

# YATELEY SCHOOL **Y9** LEARNING JOURNEY

This is a big year for all Year 9 students... you will soon be making choices that affect the rest of your life when you choose your options. This year you'll continue to take a wide range of subjects but importantly you'll be deciding those subjects you wish to continue, the new subjects you want to start and also the other subjects you want to drop. Give it your all this year... your GCSEs are just around the corner!

## OUR SUBJECTS



### ENGLISH

x6 lessons



### MATHS

x7 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



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.



## Dates, Events and Extra Curricula Opportunities

Diary Dates for 2022-2023 (Academic)	
Date	Event
Thursday 01 September 2022	INSET Day #1
Friday 02 September 2022	INSET Day #2
Monday 31 October 2022	INSET Day #3
Thursday 24 November 2022	Academic Report #1 (full report)
Thursday 01 December 2022	Parents' Evening & GCSE Options evening
Tuesday 10 January 2023	Year 9 Options Submission Deadline
Thursday 04 May 2023	Academic Report #2 (full report)
Tuesday 31 January 2023	INSET Day #4
Wednesday 15 March 2023	INSET Day #5
Thursday 29 June 2023	Academic Report #3 (full report)
Friday 21 July 2023	End of academic year

Diary Dates for 2022-2023 (Events)	
Date	Event
Monday 17 October 2022 Tuesday 18 October 2022	House Dance
Thursday 10 November 2022	Careers Fair
Wednesday 07 December 2022	House Drama
Wednesday 14 December 2022	House Music
Monday 20 February 2023	Dance Live Competition
Tuesday 27 June 2023 to Friday 30 June 2023	Yateley Young Designers
Thursday 29 June 2023	Sports Day (Field)
Friday 30 June 2023	Sports Day (Track)
Wednesday 12 July 2023 Thursday 13 July 2023 Friday 14 July 2023	Main School Production
Monday 17 July 2023	Sports Personality of the Year Evening
Tuesday 18 July 2023	Year 7 to Year 10 Awards Evening

### Communication:

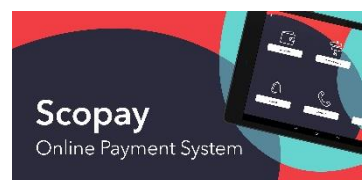
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these if they can for seamless home/school communication.



Send and receive messages about your child's education



See the homework/classwork we are setting at school.



Make payments for trips, events and snacks/lunchtime.



**We also email a weekly newsletter, all of which can be found at:**

<https://www.yateleyschool.net/newsletters-2022-23>

## Personal Development Plan

What we're studying this year...	How parents and carers can help...
<b>Tutor Time, Safeguarding &amp; Personal Development Education</b>	
<ul style="list-style-type: none"> <li><b>Peer on Peer - Child on Child (Term 1):</b> 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.</li> <li><b>Crime (Term 2):</b> 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.</li> <li><b>Different Forms of Abuse (Term 3):</b> 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.</li> <li><b>Charity (Term 4):</b> 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?</li> <li><b>Mental Health (Term 5):</b> 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.</li> <li><b>Single Focus Points (Term 6):</b> 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.</li> <li><b>Literacy Development (Term 1 to 6):</b> Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language.</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Go through any resources which are shared from the school for further information</li> </ol>
Consisting of:	5 x 25-minute tutor sessions per week

