

CURRICULUM BOOKLET



Year 9
2026-2027





OUR INTENT

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

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

Underpinning Principles

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



Dear Parents

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

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

An overview of the timetable is given below:

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

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

DT KS3 lessons are taught in a rotation across the year covering all three topics (Product Design, Food Preparation & Nutrition and Textiles).

Drama are taught in forms (1 hour per week) throughout the year.

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

Yours sincerely

Miss J Silverthorne
Headteacher



HOMEWORK

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

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

Minimum entitlement (what every student will receive)

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

Key Information

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

Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Mrs Glue)
- Your child's Key Stage Lead (Mr Stevenson)



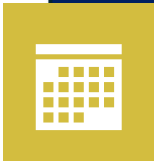


CURRICULUM MAPPING

The diagram below identifies the key opportunities for cross-curricular study in Year 7. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	English	Geography	History
Art		3D modelling	Design and planning		Subject specific vocab		Guernica
Computer Science	Going audio-visual				Dystopia	Cyber Security	
Design/Food						Vegetarianism	
Drama	Commedia Dell'arte				Verbatim Theatre		Commedia Dell'arte
English	Representations of dystopia					The Working class north	
Geography		Environmental issues	Global fashion				
History					WW1/WW2		
Maths	Proportion Reflections Symmetries Enlargement	Programming	Circles		Maths Vocabulary	Bearings	Pythagoras' Theorem
MFL						Environment and Social Issues	14 th of July / 11 th November
Music				Film Music			
PSHE		Online behaviour Computing laws			Topic Vocabulary	Fair Trade	Anti-Semitism
PE					Disciplinary Literacy		
RE		Cultural issues of technology					
Science			Making materials (Ceramics)			Earth and Atmosphere	





CURRICULUM MAPPING

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





KEY DATES

Month	Item	Date
August/ September	School opens School photos	4th September 2026 16th September 2026
October		
November		
December		
January	Reports issued Progress Review/Options Event	8 th January 2027 21 st January 2027
February		
March		
April		
May		
June		
July	Reports issued	1 st July 2027



ART

FACULTY: EXPRESSIVE ARTS



FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

Painting analysis

- Guernica

Art with a message

- Symbolism/Cubist response

Artist Study

- Cubism
- Painting response

Portraiture

- Identity

ASSESSMENT

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

HOMEWORK

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

ENHANCEMENT OPPORTUNITIES

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

RESOURCES

Students are advised to have the following items:

- B pencil
- Blendable coloured pencils





COMPUTER SCIENCE

FACULTY: TECHNOLOGIES

FACULTY INTRODUCTION

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

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

Topics to be covered in the year will include:

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

ASSESSMENT

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

ENHANCEMENT OPPORTUNITIES

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



DESIGN TECHNOLOGY

FACULTY: TECHNOLOGIES



FACULTY INTRODUCTION

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

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

MODULES COVERED IN THE YEAR

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

HOMEWORK

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

ENHANCEMENT OPPORTUNITIES

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

TEXTS TO BE ISSUED

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



DRAMA

FACULTY: EXPRESSIVE ARTS



FACULTY INTRODUCTION

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

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

MODULES COVERED IN THE YEAR

- *Too Much Punch For Judy*
- Pantomime

ASSESSMENT

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

ENHANCEMENT OPPORTUNITIES

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued:

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

HOMEWORK

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





ENGLISH

FACULTY: ENGLISH

FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

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

ASSESSMENT

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

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

HOMEWORK

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

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

ENHANCEMENT OPPORTUNITIES

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





FRENCH

FACULTY: MODERN LANGUAGES

FACULTY INTRODUCTION

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

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

In year 9 students will have the opportunity to visit France.

MODULES COVERED IN THE YEAR

- Work and future plans
- Healthy living
- Environment

ASSESSMENT

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

HOMEWORK

30 minutes homework is set once per week.

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

TEXTS TO BE ISSUED

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

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





GEOGRAPHY

FACULTY: HUMANITIES

FACULTY INTRODUCTION

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

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

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

MODULES COVERED IN THE YEAR

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

ASSESSMENT

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

HOMEWORK

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

ENHANCEMENT OPPORTUNITIES

- Challenge tasks within each lesson
- Disaster Management Session





HISTORY

FACULTY: HUMANITIES

FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

- The First World War
- The Second World War
- The Holocaust
- The Cold War
- The Civil Rights Movement
- Local history project

ASSESSMENT

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

HOMEWORK

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

TEXTS TO BE ISSUED

Exploring History textbooks are kept and used at school.



