



**SIR THOMAS
BOTELER**
CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

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 THE CHURCH
OF ENGLAND
Diocese of Chester

KEY STAGE 3 CURRICULUM INFORMATION 2016-17

KEY STAGE 3 CURRICULUM INFORMATION

CORE SUBJECTS

SUBJECT: ENGLISH

Head of department: Mr N Vallender

E-mail: nvallender@boteler.org.uk

Teaching staff:

N Vallender Head of English

E Hough Second in English

L Farrar Literacy Coordinator

H Newman Teacher of English

H Savazzi Teacher of English

J Woodcock Teacher of English

G Hilton-Harris Teacher of English

Year 7

Topics of study

Term 1	Term 2	Term 3
<p><u>Fiction Novel (Holes/The Boy in the Striped Pyjamas)</u></p> <p>Reading: Understanding of key themes, characters and ideas SPAG</p> <p><u>Formative assessment:</u> Component 1 List/Synthesise and Thoughts and feelings questions</p> <p><u>Summative assessment:</u> Component 1 List/Synthesise and Thoughts and feelings questions</p> <p><u>Gothic Horror Descriptive Writing.</u> Writing: Creative writing with a focus on narrative using gothic literature (Dracula, Frankenstein, War of the Worlds) as a stimulus.</p> <p><u>Formative assessment:</u> Opening paragraph for a</p>	<p><u>'Survival' 21st Century Non-Fiction Reading</u></p> <p>Reading: Analysis of a range of non-fiction texts based on the theme of survival.</p> <p><u>Formative assessment:</u> Language exam impression and evaluation questions based on 'Island Man'</p> <p><u>Summative assessment:</u> Language exam impression and evaluation questions based on an unseen extract.</p> <p><u>'Survival' Transactional Writing.</u></p> <p>Writing: A range of non-fiction texts from different periods of time leading to a piece of transactional writing - 'Survival article'</p> <p><u>Formative assessment:</u> Opening paragraph or first draft of assessment piece</p>	<p><u>Multicultural Poetry</u></p> <p>Reading: A cluster of four poems for analysis.</p> <p><u>Formative assessment:</u> Analysis of one poem from the anthology. Teacher to direct pupils to chosen poem.</p> <p><u>Summative assessment:</u> Comparison of two poems from the anthology.</p> <p><u>'Power and Influence' Transactional Writing.</u></p> <p>Writing: A persuasive speech based on the theme of power and influence for a real audience.</p> <p><u>Formative assessment:</u> Draft of assessment task (speech)</p>

narrative based on gothic horror <u>Summative assessment:</u> Complete the narrative writing task	<u>Summative assessment:</u> Final draft of assessment piece	<u>Summative assessment:</u> Completed draft of assessment task (persuasive speech).
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Year 8

Topics of study

Term 1	Term 2	Term 3
<p><u>Narrative Writing</u></p> <p>Writing: Creative writing with a focus on narrative using 'Great Expectations' as a stimulus for mood/atmosphere.</p> <p><u>Formative assessment:</u> Opening extract for narrative based on the title 'The Choice'</p> <p><u>Summative assessment:</u> Complete narrative assessment 'The Choice'.</p> <p><u>Fiction Novel (A Christmas Carol)</u></p> <p>Reading: Understanding of key themes, characters and ideas SPAG</p> <p><u>Formative assessment:</u> Source based question (with particular focus on an extract)</p> <p><u>Summative assessment:</u> Source based question</p> <p><u>Rich Vs. Poor Spoken Language AO7, AO8, AO9</u> Speech based on the class system and divides in the 19th Century. Non-fiction texts to be used to support preparation and links to be made to the social and historical context of 'A Christmas Carol', when possible. (Approx. 2 week task).</p>	<p><u>'Heroes' Transactional Writing</u></p> <p>Writing: A report based on the theme of 'Heroes' a range of non-fiction texts to be used as stimulus materials.</p> <p><u>Formative assessment:</u> Opening paragraph or first draft of assessment piece</p> <p><u>Summative assessment:</u> Final draft of assessment piece</p> <p><u>Studying a play (Our Day Out/Blood Brothers)</u></p> <p>Reading: Pupils to read 'Our Day Out' for experience of the play and as a stimulus material.</p> <p><u>Formative assessment:</u> Source based question (with particular focus on an extract)</p> <p><u>Summative assessment:</u> Source based question</p>	<p><u>Non-fiction reading.</u></p> <p>Reading: Analysis of a range of non-fiction texts.</p> <p><u>Formative assessment:</u> Language exam how and compare/contrast questions based on two extracts.</p> <p><u>Summative assessment:</u> Language exam how and compare/contrast questions based on two extracts.</p> <p><u>'Parents and Relationships' Poetry cluster.</u></p> <p>Reading: A cluster of four poems for analysis.</p> <p><u>Formative assessment:</u> Analysis of one poem from the anthology.</p> <p><u>Summative assessment:</u> Comparison of two poems one unseen one from the anthology.</p>

