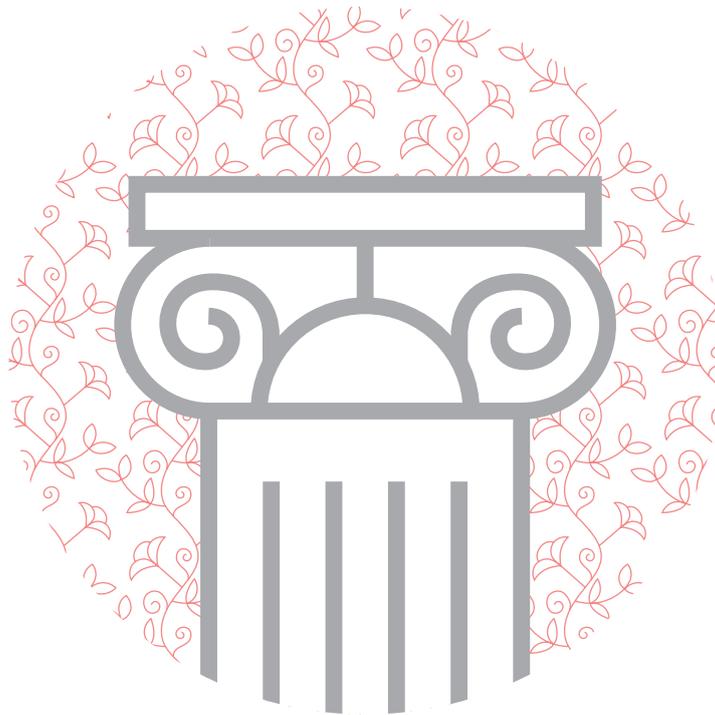




Blanchelande College

CURRICULUM INFORMATION



**FOR LOWER SENIORS
YEARS 7-9 (KEY STAGE 3)**

MATHEMATICS

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

-From The National Curriculum



Content

Pupils explore the key elements of Mathematics in preparation for GCSE entry in Years 10 and 11. Pupils follow the Collins Maths Framework but use a range of tailored resources in their work. All pupils have a homework book that contains all of the material covered in Years 7, 8 and 9.

Work falls into the following four categories:

Number

Place value, ordering, rounding, simple fractions, order of operations, percentages, ratio and proportion, decimals and measures, powers and roots, proportional reasoning and problem solving.

Algebra

Using letters to represent unknown numbers, simple sequences, substitution, algebraic expressions, solving equations, collecting terms, expanding brackets, solving problems, plotting graphs of simple functions and real life graphs.

Geometry and Measures

Drawing and measuring angles, area and perimeter, volume, transformations, properties of shapes, circles, prisms and constructions.

Statistics

Grouped data and simple statistics, collection and representation of data, venn diagrams, pie charts, probability, mean, median, mode, range and time series.

Skills

Pupils are encouraged to work independently and as part of a team, and to share what they have learnt with other pupils through presentations, starter activities and through calibrated questioning.

Functional skills activities are integrated into the teaching of Mathematics at both Key Stage 3 and Key Stage 4. These activities help promote independent thinking and help pupils understand how mathematics underpins real life situations.

Assessment

Homework is set twice a week and this may be a formal written homework, revision for a test or an interactive homework using the web based ‘Mymaths’ package (an online programme accessible from any computer; each pupil has their own log in details).

Pupils are assessed formally in mathematics once every half term. Each formal assessment is given a percentage and judged against national curriculum standards and pupils receive regular feedback so that they know how to improve.

Additional educational experiences

Numeracy support programme

This provides extra support for pupils who struggle with numerical methods, as well as for pupils who lack confidence in the subject.

Mathematics homework club

There is a lunchtime set aside for Key Stage 3 pupils to come and get help on any homework they have struggled with. This is a drop-in session that is designed for pupils who need that extra support when completing their mathematics homework.

UKMT Maths Challenge

Further Maths Stretch and Challenge Club: Pupils have the opportunity of taking Further Mathematics as an additional GCSE. This enables higher ability pupils to stretch themselves that little bit further and get an increased mathematical foundation in preparation for A-Level Mathematics.

ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

-From The National Curriculum



Content

Skills

The English curriculum aims to form critical and analytical readers, develop a strong knowledge of our literary heritage, deliver high levels of technical proficiency, and cultivate writers equipped for a range of purposes and audiences. This curriculum covers the three disciplines of English Literature and Language: reading, writing, and speaking and listening.

In Year 7 teachers also ensure that students have a firm groundwork of spelling, punctuation and grammar, as well as regular practice in writing in cursive script.

A grounding in English literature

Students are introduced to different forms of literature and styles of writing, from Shakespearean drama to some of the greatest English poetry through the ages, and the modern novel. By critical engagement with these texts, students learn how to identify and analyse style, genre, narrative structure, characterisation and language. Poetry, non-fiction and media texts are also included in the course. As our national poet, Shakespeare features in the syllabus of every year group, building up to the study of an entire play 'Macbeth' in Year 9.

Independent reading

Independent reading of literature is indispensable to progress in English, and all pupils keep a record of their own reading. Presentations, reading challenges, class discussions and reviews provide opportunities to foster and share enthusiasm for reading. The poetry, prose, plays and non-fiction

(including advertisements and spoken language texts) studied in class lead on to assignments, including essays and literary compositions.

Blanchelande's magnificent senior school library provides students with generous resources for discovering the world of books. Importantly, pupils develop a sense of discrimination when choosing reading material, exploring more challenging books by extending pre-conceived ideas of what makes a good read. They also begin to analyse the style, structure and language of texts and how this affects meaning. Students should become confident literary critics by the end of Year 9, able to respond cogently to a variety of genres.

The craft of the writer

Composition is an important strand of the course; rather than putting great writers on a critical pedestal, we believe that the texts that students are reading should inspire them to try the same techniques for themselves. Pupils learn how to write stories, poems, essays and reviews; how to convey information and instructions effectively; and how to present arguments and criticism in a clearly structured manner. In the process, pupils learn how to plan and redraft their work.

Oracy and rhetoric

Pupils learn to express opinions and ideas in class discussion. Group discussions develop listening skills as well as effective speaking – using rhetoric and language to pitch effectively to an audience. Pupils also develop skills in role-play and poetry recital in Years 7 and 8. As pupils' depth of understanding develops, so should their prose style mature, including the ability to adapt style to the occasion. Rhetoric, according to Aristotle, is 'the faculty of observing in any given case the

available means of persuasion'. To this end, pupils begin to use complex sentences, deploy figures of speech and use more adventurous vocabulary, as well as mastering paragraphing and accurate sentence division.

Assessment

Pupils will be regularly assessed in the areas of Reading, Writing and Speaking and Listening. Pupils will be assessed against the National Curriculum for written work, based on Assessing Pupil Progress (APP) criteria, assessing the separate skills of reading and writing; there will also be personalised targets for improvement in teacher comments. Both peer assessment and self-assessment form a regular and valuable part of individual target setting. Recorded assessments are regularly reviewed to ensure the progress of each pupil is carefully monitored.

Homework is set twice a week, and will usually be a mixture of reading and writing.

