

YATELEY SCHOOL Y8 LEARNING JOURNEY

Welcome to your second year at Yateley School! In this year you'll continue to develop and grow as you take a wide range of subjects and enjoy many different learning experiences. Some students will also pick up an additional language in MFL this year! This booklet is your "big guide" to Y8 as it shows you everything you'll be learning, as well as the incredible extra-curricula opportunities that are available for you to participate in. Let's go...

OUR SUBJECTS



ENGLISH

x7 lessons



MATHS

x6 lessons



SCIENCE

x6 lessons



PHYSICAL EDUCATION

x2 lessons



PSHE

x1 lesson



HISTORY

x3 lessons



GEOGRAPHY

x3 lessons



MFL

x4 lessons



COMPUTER SCIENCE

x1 lesson



RELIGIOUS STUDIES

x1 lessons



DESIGN TECHNOLOGY

x1 lesson



FOOD TECHNOLOGY

x1 lesson



ART

x1 lesson



DRAMA

x1 lesson



MUSIC

x1 lesson



DANCE

x1 lesson

OUR LEARNING VALUES



AMBITIOUS

Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.



CURIOUS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.



TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

OUR CULTURAL VALUES



READY

Be on time, equipped with what you need and ready to learn.



RESPECTFUL

Be respectful in all our actions and interactions with each other.



SAFE

Work together to keep each other safe from any harm.

2025–26 Calendar

September 2025	October 2025	November 2025
<p>Thu-04-Sep-25: INSET Fri-05-Sep-25: INSET Mon-08-Sep-25: Staggered start; Year 7, 10 Photographs; Mon-15-Sep-25: Y11 Geography Field Trip Tue-16-Sep-25: Wed-17-Sep-25: Y11 Globe Theatre Trip; Sixth Form Information Evening Thu-18-Sep-25: Y11 Geography Field Trip Fri-19-Sep-25: Duke of Edinburgh Trip Tue-23-Sep-25: Y6 Taster Day; Y11 Geography Field Trip Wed-24-Sep-25: Y6 Open Evening Thu-25-Sep-25: Maths Olympiad for Girls Fri-26-Sep-25: Y11 Geography Field Trip</p>	<p>Wed-01-Oct-25: Y6 Open Morning #1 Thu-02-Oct-25: Y6 Open Morning #2; Y7 Tutor Evening Wed-08-Oct-25: Sixth Form Freshers' Party Thu-09-Oct-25: Senior Maths Challenge Fri-10-Oct-25: Iceland Trip out Mon-13-Oct-25: Iceland Trip return Wed-15-Oct-25: Flu Vaccinations Fri-17-Oct-25: It's Not Ok!; House Dance Dress Rehearsal Mon-20-Oct-25: House Dance Full Rehearsal; House Dance Tue-21-Oct-25: House Dance Thu-23-Oct-25: 6th Form Open Evening Fri-24-Oct-25: Pink Day</p>	<p>Mon-03-Nov-25: INSET Tue-04-Nov-25: Y8 Stay Safe Wed-05-Nov-25: Y8 Stay Safe; Parent Stay Safe Evening Thu-06-Nov-25: Targeted 6th Form Evening; Y8 Stay Safe; Y11 Parent Information Evening Mon-10-Nov-25: Y9 Option Tasters; Psychology Theatre Trip Tue-11-Nov-25: Y9 Option Tasters Thu-13-Nov-25: Y8 Parents' Evening Mon-17-Nov-25: Department Time Tue-18-Nov-25: PSHE Department Meeting Wed-19-Nov-25: 6th Form Taster Thu-20-Nov-25: Y9 Options Evening Fri-21-Nov-25: 6th Form Philosophy Conference Mon-24-Nov-25: RAG Week Tue-25-Nov-25: House Drama; RAG Week Wed-26-Nov-25: House Drama; RAG Week Thu-27-Nov-25: Careers Fair; RAG Week Fri-28-Nov-25: RAG Week</p>
Please note: All dates are subject to change. Our most up-to-date calendar can always be found at https://www.yateleyschool.net/events-calendar/		
December 2025	January 2026	February 2026
<p>Y11 Mock Exams: Monday 01 December to Friday 12 December Mon-01-Dec-25: Criminology Exams; Tue-02-Dec-25: Criminology Exams Mon-08-Dec-25: Criminology Exams Tue-09-Dec-25: Criminology Exams Wed-10-Dec-25: Sixth Form Christmas Party Fri-12-Dec-25: Charity Jumper Day Thu-18-Dec-25: Christmas Fair Fri-19-Dec-25: 1/2 Day – 1.10pm finish</p>	<p>Y13 Mock Exams: Monday 05 January to Friday 16 January Tue-13-Jan-26: INSET; Y9 Options Deadline Thu-15-Jan-26: Y9 Vaccinations Fri-16-Jan-26: Y9 Vaccinations Thu-22-Jan-26: Y11 Parents' Evening Wed-28-Jan-26: Intermediate Maths Challenge Thu-29-Jan-26: Dance Live! (Reserve Date)</p>	<p>Tue-03-Feb-26: Dance Live! Thu-12-Feb-26: 6th Form Parents' Evening Mon-23-Feb-26: Y12 Geography Field Trip Tue-24-Feb-26: Y12 Geography Field Trip Wed-25-Feb-26: Y12 Geography Field Trip Thu-26-Feb-26: Y12 Geography Field Trip Fri-27-Feb-26: Y12 Geography Field Trip</p>
Please note: All dates are subject to change. Our most up-to-date calendar can always be found at https://www.yateleyschool.net/events-calendar/		
March 2026	April 2026	May 2026
<p>Mon-02-Mar-26: Psychology LIVE! (Paris) Tue-03-Mar-26: UK University & Apprenticeship Search; Psychology LIVE! (Paris) Wed-04-Mar-26: Psychology LIVE! (Paris) Fri-06-Mar-26: GCSE Drama Exam Thu-12-Mar-26: Y7 Parents' Evening Mon-16-Mar-26: Department Time Tue-17-Mar-26: Y9 to Y11 Catch-Up Vaccinations Wed-18-Mar-26: House Music Thu-19-Mar-26: INSET; EFA6 Fri-20-Mar-26: Y7 Gurdwara Trip; A Level Drama Exam; Mon-23-Mar-26: Charity Week Tue-24-Mar-26: Charity Week Wed-25-Mar-26: Charity Week Thu-26-Mar-26: Charity Week; Y10 Parents' Evening Fri-27-Mar-26: Charity Week; Non Uniform Day</p>	<p>Thu-16-Apr-26: Art GCSE Fri-17-Apr-26: Art GCSE Tue-21-Apr-26: PSHE Department Meeting Wed-22-Apr-26: Art A Level; Y8 Vaccinations Thu-23-Apr-26: Art A Level; Y8 Vaccinations Fri-24-Apr-26: Art A Level Wed-29-Apr-26: Junior Maths Challenge</p>	<p>GCSE, BTEC, CACHE and A-Level Examinations Mon-11-May-26: Staff Development Meeting (EFA7) (1645 finish) Thu-21-May-26: Y9 Parents' Evening Fri-22-May-26: Y13 Leavers' Assembly</p>
Please note: All dates are subject to change. Our most up-to-date calendar can always be found at https://www.yateleyschool.net/events-calendar/		
June 2026	July 2026	August 2026
<p>GCSE, BTEC, CACHE and A-Level Examinations Please note: Year 11 Final Day + Leavers' Assembly is confirmed once GCSE exam timetables are available. Thu-11-Jun-26: Y10 Drama Mock Fri-12-Jun-26: Y10 Drama Mock; Germany Trip Departs Mon-15-Jun-26: Y8 to 11 Catch-Up Vaccinations; Germany Trip Returns; Poland Trip Tue-16-Jun-26: PSHE Department Meeting; Poland Trip Wed-17-Jun-26: Poland Trip Thu-18-Jun-26: Poland Trip Fri-19-Jun-26: Poland Trip; Y12 Drama Exam; Y13 Prom Fri-26-Jun-26: Y11 Prom Mon-29-Jun-26: School Play Dress Rehearsal; Y7 to Y11 Awards Evening Tue-30-Jun-26: Sports' Day (Field); School Play</p>	<p>Wed-01-Jul-26: Y6 Induction; School Play Thu-02-Jul-26: Y6 Induction & Parents' Evening Fri-03-Jul-26: Sports' Day (Track) Mon-06-Jul-26: Yateley Young Designers Launch & Awards Tue-07-Jul-26: 6th Form Link Day; Yateley Young Designers Wed-08-Jul-26: Yateley Young Designers Thu-09-Jul-26: Yateley Young Designers Pack Up Mon-13-Jul-26: Y10 Work Experience; Y7 Residential Trip Tue-14-Jul-26: Y10 Work Experience; Y7 Residential Trip Wed-15-Jul-26: Y10 Work Experience; Y7 Residential Trip Thu-16-Jul-26: Y10 Work Experience; Y7 Residential Trip Fri-17-Jul-26: Y10 Work Experience; Y7 Residential Trip; Y9 Graduation; Thu-23-Jul-26: 1/2 Day; Please note: Sports Personality of the Year will take place in September 2026</p>	<p>GCSE Results Day Thursday, August 20, 2026, A-Level Results Day Thursday, August 13, 2026</p>
Please note: All dates are subject to change. Our most up-to-date calendar can always be found at https://www.yateleyschool.net/events-calendar/		