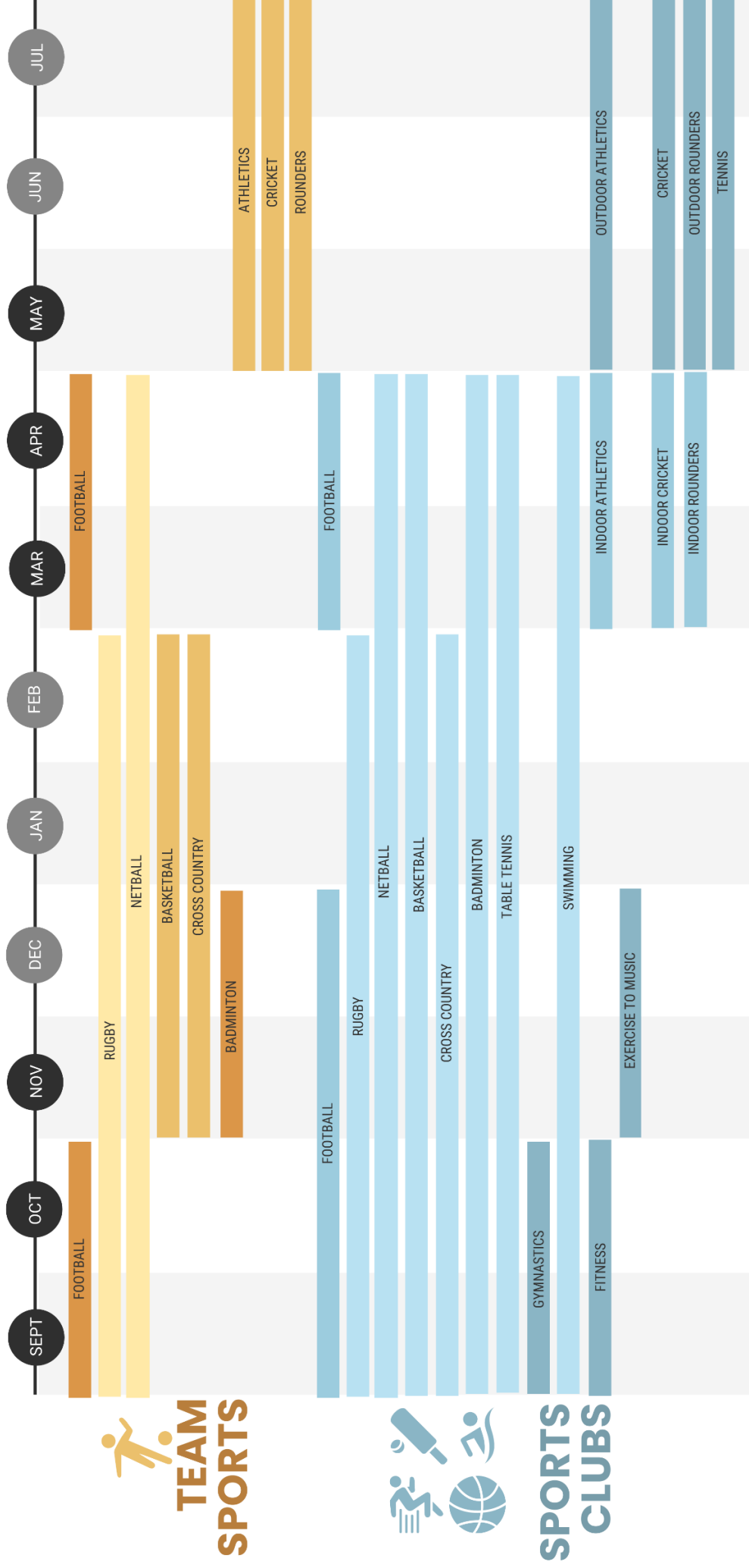
What we're studying this year...	How parents and carers can help...																																												
National Focus Days																																													
<ul style="list-style-type: none"><li>There are numerous national and global focus awareness events which we make students aware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

At Yateley School we are very proud of the opportunities that exist for our students to flourish outside of normal lesson time by participating in our extra-curricula activities:

Extra Curricula Activity:	7	8	9	10	11	Start	End	Contact
<b>Student Groups</b>								
Anti-Bullying Ambassadors						September	July	Mr R Keeble
Welfare and Wellbeing						September	July	Mr R Keeble
Inclusivity and Diversity						September	July	Mr R Keeble
Student Voice						September	July	Mr R Keeble
<b>Performing Arts: Drama</b>								
House Drama						September	December	Miss S TOTTMAN
Main School Production						September	July	Miss S TOTTMAN
<b>Performing Arts: Music</b>								
House Music						September	December	Mrs T Pejovic
Jazz Band						September	July	Mrs T Pejovic
Rock Choir						September	July	Mrs T Pejovic
Ukulele Ensemble						September	July	Mrs T Pejovic
<b>Performing Arts: Dance</b>								
House Dance (Monday) Wilberforce and Nightingale						September	October	Mrs H Wearing
House Dance (Tuesday) Darwin and Pankhurst						September	October	Mrs H Wearing
Dance Live (Thursday)						September	February	Mrs H Wearing
Year 7 Dance Club (Friday)						September	July	Mrs H Wearing
<b>Clubs and Societies</b>								
Architecture Design Group						October	June	Mr D Sibbald
Robotics Club						April	July	Mrs C Cobbold
Debating Society						September	April	Mrs C Robinson
Chess Club Wednesday						September	July	Mr J Messenger
National Cipher Challenge						September	December	Mr T Glendinning
Warhammer/ Dungeons and Dragons Club						September	July	Miss G Williams
Micro:Bit Coding Club						October	December	Mrs C Cobbold
STEM Masterclass						September	July	Miss S Williams
School Cooking Club						December	May	Mr M Scanlon
Creative Writing Club						September	July	Mrs S Meadows
Board Game Club (In MFL)								Miss S Rives
Photography Workshop								Miss N Parish
KS3 Art Club						October	July	Mrs S Breen
GCSE drawing booster (Art)						October	December	Mrs S Breen
Maths Wednesday						September	July	Mrs K Colloff
<b>Trips and Visits (with many more added in-year)</b>								
Gurdwara - Sikhism Trip						April	-	Mr A Bristow
Poland: Auschwitz and Kraków						July	-	Mr A Bristow
Places of Worship - Reading						July	-	Mr A Bristow
Duke of Edinburgh						September	July	Mrs C Uttley
An Inspector Calls Trip						November	-	Mrs S Meadows
Bude Trip						October	-	
Runways End						September	-	