Year 9

Topics of study

Term 1	Term 2	Term 3
<p><u>Fiction Novel (Of Mice and Men)</u></p> <p>Language, structure, form and understanding of key themes, characters and ideas SPAG</p> <p><u>Formative assessment:</u> Component 1 Language mock (60-100 lines from the novel)</p> <p><u>Summative assessment:</u> Component 1 Language mock (60-100 lines from the novel)</p> <p><u>'War and Conflict' Poetry Anthology/ Unseen Poetry</u> The Manhunt, The Soldier, Mametz Wood, Dulce et Decorum Est (taken from Eduqas Anthology)</p> <p><u>Formative assessment:</u> Poetry analysis: analyse one poem from the cluster (four poems)</p> <p><u>Summative assessment:</u> Poetry analysis: pupils to be given poem from cluster to analyse and then compare to another poem of their choice from the cluster.</p>	<p><u>Narrative Writing</u></p> <p><u>Formative assessment:</u> Extended writing piece based on one of four titles (titles taken from mock exam)</p> <p><u>Summative assessment:</u> Extended writing piece based on one of four titles (titles taken from mock exam)</p> <p><u>Shakespeare 'Macbeth'</u> <u>Extract and Essay question:</u> Macbeth, Lady Macbeth, Banquo and the witches</p> <p><u>Formative assessment:</u> Extract analysis (whole play may not have been studied at this point)</p> <p><u>Summative assessment:</u> Essay question testing knowledge of key scenes/character development (5 marks for SPAG)</p>	<p><u>Transactional Writing</u></p> <p>Persuasive transactional and/or discursive writing-2 equally weighted tasks. Range of audiences and purposes, adapting style to form and context.</p> <p><u>Formative assessment:</u> Transactional/persuasive piece</p> <p><u>Summative assessment:</u> Written speech which will be performed (prepare for spoken language) AO7,AO8,AO9</p> <p><u>Studying a play 'Blood Brothers'</u></p> <p>Language, structure, form and understanding of key themes, characters and ideas</p> <p><u>Formative assessment:</u> Source based question</p> <p><u>Summative assessment:</u> Source based question (5 marks for SPAG)</p>

Assessment information

Regular assessments – two per half term linked to GCSE assessment requirements.
Range of reading and writing assessments over the course of each academic year.
Assessment formats (see above)

Homework

Extended writing tasks – helps students to familiarise themselves with longer pieces of writing.

Subject terminology tests

Spelling tests

Vocabulary tests

Research tasks (Research an author/playwright/time period) - supports knowledge and understanding of historical/cultural contexts of novels.

Project based tasks – allows students to develop a range of skills to support them in their studies.

Five ways you can support your child in English

Reading at home including non-fiction texts such as the newspaper, news sites on the internet, magazines etc. Lead by example and share reading time with your child.

Check your child's homework for literacy errors and support them in corrections. Be as helpful as you can in helping your child to write. Talk through their ideas with them. Support the importance of spelling, punctuation and grammar

Research texts that are to be studied and take an interest in them, you could watch film versions of key texts together and prompt discussion about them.

Test your child on subject terminology

Support the importance of extended reading and writing (reading age specific content and writing in appropriate detail)

Other useful information

Weekly English Journalism club

Fortnightly Reading Club for Y7

Theatre visits: this year we are off to watch Blood Brothers with year 8 and 9

Literature treasure hunt for all years

Celebrate World Book Day with an inter-house event.

SUBJECT: MATHEMATICS

Head of department: Mrs J Powell

E-mail: JPowell@boteler.org.uk

Teaching staff

Mrs J Powell – Head of subject

Mr C Murray - Second in Department

Ms F Jones - KS3 Curriculum Lead

Ms S Keme - Teacher of Mathematics

During Key Stage 3 all of our students will be following the Mastery Curriculum for Mathematics. This is underpinned by 3 core principles:

Principle 1 – Every student can achieve in Mathematics

Principle 2 – Depth of understanding is more important than speed

Principle 3 - A shared Mathematics curriculum for ALL students

Year 7

Topics of study

Term 1	Term 2	Term 3
Addition & Subtraction Multiplication & Division	Geometry Fractions	Algebra Percentages & Pie Charts

Year 8

Topics of study

Term 1	Term 2	Term 3
Number Algebra	Geometry Proportion	Geometry Statistics

Assessment information

Assessments take place approximately each half term and are in two parts:

1. Skills – assesses how well pupils can do the topics covered
2. Application – assesses how well pupils understand these topics and can they apply their skills in a range of situations?