MATHEMATICS

FACULTY: MATHS



FACULTY INTRODUCTION

At Key Stage 3, all students follow the same maths curriculum in line with the KS3 framework for maths, ensuring a consistent learning experience across the year group. However, the pace and depth of topics may vary slightly depending on the group your child is in, allowing us to tailor the learning to their needs.

Each year group is split into two halves — Band 1 and Band 2. Within these bands, there are 4 groups: A, Bx, By, and C. The groups labelled "x" and "y" are parallel classes, meaning students in both groups are of similar ability and follow the same curriculum. Group C will focus on securing the fundamentals before moving on to more challenging content.

Students must be fully equipped with Maths equipment for every lesson:

- Pen
- Pencil
- Ruler
- Protractor
- Pair of compasses
- Scientific calculator

These can be bought from the library or Finance Office. Our recommended GCSE scientific calculators are: Casio FX-85GT CW or Casio FX-83GT CW.

ASSESSMENT

Year 9 students are assessed regularly throughout the year to monitor progress and inform teaching. Assessment tasks are varied and help students consolidate their learning and identify areas for development.

Throughout the year there will be:

- 3 end of term assessments
- A minimum of one Formally Marked Work per half term (a teacher-reviewed topic assessment)



MATHEMATICS cont...

FACULTY: MATHS



Curriculum Aims & Topics

Year 9 students will work towards the following aims:

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

Term	Autumn	Spring	Summer
Topics	Algebra	Proportion & Scales	Transformations
	Forming & Solving Equations and Inequalities	Pythagoras' Theorem & Trigonometry	Similarity & Congruency
	Quadratic Equations	Angles in Polygons & Parallel Lines	Simultaneous Equations
	Rearranging Formulae	Bearings	Representing Equations & Inequalities
	Indices	Graphs	Circles
	Standard Form		
	Fractions, Decimals & Bounds		

Homework:

Approximately 30 minutes of homework is set once per week. This will consist of, but is not limited to:

- Dr Frost or Sparx Maths online tasks
- Topic revision tasks
- Assessment consolidation tasks
- Targeted follow-up 'Boost' tasks based on assessment feedback

Support & Enrichment Opportunities:

- Dr Frost and Sparx Maths for online consolidation
- Maths Help – available once a week for additional support
- Targeted maths intervention (selected students)
- Opportunity for Group A students to sit the Intermediate UK Maths Challenge



MUSIC

FACULTY: EXPRESSIVE ARTS



FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

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

HOMEWORK

N/A

Enhancement Activities:

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



PHYSICAL EDUCATION

FACULTY: PHYSICAL EDUCATION



FACULTY INTRODUCTION

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

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence.
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way.
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity.
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills.
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active.
- We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

MODULES COVERED IN THE YEAR

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

ASSESSMENT

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

ENHANCEMENT OPPORTUNITIES

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



PERSONAL, SOCIAL AND HEALTH EDUCATION

FACULTY: PSHE



FACULTY INTRODUCTION

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

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

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

MODULES COVERED IN THE YEAR

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

ENHANCEMENT OPPORTUNITIES

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

WITHDRAWAL

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



RELIGIOUS EDUCATION

FACULTY: HUMANITIES



FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

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

GCSE Content

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

Paper 1

- Christianity – Beliefs and Teachings
- Christianity - Practices

ASSESSMENT

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

Each question tests:

- Knowledge
- Understanding
- Evaluation

HOMEWORK

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

ENHANCEMENT OPPORTUNITIES

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

TEXTS TO BE ISSUED

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



SCIENCE

FACULTY: SCIENCE



FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

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

ASSESSMENT

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

HOMEWORK

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

ENHANCEMENT OPPORTUNITIES

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

TEXTS TO BE ISSUED:

A Key Stage 3 revision guide can be purchased from the Science Faculty. Additional workbooks are also available





SPANISH (Second language)

FACULTY: MODERN LANGUAGES

FACULTY INTRODUCTION

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

MODULES COVERED IN THE YEAR

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

ASSESSMENT

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

HOMEWORK

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

TEXTS TO BE ISSUED

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



CAREERS EDUCATION, ADVICE AND GUIDANCE (CEIAG) YEAR 7



INTRODUCTION

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

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

Topics

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

ENHANCEMENT OPPORTUNITIES

- **Unifrog** – Students will have access to the platform Unifrog and will log interactions with employers and they can also complete courses.
- **The Tyre Challenge** – Students will develop their entrepreneurial and teamwork skills during this activity. This day will also involve alumni and guest speakers who will discuss their career journeys and allow students the opportunity to engage in real world scenarios and ask questions.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email Catherine Taylor: ctaylor@bishopstopford.com
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

QUALITY ASSURANCE

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





ENHANCEMENT ACTIVITIES

▶ **Trips and Visits: Voluntary Contributions**

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



NOTES