Dates, Events and Extra Curricula Opportunities

Holiday Dates:

Autumn half-term holiday Monday 27 October 2025 to Friday 31 October 2025	Spring half-term holiday Monday 16 February 2026 to Friday 20 February 2026	Summer half-term holiday Monday 25 May 2026 to Friday 29 May 2026
Christmas holiday Monday 22 December 2025 to Friday 2 January 2026	Easter holiday Monday 30 March 2026 to Friday 10 April 2026	Summer holiday Thursday 23 July 2026 to Monday 31 August 2026

<https://www.hants.gov.uk/educationandlearning/schoolholidays>

How's my child doing?						
Progress Reporting						
	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
Report #1	Thu 20 Nov-25	Thu 06 Nov-25	Thu 13 Nov-25	Thu 27 Nov-25	Thu 16 Oct-25	Thu 23 Oct-25
Report #2	Thu 05 Mar-26	Thu 26 Feb-26	Options Eve: Thu 20 Nov-25	Thu 19 Mar-26	Thu 15 Jan-26	Thu 05 Feb-26
Report #3	Thu 25 Jun-26	Thu 18 Jun-26	Thu 14 May-26	Thu 23 Jul-26	March Core update TBC	Thu 07 May-26
Parents' Eve	Thu 12 Mar-26	Thu 13 Nov-25	Thu 21 May-26	Thu 26 Mar-26	Thu 22 Jan-26	Thu 12 Feb-26
Information/ Tutor Eve	Thu 02 Oct-25				Thu 06 Nov-25	

Communication:

As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.



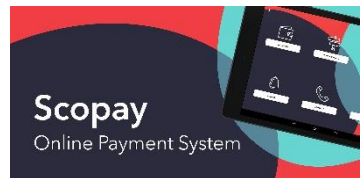
my child at school.com

PARENT LOGIN

Our main app, showing how your child is getting on at Yateley.



See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.



We also email a weekly Parents' Bulletin as a Friday newsletter, which can also be found at:

<https://www.yateleyschool.net/newsletters-2025-26>

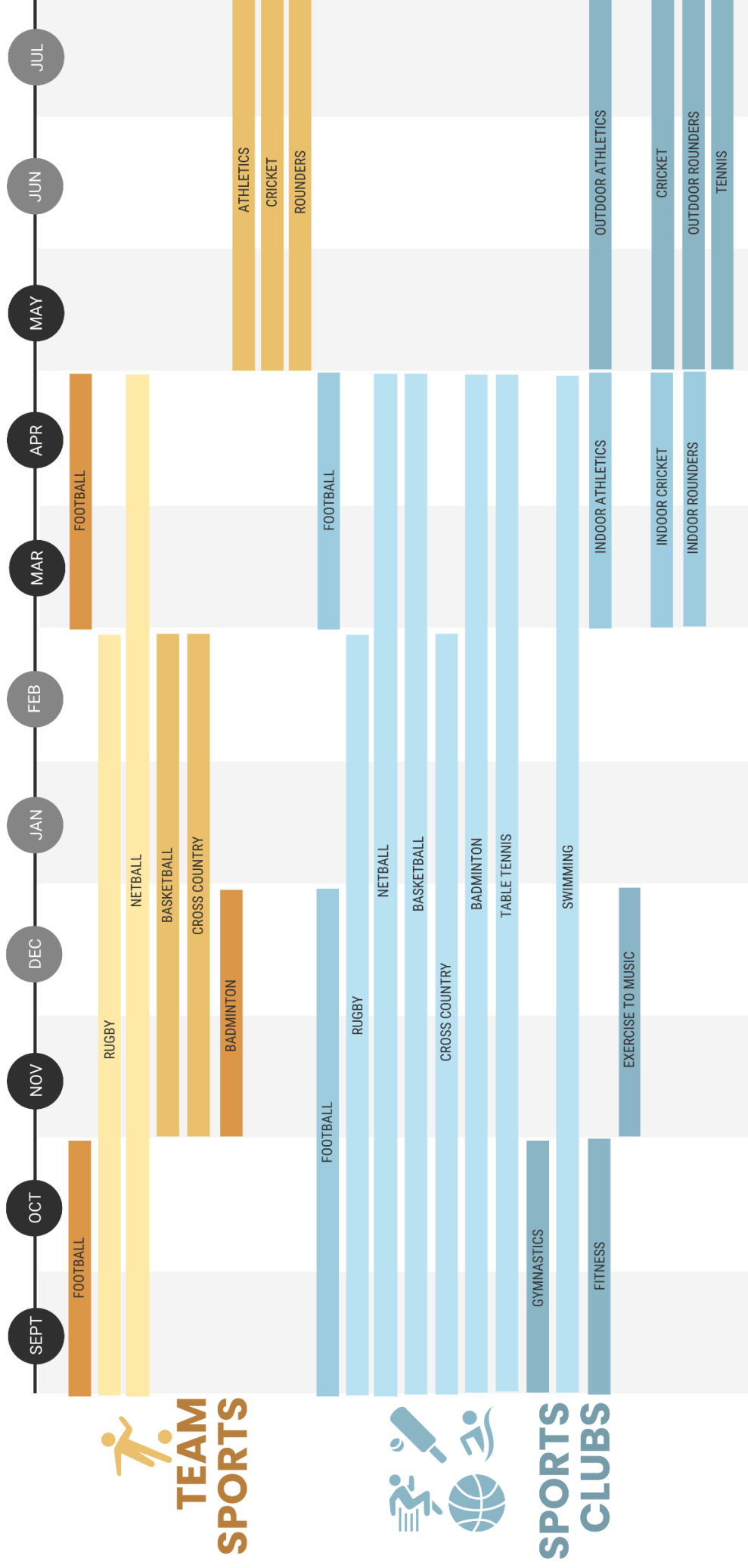
Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact	
			7	8	9	10	11	12	13			
Student Groups												
Antibullying Committee	Sep	Jul									TBC	Mr R Keeble
Student Voice and Climate Committee	Sep	Jul									TBC	Mr R Keeble
Wellbeing and Inclusivity Committee	Sep	Jul									TBC	Mr R Keeble
Subject Workshops												
Art: GCSE Booster Sessions	May	Apr									B3.5	Mrs S Breen
Art: KS3 Club	Oct	Jul									B3.5	Mrs S Breen
Business Studies: Christmas Fair	Sep	Dec									School Hall	Miss J Nicholson
Business Studies: Young Enterprise	Sep	Apr									BB4	Mr J Burgham
Computing: Computer Club	Sep	Jul									C2.8	Mrs C Cobbold
English: Creative Writing Club	Sep	Jul									D1.5	Mrs S Meadows
English: Debate Club	Sep	Jul									D1.8	Mrs C Robinson
History: History Club	Sep	Jul									D2.4	Miss N Davies
Food: Baking Club	Apr	May									TE2	Mrs J Buttle
Maths: Wednesday club/drop-in	Sep	Jul									C2.1	Mrs K Colloff
Maths: Sixth Form Wed drop-in	Sep	Jul									C2.1	Mrs K Colloff
Maths: Cipher Challenge	Sep	Dec									C2.7	Mrs K Colloff
Photography: Y9 Workshop	Jun	Jul									B3.3	Miss N Parish
Tech: BAE Challenge	Jun	Jun									Farnborough	Miss S Williams
Tech: STEM Master Classes	Sep	Jul									BG1	Miss S Williams
Tech: Maker Space	Sep	Jul									BW1	Ms S Coffey
Performing Arts: Dance												
Dance Live Auditions	Sep										Dance Studio	Mrs H Wearing
Dance Live 2026	Sep	Feb									Portsmouth	Mrs H Wearing
Annual Dance Show and House Dance Competition (20+21-Oct-25)	Sep	Oct									Dance Studio	Mrs H Wearing
Boys Dance Raw Motion (Mondays)	Sep	Jul									Dance Studio	Mrs H Wearing
Gremlin Dance Challenge	Jan	Mar									TBC	Mrs H Wearing
Boys Dance Project	Jan	Mar									Dance Studio	Mrs H Wearing
Performing Arts: Drama												
House Drama Rehearsals	Sep	Oct									Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Nov										Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul									Drama Studio	Mrs A Affleck-Cruise
Performing Arts: Music												
Christmas Concert	Dec										Main Hall	Mr R Croft
Guitar Ensemble (Tue breaktime)	Sep	Jul									Music block	Mr R Croft
Choir (Wed lunchtime)	Sep	Jul									Music block	Mr R Croft
Yateley Band	Thursdays										Music block	Mr R Croft
Music tech club (Thu lunchtime)	Sep	Jul									Music block	Mr R Croft
House Music	Sep	Mar									Music block	Mr R Croft
Clubs, Societies and Awards												
Chess Club	Sep	Jul									B1.1	Mr J Firth
Craft Club	Sep	Jul									A3.5	Mr J Firth
Architecture Design Group	Oct	Jun									TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun									Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb									Educational	Mrs C Cobbold
Dungeons and Dragons (Thur)	Sep	Jul									H1.B	Mrs R James
Remote Controlled Car Club (Fri)	Sep	Jul									Track on field	Mrs R James
Duke of Edinburgh Award- Bronze	Sep	Jul									Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul									Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul									Event/Visit	Mrs C Uttley
Italian lunchtime club	Sep	Jul									B2.5	Ms F Litingre
Trips and Visits												
Criminology: Justice Museum	Jun										Trip/Visit	Mrs J Rampton
Criminology: Old Bailey	Dec										Trip/Visit	Mrs J Rampton
Psychology: Derren Brown	Oct										Trip/Visit	Mrs R Short
Drama: Woman in Black	Nov										Trip/Visit	Mrs A Affleck-Cruise
Philosophy: Conference	Dec										Trip/Visit	Mr A Bristow
Politics: Speakers & Parliament	Dec										Trip/Visit	Mr G Donohoe
Tech: The Design Museum	Feb										Trip/Visit	Mrs S Coffey
RS: Gurdwara - Sikhism Trip	Apr										Trip/Visit	Mr A Bristow
RS: Local Church	Oct										Trip/Visit	Mr A Bristow
RS: Auschwitz and Krakow	Jul										Trip/Visit	Mr A Bristow
RS: Places of Worship (Reading)	Jul										Trip/Visit	Mr A Bristow
English: An Inspector Calls Trip	TBC										Trip/Visit	Mrs S Meadows
English: Romeo and Juliet Trip	TBC										Trip/Visit	Mrs S Meadows
English: Poetry Live Trip	TBC										Trip/Visit	Mrs S Meadows
MFL: Germany Trip	Jun										Trip/Visit	Mrs K McCabe
MFL: London French institute	Oct										Trip/Visit	Ms Bourienne