Homework

Homework is set online: www.mymaths.co.uk

This will be supported by additional material when necessary

Five ways you can support your child in Mathematics

Encourage your son/daughter to use their Mathematics skills every day

Log in to their personal account on MyMaths to see how they are doing

Ensure that your son/daughter has the correct equipment for all Mathematics lessons (calculator, geometry set, purple pen).

Encourage your son/daughter to persevere when they find a particular topic difficult.

We recommend that parents read – The Elephant in the Classroom: Helping Children Learn and Love Maths by Jo Boaler

SUBJECT: PHYSICAL EDUCATION

Head of department: Mr C Burbidge

E-mail: cburbidge@boteler.org.uk

Teaching staff:

Mrs R Hughes

Mrs A Mawby

Mr J Leonard

Mr L Horrigan

Year 7

Topics of study

Term 1	Term 2	Term 3
Outwitting Opponents: Rugby, Football, Netball	Outwitting Opponents: Handball, Hockey, Football	Striking & Fielding: Cricket, Rounders

Net & Wall: Volleyball, Badminton	Net & Wall: Volleyball, Badminton	Net & Wall: Tennis
Accurate Replication: Trampolining, Gymnastics	Accurate Replication: Trampolining, Gymnastics	Exploring and Communicating Ideas: Dance
Performing at Maximum Levels: Cross Country	Performing at Maximum Levels: Health Related Fitness	Performing at Maximum Levels: Athletics

Year 8

Topics of study

Term 1	Term 2	Term 3
Outwitting Opponents: Rugby, Handball, Football, Netball	Outwitting Opponents: Rugby, Handball, Football, Basketball	Striking & Fielding: Rounders, Cricket
Net & Wall: Volleyball	Net & Wall: Table Tennis, Badminton	Net & Wall: Tennis
Performing at Maximum Levels: Health Related Fitness	Accurate Replication: Gymnastics	Performing at Maximum Levels: Athletics
	Performing at Maximum Levels: Health Related Fitness	

Year 9

Topics of study

Term 1	Term 2	Term 3
Outwitting Opponents: Rugby, Handball, Football, Netball	Exploring and Communicating Ideas: Leadership, Gymnastics	Net & Wall: Tennis
Net & Wall: Badminton, Table Tennis	Net & Wall: Volleyball, Badminton	Performing at Maximum Levels: Athletics
Performing at Maximum Levels: Health Related Fitness, Cross Country	Outwitting Opponents: Basketball, Handball	Exploring and Communicating Ideas: Dance/Aerobics, Leadership
Exploring and Communicating Ideas: Dance		Striking and Fielding: Cricket, Rounders

Assessment information

We assess students' knowledge, understanding, application and performance lesson by lesson using the Assessment Threshold Progress Grid. Students will be working at a certain threshold but striving to achieve and exceed the 'targets' for the lesson. The thresholds range from Foundation, Developing, Secure and Excellence with progressive difficulty of success criteria for each threshold.

Students will be assessed at the end of every block of work or activity which will correspond to them attaining a working at grade.

At KS3 students will also conduct a progress review. This is a written assessment on the 'theoretical' aspects of Physical Education. Topics and themes include:

- Reasons for warming up and cooling down
- The skeletal and muscular system
- Characteristics of leadership in sport
- Interpreting data

The assessment of the above will aid the preparation and learning habits of the new GCSE PE specification.

Homework

- Research based homework where appropriate at KS3.
- 'Weekly words' will be set for students to learn the definitions of and spellings of language that supports learning.
- Homework set on a weekly basis to all students to attend at least one extra-curricular club.

Five ways you can support your child in Physical Education

- Encourage students to attend the wide range of extra-curricular sport clubs available at lunchtime and afterschool
- Supporting community events or sports fixtures at the school
- Reinforce healthy messages and practices your child learns at school; helping them to make decisions about health and lifelong physical activity habits.
- Track homework on Show My Homework to ensure home learning is completed consistently and to a high standard.
- Encourage active revision techniques for Progress Review Test. More information can be found in the 'Other useful information section' of this page.

Other useful information

- Extra-Curricular timetable to be visible on the school website.
- Fixture list on website – CB to upload
- Sport House Competitions to be uploaded by CB

SUBJECT: RELIGIOUS STUDIES

Head of department: Mrs K Coleclough

E-mail: kcoleclough@boteler.org.uk

Teaching staff

Mr K Coleclough – Head of subject

Mrs S Rostron

Year 7

Topics of study

Term 1	Term 2	Term 3
Archbishop of York Young Leaders Award module 1 - Faith	Religious Expression The existence of God Rules for living	Archbishop of York Young Leaders Award module 2 – Hope and Module 3 – practical project

Year 8

Topics of study

Term 1	Term 2	Term 3
The Concept of God Creation	Good and Evil Forgiveness	Life and Death Human expression

Year 9

Topics of study

Term 1	Term 2	Term 3
Thematic Study of Judaism as a preparation for GCSE	Thematic Study of Judaism and Christianity as a preparation for GCSE	Thematic Study of Christianity as a preparation for GCSE

Assessment information

We assess pupils at the end of each unit of work to ensure progress is taking place as expected. We look to develop vital skills that will be part of the GCSE to enable pupils to access the materials. Evaluation and analysis are important as is interpretation. Pupils must be able to compare religious belief with other belief systems including atheism.