## Teams and Clubs: Sport Opportunities for 2022–2023



## Core Subjects:

What we're studying this year...	How parents and carers can help...
<b>English</b>	
<ul style="list-style-type: none"> <li>• <b>Exploring the Gothic Tradition:</b> Where did the scary story come from? How does a writer hint at horror and can you bring alive the supernatural? How can vivid stories be brought to life on the page?</li> <li>• <b>Literature of Other Cultures - Of Mice and Men and poetry:</b> Is the American Dream available to all? What is true friendship and can you measure it?</li> <li>• <b>Non-fiction Reading and Writing</b> - Is fake news leaving us all confused about what is real and what isn't? This unit takes a close look at how the language of fact and opinion are presented throughout a variety of non-fiction texts.</li> <li>• <b>Animal farm – How can language be used for persuasion?</b> And, if in the wrong hands, how far can the power of language change whole societies.</li> <li>• <b>Modern Drama - Journey's End:</b> How does an audience experience a play? Does a writer's experience always influence their writing and can you understand their purpose? How do character and theme communicate deeper messages about society?</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. By contacting the English department whenever you need additional support or have questions about the course <a href="mailto:English@yateley.hants.sch.uk">English@yateley.hants.sch.uk</a>.</li> </ol>
Consisting of:	6 x Lessons per fortnight
<b>Mathematics</b>	
<p><b>September-December:</b></p> <ul style="list-style-type: none"> <li>• How many ways are there to find the size of an angle? Who still uses bearings and how do they work? How do you know if two lines are parallel or perpendicular? What impact do the limits of accuracy have on a measurement? How is pressure measured? How do mass, density and volume relate to each other? What is a histogram or a box plot and why are they used?</li> </ul> <p><b>January-April:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a linear and quadratic sequence? Can the measures of circles or spheres be stated exactly? What do reciprocal and exponential graphs tell us? How do we know if a triangle is right-angled? Can every quadratic equation be solved? What is the likelihood of events happening in a certain order?</li> </ul> <p><b>May-July:</b></p> <ul style="list-style-type: none"> <li>• What is the best way to manipulate very large and very small numbers? What is bivariate data and what can it tell us? How do we calculate missing angles in a right-angle triangle?</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
Consisting of:	7 x Lessons per fortnight
<b>Science</b>	
<p>Building on prior knowledge and enhancing practical skills for the transition to GCSE</p> <ul style="list-style-type: none"> <li>• <b>Biology:</b> What is in a cell and how do different cells help animals and plants survive? How do plants act as producers? How does genetic inheritance work? How do new species evolve? How do enzymes work as biological catalysts?</li> <li>• <b>Chemistry:</b> What is an atom and what is inside them? How can we find out the properties of elements? How could we draw the elements? What salts will be made if we mix different acids with alkalis? How can we use indicators to test a substance's pH?</li> <li>• <b>Physics:</b> How do forces impact speed and movement of an object? How do waves explain tsunamis? Why do ripples form when we throw rocks in water? How does energy change if we throw a ball off a roof? How can we investigate resistance in a circuit? How do we rearrange equations?</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>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 &amp; Smithsonian are good sources.</li> <li>3. Visit the Science &amp; Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.</li> </ol>
Consisting of:	6 x Lessons per fortnight