Additional educational experiences

- Personal access to Digital Theatre
- Creative writing club
- Library induction and membership sessions
- Visiting authors
- Guernsey Eisteddfod competition
- Theatre visits
- Guernsey Literary Festival

ENGLISH

Set Texts

	Year 7	Year 8	Year 9
Michaelmas Term	<p>Rick Riordan, Percy Jackson and the Lightning Thief</p> <p>Roger Lancelyn Green, Tales of Troy</p>	<p>William Shakespeare, The Tempest</p> <p>The Romantic poets</p> <p>William Blake, 'And did those feet?'</p> <p>William Wordsworth, 'Lines Composed Upon Westminster Bridge' and 'Daffodils'</p> <p>Samuel Taylor Coleridge, 'The Rime of the Ancient Mariner'</p> <p>Percy Shelley, 'Ozymandias'</p>	<p>Harper Lee, To Kill a Mockingbird</p> <p>Mildred Taylor Roll of Thunder, Hear My Cry</p> <p>The Modernist Poets</p> <p>Randall Jarrett, 'The Death of the Ball Turret Gunner'</p> <p>Ezra Pound, 'The Garden'</p> <p>EE Cummings, 'Next to of course god america I'</p>
	<p>Composition</p> <p>Retelling of mythological tales</p>	<p>Composition</p> <p>Writing poetry based on Prospero's farewell/Romantic sonnets</p>	<p>Composition</p> <p>Analytical writing that explores the writers' craft</p>

Hilary Term	<p>Roger Lancelyn Green, The Adventures of Robin Hood</p> <p>J. R. R. Tolkien, The Hobbit</p>	<p>The art of rhetoric</p> <p>Shakespeare (speeches from Julius Caesar and Richard II)</p> <p>War speeches of Winston Churchill</p> <p>Martin Luther King, 'I have a dream'</p>	<p>World Literature/ Different Cultures</p> <p>Khamsing Srinawak, 'The Gold Legged Frog'</p> <p>Chunua Achebe, 'Dead Men's Path'</p> <p>Bessie Head, 'Snapshots of a Wedding'</p> <p>Yuri Nagibin, 'The Winter Oak'</p>
	<p>Composition</p> <p>Writing a heroic narrative</p>	<p>Composition</p> <p>Letter and speech writing</p>	<p>Composition</p> <p>Analytical and Empathetic writing</p>
Trinity Term	<p>William Shakespeare, Romeo and Juliet</p>	<p>William Golding, Lord of the Flies</p>	<p>GCSE Preparation</p> <p>Edexcel IGCSE Anthology Poetry and Prose</p>
	<p>Composition</p> <p>Writing a critical essay</p>	<p>Composition</p> <p>Speech writing and essay writing</p>	<p>Composition</p> <p>Critical Writing and cross-referencing texts</p>

SCIENCE

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

-From The National Curriculum

Content

Pupils follow a curriculum that develops scientific knowledge and understanding through practical experience. Pupils use scientific ideas and models to explain phenomena. They explore how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave. Pupils recognise that modern science has its roots in many different societies and cultures and develop an awareness of the importance of collaboration in science.

Skills

During their Science lessons, pupils learn how to work safely in laboratories using a range of apparatus. They develop their skills at designing and carrying out valid scientific investigations, identifying independent, dependent and controlled variables. Pupils learn to present experimental results clearly in tables and graphs, to identify patterns in their results, draw conclusions and evaluate investigations.

All pupils develop a better understanding of the technological world and learn to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.

Pupils learn to better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.

Assessment

End of topic tests and levelled assessed tasks enable pupil progress to be tracked during the year. Assessing Pupil Progress (APP) criteria are used to make judgements about each pupil's attainment compared to national standards, providing diagnostic information about the strengths and weaknesses of individuals. Subject-specific targets are set regularly to assist pupils to reach higher attainment levels. Homework is set twice a week.

Additional educational experiences

- **Visiting Speakers**

- **KS3 Science support club**

Set on a specific lunch time to offer additional support to students. These are drop-in sessions to help with work completed in class or to help with assigned homework.

- **GCSE Science support club**

The three sciences set on different lunch times to offer additional support to students. These are drop-in sessions to help with work completed in class or to help with assigned homework.

- **Science week**

SCIENCE

Biology



Year 7

Cells
Reproduction
Differences
Classification

Year 8

Life Support
Keeping Healthy
People and Environment
Shaping Life

Year 9

Variation
Extremes
Interdependence

Chemistry



Year 7

Acid Reactions
Particles
Elements and Compounds
Chemical Reactions

Year 8

The Periodic Table
Inside Materials
Metal Reactions
What's in Rocks?

Year 9

The Carbon Cycle
Transport of the Future
The Cost of Your Drink

Physics



Year 7

Electricity and Magnetism

Energy

Forces

Space

Year 8

Heating and Cooling

Light

Sound

Forces

Year 9

Earth and Space

Energy

Sport

THEOLOGY

As a Catholic school within the Diocese of Portsmouth, Blanchelande follows the Religious Education Curriculum Directory published by the Bishops' Conference of England and Wales which states:

The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. The Catholic school is 'a clear educational project of which Christ is the foundation.' In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. Religious Education helps the pupil to know and experience the

meaning of this revelation in his or her own life and the life of the community which is the Church. Hence 'the promotion of the human person is the goal of the Catholic school.'

Religious Education is central to the curriculum of the Catholic school and is at the heart of the philosophy of Catholic education. In order to invite the individual to respond to the message of Christ, it must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However, it should not simply be regarded as one subject among many, but should be the key element in an inter-disciplinary dialogue.

Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture. Moral formation and religious education also foster the development of personal and social responsibility and other civic virtues; they represent, therefore, an important contribution to the Common Good.

Religious education in Catholic schools aims to promote:

- knowledge and understanding of the Catholic faith and life, as well as a broad context of other religious traditions in a context of tolerance and understanding;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- the skills required to examine and reflect upon religious belief and practice.



Content

Catholic theology is based on the great philosophical tradition of the Ancient Greeks, the first to create a systematically intellectual approach to reality. Confronting the fundamental questions of life, Religious Education offers the fruits of two

millennia of reflection on God's self-revelation (expressed in scripture and tradition), tempered by a continuing dialogue with contemporary thinking and culture.

Pupils in Key Stage 3 follow a systematic 3-year programme of study that covers the basis of Catholic theology.

Year 7	Year 8	Year 9
<p>Old Testament What is God like? Students study God's attributes and creation.</p>	<p>New Testament What are the signs of the Messiah? This involves a study of Jesus' birth, parables and miracles.</p>	<p>Philosophy and Ethics In this topic students gain an awareness of Philosophy pre-Christianity and its influence on core Christian thinkers such as Thomas Aquinas.</p>
<p>How does God interact with his people? This topic looks at the different covenants within the Old Testament.</p>	<p>What was the salvific mission of Jesus? This unit focuses on Jesus' mission through the Passion, Resurrection, Ascension and Pentecost.</p>	<p>Theology of the Body This topic allows students to discuss Pope John Paul II's understanding of humanity created imago Dei.</p>
<p>Islam</p>	<p>Buddhism</p>	<p>Study of St Pope John Paul II</p>
<p>Study of Mother Teresa</p>	<p>The Sacraments Through this module, students gain a greater insight into the seven sacraments.</p>	<p>GCSE Unit 1 Creation During Trinity term students will learn the core elements in preparation for their GCSE as well as starting their first unit focused on creation, ultimately bringing their three years of study together.</p>
	<p>Study of St Thomas More</p>	

THEOLOGY

The scheme offers a structured, progressive and developmental programme for Years 7, 8 and 9, each building on the content of the previous year. Each year draws on biblical and doctrinal sources, examines the development of the Church's faith through its dialogue with secular culture, and study the expression of this faith in the liturgical and devotional life of the Church. This helps the pupils to develop not only a theological understanding of the Christian faith, but also an appreciation of its history and culture whilst effectively preparing them for their GCSE study.