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
Y10 Programming competition										C2.7	Mrs C Cobbold
Geography: Littlehampton	Oct									Trip/Visit	Mrs N Self
Geography: Southampton	Nov									Trip/Visit	Mrs N Self
Geography: Cadbury's World	Apr									Trip/Visit	Ms R Brinkman
Geography: Residential	Mar									Trip/Visit	Mrs N Self
History: Ypres and the Somme	Nov									Trip/Visit	Miss A Vinci
History: Tower of London	Oct									Trip/Visit	Miss A Vinci
History: Vietnam	Feb									Trip/Visit	Miss A Vinci
History: London (John Hunter)	Jul									Trip/Visit	Miss A Vinci
History: Windsor Castle	May									Trip/Visit	Miss A Vinci
Science: Science Live										Trip/Visit	Mrs C Coombs
All: Marwell Zoo Trip	Jul									Trip/Visit	Mrs S McCarthy
All: Ski Trip	Feb									Trip/Visit	Mrs E Williams
All: Thorpe Park Trip	Jul									Trip/Visit	Mrs C Cobbold

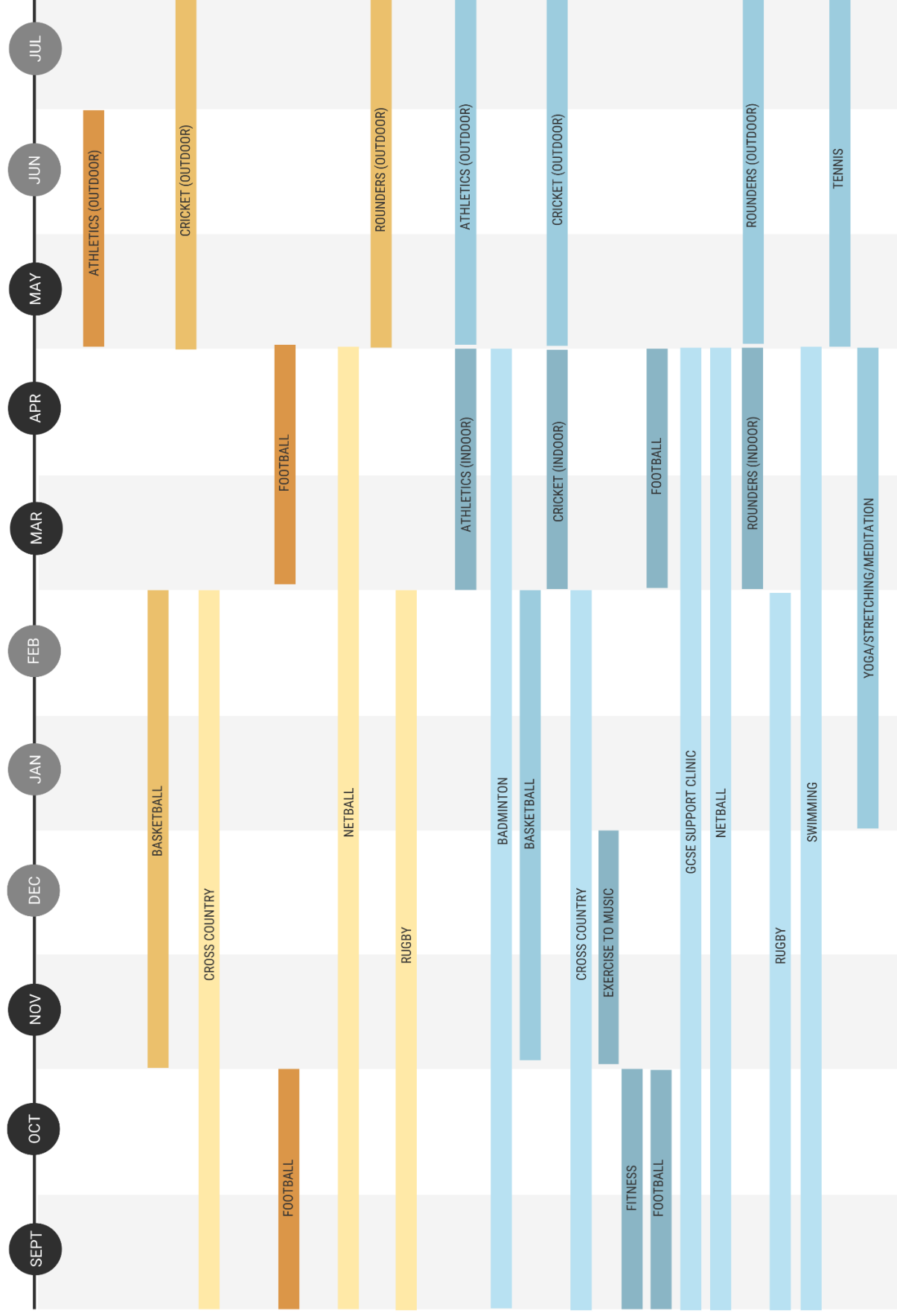
Please note that all school trips listed are provisional and subject to change or cancellation. Dates and details are provided for guidance only.

Key Stage 3 Teams and Clubs: Sport Opportunities for 2025–2026



**SPORTS
CLUBS**

Key Stage 4 Teams and Clubs: Sport Opportunities for 2025-2026



Core Subjects:

What we're studying this year...	How parents and carers can help...
English	
<p>- Travelling the World: Non-fiction reading and writing. What's the difference between a traveller and a tourist? How do Karl Pilkington, Michael Palin and Bill Bryson create a personal voice and vivid sense of place and can you do the same?</p> <p>- Understanding Victorian England – Extracts from Victorian Literature: What was life like in Victorian England? How did the literature reflect the mind of the Victorian and can Dickens, for example, teach us anything new?</p> <p>- Dystopian Fiction - The Hunger Games and Conflict Poetry: Why does the fiction of the future seem so bleak? Do you agree that Katniss is a true hero and can you recreate the missing section of the story?</p> <p>- Understanding Shakespeare -The Tempest: How were groups of people marginalised in Shakespeare's time? Is it still the same today? What did Elizabethans find funny and can Shakespeare still make us laugh? How has Shakespeare influenced modern culture?</p> <p>Descriptive Writing and Reading for Pleasure: How can a writer use visual images to inspire creative texts? How can you find the right words to express what you're feeling? And how do you structure your ideas?</p>	<ol style="list-style-type: none"> 1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading. 2. Show awareness that language has power - engage in conversations with your child to discuss how the intent of certain vocabulary choices and imagery can impact its audience. This might be discussing the ideas presented in a work of fiction or discussing the language choices in an advert or news article. 3. By contacting the English department whenever you need additional support or have questions about the course English@yateley.hants.sch.uk.
Consisting of:	
Mathematics	
<p>September-December: How can I work with ratio and scale diagrams? How does direct proportion help me to convert measures? How do I calculate with fractions? What do different graphs look like? How can scatter diagrams be used to find a link between two variables? What can a Venn diagram be used to do?</p> <p>January-April: How can I use algebra to help me solve problems? What rules can I find when working with sequences? Can I simplify powers using the index laws? How do I use fractions, decimals and percentage conversions to help me compare values? How does knowing about standard form help me get a picture of the real world? Can I use rounding to help me estimate the answers to problems?</p> <p>May-July: What can I learn about angles in parallel lines? What is Pi and how do I use it to calculate with circles? How do I recognise symmetry and draw reflections of shapes? How can I set up a statistical enquiry and present my data so that we can compare distributions? How can averages help me to compare my data?</p>	<ol style="list-style-type: none"> 1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson. 2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help. 3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.
Consisting of:	
Science	
<ul style="list-style-type: none"> • Biology: What exactly is a building block of life, why can't we see individual ones with just our eyes and how do they become giant organisms that can do many things through specialisation and collaboration? How do joints and muscles really work? Why do we chew food and how does food help us grow? How do we breathe? What is human reproduction and why aren't we all the same? How do fossils tell us about organisms from millions of years ago? • Chemistry: What is everything made of? Why are some things solid and others liquid or gases? How can we get pure water from the sea? Which is better to put on a bee sting – vinegar or toothpaste? Are we all really made of star dust? • Physics: Where are we, and what is the scale of the universe? How is it that I can see lightning before I hear thunder? Why do some things move faster than others and what stops us floating off of the planet? 	<ol style="list-style-type: none"> 1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel & Smithsonian are good sources. 3. Visit the Science & Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.
Consisting of:	