Physical Education	
<ul style="list-style-type: none"> <li>Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities?</li> <li>Have you built foundations for GCSE through increasingly competitive sport and activity?</li> <li>Can you identify and explain the components of fitness and development of physical fitness through the introduction of fitness testing?</li> <li>Can you analyse and evaluate skills to implement tactical decisions and develop physical performance.</li> <li>Do you demonstrate leadership skills in an array of different roles; captain, coach, referee/umpire, scorer?</li> <li>Can you explain and justify the development of personal core values and strength of character through team sports, OAA and team building activities?</li> <li>Have you achieved in all 5 domains of the ME in PE assessment ladder?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships.</li> <li>Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li> <li>Encourage face to face socialising.</li> </ol>
Consisting of:	2 x Lessons per fortnight
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> <li><b>Relationships and Sex Education:</b> FGM and the law. Sexual consent and the law. Pleasure and masturbation. Delaying sexual activity. Why have sex? Relationships and partners. What are STI's (main types). Treating STI's and clinics. Contraception – fact hunt/show and tell. Contraception – condoms. Contraception explored. Sexual harassment and stalking. HIV and AIDS. HIV – discrimination and prejudice.</li> <li><b>Health and Wellbeing:</b> What is a penis (body confidence). What is a vulva (body confidence). HBT – bullying in all its forms. Dealing with grief and loss and the stages. Media and air brushing (unrealistic body image expectations). How self esteem changes. Cancer prevention and healthily lifestyles.</li> <li><b>Rights, Responsibilities and British Values:</b> Conspiracy and fake news. Extremism in all its forms. Terrorism (far right and Islamist). What are British values? The radicalisation processes. How does Counter Terrorism work? Anti-Semitism.</li> <li><b>Life Beyond School:</b> Failure to success. Social media and online stress FOMO. First aid (how to administer CPR – defibrillators). Importance of happiness (improving mental health). Anger management. Employment and financial management. Importance of saving money.</li> <li><b>Staying Safe, Online &amp; Offline:</b> Introduction to drugs education. Drugs – cannabis products. Drugs and their classifications. Drugs – illegal drugs (party drugs). Drugs illegal (class A and B). Volatile substance abuse. Different types of addictions.</li> </ul>	<ol style="list-style-type: none"> <li>Go through any resources which are shared from the school for further information</li> <li>Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong.</li> <li>Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum.</li> </ol>
Consisting of:	1 x Lesson per fortnight

## Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
History	
<ul style="list-style-type: none"> <li><b>World War One</b> Was an assassination the most important cause of WW1? Was General Haig a British hero or a villain? Why did the allies break the stalemate in 1918? How did 'real' people impact WW1 at home and away? What was Germany's reaction to the Treaty of Versailles?</li> <li><b>Russian Revolution:</b> Why wasn't Russia part of the negotiations for the Treaty of Versailles?</li> <li><b>20th century Dictators:</b> How did Hitler become dictator of Germany? How unique was Hitler?</li> <li><b>World War Two:</b> Was Appeasement the most important cause of WWII? What was the most important turning point of WW2? How did different countries violate the rules of war during WW2?</li> <li><b>The Holocaust:</b> How did Nazi treatment of Jews change between 1933 - 1945? How did the Nazis persecute 'asocials'?</li> <li><b>Genocide:</b> How well did the United Nations keep its promise of "never again?"</li> </ul>	<ol style="list-style-type: none"> <li>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!</li> <li>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.</li> <li>By contacting the History department whenever you need additional support or have questions about the course <a href="mailto:history@yateley.hants.sch.uk">history@yateley.hants.sch.uk</a>.</li> </ol>
Consisting of:	3 x Lessons per fortnight