Skills

Pupils will learn to engage with and interpret a wide variety of written forms, through the study of Sacred Scripture and the texts of Church Councils and theologians from St Augustine to Pope Benedict XVI. Pupils will develop their skills of speculation, analysis and evaluation through the critical study of the theological propositions of the Catholic faith and their development over time. Pupils will be expected to engage actively in classroom discussion, as a way of developing their analytical skills. Written assignments will provide the opportunity to continually reflect and evaluate. Pupils will develop their ability to formulate questions and arguments in both oral and written form.

Finally, Religious Education should develop the faculty of each pupil for relating the content of the Catholic faith to daily life, for reflecting spiritually and thinking ethically.

Assessment

Homework tasks are set weekly to support and extend pupils' learning. Pupils sit an end of year assessment in line with the Diocese of Portsmouth scheme of work.

Additional educational experiences

- Regular school Masses and liturgies throughout the year.
- School Carol Service at St Joseph's Church
- Catholic pupils in Year 8 are encouraged to take part in the programme offered by the local Catholic Church to prepare for the sacrament of Confirmation.
- A Prayer room is available in school, with an opportunity for guided prayer at every lunch break.
- Daily prayer in school assemblies, following the liturgical year.

COMPUTING (IT)

Content

At the start of Year 7, the pupils find out the importance of health and safety when using technology. Personal safety when using the internet is explored and pupils are made aware of the dangers to themselves and the data that they store. Pupils then complete units of work on computer components, Kodu programming and data handling. In Year 8, they find out how to search for information effectively and efficiently online using Boolean logic, as well as Python programming and units on audio visual editing and 3D design. In Year 9, they learn in more detail about computational thinking and website construction using HTML, as well as the impact ICT has on individuals and society as a whole.



Skills

During Years 7 – 9 pupils learn some basic database and spreadsheet skills that develop logical thinking and planning skills. They also focus on what makes good graphic design and develop their skills in information literacy. This involves consideration of different sources of information, search techniques, understanding the credibility of different sources and the importance of respecting intellectual property. Analytical and problem solving skills are developed throughout the Computer Science curriculum with a focus on the fundamentals of programming using a number of different coding languages. All pupils develop their skills in using the standard packages of Microsoft Office Suite – Word, Excel, PowerPoint, Sway and Access.

Assessment

Pupils are assessed against National Curriculum standards at the end of each unit of work (typically four or five times a year). For some units this is based on a final summative piece of work for the unit; for others it is based on the work they have done throughout the unit. Pupils are also given an end-of-year assessment based on an extended practical task completed during the Summer Term. Homework is set once a week due to its on-going nature.

Additional educational experiences

- Pupils are encouraged to use ICT and Computer Science facilities to produce and present work for other subjects. The Computer Science room is available for this every lunchtime.
- Pupils are given regular opportunities to present their work to an outside audience, for example in the Eisteddfod or in competitions that involve using ICT and Computer Science.

MODERN FOREIGN LANGUAGES

Content

Pupils begin by quickly consolidating existing language skills that have already been acquired and move on to new topics that include talking about free time activities, clothing, food and drink (both at home and in restaurants), travel and holidays, relationships, health and the world of work. Although our curriculum is based on a modern textbook (Studio), our languages teachers also make use of the interactive whiteboards and ICT based activities. In addition, authentic and adapted literary texts such as songs, poems, signs, proverbs and colloquialisms will also be used to explore the different topics and to expand the pupils' understanding of the language and culture. Translation of sentences and short texts into the target language as well as into English will also be developed. Key grammatical structures are explored, including various verb tenses, all with a focus on making languages enjoyable through the use of games, videos and songs.

Skills

Besides preparing our pupils for their exams we also focus on the pleasure to be had in speaking and understanding a foreign language. Pupils are encouraged to communicate in French and tasks will involve the use of their Listening, Speaking, Reading and Writing skills, with the aim of stimulating ideas and developing their creative expression.

Assessment

There are regular tests in vocabulary and grammar. There are also end-of-unit assessments, covering the four skill areas. Regular personal targets are set both verbally as part of feedback within the lesson and in written feedback in marking.

Additional educational experiences

In previous years, Year 8 pupils have spent a 'Grand Weekend' in France in October, at Château Beaumont in Normandy. This trip has been recently altered to a 5-day visit at the end of April to PGL Chateau du Tertre where pupils have the opportunity to combine History and French by visiting the Normandy landing sites and museums as well as local towns.

French

Content

Pupils begin by quickly consolidating existing language skills that have already been acquired and move on to new topics that include talking about free time activities, clothing, food and drink (both at home and in restaurants), travel and holidays, relationships, health and the world of work. Although our curriculum is based on a modern textbook (Studio), our languages teachers also make use of the interactive whiteboards and ICT based activities. In addition, authentic and adapted literary texts such as songs, poems, signs, proverbs and colloquialisms will also be used to explore the different topics and to expand the pupils' understanding of the language and culture. Translation of sentences and short texts into the

target language as well as into English will also be developed. Key grammatical structures are explored, including various verb tenses, all with a focus on making languages enjoyable through the use of games, videos and songs.

Skills

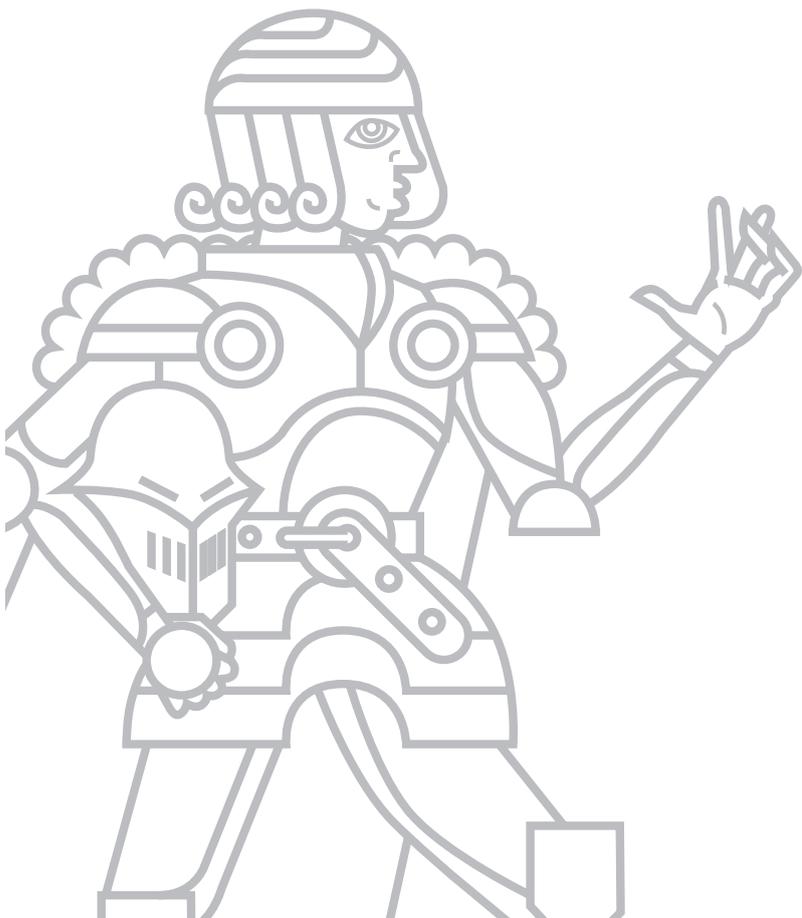
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MODERN FOREIGN LANGUAGES

Spanish

Content

Pupils joining Blanchelande College will have the opportunity to begin Spanish during Year 9. We will start by introducing basic, everyday language that gives our pupils the confidence and skills to discuss everyday matters. We will then move on to a range of topics that include talking about free time activities, clothing, food and drink (both at home and in restaurants), travel and holidays, relationships, health and the world of work. Grammar work will focus on the core tenses (present, past, future, imperfect and conditional) as well as adjectival agreements, negation and complex structures. Although our curriculum is based on a modern textbook, our languages teachers also make use of the interactive whiteboards and ICT

based activities. In addition, authentic and adapted literary texts such as songs, poems, signs, proverbs and colloquialisms will also be used to explore the different topics and to expand the pupils' understanding of the language and culture. Translation of sentences and short texts into the target language as well as into English will also be developed. Key grammatical structures are explored, including various verb tenses, all with a focus on making languages enjoyable through the use of games, videos and songs. Please note, that this will be a fast-paced intensive course to prepare pupils for the new rigorous GCSE. Pupils will have to spend time outside of the lesson consolidating and practising their classroom learning to adequately prepare them for possible GCSE study of the language.