Physical Education	
<ul style="list-style-type: none"> Do our students know and apply the PE Routines? Do students enjoy taking part in different forms of physical activity, Including; Team Games (Invasion and Striking and Fielding), Swimming, Gymnastics and Athletic Activities? Do you understand the positive impact physical activity has on mental health? Have you developed friendships and respect for each other through participation in sport and physical activity? Can you perform the basic skills including running, jumping, throwing, catching and co-ordination? Can you state why we use warm ups and cool downs? Can you identify different muscles, and body systems within the body, and explain how they work? 	<ol style="list-style-type: none"> Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. Encourage face to face socialising.
Consisting of: 2 x Lessons per fortnight	
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> Rights, Responsibilities and British Values: Looking into politics and parliament. Why is politics important? How is the country run? Setting up a Party. Campaigning. Big debates. Exploring Parliament. Who is our Prime Minister and what are their responsibilities? Celebrating Diversity and Equality: What is your identity? Nature vs nurture. The Equality Act. Breaking down stereotypes. Multicultural Britain. Prejudice and Discrimination. Challenging Islamophobia. Relationships and Sex Education: Consent and boundaries. What does it mean to be a man in the 20's? Managing friendships and relationships. What makes a goof friend? Respect and relationships. Being positive and self-esteem. Peer pressure and influence. Staying Safe, Online & Offline: Why not to join a gang. Staying safe online (social networks). Fortnite and safety in gaming. Drugs – Alcohol. Drugs – Nicotine. Drugs – E-Cigs, Vaping and Shisha. Energy drinks and caffeine. Why not to carry a knife. Health and Wellbeing: Introduction to Puberty. Puberty – girls and periods. Puberty – boys and wet dreams and erections. Puberty – personal hygiene. Puberty – growing up (menstruation and FGM). Puberty – assertiveness, consent and hormones. Puberty – self-esteem and empowerment. Life Beyond School: Importance of sleep and relaxation. Getting to know people. Transition point in your life. Careers and your future. Financial education. What is your community? 	<ol style="list-style-type: none"> By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. Go through any resources which are shared from the school for further information Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. Watch lots of current affairs programmes and listen with your child to cool stuff on Radio 4, TED talks are also an excellent mind-expanding forum. The most ambitious will book tickets to intelligence Squared events. https://www.intelligencesquared.com/ Do not smoke. Evidence shows the children most at risk of becoming smokers are those surrounded by smokers.
Consisting of: 1 x Lesson per fortnight	

Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
History	
<p>From Medieval to Modern World What was more important in changing Europe: The scientific revolution or the age of exploration/ What was the most important cause of the French & American Revolutions?</p> <p>Elizabethan England: How well did Elizabeth deal with her problems? Was Elizabethan England really a golden age?</p> <p>The Rise of Constitutional Monarchy: How far did Britain become a democracy by 1900 (and the rise of party politics)? How did politics in Britain change during the 20th century?</p> <p>How fair was British foreign policy between 1650-1957? How did Britain benefit from the slave trade and the empire? What was the global status of England by 1900? How fair was the creation of the United Kingdom: 1558-1900</p> <p>The Industrial Revolution: How did science and technology impact Britain in the 19th century? Who was the most important Brit during the 19th century: From Jenner to Darwin?</p> <p>Society: 1603-1901: How free, safe and fair was England for different groups of people? (LGBTQAI+; Black British; Women's movements; the poor.)</p>	<ol style="list-style-type: none"> Visiting sites and museums such as the Victoria and Albert Museum, The British Museum, the Museum of London and Hampton Court will bring the subject to life! By engaging in conversations with your child to connect them with their family history and, by extension, to the world around them. When discussing History always be keen to ask "why?" to boost their understanding and develop deeper thinking. By contacting the History department whenever you need additional support or have questions about the course history@yateley.hants.sch.uk.
Consisting of: 3 x Lessons per fortnight	

