports or disciplines as they occur. Their best '4' sports or disciplines count towards their current attainment in a minimum of two activity areas. Assessment takes place over a series of lessons. Attainment is assessed against Edexcel GCSE PE criteria. Feedback is given throughout the progression of lessons verbally.

The Language of Physical Education

Run	Jump
Throw	Catch
Teamwork	Leadership
Officiating	Fair play
Competition	Health
Exercise	Fitness
Performance	Training
Somatotype	Cardiovascular
Respiratory	Muscular
Skeletal	

Useful Websites

<http://www.thefa.com/> - Football

<http://www.rfu.com/> - Rugby Union

<http://www.basketballengland.co.uk/> - Basketball

<http://www.englandhockey.co.uk/> - Hockey

<https://www.volleyballengland.org/> - Volleyball

<http://www.ecb.co.uk/> - Cricket

<http://www.lta.org.uk/> - Tennis

<http://www.englandathletics.org/> - Athletics

<http://www.englandnetball.co.uk/> - Netball

<http://www.roundersengland.co.uk/> - Rounders

<http://www.british-gymnastics.org/> - Gymnastics

<http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx> - Assessment Criteria

What Can Parents Do To Help?

Parents could help and support by ensuring that their son/daughter has the correct PE kit for each lesson and also encourage their son/daughter to take part in at least one extra-curricular club.

Religious Education

Subject Leader

Mrs L Ireland

Miss T. Askew KS3 Leader: (t.askew@tgs.starmat.uk)

Curriculum

The year is divided up as follows:

	Unit of Work
Autumn	Christian Beliefs
Spring	Families and Relationships
Summer	Peace and Conflict

Homework & Marking

Flip learning, project work and revision.

Assessment & Feedback

Three times a term mini GCSE practice questions. Followed by one end of unit test per unit.

The Language of Religious Education

Belief	Believe	Suffering	Holocaust
Jesus	Christianity	Abortion	Pro-choice
Monotheist	Prayer	Euthanasia	Enslavement
Agnostic	Theist	Evolution	Sanctity of life
Atheist	Religion	Creation	Quality of life
Polytheist	Faith	Halal	Stewardship

Useful Websites

www.bbc.co.uk/religion/

What Can Parents Do To Help?

Parents can give help and support by discussing religion with students and explaining anything that involves religion that they may see on the news.

Subject Leader

Mr Jon Bell: Subject Leader (j.bell@tgs.starmat.uk)

Curriculum

Students will undertake a range of design and make activities, in these activities they will be assessed on their ability to research, design, develop and manufacture products. The content of the year is as follows:

	Unit of Work
September – February	3D sketching and rendering Electronic programmable game
February – July	Architecture project Design styles

Homework & Marking

One extended homework projects a year, plus as and when required. Work will be marked at key stages and again on completion of each project.

Assessment & Feedback

Attainment will be reported on for the reports on the 3D sketching and Electronic game projects. Detailed assessment criteria are included in each project booklet and available on the VLE. Feedback will be given throughout the project and it will be marked at key stages. Feedback and marking will happen again on completion of each project. To access the VLE log in with student details and look for Technology under 'All Courses'.

The Language of Technology

Analysis	Research
Specification	Design
Development	Testing
Evaluation	

Useful Websites

www.technologystudent.com

What Can Parents Do To Help?

Parents could encourage students to think about the products they use in daily life and consider what makes them successful.

Subject Leader

Mrs Amanda Henson: (a.henson@tgs.starmat.uk)

Curriculum

All students will progress through a range of themes relating to the PSHE and Citizenship curriculum; the aim being to develop a well-rounded Citizen of the Tadcaster Grammar School Community from Year 7 onwards. The year is divided up as follows:

	Unit of Work	Skills/Content Assessed
Autumn	Citizenship: Attitudes...Active Citizens Good and Bad Role Models Pressure Groups The Media in our Society	Citizenship Effective Communicator Citizenship
Spring	Healthy Lifestyles: The Dangers of Alcohol & Drugs Sex & Relationships – the consequences of unprotected sex Staying safe – e-safety Healthy Lifestyles Magazine	Effective Communicator Effective Communicator Effective Team Worker
Summer	Being British Global Citizenship theme Youth Crime and Justice Systems	Citizenship Citizenship

Homework & Marking

Homework will be set when relevant to the themes over the term – usually 2 or 3 tasks are set.

Assessment & Feedback

At two definitive times during the year, the students will be assessed on the progress made in relation to their individual skills-set, in the following areas:

- Effective Communicator
- Team Worker

Teacher feedback on each skill demonstrated will be provided and a target will be set. Opportunities for each student to reflect upon the target set and where they use this skill in other subject areas are built into subsequent lessons. Each of the three skills will be assessed later in the year during the second reporting schedule, to highlight progress made. We will also be assessing their participation in Citizenship modules and will report on this during the second cycle.

The Language of Skills for Life

Skills	Communication
Teamwork	Independence
Choice	Responsibility
Respect	Decisions
Risks	Consequence

The Language of Citizenship

Democracy	Diversity
Government	Identity
Culture	Inclusion
Tolerance	Participation
Discrimination	Stereotyping

Useful Websites

<http://ceop.police.uk/>
www.frank.co.uk

What Can Parents Do To Help?

Parents can support students through discussion of the skills they have been developing through the themes covered.

Subject Leader

Ms Luci Davies: (l.davies@tgs.starmat.uk)

Curriculum

Careers Education - is delivered within Life Skills lessons and in KS3 focuses on developing students' self awareness and identifying their personal qualities, skills and abilities.

Careers Guidance and Information - The Careers Adviser, Jaz O'Reilly, is available in school 2 days a week. A careers 'drop in' clinic also runs in the ILC every Monday and Thursday lunchtime 12.30 until 1.00pm for students. There is a careers library located within the ILC which is accessible every break and lunchtime.

Useful Websites

icould: the *Buzz Test* and *Tycoon Game* are good fun and help young people find out lots of information about the kind of person they are and about the world of work – highly recommended.

www.icould.com/buzz

Startprofiles: An interactive programme that supports careers education and employability skills. Create a profile ongoing online careers advice and guidance.

Future Morph : this is a website designed for young people to explore career opportunities which use their Science and Maths skills. Click on *11-13* and then *next steps*. Have a go on *Game* as it asks you what will you be in the future? Explore how the things you enjoy link to jobs involving Science.

www.futuremorph.org

Careers Advice for Parents : www.careersadviceforparents.org

Careers Box : a free careers resource showing real people doing real jobs and talking about their experiences in that career. www.careersbox.co.uk

National Careers Service : Click on 13-19 tab www.nationalcareersservice.direct.gov.uk/

For the further information see the Careers page on the TGS website:

[information:https://web.tgsch.uk/school-information/careers/](https://web.tgsch.uk/school-information/careers/)