Skills

Besides preparing our pupils for their exams we also focus on the pleasure to be had in speaking and understanding a foreign language. Pupils are encouraged to communicate in Spanish and tasks will involve the use of their Listening, Speaking, Reading and Writing skills, with the aim of stimulating ideas and developing their creative expression.

Assessment

There are regular tests in vocabulary and grammar. There are also end-of-unit assessments, covering the four skill areas.

Additional educational experiences

In the summer term of Year 9 there will be a trip to Spain, during which pupils can practise their Spanish whilst engaged in a range of activities.



CLASSICS

Western Civilisation is built on the foundations of Ancient Greece and Rome, and the study of Classics enables students to understand the origins of art, literature, law, religion and so much else. Classics principally consists of the study of the Latin language as well as a broad introduction to Classical Civilisation (both Greek and Roman).

Content

Latin is taught through the Latin for Common Entrance course (published by Galore Park). Following the ISEB syllabus, this course gives a thorough but accessible grounding to Latin grammar and translation. This grounding in grammar and Latin improves pupils' understanding of how language works (helping with English, French and Spanish), as well as making many works of art and music (that use the Latin language) more comprehensible.

Skills

The core skill in Latin is that of accurate translation. This begins straight away with the basic vocabulary and grammar of simple words, phrases and sentences, and gradually builds up to 'real Latin' in authentic works of Roman literature.

Assessment

Pupils receive regular short tests and assessments to ensure that they are assimilating the material. Assessment material in Year 7 and 8 will be based on Common Entrance Level 1.

HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

-From The National Curriculum

Content

In Years 7 – 9, the History course aims to prepare pupils for GCSE and foster a strong interest in and awareness of our collective past.



Year 7 (1066-1485)

The Year 7 course covers some of the most fascination and foundational centuries in British history. Beginning in 1066 in the reign of St Edward the Confessor, Year 7 students explore the transformation of English society following the Norman Conquest. They study the development of the English crown, and evaluate the successes and failures of the Norman and Plantagenet monarchs, as well as the life of everyday medieval people and the role of the Church in society. Students complete the year with a panorama of medieval English history, including the Crusades, the Black Death, the Hundred Years War and the Wars of the Roses, ending with the death of King Richard III at the Battle of Bosworth in 1485.

Michaelmas Term

The Norman Conquest: 1066, Feudal England, Domesday Book, Castle Building. William I - Henry II

Hilary Term

Richard I, The Crusades, King John, Henry III-Edward III. The Black Death, village life

Trinity Term

Richard II, The Peasants Revolt, the 100 Years War and the War of the Roses

Year 8 (1485-1750)

The Year 8 course continues chronologically from Year 7, taking students from the medieval period into the Renaissance, the formation of the United Kingdom (with the accession of James VI of Scotland as James I of England) and the building of modern Britain. Moving beyond narrative histo-

ry, students begin to grapple with more advanced historical concepts such as continuity and change in the context of the Tudors and Stuarts. Students study the Reformation in depth, gaining a strong sense of the dramatic changes wrought by Henry VIII's split with the Roman Catholic Church in the 1530s. Students continue to study the impact of royal self-interest at home and abroad during the reign of Elizabeth I. The supposed 'Golden Age' of Elizabethan stability (now subject to much historical revisionism) is contrasted with the turbulence of the Stuart monarchy, particularly during the English Civil War. The course finishes with some coverage of the slave trade and Britain's overseas territories in the 1700s, including in America prior to the Wars of Independence.

Michaelmas Term

Tudor Monarchy 1485-1558, The Kings Great Matter, The Dissolution of the Monasteries, The English Reformation.

Hilary Term

Elizabeth I, James I and Charles I. Causes of the English Civil War, Impact of War and the Commonwealth (Interregnum).

Trinity Term

Restoration, the last Stuart monarchs and the beginnings of the United Kingdom.

Year 9 (1750-c.2000)

The Year 9 course continues chronologically from Year 8, entering the modern world. Students study the social, economic and cultural consequences of the Industrial Revolution and the British Empire. Topics will include the changing face

of urbanisation in the United Kingdom (including the factory system), the growth of roads, canals and railways. The expansion of the British Empire after 1700 and Pax Britannica. Slavery and its abolition in the British Empire. Pupils then study 'The World After 1900', focusing on why the twentieth century saw such devastating global conflicts as the two Wars and the rise of Dictatorships. We finish by introducing the post war world and showing them how to explore it further and link their history to the world of today through film, family history and novels.

Michaelmas Term

Agricultural Revolution, Industrialisation, The effects on transport and urbanisation. The growth of the British Empire (including slavery and its abolition). The Napoleonic Wars and their impact.

Hilary Term

The Road to 1914 – Causes of the Great War. The course of the First World War and its impact. The Armistice and the Paris settlement after 1919. The rise of Dictatorships.

Trinity Term

Nazi Germany, appeasement and the road to the Second World War.

After the exams:

The impact and significance of the Second World War.

HISTORY

Skills

Throughout Years 7 – 9 pupils are introduced to the Historian’s craft. They will learn how to analyse and evaluate a range of historical sources and thus develop the critical faculties to assess the reliability of information – a skill of huge value in a world of ‘fake news’! Pupils will become more confident in interrogating historical documents and artefacts in a way that allows the story of the past to be brought to life. They will look at artwork, architecture, personal accounts and the views of historians, artists and scientists. Furthermore, pupils will develop the all-important skill of enquiry, building research questions and answering extended written responses of important historical questions. In essence pupils will be taught the building blocks and then how to construct an historical argument through essay writing.

Assessment

Classwork and homework (set once a week) is regularly marked to ensure effective monitoring and support for the pupil in order for them to understand what they are doing well and how they can progress. Each term, National Curriculum criteria assessed tasks are completed by pupils and personal targets are set to move pupils forward.

Head of History: Mr Miller – millerj@blanchelande.sch.gg

GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

-From The National Curriculum

Through their Geography learning, students will gain a deeper understanding and appreciation of the complex world in which they live. In an era of rapid change, all issues whether they be political, environmental, economic, cultural, or scientific are linked by geographical aspects. The curriculum aims to engage students' curiosity and imagination, instilling a sense of awe and wonder about the world around them. Students develop a broad range of valuable, transferable skills and gain a stronger sense of place in an ever-changing global landscape. As well-rounded geographers and global citizens, all learners are educated in the importance of environmental awareness, ensuring they develop their moral responsibility to protect the earth for future generations.

Content

In Year 7, students embark on their geographical journey by exploring what constitutes the study of geography. Over the course of the year, students focus on themes including 'My World', 'Water world' and 'Threatened World' as well as securing and mastering their Ordnance Survey map skills. In addition to studying what makes up the British Isles, students extend their understanding of their World, from oceans, continents and countries, to lines of latitude and longitude. Year 7 students learn about physical and environmental geography themes including river landscapes, flooding and tectonic hazards. In each unit, they begin to make links to human geography interactions and issues.

