

CURRICULUM INFORMATION FOR LOWER SENIORS

YEARS 7-9
(Lower Seniors)



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

Students explore the key elements of Mathematics in preparation for GCSE entry in Years 10 and 11. Students follow the Collins Maths Framework but use a range of tailored resources in their work. All students 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

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

Functional skills activities are integrated into the teaching of Mathematics at both Lower Seniors and Key Stage 4. These activities help promote independent thinking and help students 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 student has their own log in details).

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

Additional educational experiences

Numeracy support programme

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

Mathematics homework club

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

UKMT Maths Challenge

Further Maths Stretch and Challenge Club: Students have the opportunity of taking Further Mathematics as an additional GCSE. This enables higher ability students to stretch themselves that

ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach students 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, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students 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; students 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 students 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, students 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. Students 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, students learn how to plan and redraft their work.

Oracy and rhetoric

Students 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. Students also develop skills in role-play and poetry recital in Years 7 and 8. As students' 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 avail-

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

Assessment

Students will be regularly assessed in the areas of Reading, Writing and Speaking and Listening. Students will be assessed against the National Curriculum for written work, 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 student is carefully monitored.

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

Additional educational experiences

- Creative writing club
- Library induction and membership sessions
- Visiting authors
- Guernsey Eisteddfod competition
- Theatre visits
- Guernsey Literary Festival
- Spelling Bee
- Poetry by Heart

ENGLISH

Set Texts

	Year 7	Year 8	Year 9
Michaelmas Term	Reading: Rick Riordan, 'Percy Jackson and the Lightning Thief'	Reading: William Shakespeare, 'The Tempest'	Reading: William Shakespeare, 'Macbeth'
	Composition: : Narrative writing	Composition Descriptive writing	Composition Essay writing & article writing
	Punctuation & Grammar: The Eight Parts of Speech	Punctuation & Grammar: speech punctuation, commas, apostrophes, adverbs & adverbials, modal verbs, cohesive devices	Punctuation & Grammar: formal and informal vocabulary

Hilary Term	Reading: 'Beowulf'	Reading: Restoration to Romantic Poetry	Reading: Modernist to Modern Poetry
	Composition: : Poetry	Composition Opinion article & poetry	Composition Comparative essay and poetry writing
	Punctuation & Grammar: Prefixes, Greek & Latin roots, conjunctions, adverbs and prepositions, tenses, commas to punctuate direct speech	Punctuation & Grammar: subject & object, phrases, clauses, sentences, conjunctions, pronouns	Punctuation & Grammar: cohesive devices, layout devices, passive vs active, structures of formal and informal speech

	Year 7	Year 8	Year 9
Trinity Term	Reading: Women's Voices through history, analysing rhetorical speeches.	Reading: The Gothic	Reading: 'A View from the Bridge'
	Composition: Greek origins of rhetoric, persuasive techniques, writing persuasive speeches.	Composition Narrative writing and essay writing	Composition Essay writing and speech writing
	Punctuation & Grammar: plural vs possessive -s, expanded noun phrases, fronted adverbials	Punctuation & Grammar: brackets, dashes and commas	Punctuation & Grammar: semi-colon, colon & dash, hyphens, punctuation of lists

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 students 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, students 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

Students follow a curriculum that develops scientific knowledge and understanding through practical experience. Students 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. Students recognise that modern science has its roots in many different societies and cultures and develop an awareness of the importance of collaboration in science.

Students study Science as subject in Years 7 and 8 before beginning the GCSE courses in Biology, Chemistry and Physics in Year 9.

Year 7	Year 8
Michaelmas Science Skills Acids & Alkalis Gravity & Forces	Michaelmas Organisms: Breathing, Digestion Forces: Contact forces, Pressure Matter: Elements, Periodic table Ecosystems: Respiration, Photosynthesis
Hilary Space Exploration Project Particles & Separation Electromagnetic spectrum	Hilary Reactions: Types of reactions, Chemical energy Electromagnetism: Magnetism, Electromagnets Genes: Evolution, Inheritance
Trinity Cells Reproduction	Trinity Energy: Work, Heating & Cooling Waves: Wave effects, Wave properties Earth: Climate, Earth resources

Skills

During their Science lessons, Students 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. Students learn to present experimental results clearly in tables and graphs, to identify patterns in their results, draw conclusions and evaluate investigations.

All students 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. Students 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 student progress to be tracked during the year. Subject-specific targets are set regularly to assist students to reach higher attainment levels.