Geography	
<ul style="list-style-type: none"> Extreme weather and microclimates study: What is the difference between weather and climate? What are the different types of rainfall? What caused the beast from the east? How can microclimates be measured? How does the microclimate vary around Yateley school? Earth's geographical systems: What are natural systems? Why do we need the water cycle? How does climate aid human survival? What happens when natural systems fail? Study of Africa: What are the challenges and opportunities facing Africa? What is the physical landscape of Africa? How has Africa's past shaped its present? How developed are African countries? People Everywhere: Where is everyone living? What are population pyramids? Why does the UK have an ageing population? Rivers: How does water flow into rivers? What work do rivers do? How do rivers change from source to mouth? How do rivers shape the land? How are rivers important to people? Telling a Geographical story: Where is Yateley? How safe is Yateley for cyclists? How do we collect data on traffic? How do we measure people's perceptions? How do we present data? How do we analyse data? How do we evaluate data? 	<ol style="list-style-type: none"> Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments Watch Geographical documentaries and television programmes Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following @Geography_YS on Twitter for department updates and articles. For further recommendations contact Natasha.self@yateley.hants.sch.uk
Consisting of:	3 x Lessons per fortnight
French	
<ul style="list-style-type: none"> Who I am: Can I describe myself, my age, birthday, where I live and am from, what I like in school and what I like to do in my free time? Other people in my life: Can I describe family members, what they look like, can I compare people and describe my teachers and say what I like doing with others in our free time? What I do: Can I talk about my daily routine, my school day, weekend plans and foods I like and dislike and my holiday plans? 	<ol style="list-style-type: none"> Find anyone in your family who can have a chat to the student in the language on a regular basis Encourage your student to steadily revise vocab and try one of the apps like duolingo daily Help prepare for end of unit assessments together by revising vocab and grammar covered in class
Consisting of:	2 or 4 x Lessons per fortnight
German	
<ul style="list-style-type: none"> Who I am: Can I describe myself, my age, birthday, what I look like, where I live and the weather? Can I talk about myself and others using the 1st and 3rd person singular? Family & Pets: Who is in my family? What do they look like and what are their personalities like? Why do I like them? Have I got a pet and what are they like? What jobs do family members do and where do they work? Can I compare appearances and personality using comparatives? Where I live: Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Germany? School: What is in my school bag and what colours are they? How is my daily routine before and after school? Food: What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in German speaking countries? 	<ol style="list-style-type: none"> Find anyone in your family who can have a chat to the student in the language on a regular basis Encourage your student to steadily revise vocab and try one of the apps like duolingo daily Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	0 or 2 x Lessons per fortnight
Spanish	
<ul style="list-style-type: none"> Who I am: Can I describe myself, my age, birthday, what I look like, where I live and the weather? Family & Pets: Who is in my family? What do they look like and what are their personalities like? Why do I like them? Have I got a pet and what are they like? What jobs do family members do and where do they work? Can I compare appearance and personality? Where I live: Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Spain? School: What is in my school bag and what colours are they? How is my daily routine before and after school? Food: What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in German speaking countries? 	<ol style="list-style-type: none"> Find anyone in your family who can have a chat to the student in the language on a regular basis Encourage your student to steadily revise vocab and try one of the apps like duolingo daily Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	0 or 2 x Lessons per fortnight

Computer Science	
<ul style="list-style-type: none"> September-December: Can I solve harder programming problems using Python? What does data validation mean and why is it important in systems such as spreadsheets. How do I program my spreadsheet to give me information dependent on what was typed in? January-April: How do networks work? How can I program a simple website? May-July: Why are databases so important and how do I set them up? How can I program a database to make use of the information within them? What is AI and how does it impact people? How does machine learning work? 	<ol style="list-style-type: none"> Encourage your child to understand how important ICT & Computing are to their future life, explain how you use it in your lives. Encourage your child to approach their ICT & Computing homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help before the due date. Encourage your child to contact their teacher if they are struggling with a topic to get extra help.
Consisting of: 2 x Lessons per fortnight	

Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
Religious Studies	
<ul style="list-style-type: none"> Ultimate Questions: Who is God? Does God exist? How do we describe God? What is Atheism and why don't some people believe in a God? God in Monotheistic religion. God in Polytheistic religion. Did God design the world? Was there a first cause? Did we evolve? Was there a big bang? Sikhism: Who are the Sikhs? Who was Guru Nanak and how did he start a world faith? Why do Sikhs visit the Gurdwara? Why did Guru Gobind Singh pretend to kill five of his followers? What happens in a Gurdwara? Judaism: Who are the Jews? Why is Moses important? Are the Ten Commandments still relevant? What is the Torah scroll and how is it used in worship? Why are Synagogues still important? Why do Jews wear special clothes to pray? 	<ol style="list-style-type: none"> Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press. Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.
Consisting of: 1 x Lesson per fortnight	
Design Technology	
<ul style="list-style-type: none"> Name Tags: How does the type of material used alter the design of a product? What tools are most effective when making a one off product? How can I draw most effectively? How can renewable resource be made into worthwhile materials? Phone Holder: What was Art Nouveau and how did it differ from the later Art Deco in origin and in styling? What are the advantages of CAD/CAM in manufacturing? Which tools are most accurate when making in softwood. What are the essential attributes of thermoplastic polymers which make them useful? Homelessness: How many families are homeless in the UK? What are the essential requirements for a decent home? How much space does a bed/bath/cooker take up? How do I plan interior space efficiently? How to use coloured pencils? What is scale? 	<ol style="list-style-type: none"> Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design, Architecture, Textiles and the whole range of Design special areas. Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice). Help students with their research effort particularly by acting as a client or end user.
Consisting of: 1 x Lesson per fortnight	
Food Technology	
<ul style="list-style-type: none"> What is boiling? What is simmering? What does coagulation mean? What does '5 a day' mean? Why is it important? How do we work safely? Can you spot food Hazards? What is fibre and why is it needed?? What are the functions of ingredients? Can you describe the sensory attributes of food? Can you suggest improvements you could make to your dishes with reasons? Can you follow a recipe and work independently? Can you fill a flow chart to describe how to make a recipe? What is the 'Eat well Guide'? <p>Practicals</p> <ul style="list-style-type: none"> Eggy bread, Chocolate crispies, upside down cake, shortbread, scones, savoury tartlet, snack bars, cous cous, pizza pinwheels, coleslaw, melon baskets 	<ol style="list-style-type: none"> To help you child organise themselves for practical lessons but encourage them to pack and weight ingredients themselves. To give them feedback on the dishes they make. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.
Consisting of: 1 x Lesson per fortnight	
Art	
<ul style="list-style-type: none"> Colour Theory: How do colours work? What are primary and secondary colours? What are tints and shades? What is form? How can you use colour to make things look 3D? What do you know about painting and how can you improve your technique? 	<ol style="list-style-type: none"> Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas

<ul style="list-style-type: none">• Drawing Skills: What is quality of line and how can you use it to make your drawings more successful? What is tone? How do you make your drawings look three dimensional? What different types of shading are there?• Analysing Art: How do you analyse Art? What different elements do you consider? Introduction to art and artists.• Tableau Vivant: How do you analyse Art? What different elements do you have to consider? How do you work as a team?	<p>will help them bring clarity to their thinking.</p> <ol style="list-style-type: none">2. Create space for them to work at home – preferably somewhere where they can leave work set up.3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	1 x Lesson per fortnight
Drama	
<ul style="list-style-type: none">• Creating a Character: How can body and voice be used to create a character? How can posture, gestures, gait and mannerisms be used to shape this? How can pitch, pace, volume and tone also help this? How can rehearsal techniques such as hot seating deepen a character? What is a monologue and duologue? How do we write this to show a character? How can this be developed and refined in a performance?• Commedia dell Arte: How has comedy from the past shaped comedy today? How can we use exaggerated character skills to play bold, characters from this style? How can we use slapstick and bold characterisation to create humour?• Mask Work: Using Trestle Theatre Masks, how can we communicate a story and character through our body when our faces are in a fixed expression? How can we make an ancient style of theatre relevant to the 21st Century?• Melodrama: How has the style of Melodrama shaped the well made play structure we know today? How can we use the structure of melodrama to create an effective structure and tension within my own work? How can we develop characterisation further to explore the caricatures of this style?• 	<ol style="list-style-type: none">1. Encourage students to get involved in extracurricular Drama (House Drama or the Main School production)2. Take students to the theatre3. Rehearse at home - help students learn their lines - encourage them to read the full play
Consisting of:	1 x Lesson per fortnight