Homework

Homework is set once a fortnight and should be about an hour in length. All homework is issued via Show my homework and support is available on the VLE. All homework tasks will enable pupils to extend their learning outside the classroom and either consolidate and apply learning or prepare them for the next lesson.

Five ways you can support your child in Religious Studies

Ensure homework is completed regularly and any problems are addressed with the teacher
Encourage them to participate in RS activities and the wider Christian ethos of the school

Encourage them to express their own opinion and compare them with the views presented in class

Remind them to accept differing beliefs and views and agree to disagree

Encourage them to respect the views of others and listen to the opinions of others, they should be encouraged to question and examine new ideas.

SUBJECT: SCIENCE

Head of department: Mr D Iqbal

E-mail: diqbal@boteler.org.uk

Teaching staff

Mr D Iqbal – Head of subject

K. White 2nd in Science, responsible for KS3

S. Meldrum KS4 Progress Leader

P. Antrobus Year 7 Progress Leader

M. Lewis

Year 7

Topics of study

Term 1	Term 2	Term 3
Introduction to science What are we made of? What is happening around us? Strike a light! Human Reproduction	Plant Reproduction Particles in Action May the force be with you Digestion And Diet	Breathing Elements and compounds Light

Year 8

Topics of study

Term 1	Term 2	Term 3
Heat, Sound and Waves Health Energy, Electricity and Fuel Genetics	Marvellous Metals Plants And Ecology Our Planet	Chemical Reactions Forces and Motion

Year 9

Topics of study. These are studied on a rotation basis with Biology, Chemistry and Physics taking 1 term each to cover.

Term 1	Term 2	Term 3
The Cell and Cell Division. Respiration Photosynthesis Leaf Structure Carbon cycle Energy transfer in food chains.	Periodic Table Mendeleev and the periodic table Calculating relative formula mass Elements/Compounds/mixtures	Solids, liquids and gases Conservation of energy Energy Efficiency Supplying electricity and the national grid Renewable resources Non-renewable resources

Cells and stem cells Genetics Sex determination/ variation Natural selection Health/disease/ development of medicines Human immune system Hormones Blood and blood vessels	Writing equations from reactions Particle model Ionic bonds Properties of covalent compounds Properties of metals and metallic bonding Separating mixtures Paper chromatography Drinking water Neutralisation Reactivity of metals Fuels Reactions	Conduction, Convection , Radiation Magnets and magnetic fields Electricity Circuits – voltage and current Forces Velocity time graphs: Motion and Acceleration Newton’s first law Newtons second Law Newtons thirdLaw Stopping distances Crash hazards
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Assessment information

In Years 7 & 8 students do assessed tasks in class, which are done under test conditions and involve producing a piece of work based on the previous lessons learning.

Students also do *alfiesoft* online assessments throughout the year. There is a final end of year exam.

In year 9, students follow a 'GCSE Lite' course where they study the fundamental concepts of science to give a solid understanding of challenging topics before they start the GCSE course. They are assessed using past paper GCSE questions in 3 tests throughout the year.

Homework

Year 7 & 8 classes may have literacy/spelling homework to become familiar with new vocabulary. They may have work set to extend and consolidate the learning in the classroom, including drawing graphs, calculations and answering extended questions.

Year 9 will have past paper exam questions to apply their new knowledge to exam situations.

Five ways you can support your child in Science

Talk to your child about what they have been studying in school. Ask them to explain key concepts to you.

Motivate your child in the subject – chemistry can be done in the kitchen and outside in the garden...and a chemistry or biology set is a great gift!

Help them with their homework – it doesn't always have to be direct help. Ask them to explain to you what they need to do – this often gives them a good starting point if they are stuck. If they don't understand encourage them to see their teacher before the deadline.

If possible purchase a revision guide/ question books, we recommend CGP books for KS3.

Encourage them to start revising early and to create a revision timetable well in advance of exams.