Year 8 students build upon their physical geography understanding by exploring coastal systems, processes and management. They also look at environmental themes of global warming and severe weather, making connections between



our human activity and the natural, threatened world. Through studying population dynamics and issues, students further deepen their engagement with human geography in understanding the world they live in. This includes a case study where students lead an enquiry to solve a migration mystery.

In year 9, students continue to broaden their knowledge of geographical issues through studying World development and globalisation. In these human geography-based units, students engage and reflect on some of the big, contemporary and thought-provoking themes including trade, aid, transnational corporations, exploitation, debt that shape our ever changing and shrinking world. As part of their learning about Tourism, students in year 9 analyse the growth and changes experienced in this industry, as well as the ways it is attempting to be more sustainable. Students also explore China as an in-depth case study of a country which brings together their learning from across years 7, 8 and 9.

Skills

Through their geographical learning, students develop skills of lifelong importance, from problem-solving to decision making and a thirst for acquiring knowledge about human and physical landscapes, processes and management. Learners are encouraged to question and explore, developing their skills of enquiry, both in the classroom and through experiential learning in the outside world context.

In Year 7, pupils use Ordnance Survey maps to develop their map skills by learning about grid references, distance, direction, scale and height. They also learn how to use an atlas. Pupils learn how to select information from research and de-

velop their decision-making skills. They learn how to create sketch maps and drawings and how to describe and explain geographical information. In Year 8, pupils develop their skills of using data and graphs, including population pyramids. They develop the ability to see both sides of an issue and to form and support their own opinions. They practise solving geographical mysteries and carry out their own investigations.

In Year 9, pupils work individually and in various sized groups to develop their skills of investigation and analysis. They extend their skills in writing an evaluative account.

Assessment

Homework is set once a week to support and extend learning. End of unit tests or tasks use a range of strategies to assess progress and regular feedback is given to pupils detailing how they can improve their work.

Additional educational experiences

- Pupils are encouraged to follow world news so as to keep abreast of geographical issues and changes.
 - Students will experience local offsite fieldwork linked to their learning. To date this has included fieldwork for Coasts, a micro rivers study, settlement studies, tourism and waste management.
 - They are also encouraged to participate in optional enrichment opportunities run by the department, such as the annual Geography Photography Competition.
- 

FOOD TECHNOLOGY

Content

In Years 7 – 9, pupils study the theory of food and nutrition with an emphasis on healthy eating. Pupils will study the eat-well guide and 5-a-day in Year 7, seasonal foods and staple foods in Year 8, and food poisoning and world cuisine in Year 9. Pupils will have the opportunity to design their own products in year 7 and 8 including healthy snacks for Year 7 and pasta sauce, cake baking and decoration in Year 8. In Year 9 pupils will work on creating classic dishes from around the world. The design aspect is integral: this includes planning individual designs, using practical skills and the evaluation of completed work. Pupils will be encouraged to take part in extra-curricular food activities, as well as to explore topical food news, international foods from around the world and the important role of food in annual celebrations.

Skills

In Year 7, pupils will be introduced to different cooking skills and methods. They will learn how to handle a range of equipment suitable for the task set, these include safe use of sharp knives, peeling and grating, also the safe use of hob and oven. Other skills introduced will be the ‘rubbing in’ technique (scones and crumble) and the ‘creaming method’ (cake making). Pupils will also learn about the changes that occur when foods are combined and cooked, and technical vocabulary will be introduced. In Year 8, pupils’ practical skills will continue to be developed as they learn how to cook a variety of dishes and understand the processes from production to plate. Skills will be expanded to include pastry and bread making. In Year 9, pupils will expand their skills further to produce a range of more complex dishes and balanced meals, skills include further bread and advanced pastry.

Assessment

Pupils’ work is not assessed formally at the end of each year with an exam, however informal assessment takes place during lessons in the form of self and peer assessment as well as written and verbal feedback from the teacher. Design work will be assessed separately, and levels awarded based on the whole task and outcome of the design undertaken. Pupils will be given clear direction as to how to improve both their knowledge and skills.

Additional educational experiences

- Opportunity to participate in the Guernsey Rotary Young Chef competition
- Various opportunities throughout the year to fund raise through baking
- Cooking challenges
- Visiting chefs

DESIGN & TECHNOLOGY

Content

In Years 7 – 9 pupils will study a course where they design and make products from the three main resistant materials: Wood, Plastics and Metal. The emphasis is on how to use tools and equipment safely to produce items from either a single or combination of resistant materials. The design element is key and is incorporated throughout Years 7-9 and beyond.

Pupils have the opportunity to practise drawing, researching, designing, making and evaluating. The importance of technical drawing and rendering is taught to help communicate design ideas. In Year 7 an introduction to wood will be covered. Safe use of a coping saw, files, chisels and pillar drill will enable pupils to design and make a Paper Gripper product. Pupils further their knowledge

in Year 8; learning about the theory and properties of Plastic. Through a series of small focussed mini projects; we cover lamination, cutting, shaping and fine finishing, using the polishing machine and laser engraving. We also learn basic CAD CAM which is used to embellish designs with vinyl. In Year 9 pupils will undertake several Product design tasks furthering their knowledge of processes already studied, whilst learning about metal and its properties. They will design, make and package two Zodiac key fob products. We will learn about casting in pewter and silver soldering copper and brass, additional practical opportunities can include etching, enamelling and stamping to embellish designs to make two different key fob products one of which will then be packaged in a blister pack design.

Skills

Health and safety in the workshop, using hand tools and equipment and range of practical skills help teach the processes and properties of Resistant Materials. Safe procedures using various hand tools to include: hand saws, screwdrivers, clamps, chisels and files. Safe procedures using various large equipment to include: Fret saw, Belt sander, Pillar drill, 3D printer, laser cutter, Polishing mops, Dremel, Vinyl Cutter and Brother Scan and Cut. Health and safety and heat treatment using the Gas torch and Enamelling kiln with Metal processes.

Assessment

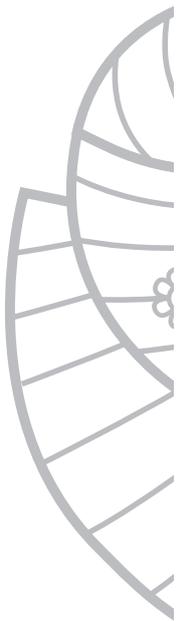
Pupils' work is assessed formally at the end of each carousel through the product outcomes and design folio work. Practical work will be assessed and levels awarded based on the whole task and



nature of the design undertaken. Pupils will be given clear direction as to how to improve both their knowledge and skills. Informal assessment takes place during lessons in the form of self and peer assessment as well as written and verbal feedback from the teacher.

Additional educational experiences

- CGI Technology Challenge



MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

-From the National Curriculum

Content

Pupils follow a curriculum that develops their musical knowledge and understanding through the main elements of music: performing, composing and listening/appraising. Classes each have a two-period lesson each week.

Year 7: Voiceworks

Our Year 7 programme provides opportunity to explore the human voice through performance of a wide range of song types, in unison and in harmony.

Michaelmas Term

In Term 1 the focus is on our own singing voice, singing songs from our own and other cultures. Listening to others sing will help to develop a musical vocabulary.

Hilary Term

Folk-song and folk music is the focus for Term 2. The pupils are introduced to the Penny Whistle as a traditional folk instrument and are provided with a range of short folk-melodies for practice.

Trinity Term

'The Musical' completes the work in Term 3 investigating the origins from Vaudeville and Stage Show to the multi-million pound industry it has become.