Geography	
<ul style="list-style-type: none"> <li>• <b>The Earth's future:</b> What are the natural causes of climate change? How can we measure past climates? What is causing climate change? What are the impacts of climate change?</li> <li>• <b>Hazardous Earth:</b> What is it like in the centre of the earth? Why do tectonic plates move? How do we manage tectonic hazards?</li> <li>• <b>Study of India and China:</b> Where are they located? What is the significance of India and China to the rest of the world? How has the economy of India and China Changed? What problems do the countries face?</li> <li>• <b>Cold environments:</b> What are glaciers? How have glaciers altered our landscape? How are these environments used? What has happened to our glaciers? What challenges do cold environments face?</li> <li>• <b>Battle of the Biosphere:</b> What is a biome? What resources does the biosphere provide? What is the importance of the biosphere to our planet?</li> <li>• <b>Consuming Energy Resources:</b> What different types of energy are available? What factors impact our access to energy? What are the costs and benefits of over reliance on fossil fuels?</li> </ul>	<ol style="list-style-type: none"> <li>1. Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography and by contacting/following @Geography_YS on twitter for department updates and articles.</li> </ol>
Consisting of:	3 x Lessons per fortnight
French	
<ul style="list-style-type: none"> <li>• <b>My life as a teenager</b> – Talking about Facebook, can I arrange to go out, describe a date and talk about music I like?</li> <li>• <b>Healthy lifestyle</b> – What constitutes a healthy lifestyle? How do we keep fit and take care of our bodies through food and exercise?</li> <li>• <b>Future plans</b> – Why do we learn languages? What job would I like in the future and what jobs have I previously done?</li> <li>• <b>Holidays</b> – Can I describe holidays and what I take with me, what happened on holiday, and where I visited?</li> <li>• <b>Me in the world</b> – What are teenagers allowed to do? What is important to them, what do they buy and what makes you happy?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	2 or 4 x Lessons per fortnight
German	
<ul style="list-style-type: none"> <li>• <b>School:</b> What is in my school bag and what colours are they? How is my daily routine before and after school?</li> <li>• <b>Food:</b> 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?</li> <li>• <b>Pastimes:</b> What sports do I play, and what activities do I and other people do, including online? What happens to word order when I introduce time phrases into sentences? On holiday this summer? Can I describe a past holiday and how it went?</li> <li>• <b>Where I live:</b> Where is my home located and what do I like and dislike about it? What do I do at home, when and where?</li> <li>• <b>Holidays</b> – Where do I plan to go on future holidays? How will I get there, what will I do on holiday and where will I stay? How does the future tense work in German?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	0 or 2 x Lessons per fortnight
Spanish	
<ul style="list-style-type: none"> <li>• <b>Holidays:</b> What did I do on a past holiday, saying what it was like and describing the last day?</li> <li>• <b>Media:</b> How do I use my mobile phone, what music and TV do I like and what did I do yesterday?</li> <li>• <b>Food:</b> What food do I like and what are meal times like In my home? Can I order in a restaurant, plan and talk about a party?</li> <li>• <b>Going out:</b> Can I arrange to go out, make excuses, talk about getting ready to go out and clothes to wear?</li> <li>• <b>Holidays:</b> What activities can you do in a holiday home and in summer camps? Can I ask for directions? Would I like to take a world trip?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	0 or 2 x Lessons per fortnight

Computer Science	
<ul style="list-style-type: none"> <li><b>September-December:</b> How can I solve more complex problems and give the solutions in flowchart?. How can I solve more complex challenges using the Python programming language? Do I understand how to keep safe online with regard to selfies and sexting?</li> <li><b>January-April:</b> How can I design an App that people would want to use? How do I write the code for an App?</li> <li><b>May-July:</b> How can I design a game that people would want to play? How do I write the code for a game? How do I use IT products to support the running of an Animal Shelter or a Festival?</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage your child to understand how important ICT &amp; Computing are to their future life, explain how you use it in your lives.</li> <li>2. Encourage your child to approach their ICT &amp; 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.</li> <li>3. Encourage your child to contact their teacher if they are struggling with a topic to get extra help.</li> </ol>
Consisting of:	1 x Lesson per fortnight

## Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
<b>Religious Studies</b>	
<ul style="list-style-type: none"> <li><b>Prejudice and the Holocaust:</b> Why are people prejudiced? What leads to discrimination and how did Hitler turn Germany against the Jews? Who was Władysław Szpilman and how did his life change in WW2? What happened to the Jews on Europe under Hitler? Why did God allow the Holocaust to happen? Is it right to forgive or should you take revenge? Could the Holocaust happen again?</li> <li><b>Religion and Ethics:</b> What is the sanctity of life? Is it ever ok to take a life? Is abortion ever a moral choice? Is the death penalty a suitable punishment for murder? Is euthanasia the same as murder? Should you use genetics to design a baby?</li> <li><b>Islam:</b> What was life like in Arabia before Islam? Why do Muslims follow Muhammad? What are the five pillars of Islam? Why do Muslims pray towards Makkah and the Ka'ba? What is the value of praying five times a day? Why do Muslims travel to Saudi Arabia once in their lifetime?</li> </ul>	<ol style="list-style-type: none"> <li>1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship.</li> <li>2. 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.</li> <li>3. Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.</li> </ol>
Consisting of:	2 x Lessons per fortnight
<b>Design Technology</b>	
<ul style="list-style-type: none"> <li><b>Jewellery Design</b> - What is Memphis Design? Why is Phillippe Starke? What are Zaha Hadid's greatest works? Which of these designers do I prefer? How to sketch in 3D. What is the difference between Ferrous, Non Ferrous and Alloyed metals? How can I use 2D design to produce an original 3D product in Pewter? How to cast metal safely and accurately. How to finish metal to a mirror finish.</li> <li><b>Causes and Concerns</b> – How to “speak” in 3D. How can I create shapes/forms that communicate emotion? How can I develop a narrative using words and pictures? How to produce Isometric design drawings, how to render to show colour and texture. How the use of CAD can effectively show a design concept?</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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).</li> <li>3. Help students with their research effort particularly by acting as a client or end user.</li> </ol>
Consisting of:	1 x Lesson per fortnight
<b>Food Technology</b>	
<ul style="list-style-type: none"> <li>Do you know how to prepare food safely? What are the critical temperatures when preparing food? How does bacteria multiply? Is all bacteria harmful? What are the symptoms of food poisoning? What are the types of contamination? How is food preserved? What are the nutrients teenagers need?</li> <li>Can you describe a range of food allergies and intolerances? What are the functions of protein? What are amino acids? Can you describe what gelatinisation of starch means? What does coagulation mean? Can you set up a fair pastry test? What is a control sample? Can you explain the functions of ingredients of bread and yeast? Can you explain why carbohydrates are needed? Do you understand the different types of heat transfer?</li> </ul> <p><b>Practicals</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.</li> <li>3. To regularly check their tasks on 'show my homework' and discuss their work with them. If you require extra information email <a href="mailto:penny.quick@yateley.hants.sch.uk">penny.quick@yateley.hants.sch.uk</a>.</li> </ol>