FOUNDATION SUBJECTS

SUBJECT: ART AND DESIGN

Head of department: Mrs S Joice

E-mail: sjoice@boteler.org.uk

Teaching staff

Mrs S Joice – Head of subject

Mr A Robinson

Year 7

Topics of study

Term 1	Term 2	Term 3
Colour Theory	Mark Making	Theory into practice

Year 8 (subject to change)

Topics of study

Term 1	Term 2	Term 3
Portraiture	Decoration-Fashion	Bugs

Year 9 (subject to change)

Topics of study

Term 1	Term 2	Term 3
Objects of interest	The figure-Fashion	Lettering and graffiti

Assessment information

Pupils will be assessed alongside the school policy. They will be asked to look at others work and comment on pieces that they are working on. Assessments will be made at the end of each final piece.

Homework

Each Year group will be given half termly assignments. They will be required to produce a project piece of work in their own style following a brief. This is to encourage independence and working in the style of GCSE assignments.

The homework should take approximately 30 minutes per week.

Five ways you can support your child in Art

Look at show my homework for information on the projects they have been set.

Ask the students about the projects they are working on in and out of school.

Enquire what artists they may be looking at.

Encourage pupils to research on the internet and use libraries or after school artclub.

Support pupils in bringing in the correct equipment

Other useful information: All pupils will be working in sketchbooks. The department will be selling these at the beginning of the year at cost price of one pound and fifty pence. Pupils must come equipped to the lesson with a pencil, rubber and pencil sharpener.

SUBJECT: COMPUTING

Head of department: Mr Carroll

E-mail: ncarroll@boteler.org.uk

Teaching staff: Mr Lewis

Year 7

Topics of study

Term 1	Term 2	Term 3
Computer Theory including: File Management Input-Process-Output Components of a CPU. Algorithms & Flowol	Programming with Microbits Basic Syntax If Statements Iteration Creating webpages using HTML	Code Breaking Computer Theory

Year 8

Topics of study

Term 1	Term 2	Term 3
Computer Theory including: Number Systems Images Sound Introductory Graphics using Photoshop	Intermediate Web Design using HTML and CSS Programming using Microbit	3D Design using Sketch-up Introduction to Databases including: MS Access MySQL

Year 9

Topics of study

Term 1	Term 2	Term 3
Programming using Python Computer Theory including: Boolean logic Logic gates and truth tables.	Web Design using Dreamweaver Programming using JavaScript	Programming Project Creative Project

Assessment information

- Key Piece questions to provide diagnostic feedback are given out during each half term. These are based on exam questions.
- Working At assessments are issued each cycle and are again based on exam questions.

Homework

Homework will be given out on a weekly basis and will be sent out using Show my Homework.

Five ways you can support your child in Computing.

- Take an interest in the subject ask your son/daughter to explain the homework.
- Encourage your son/daughter to complete free online courses such as those run by Codecademy.
- Encourage attendance to after-school clubs such as Minecraft or Programming club.
- Download free programs such as Scratch and learn how to use it with your child.
- Encourage computational thinking: - i.e. practise getting your child to break down problems into smaller pieces.

SUBJECT: DESIGN TECHNOLOGY

Head of department: Mr A Robinson

E-mail: arobinson@boteler.org.uk

Teaching staff

Mr Robinson Head of Department
Mrs Llewellyn Design Technology teacher
Mrs Inman DT Technician
Mrs Bennet DT Technician

Year 7

Topics of study

Term 1	Term 2	Term 3
Health and Safety in the work shop. Safe handling of tools and equipment Understanding basic properties of materials	Using tools and equipment to manufacture a quality product. Apply a finish to materials to enhance the look	Basic computer aided design techniques. (CAD) Advancements in Technology

Year 8

Topics of study

Term 1	Term 2	Term 3
Choosing the correct materials for their properties Anthropometrics and Ergonomics in design	Plastic theory Moulding and finishing thermo plastics. Inlaying materials Creating a specification	Intermediate CAD skills and knowledge. Computer aided manufacture (CAM)

Year 9

Topics of study

Term 1	Term 2	Term 3
Production methods Basic electronics Vacuum forming	Utilising templates Design movements of the past Joining materials	Advanced CAD CAM skills 3D drawing skills

Assessment information

Students will be assessed on their ability to

Termly examinations

Follow all Health and Safety rules

Utilise tools and equipment effectively

Produce a quality outcome / product in their chosen materials

Retain facts and information for tests / exams

Utilise CAD CAM to achieve a professional outcome

Show a positive attitude within the lesson

Homework

Homework will be set according to school goodliness. This will mainly be theory based. I will be holding 'drop in' homework clinics every week after school for any student requiring extra guidance.

Five ways you can support your child in Design Technology

Check SMHW to ensure your child is up to date with their homework

Speak to them regarding the practical work, ask them what they are designing

Encourage them to take part in Technology afterschool clubs. They will benefit massively by attending

If possible take them to the Museum of Science and Technology in Manchester or any other Technology exhibition.