Pupils work on performing skills using our Keyboards and Ukuleles so that we can accompany some of our songs learned throughout the year. Composition activities are based on 'Garageband' where knowledge of musical structure and composing will be developed.

Year 8: Music and the Media

Pupils will explore the use of music in film and television, investigating how composers work with film producers to create film scores and manipulate our responses to the film.

Michaelmas Term

We start by considering the old Silent Movies and where music could have been effective, consider music within cartoons and finally explore soundtracks for mega-movies. The pupils will create a soundtrack for a short animation using 'Garageband', developing the composing skills acquired in Year 7. Following these activities, the pupils will consider how music is used in Radio Jingles and compose a jingle to advertise a product. Pupils will continue to work on their Keyboard skills throughout the year.

Hilary Term

In Term 2 we explore Minimalism in music, it's origins in Art and how it came to be a genre of music with composers such as Steve Reich and Philip Glass at the forefront. Through performing and composition we learn about how the music is constructed and through listening activities analyse works such as Tubular Bells and other works influenced by the minimalist movement.

Trinity Term

In Term 3, we explore the music of other cultures, Indonesia, India and Africa and the Caribbean considering not only the music elements in each of the traditions but also the context in which the music is set. Again, we will take time to consider how the features of the music have influenced modern compositions, both classical and popular.

MUSIC

Year 9: Popular Music from its origins to the 1980s

Michaelmas Term

Our Year 9 programme focuses on The History of Popular music from the birth of the Blues. Through Listening and Performing activities we consider the origins of the Blues from its root in African traditions and the influence the music had on Rhythm & Blues and Rock 'n' Roll music in the 1950s and 1960s.

Hilary Term

In Term 2 our work continues to explore Rock music in the 1960s onwards with particular focus on song structure, texture and developments in technology and how it impacted on Rock genres; Rock Anthems, Progressive Rock, Heavy Metal, Punk Rock. We explore these musics alongside the cultural issues of the time. Pupils will be able to demonstrate their developing composition skills and understanding of Popular Song form through the composition element of the course using Logic Pro X.

Trinity Term

In Term 3 we explore the influences of rock music features on traditional folk music and country music to create Folk rock and Country rock. We also consider developments in other styles eg Motown, Reggae and Northern Soul. Pupils will return to Ukulele and Guitar to further skills and techniques on these instruments and to accompany many of the songs studied along the musical journey.

Skills

During Key Stage 3 pupils have opportunity to explore music individually, in groups and as whole classes. All pupils are helped to develop their performance skills, both vocally and instrumentally, their composing skills and their listening / music commentary skills.

Assessment

Lessons regularly include question and answer sessions with feedback given to individuals and the whole class. Pupils are assessed at the end of each unit using teacher assessment, peer assessment and self-assessment. Listening tests are used in all three years.

Additional educational experiences

- Pupils are encouraged to join extra-curricular music activities, Schola Cantorum, Lads Choir, Orchestra, Bands, Music Technology.
- Pupils will have opportunity to attend concerts, when available.
- Pupils take part in Spring Concerts and are encouraged to take part in musical activities.
- Pupils are encouraged to have individual vocal and/or instrumental tuition.
- Pupils are welcomed to come into the Music Department at lunchtimes to practice and develop their instrumental and composition skills.

PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

-From the National Curriculum



Content

The PE department aim to promote purposeful activity and skill development in a range of sports. Pupils learn to work safely and effectively, with co-operation, perseverance and self-motivation, individually, in pairs and as members of groups or teams. Within each area, physical competence is developed, and teamwork and co-operation are encouraged.

Year 7 pupils have a games afternoon and 2 single periods of PE.

Years 8 & 9 pupils have a games afternoon and a single period of PE.

Fixtures and tournaments against other island senior schools mainly take place after school. Pupils selected to represent the College in a competitive fixture, are expected to attend training sessions, which take place at lunchtime or after school.

Pupils follow a varied sports programme, which includes some of the following sports:

Netball	Swimming	Athletics
Softball	Football	Personal Survival
Cross Country	Cricket	Hockey
Badminton	Rounders	Tennis
HRF	Basketball	Touch Rugby / Rugby
Dance / Gym		

Assessment

For practical work, each pupil's ability is assessed through visual observation and the setting of tasks. Pupils receive verbal feedback detailing how they can improve and learn to peer assess to improve their knowledge and understanding.

Additional educational experiences

Pupils have the opportunity to compete in Inter-house competitions throughout the year and the opportunity to travel off island for a sporting trip or tournament.

ART & DESIGN

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

-From The National Curriculum

Content

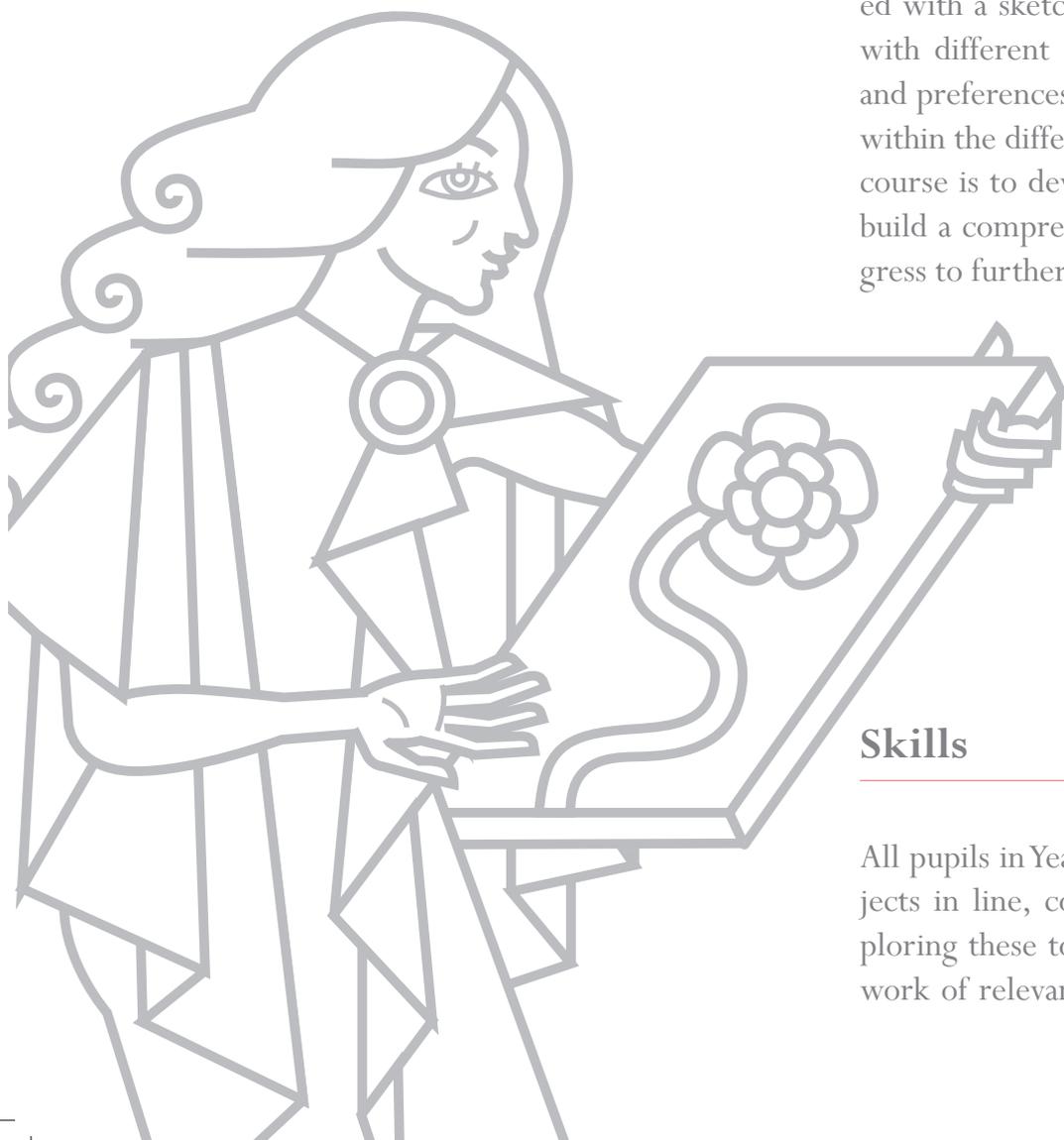
In the Art and Design department, pupils follow a course that enables them to not only develop their own skills in a variety of media, but also to better understand the historical context of Art and Design through the study of various artists and their ways of working.