Spaghetti bolognese, chicken tikka and naan, quiche, Bakewell tart, mince pies, lemon cheesecake, pancake rolls, puff pastry parcel, enchiladas, banana cake, macaroni cheese, hot cross buns, chicken stir fry, Victoria sandwich, sweet and sour chicken.	
Consisting of:	1 x Lesson per fortnight
Art	
<ul style="list-style-type: none"><li>• <b>The Project Project:</b> How do you develop an idea? How can different approaches to drawing the same thing create very different results? How do you make 3D drawings? How do you play with ideas? Why is a sculpture of a drawing of a drawing of an apple not an apple?</li><li>• <b>Artist Research:</b> How do you analyse Art? What is an artist's style? How do you know what a typical piece is? What objective elements can you comment on? How is mood created? What is a transcription?</li><li>• <b>Book Design: Independent working.</b> How do you choose a personal theme? How do you show research? How do you respond creatively to a brief? How can you use exemplars without just copying them?</li></ul>	<ol style="list-style-type: none"><li>1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking.</li><li>2. Create space for them to work at home – preferably somewhere where they can leave work set up.</li><li>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.</li></ol>
Consisting of:	1 x Lesson per fortnight
Drama	
<p><b>Stage Fighting:</b> What is stage fighting? How do we do it? What is naturalism? How can we use this to create naturalistic theatre and build tension? How can we use physical control to create audience illusions? How can design work impact this, for example, make up?</p> <p><b>Performing a script: Blood Brothers (GCSE link):</b> How do we lift Drama from the page to the stage? How does our knowledge of the social, cultural historical background of a play impact our portrayal of characters? How do design elements (lights/sound/set/costume) impact a performance? How do we use these alongside acting to create audience impact?</p> <p><b>Theatre in Education (GCSE link):</b> How can Theatre be used to educate and change society? Does it have that power? What skills are needed to create educational theatre? How can we use these skills to create educational theatre about issues that matter today?</p> <p><b>Option: Devising Theatre based on a stimulus (GCSE link- 2 half terms):</b> What is improvisation? How do we create Drama from scratch? How do we use a stimulus to create ideas? How do we develop these in performance</p>	<ol style="list-style-type: none"><li>1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production)</li><li>2. Take students to the theatre</li><li>3. Rehearse at home - help students learn their lines - encourage them to read the full play</li></ol>
Consisting of:	1 x Lesson per fortnight
Music	
<ul style="list-style-type: none"><li>• <b>Blues:</b> Can you explain the origins of Blues? Why are blues scales different from Western major and minor equivalents? What is call and response and how is it cued? Can you compose own blues song and set to vocal melody your own poetry in AAB form? What is 12 bar blues? Can you play a walking bass with added blue notes and improvise own melody? Who was B.B King? What do Jonny Lee Hooker, ZZ Top and AC/DC have in common?</li><li>• <b>Variations:</b> What is Baroque Era? Who was J.S. Bach? What do ground bass and riff have in common? Can you variate given melody in retrograde, inversion, diminution, augmentation and cannon? What is modulation? Can you notate your composition and play from your score?</li><li>• <b>Popular Music:</b> What do blues and popular music have in common? Can you recognise different genres of popular music and explain their main music features? How does pop song structure work? Can you recognise the difference between a riff, middle 8 and pre-chorus? Can you play a reggae song and compose your own bridge section using either Logic or live instruments? Can you develop your composition by adding variety of tech effects – reverb, EQ, panning? Can you explain what are cassette tapes, vinyl and a gramophone? What do Chuck Berry, Beatles, Marvin Gaye, James Brown, Bob Dylan, Led Zeppelin, Queen, Blondie, Clash, David Bowie, Bob Marley and the Wailers, Prince, Jeff Buckley, Lauryn Hill, Nirvana, Blur, Oasis, Alicia Keys, Outcast, Dizzee Rascal and Stormzy all have in common? Can you name the iconic albums of 50s, 60s, 70s, 80s, 90s and 00s? What is your parents' favourite live gig and why?</li></ul>	<ol style="list-style-type: none"><li>1. Supporting students in their aspiration to learn to play chosen music instrument.</li><li>2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li><li>3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li><li>4. Visiting music concerts, festivals and gigs with your child.</li></ol>
Consisting of:	1 x Lesson per fortnight

Dance	
<ul style="list-style-type: none"> <li>• <b>Exploring the theme of order and chaos:</b> Insight into professional repertoire 'Emancipation of Expressionism' on GCSE Dance syllabus. What actions and dynamics show the contrasting themes? How can relationships and devices be used to support the themes?</li> <li>• <b>Exploring the use of a prop:</b> Insight into professional repertoire 'The Car Man' choreographed by Sir Matthew Bourne.</li> <li>• <b>Exploring physical and technical skills:</b> Insight into professional repertoire 'A Linha Curva' on the GCSE Dance syllabus. Devising solo work and performing as part of an ensemble. The importance of spatial awareness.</li> <li>• <b>Developing Physical Skills:</b> What is dance repertoire and learn how can I develop my physical skills to enhance performance (strength, flexibility, stamina, control etc)</li> <li>• <b>Responding to a stimulus:</b> What is a stimulus? How do I find out more about the stimulus? How can I plan a dance idea? What key skills need to be included at GCSE level?</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage them to want to do well regardless of their interest or experience – Dance is for all!</li> <li>2. Look out for Dance on television... it's everywhere!</li> <li>3. Encourage your child to get involved in lunchtime clubs, House Dance and local dance competitions that the school enters into e.g Dance Live!</li> </ol>
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## 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:

Absence: [attendance@yateley.hants.sch.uk](mailto:attendance@yateley.hants.sch.uk)

Admin: [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk)

Examinations: [exams@yateley.hants.sch.uk](mailto:exams@yateley.hants.sch.uk)

Finance: [finance@yateley.hants.sch.uk](mailto:finance@yateley.hants.sch.uk)

Kitchen/catering: [kitchen@yateley.hants.sch.uk](mailto:kitchen@yateley.hants.sch.uk)

Learning support: [studentsupport@yateley.hants.sch.uk](mailto:studentsupport@yateley.hants.sch.uk)

Pastoral/wellbeing: Please email your child's tutor for pastoral issues. If you wish to contact the head of house then please email: [ahoh@yateley.hants.sch.uk](mailto:ahoh@yateley.hants.sch.uk)

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