There are many fabulous websites regarding Design and Technology. GCSE Bite size has excellent coverage across the curriculum

We hope to be hosting several educational trips throughout the year to stimulate your child's taste for technology. You will be given information regarding any proposed trip.

SUBJECT: DRAMA

Head of department: Mr C Burbidge

E-mail: cburbidge@boteler.org.uk

Teaching staff

Mrs A Armstrong: Teacher of Drama & Year 8 & 9 Progress Leader

Year 7

Topic

Term 1	Term 2	Term 3
Antigone Timothy Winters	Little Spokey Shakespeare	Sheep and Goat People Final Project

Year 8

Topic

Term 1	Term 2	Term 3
Soap War	Stage Design Pinter	Metamorphosis Devising from Stimulus

Year 9

Topic

Term 1	Term 2	Term 3
TIE (Brecht)	Naturalism/ Stanislavski	Curious Incident

Assessment information

We assess students' knowledge, understanding, application and performance lesson by lesson using the Assessment Threshold Progress Grid. Students will be working at a certain threshold but striving to achieve and exceed the 'targets' for the lesson. The thresholds range from Foundation, Developing, Secure and Excellence with progressive difficulty of success criteria for each threshold.

Students will be assessed at the end of every theme or activity which will correspond to them attaining a working at grade.

In the final assessment lessons, pupils will perform in a sequence of monologue –duologue –monologue, playing the role of a character studied.

Pupils will be encouraged to make evaluative comments in which they can reveal their understanding of terminology and character.

Short written comments will also show evaluative ability.

Homework

Homework will mostly be set through project based tasks set to enhance students understanding of performance, written communication and theatre.

Ways you can support your child in Drama

- Encourage students to attend KS3 Drama Club 'Spotlight' on Thursday.
- Supporting community events, school shows and trips and visits to live theatre.
- Track homework on Show My Homework to ensure home learning is completed consistently and to a high standard.

Other useful information

- Extra-Curricular timetable visible on the school website.
- School show: Mamma Mia

All day rehearsal/dress/technical - Monday 13th February

Matinee performance - Tuesday 14th February

Matinee and evening performance - Wednesday 15th February

Evening performance - Thursday 16th February

SUBJECT: FOOD TECHNOLOGY

Head of department: Mr A Robinson

E-mail: arobinson@boteler.org.uk

Teaching staff

Mr Robinson Head of department

Mrs Llewellyn Design Technology teacher

Mrs Inman DT Technician

Mrs Bennet DT Technician

Year 7

Topics of study

Term 1	Term 2	Term 3
Rubbing in method Health and safety Oven management Fruit and veg preparation	Weighing and Measuring Creaming method	Melting method The Eat well plate

Year 8

Topics of study

Term 1	Term 2	Term 3
Bacterial growth Sensory appeal	Nutrients Nutritional function Frying	Bread making Sauce making Special diets

Year 9

Topics of study

Term 1	Term 2	Term 3
Bacterial growth and temperature	Food poisoning Shallow frying Pastry making	Healthy lifestyles (BMI) Smart foods

Assessment information

Unit assessment 1

Unit assessment 2

Unit assessment 3

Unit assessment 4

Homework

Year 7: Health and safety, Recipe card designs, modifying recipes and health diet homework's.

Year 8: Bacterial growth, four initial designs based around scones, sensory appeal, vegetarian and vegan homework's.

Year 9: Temperature, bacterial growth, fridge organisation, food poisoning and planning a healthy living based on their BMI to exercise ratio.

Five ways you can support your child in Food Technology

Take advantage of the department's offer by sending in £5.00 for all your child's ingredients instead of buying them yourself

Reminding pupils of fortnightly homework's on "show my homework"

Encourage pupils to take part in extracurricular activities

Using website to research specific food words and terminology

Encourage your child to cook at home, show off their skills

SUBJECT: FRENCH

Head of department: Mrs O Ward

E-mail: oward@boteler.org.uk

Teaching staff

Mrs O Ward – Head of subject

Mr N Shelmerdine

Year 7

Topics of study

Term 1	Term 2	Term 3
Introductions	My Family	My Home

Year 8

Topics of study

Term 1	Term 2	Term 3
My School	My Town	Free Time (1)

Year 9

Topics of study

Term 1	Term 2	Term 3
Free Time (2)	Holidays	Healthy Lifestyle

Assessment information

Pupils are assessed on the four skills of Writing, Speaking, Reading and Listening over the course of each year. Pupils answer GCSE style questions and are assessed according to the GCSE mark scheme.

Homework

Weekly spellings to learn. These are on show my homework.

Complete revision exercises on Linguascope.

Complete revision exercise on LanguagesOnline.

Prepare presentations on a specific grammar point.

Complete exercises on a worksheet.