Most of the projects will require sustained research, investigation, experimentation, analysis and planning in sketchbooks before undertaking final outcomes. The department employs a range of teaching and learning styles to maximise the potential of all pupils.

At the beginning of each year pupils are provided with a sketchbook. They also can experiment with different media to explore their strengths and preferences. There is a wide range of options within the different projects. The main aim of the course is to develop visual language skills and to build a comprehensive portfolio of work to progress to further courses.

Skills

All pupils in Year 7 enjoy an introduction to projects in line, colour, tone and form. Whilst exploring these topics pupils are introduced to the work of relevant artists and practitioners and to



the codes and conventions used in different genres and traditions of Art and Design.

In Year 8, pupils are encouraged to become more experimental and develop individual projects on buildings and acquire advanced skills in printmaking by developing a project on landscape in lino printing.

In Year 9, pupils are given more freedom to develop their personal ideas on the theme of Surrealism. They continue to enhance their design skills by creating Guernsey stamps and by the end of Year 9, pupils show how they have been influenced by the work of a modern artist.

Within the Art and Design Department, drawing is the key to success. Pupils learn to use a range of media when drawing from observation or imagination. Observational drawing requires pupils to look carefully and use their work as a means of communicating information. The value of drawing as a means of expression is explored. Pupils are also taught valuable skills in printmaking, design work and 3D compositions. All projects build upon pupils' skills showing progressive development.

Assessment

Class work is marked formally at the end of every project, which is once a term or once a half term. Informal assessment takes place during lessons. Pupils are then made aware of their class marks and the level which they are working towards, to set targets for continued improvement. Pupils also self-evaluate their work at the end of some projects, to improve their understanding of the assessment process, and to continue to make progress.

Additional educational experiences

Any visits to exhibitions or displays encourage and improve pupils' awareness of visual culture, and of other artists' work. We would encourage pupils to draw, design and take part in craft or photography-based interests outside school where possible. Many of our pupils improve their skills by drawing for enjoyment, and many also take part in local competitions.

Over the last few years, we have undertaken a number of events or extra-curricular activities. These have included:

Exhibitions of work by GCSE pupils. This takes place in the school hall and all pupils are encouraged to visit and celebrate the success of the other pupils.

- Exhibition of work at the Eisteddfod.
- Entering various Local competitions such as Sovereign Art Students Prize.
- Annual trips to London galleries in Year 10 and to local galleries, for example the Coach House Gallery and Guernsey Museum and Art Gallery.
- Workshops for pupils when visiting artists are invited into classes.
- Visits from past pupils who have studied Art and Design at university, showing their work to inspire pupils.
- Entering various National and Local competitions
- Art clubs/drop-in sessions for Years 7 – 11 each week.

DRAMA

Content

KS3 Drama is a carousel subject, and two schemes of work are taught each year. It is taught in a supportive environment that encourages creativity and develops self-belief. The explicit teaching of Virtues underpins wholistic learning and personal growth. These include among others, Craftsmanship (being patient and showing attention to detail), Creativity (finding innovative solutions to problems) and Courage (having the strength to do something even though you may be afraid).



Year 7

Introduction to Drama

Drama games to develop confidence as well as foundation skills such as eye contact, listening and collaboration. Key drama techniques such as freeze frame, physical theatre, spontaneous and polished improvisation are assessed in a devised piece titled, 'The Hero's Journey'.

Theatre Practitioner – Stanislavski

A range of rehearsal techniques enable students to analyse a duologue from Sparkleshark by Philip Ridley and prepare a scripted scene for performance in Naturalistic style.

Year 8

Approaching a Text

With specific focus on developing a range of physical and voice skills, students analyse a text and apply their dramatic intentions to a scene from Spitting Chips by Peta Murray. The theme of grief, family and communication are sensitively explored.

Devising - Dorothy Counts

An historical event is stimuli for the development of an original piece of devised theatre. While exploring themes of racism and equality, students structure their work using Still Image, Thought Tracking and Role Play techniques.

Year 9

Stage Positions and Configurations

Pupils take a directorial role and explore the impact of blocking and stage movement on an audience. A written exam tests knowledge of this as well as stage configurations. Ideas are practically assessed in a scene from *Blood Brothers* by Willy Russell.

Devising

Pupils are offered a range of different stimuli and after exploring their dramatic possibilities, select one to inspire their own work. The devised piece is a powerful expression of ideas to an audience that is culmination of three years of work.

Skills

The art of negotiation and compromise is an essential part of collaborative learning and communication skills are incorporated in all lessons where exploration, analysis, devising and rehearsal work takes place. Presentation and performance skills are built progressively within pieces of devised and scripted theatre. Spontaneous improvisation is used to test creativity, nurture the imagination and build confidence while polished improvisation tests the pupils' concentration and dedication to task. The rehearsal process is given prominence to create a sense of occasion and engender stage presence. Analytical and evaluation skills are developed through peer and self-assessment, enabling students to offer verbal feedback on performance work, and demonstrate knowledge of subject specific terminology and an understanding of what makes drama effective.

Assessment

Assessment is ongoing and after each unit there will be a summative practical assessment where marks will be given and recorded. Pupils are given assessment sheets which show clearly their personalised targets for improvement. In the first scheme of work in Year 9, there will also be a written exam. There is no end of year exam in KS3 Drama.

Additional educational experiences

- House Speech and Drama Competition
- Shared Theatre visits with the English Department
- Theatre Viewing nights of live recordings from The National Theatre and Digital Theatre Plus

CITIZENSHIP, CAREERS & PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

Content

This is delivered through the PSHE department's weekly programme and is also supplemented by contributions from approved external agencies and visitors. This programme has been designed with close reference to the States of Guernsey Education Council Guidelines and the Sex and Relationships policy of the Diocese of Portsmouth. They include: dealing with reaction to loss; how to respond confidently to criticism; how to say difficult things in a positive way; the concept of emotional intelligence; how to develop empathy and listening skills; how to be a good friend; how to recognise the cost of not acting assertively; how to be safe on-line; politics – local, national and international; economic wellbeing and financial capability; developing empathy skills; recognising personal strengths and weaknesses; how to work together; awareness of emotional changes at puberty; risk awareness and health issues and equality. The PSHE programme also acknowledges important national awareness days/weeks which include: Mental Health Awareness, Anti-Bullying and Safer Internet.

Year 7

Michaelmas Term

Establishing values and work ethos:

- Knightly Virtues
- FOSIL
- PSHE Group rules

Organisation and settling into new school environment.