Music	
<ul style="list-style-type: none"> • Keyboard Skills and Music Theory: Students will learn proper hand positioning, finger numbers, and keyboard geography. They will explore high and low pitches, as well as the music alphabet and note identification on the keyboard. • Rhythm and Tempo: The curriculum will cover beat, tempo, rhythm, bars, and time signatures. Students will practice playing in different time signatures and understanding rhythmic patterns. • Reading Music: Instruction will include reading the stave, treble and bass clefs, intervals (seconds, thirds, fourths, and fifths), and note values (including dotted minims, quavers, and crotchet rests). • Playing Techniques: Students will develop skills in playing legato, staccato, slurs, repeats, and syncopated rhythms. They will practice finger drills, leaps of a fifth, and melodies in different styles such as Baroque and Classical. • Assessment and Progression: Regular assessments and homework will be set to monitor progress. There will be tests on the material covered, and students will be given extension tasks to further their learning. The curriculum will also introduce accents, major and minor keys, and various musical styles. 	<ol style="list-style-type: none"> 1. Supporting students in their aspiration to learn to play chosen music instrument. 2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy. 3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening. 4. Visiting music concerts, festivals and gigs with your child.
Consisting of:	
1 x Lesson per fortnight	
Dance	
<ul style="list-style-type: none"> • Actions, Space and Dynamics : What are actions, space and dynamics? How can choreography be exciting through use of formations, pathways, levels and extreme changes in dynamic quality? • Expressing a theme: How can we choose actions to show the theme of Secret Agents? How can I move into and out of the floor safely? What are choreographic devices and how can I use them in my work to add interest? • Street Art: How can the idea of 'Street Art' create exciting and unusual dance moves? What is a 'Tag'? What is a motif? And how can it be developed? • Cultural Dance: How are physical skills shown in Bhangra dance? What are the stylistic qualities of Bhangra? 	<ol style="list-style-type: none"> 1. Encourage them to want to do well regardless of their interest or experience – Dance is for all! 2. Look out for Dance on television... it's everywhere! 3. Encourage your child to get involved in, House Dance and local dance competitions that the school enters into e.g. Dance Live!/ Gremlin Dance Challenge
Consisting of:	
1 x Lesson per fortnight	

Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin: admin@yateley.hants.sch.uk

Absence: attendance@yateley.hants.sch.uk

Subject questions: <https://www.yateleyschool.net/staff-and-departments/>

Pastoral/wellbeing: Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email:
ahoh@yateley.hants.sch.uk

Learning support: studentsupport@yateley.hants.sch.uk

Examinations: exams@yateley.hants.sch.uk

Kitchen/Catering: kitchen@yateley.hants.sch.uk

Finance: finance@yateley.hants.sch.uk

Personal Development Plan

What we're studying this year...	How parents and carers can help...
Tutor Time, Safeguarding & Personal Development Education	
<ul style="list-style-type: none"> Peer on Peer - Child on Child (Term 1): Looking into the different forms of child on child abuse that can happen, examples being Bullying (including cyberbullying), Online safety and social media, Prejudice based bullying, Upskirting. Crime (Term 2): Education and support around crime, examples being Child abduction, County Lines, Cybercrime, Family members in prison. Serious violent crime (violence) and organise crime groups, Sharing of nude/semi-nude images (including sexting), Trafficking. Different Forms of Abuse (Term 3): Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc. Charity (Term 4): Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities? Mental Health (Term 5): Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships. Single Focus Points (Term 6): One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc. Literacy Development (Term 1 to 6): Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language. 	<ol style="list-style-type: none"> By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year. Go through any resources which are shared from the school for further information
Consisting of: 5 x 25-minute tutor sessions per week	

What we're studying this year...		How parents and carers can help...			
National Focus Days					
<ul style="list-style-type: none">There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:		<ol style="list-style-type: none">By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).Encouraging your child to participate in national focus days, especially if it is an area of interest.Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.			
National Read A Book Day	Sexual Health Week			Youth Mental Health Day	Recycle Week
Black History Month	National Braille Week			Family Learning Festival	ITS NOT OK Day
National Stress Awareness Day	Remembrance Day			Anti-Bullying Week	Road Safety Week
Veg Pledge	Christmas Jumper Day			National Grief Awareness Week	New Year's Resolutions
STIQ Day	Big Energy Saving Week			Parent Mental Health Day	LGBT History Month
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week			Children's Mental Health Week	Safer Internet Day
World Book Day	100 Miles in March for Mind			National Careers Week	British Science Week
Mothering Sunday	Stress Awareness Month			National Share A Story Month	Mental Health Awareness Week
National Children's Day	National Conversation Week			Child Safety Week	BNF Healthy Eating Week
Learning Disability Week	Father's Day			Children's Art Week	Thank You Day
World Population Day	Festival of British Archaeology				
Consisting of:		5 x 25-minute tutor sessions per week			



CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

KS3 is an exciting and important time in your educational journey. It's a time when you can start exploring your interests, building valuable skills, and laying the foundation for your future career.

careers@yateley.hants.sch.uk

Getting started...

Here are some steps you can take during KS3 to make the most of this period:

- 1. Get to know yourself:** Take a moment to reflect on your interests, strengths, and values. Think about the subjects and activities that bring you joy and the skills that come naturally to you. Explore a variety of subjects, hobbies, and extracurricular activities to discover what resonates with you.
- 2. Explore different careers:** Spend some time learning about various careers and industries that catch your attention. Research their requirements, daily tasks, and future prospects. You can find valuable insights through online research, careers websites, and even interviews with professionals in fields you're curious about.
- 3. Seek guidance:** Take advantage of the support provided by Tracy Bailey, our highly experienced Careers Adviser from EBP South. Tracy can offer valuable guidance and advice to help you navigate your career exploration journey.
- 4. Develop transferable skills:** Focus on building transferable skills that are valuable across different career paths. These skills include effective communication, critical thinking, problem-solving, teamwork, and digital literacy. Developing these skills will benefit you regardless of the specific career you choose.
- 5. Choose your subjects wisely:** Pay attention to the subjects you enjoy and excel in. Explore the different options available at Yateley School and choose subjects that align with your interests and potential career goals. Remember, you can always change your direction later if your interests evolve.

ENGAGE IN Y8

- Engage in the PSHE Program to further develop essential skills for your personal growth.
- Explore careers in specific subject areas to deepen your understanding.
- Benefit from an Army visit and a STEAM Workshop to gain exposure to different industries.