These help pupils to consolidate learning of vocabulary and grammar in lessons.

Five ways you can support your child in French

Help your child learn their spellings.

Join in with the revision games on *linguscope*.

Encourage your child to attempt every question on quizzes and worksheets.

Test your child on grammar points – see if they can remember verb endings and other grammar rules.

Encourage your child to use a bi-lingual dictionary to look up words that they don't know.

Other useful information

Day trip to France each July for Years 7-11.

SUBJECT: GEOGRAPHY

Head of department: Mr M Jagger

E-mail: mjagger@boteler.org.uk

Teaching staff

Mr M Jagger – Head of subject

Miss Z Lomax

Year 7

Topics of study

Term 1	Term 2	Term 3
My Atlas / Fantastic Places	Exploring the UK	Exploring the World

Year 8

Topics of study

Term 1	Term 2	Term 3
Population / Weather and Climate	Rainforests / Shanty Towns	Tourism / Food Security

Year 9

Topics of study

Term 1	Term 2	Term 3
Development / Natural Hazards	Climate change / Global Fashion	Coasts / Climatic Hazards

Assessment information

Assessments will vary but the vast majority of our assessments will be differentiated versions of GCSE geography examinations to allow the students to develop their examination technique from as early as year 7.

We will be looking at a variety of aspects when we assess but this will boil down to key geographical knowledge and geographical skills.

Homework

Homework will vary from teacher to teacher but this will be in line with the school's policy on homework.

Ways you can support your child in Geography

Get them to watch the news.

Support them with their homework

Ask them about what they are studying in geography and see if they can teach you something new! This will help with recall which is needed for their exams.

Encourage their attendance and punctuality.

SUBJECT: HISTORY

Head of department: Mr P Williams

E-mail: pwilliams@boteler.org.uk

Teaching staff

Mr P Williams

Mr P.McAleese

Mr M. Morley

Year 7

Topics of study

Term 1	Term 2	Term 3
What is History / The Roman Empire / Anglo-Saxon Britain and The Normans.	Life in the Middle Ages: Lives, beliefs and practices.	Witchcraft / The lives of the Native American People.

Year 8

Topics of study

Term 1	Term 2	Term 3
The Tudors/The British Empire	Slavery / The English Civil War	The French Revolution

Year 9

Topics of study

Term 1	Term 2	Term 3
World War One	Germany in the Inter-war Years / The Holocaust	World War Two

Assessment information

History Assessment of student progress is based on continued verbal and written questioning/feedback on a day to day basis.

There will be formal assessments at four points within the year.

This focuses on the key skills required by History students for making excellent progress in-line with the new GCSE specification. It will assess:

Factual recall

Ability to explain the past effectively

Ability to give a balanced answer that addresses both sides of the argument.

The ability to use evidence to support their answers and their ability to effectively analyse sources of evidence and historical interpretations.

Homework

Homework in History is set in-line with the whole-school homework policy. In the History Department this will be set in a variety of ways to support the learning of all students. It will include a mixture of:

Formal essays

Research projects

Source analysis exercises

Model Building

T-Shirt design

Letter Writing

Extended writing tasks

Five ways you can support your child in History

Monitor their homework record and keep in touch with the department if you have any concerns.

Encourage students to value their homework and complete it to the best of their ability.

Encourage students to be critical about information presented to them and form their own judgements about different issues.

Encourage your children to take an active interest in historical topics.

Encourage your children to look at different situations from both sides of the argument to form a balanced view.

Other useful information

7th-9th April 2017 - Year 9 Belgium Trip to the Battlefields of World War One.

Term 2 Jan – Feb 2017 - Year 7 Trip to Beeston Castle.

Term 2 Jan – Feb 2017 – Year 8 Trip to the Slavery Museum in Liverpool.

SUBJECT: MUSIC

Head of department: Mrs A Clarke.

E-mail: aclarke@boteler.org.uk

Teaching staff

Mrs A Clarke
Mrs L Butcher

Year 7

Topics of study

Term 1	Term 2	Term 3
Skills focus – musical elements. Rhythm work. Working within an ensemble. Music to represent Mood and emotion. Music to tell a story or 'paint a picture.'	Developing Ukulele skills. Rap/ song writing. Form and Structure in music. Performance skills Rhythm work. Instruments of the orchestra.	Rhythm work. Class band project. Popular music in context. Steel band. Keyboard skills.

Year 8

Topics of study

Term 1	Term 2	Term 3
Remix and arrangement skills development. Rhythm work. Introduction to Protocols. Ensemble work – smaller and whole class. Chords. Keyboard skills.	Ostinato work – making repetition interesting. Stomp. Ukulele/ guitar skills. Keyboard skills. Music in adverts.	More complex song and rap writing. – exploring different structures. Whole class ensemble work. Popular music in context.