RSE:

- Family and friends
- Civic responsibility
- TenTen: Cinema in education "Facts of Life": friendship, new beginnings, bullying, aspiration, impact of social media on relationships,
- TenTen: seeking and offering support

British Values

Careers: Unifrog: Skills

Health: Drugs Education: Caffeine

Student Voice

Hilary Term

Careers:

- Unifrog: dream job and interests

RSE: TenTen

- Changing bodies

Financial awareness:

- Functions and uses of money

Diversity and Justice

E-Safety:

- My life on screen and cyberbullying awareness

Growth Mindset

RSE:

- Self-esteem

Health:

- Activity and nutrition

RSE:

Recognising unhealthy relationships:

- Domestic abuse

Study Skills:

- Memory

Careers:

Unifrog: Good v Bad revision

RSE: TenTen

Where do we come from? Sexual intercourse

RSE: Fitting in and friendships

Student Voice

Trinity Term

Study Skills: Chunking

Democracy: Importance of participation

Study skills:

Brain gym

Health: Sleep

Evaluation: post exam reflection and target setting

Careers: Unifrog/Diploma – recording activities/

Achievements

Student Voice

CITIZENSHIP, CAREERS & PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

Year 8

Michaelmas Term

Reinforcing values and work ethos:

- Knightly Virtues
- FOSIL
- PSHE Ground rules

Growth Mindset

Target setting

Health: Self-awareness and happiness explored

Careers:

Unifrog: working as a team, identifying interests

Debating skills

RSE: TenTen

Managing negative pressures/influences, gain a deeper understanding into who you are

Drugs education

British values: Rule of Law

Student voice

Hilary Term

Self-evaluation: how can I improve?

RSE:

appreciating difference

Careers:

Unifrog: Choices

Entrepreneurship

E-Safety: online grooming, consequences of sharing images

RSE:

- TenTen: Feelings and hormonal changes, cinema in education to explore influences and pressures
- Unhealthy relationships: domestic abuse
- Tough relationships
- TenTen: Before I was born: Pregnancy explained

Study Skills: Memory (build on Y7)

Alcohol Awareness x 2 sessions with Action for Children

Student voice

Trinity Term

Alcohol Awareness x 2 sessions with Action for Children

Study Skills:

- Chunking (build on Y7)

RSE: TenTen

- To discriminate between good advice from caring people and poor advice from self-interested parties

Financial Awareness:

- Building financial confidence

Careers:

Unifrog:

Skills for careers, GCSE choices

The wider world:

- Prejudice

Student voice

CITIZENSHIP, CAREERS & PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

Year 9

Michaelmas Term

Revisiting values and work ethos:

- Knightly Virtues
- FOSIL
- Ground rules

Growth mindset

Health: importance of sleep/diet

RSE: TenTen: peer pressure, sexting and the impact of the media.

Child exploitation

Careers: Unifrog: Exploring subjects, what makes a great leader?

Alcohol awareness through drama/discussion

RSE: TenTen: the gift of sex

British values: individual liberty, mutual respect

Student voice

Hilary Term

British values:

- Tolerance of those with different beliefs/faiths

RSE: TenTen

- The gift of self

E-Safety: Sexting

RSE: TenTen

- Love people, use things: objectification

RSE: TenTen

- In control of my choices: love and lust

Financial awareness:

- Importance and practice of budgeting and managing risk

Mental health: domestic abuse

Drugs education: alcohol, tobacco and other drugs

Student voice

Trinity Term

CPR training: The Cardiac Group

RSE: TenTen

- Fertility and Contraception

Study Skills:

- Brain Gym, Mind-mapping, chunking (build on Year 7 and 8), effective revision

Careers: Unifrog: Your team, your skills, your future, CV writing

Student voice

Skills

The core skills and values which underpin citizenship, careers and PSHE are to develop self-awareness and to make the most of individual strengths and abilities; take responsibility for personal actions; act responsibly towards others and to understand and respect common humanity, diversity and differences. These shared skills also help pupils to: build and maintain a positive view of themselves; live and work effectively with others; develop successful relationships; recognise rights and responsibilities; recognise and manage emotions; assess and respond to risks; respond flexibly and positively to change; make balanced judgements, decisions and choices; develop skills of enquiry and communication; present a case; express and justify an opinion; transfer and apply knowledge and skills in a variety of contexts; take social and moral responsibility and participate in and contribute to, school and community based activities.

Assessment

Both peer assessment and self-assessment form a regular part of feedback. There are no formal written examinations or tests. However, personalised targets are set to indicate areas for development. Regular Student Voice gives the opportunity for student assessment of their learning.

Additional educational experiences

- Information Exchange
- Drug concern
- Alcohol Education
- Fire and Rescue house safety
- Victim Support
- School nurse
- Ambulance and Rescue Service
- CPR training (British Heart Foundation)
- Sexual Health and Relationship Education
- Citizens Advice Bureau (CAB)

LEARNING SUPPORT: LITERACY

The development of all pupils' learning is of paramount importance and we pride ourselves on our proactive approach in the provision of additional learning support. We have a dedicated Learning Support department which provides pupils with the support they need, and which is able to direct liaison with outside agencies.

Pupils in Years 7 – 9 are able to attend a before-school or lunchtime Literacy Support session. Some pupils, who only study one language, also have support sessions within school lesson time.

Those pupils who are identified by the English Department as needing Literacy Support follow a multi-sensory Literacy Programme (Alpha to Omega). They are taught strategies to learn spellings, as well as revising and reinforcing the spelling patterns and grammar rules. There is regular reinforcement of key skills and techniques learned in the English lessons. Word and memory games are played to offer a fun and interactive consolidation.

Pupils extend their vocabulary through the regular learning of subject specific words to boost confidence in their use in lessons. They learn memory techniques, proof reading skills and revision techniques to support their learning and enhance their preparation for end of year examinations.

Some pupils in Years 10 and 11 are currently offered extra English lessons, either within school lesson time, as an alternative to an option subject, or in an after school lesson. The focus of this is to support the content taught in the core English lessons. Also, where appropriate, specific support is offered with homework or preparation for controlled assessments and examinations.

For details on the Numeracy Support see the Mathematics section.

EXTRA-CURRICULAR ACTIVITIES

Blanchelande encourages pupils to enrich their lives by exploring interests outside of the normal school curriculum.

All of our staff contribute to this programme and they are keen to share their individual interests and enthusiasm with pupils across the school.

We are also lucky to have strong links with local companies and organisations that are able to further enhance the extra curriculum offering of Blanchelande College.

A booklet of Extra Curricular Activities is provided to each pupil in the Infant, Junior and

Senior sections of the school describing the many options available which include fencing, cooking, horse riding and chess. All pupils across the school are encouraged to participate in a minimum of one activity per term to ensure breadth and balance both within and outside of the classroom environment.

If you would like to see the current Extra Curricular Activities booklets for primary or senior schools, please request a copy from the school office.

DUKE OF EDINBURGH AWARD SCHEME

This is a voluntary activity open to pupils in Years 9 and above and which involves an out of school time commitment. The scheme is intended to develop qualities of maturity and responsibility, which will help pupils throughout their lives. Pupils have to be fourteen to plan expeditions, but can start the other sections listed below in Year 9.

There are three awards: Bronze, Silver and Gold; each level becomes more demanding of time and effort. Each award contains four sections and these are:

- ‘Service’ – This is designed to make pupils more aware of the needs of their community.
- ‘Expedition’ – This involves camping out and hiking over a number of days.
- ‘Skill’ – This provides the opportunity to learn and develop something new.
- ‘Physical’ – This gives everyone the chance to participate in an activity for a set period of time.

Students at Blanchelande College are able to participate in this scheme with the assistance of the Guernsey Youth Service, which offers support, training and advice.



Blanchelande College

Les Vauxbelets,
St Andrews,
Guernsey
GY6 8XY

Tel: 01481 237200

Email: office@blanchelande.sch.gg
www.blanchelande.co.uk