YEAR 7

YEAR 8

YEAR 9

START IN Y7

- Participate in the PSHE Program, which will provide valuable life skills and personal development.
- Learn about career options in different subject areas to expand your knowledge.

INSPIRED IN Y9

- Continue with the PSHE Program, which will focus on important aspects of personal and career development.
- Explore careers in subject areas to expand your knowledge and interests.
- Take advantage of opportunities such as Army visits, ASK Apprenticeships visits, and university visits to gain insights into various career paths.
- Make informed choices regarding your options for further study.



CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

In addition to your careers learning journey, there are several useful websites you can explore:

careers@yateley.hants.sch.uk

#1

#2

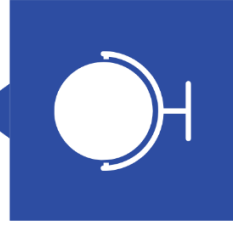
#3

#4

#5

#6

#7



Open Evening

Attend school and college open evenings and other careers events, whether they are online or face-to-face.



Twitter

Follow Yateley School Careers on Twitter [@Careers_YS](#) for daily updates, information, and helpful links/resources to support your career planning.



Unifrog #1

Utilize Unifrog, an online platform subscribed to by the school, which allows you to search for university courses, apprenticeships, MOOCs, and more.



Unifrog #2

Unifrog also provides helpful careers resources, including a tool for Oxbridge applications and personal statement building.



Apprentice #1

Check out the Rate My Apprenticeship website www.ratemyapprenticeship.co.uk for the latest apprenticeship and school leaver schemes, as well as support and guidance.



Apprentice #2

Explore www.gov.uk/apply-apprenticeship for apprenticeship opportunities.



Volunteer

Find volunteering opportunities through www.doit.life/volunteering.

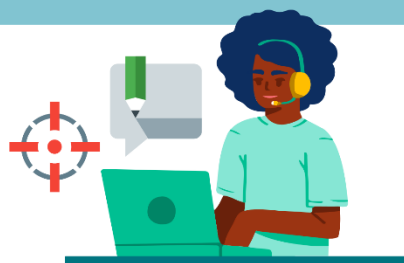
Remember, KS3 is an **exciting time** for exploration and building a solid foundation for your future career journey. Embrace the opportunities available to you, follow your passions, and keep an open mind as you discover the path that's right for you!



Sort Out Your Future - Step by Step

STEP 1: Your options after Year 11...

You need to think about what is **right for you** and be sure that the options you choose now will get you into the career you want. During Year 11, you can talk to your tutor and Tracy Bailey, Careers Adviser from EBP South, who will help you with your decisions.



STEP 2: Education or Employment?

A full-time course?

Stay at our outstanding Yateley Sixth Form, go to another sixth form or go to a college. You need to think about what you want to study and find out where you can study it.

An apprenticeship?

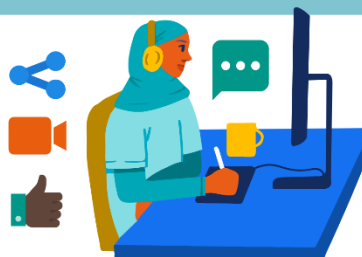
Working and studying at the same time! What apprenticeship do you want and is there one locally? If you want to do an apprenticeship, but need work experience, you could consider doing a traineeship.

A full-time job?

You can't just "start work" as you'll need to do part-time education or training. You must study for a minimum of 280 planned learning hours a year, in your own time or whilst at work, if your employer allows this.

STEP 3: What to think about and research now:

You should apply for more than one option. This is in case you don't get the grades you need for the course you want to do or can't find an employer with vacancies for an apprenticeship.



STEP 4: Understand the courses available to you...

There are four main types of course you can choose from after Year 11. You will only choose one, though it is always sensible to think about your 'back-up' option too.

• A Levels • T Levels • Vocational/Technical • Apprenticeship

STEP 5: Provider websites and resources

Look at individual school and college websites for course information. It is also useful to attend school and college open evenings and other careers events - these maybe online or face-to-face. Follow Yateley Schools Careers Twitter @Careers_YS for daily updates, information and useful links



And finally: If it feels a bit overwhelming...

Finishing GCSEs can be intimidating. Up until this point, it is likely all your decisions were made on your behalf by your parents and teachers. After all, you may have been told what school to go to, what to wear each day and how to act both at home and in the classroom.

Starting to enter the adult world can be more than a little overwhelming, as you might be unsure about the next best step after GCSEs. If you need some guidance, read this carefully and take some time to imagine what you'd like to be doing after leaving school behind. And then reach out... we are here to help!



 YATELEY SCHOOL CAREERS SERVICE

Sort Out Your Future - Step by Step

SITE 1: UCAS | www.ucas.com

Not only are all applications for university made through this website, it also contains a vast resource of information to help students choose the right course and university for them. In addition to this, there is also a range of information on apprenticeships and facilities to search for taster courses and webinars. UCAS also produce a range of guides to support students and parents with University and Career choices.

UCAS

SITE 2: UNIFROG | <https://www.unifrog.org/>

Unifrog is an online platform the school subscribes to, which allows students to search for university courses, apprenticeships, MOOCs etc. It contains lots of helpful careers resources as Yateley Sixth Form – Resources Guide 3 well as a fantastic Oxbridge tool and personal statement builder. All students should have login details. Login details can be obtained from your tutor, by clicking "forgot details" on the website or by emailing mike.tidd@yateley.hants.sch.uk.



SITE 3: National Careers Service (NCS) | nationalcareers.service.gov.uk

The National Careers Service provides free information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified careers advisers. From developing your CV to improving your interview skills, its website has lots of useful tools to help you make the right choices about your future.



SITE 4: STUDENTIAL | www.studential.com

This website aims to help all students aged 16 and older with their academic journey, by offering information and advice on all stages of education. It contains very useful sections on Apprenticeships, Gap years and University applications.



SITES 5+6: RATE MY APPRENTICESHIP | www.ratemyapprenticeship.co.uk/ **GOVERNMENT SUPPORT** gov.uk/apply-apprenticeship

This fantastic website allows students to search for the latest apprenticeship and school leavers schemes as well offering support and guidance.

For apprenticeship opportunities throughout England. Simply search by postcode and see the 1000's opportunities right around you!

And finally: **Attend the Careers Fayre**

When you speak to adults many of them will tell you they had no idea what they wanted to do for a job when they were your age. Some adults still don't know now! No matter what you are thinking about your future, there's no excuse for not keeping your options open and finding out more. Every year Yateley School hosts a Careers Fair – usually around November – and you should always try and go!



Contact our Sixth Form

If you're still unsure on your future then get along to www.yateleysixthform.com, get in touch, and we will always help... even if you're at a different college!