Year 9

Topics of study

Term 1	Term 2	Term 3
The Blues. Performance skills. Whole class ensemble development. Seasonal music. Rhythm work.	Rhythm work. Steel band. Music for film/ soundtracks. Composition of ringtones.	Reggae. Solo and ensemble performance development. Popular music in context – through the decades.

Assessment information

KS3 assessment takes place at the end of every unit. Students are given a mark out of 10 and are assessed on composing, performing and appraising music in a variety of situations. The assessments are mainly practical in nature reflecting the character of the work. A summative level is awarded for each 'Working At' assessment based on the work the pupils have completed at that point.

Five ways you can support your child in Music are:

1. Encourage them to listen to as many types of music as possible.
2. Encourage them to discuss the music they hear using key musical terminology.
3. Ensure they practise their instrument/vocal skills regularly.
4. Individual or shared lessons can be taken on a variety of instruments. This will certainly improve success in the performance unit.
5. Encourage them to talk about what they are doing in class, ask them to play their pieces to you.

Other useful information

Music plays an important role at Sir Thomas Boteler Church of England High School. There are a range of performances by pupils and these are central to events such as Achievement Evenings, Church Services, Open Evenings, Regional and National events but to name a few occasions.

Our talented performers also perform in our wider community as they take part in performances organised by the Local Authority and events organised by Chester Cathedral. We organise an biannual Music Festival – ‘Boteler Out Loud’ that involves over 500 performers from our school and local Primary Schools. Alongside this we also produce an annual ‘Spring Spectacular’ held in the school Hall on two consecutive evenings – a hugely successful event involving over 350 performers each evening.

Ensembles at the school are inclusive and of an outstanding quality.

We are extremely proud of our Samba group ‘Samboteler’ who have had the prestigious opportunity to perform for the National Specialist Schools Music Conference as the Headline Act at the Yehudi Menuin School in Surrey.

Djoliba – African drumming group involving pupils from years 7-11.

The Crunchy Harmonies – a vocal group of over 50 members who are auditioned to enter this group. They have been invited to perform at Chester Cathedral several times as well as at the Inauguration of the Mayor in June 2014.

Worship Band – a musical group celebrating and supporting our status as a Church Of England High School. This group brings together singers and instrumentalists to perform a range of Sacred Music.

Training Samba – this allows pupils who are beginning to play in a samba group to develop their skills. When they are ready they are invited to join Samboteler.

Two vocal group are run for yr 7 and yr 8 pupils.

Key Information and dates

Christmas Concert – Thursday 8th December 2016. School Hall – 7pm.

Community Christmas Carol Evening – Thursday 15th December 2016 @ St Elphin’s Church - 6.30pm

The school Musical – *Mama Mia* Monday 13th -16th February.

Spring Spectacular – Wednesday 5th April Thursday 6th April 2017 @ School Hall -6.30pm.

SUBJECT: PSHE

Head of department: Mrs K Coleclough

E-mail: kcoleclough@boteler.org.uk

Teaching staff

All form tutors deliver PSHE

Delivery

PSHE cannot always be confined to specific timetabled time. However here at Sir Thomas Boteler CE High School the following delivery methods are used:

- Direct teaching through timetabled sessions - Citizenship at Key Stage 4 covers a wide range of PSHE skills and qualities.
- Discrete curriculum time via form tutors
- Teaching PSHE through and in other subjects/curriculum areas e.g. health and social care, child development, PE, Religious Studies.
- Through PSHE activities and school events
- Through pastoral care and guidance
- Through assemblies and form worship

SUBJECT: SPANISH

Head of department: Mrs O Ward

E-mail: oward@boteler.org.uk

Teaching staff:

Mrs Ward

Year 7

Topics of study

Term 1	Term 2	Term 3
Introductions	My Family	My Home

Year 8

Topics of study

Term 1	Term 2	Term 3
My School	My Town	Free Time (1)

Year 9

Topics of study

Term 1	Term 2	Term 3
Free Time (2)	Holidays	Healthy Lifestyle

Assessment information

Pupils are assessed on the four skills of Writing, Speaking, Reading and Listening over the course of each year.

Pupils answer GCSE style questions and are assessed according to the GCSE mark scheme.

Homework

Weekly spellings to learn. These are on show my homework.

Complete revision exercises on *Linguascope*.

Complete revision exercise on *LanguagesOnline*.

Prepare presentations on a specific grammar point.

Complete exercises on a worksheet.

These help pupils to consolidate learning of vocabulary and grammar in lessons.

Five ways you can support your child in Spanish

Help your child learn their spellings.

Join in with the revision games on *Linguascope*.

Encourage your child to attempt every question on quizzes and worksheets.

Test your child on grammar points – see if they can remember verb endings and other grammar rules.