Additional educational experiences

- **Visiting Speakers**

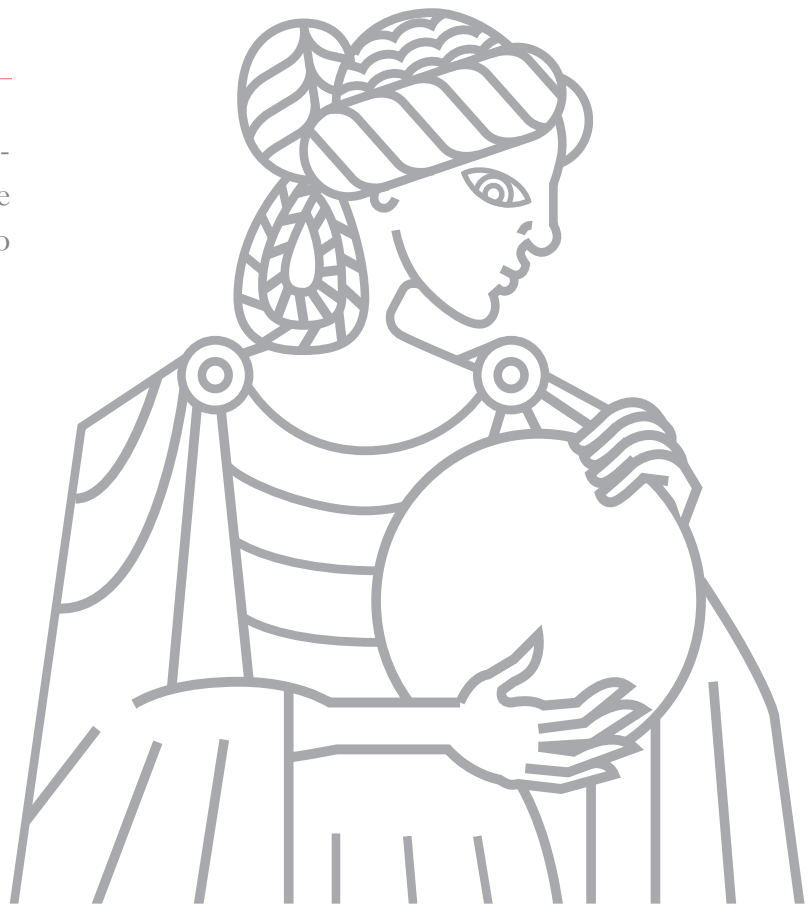
- **Lower Seniors Science support club**

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.

- **STEM week**



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 student 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, students 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.

Students in Lower Seniors follow a systematic 3-year programme of study that covers the basis of Catholic 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 students 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.

Michaelmas Term		
Year 7	Year 8	Year 9
<p>Creation and Covenant: Using the Bible, Genesis 1 and 2, God's revelation, Mystery of God, Prayer, Catholic Social Teaching, Science, Stewardship, Artwork, Live Simply Award, Dorothy Stang</p> <p>Prophecy and Promise: Old Testament, Library of Books, Scripture is inspired, Dei Verbum, Structure of Mass, Liturgy of the Word, Rosary, Book of Kells, Biblical Idioms</p>	<p>Creation and Covenant: The Fall, 10 Commandments, Jesus' greatest commandment, Original Sin, Baptism, Imago Dei, Conscience, Conscientious objectors, Les Miserables, St Thomas More</p> <p>Prophecy and Promise: Prophetic texts, call and sending of a prophet, Isaiah, Amos, cycle of prophecy Elijah to John, John the Baptist, Messianic hope, priest, prophet and king, Advent: O Antiphons, Advent wreaths, calendars and candles</p>	<p>Creation and Covenant: Creation of humans in Genesis 1 and 2, Marriage, Dignity of the human body, Imago Dei, Sanctity of Life, Abortion, Euthanasia, Genetic Engineering, Gattaca, My Sister's Keeper</p> <p>Prophecy and Promise: Typology, Women in the Old Testament: Sarah, Rebekah, Rachel, Miriam, Deborah, Ruth, Hannah, Esther. Women in the New Testament: Mary, Marian Dogmas and Feasts, Marian Prayers, Pieta, Immaculate Conception in the life of St Bernadette</p>

THEOLOGY

Year 7 Hilary	Year 8 Hilary	Year 9 Hilary
<p>Galilee to Jerusalem: Son of God, Son of Man, Incarnation, Lord, Nicene Creed, Son of David, Trinity and worship, Business Ethics, Fr Mychal Judge</p> <p>Desert to Garden: Passover, The 7 Sacraments, Last Supper, Paschal Mystery, Eucharistic Sacrifice, Structure of Mass, Blessed Sacrament, Art in the Last Supper, Carlo Acutis and St Therese of Lisieux</p>	<p>Galilee to Jerusalem: Proclamation of the Kingdom, Jesus' encounters with sinners, Kingdom growth, miracles and power over evil, Who is called to the kingdom, preferential love for the poor, Anointing of the Sick, Corporal and Spiritual works of mercy, Pilgrimage to Lourdes, Koder's The Jesus Table</p> <p>Desert to Garden: Isaiah 52, Mark's Passion and Death of Jesus, Problem of evil and suffering, Old Testament meaning of evil and suffering, Job, Jesus' resurrection, Paschal mystery, active and passive mortification, artistic representations of the Crucifixion, The art of dying well, passion plays.</p>	<p>Galilee to Jerusalem: Disciples, The Rich Man, Women in Jesus' ministry, Mary Magdalene, Evangelical Counsels, Holy Orders, Ministry of Women in the Church, Aid to the Church in Need</p> <p>Desert to Garden: Sinai Covenant, Temple as a place of sacrifice, Herod's Temple, Hebrews 9, Mystery of Redemption, Old Covenant, New Covenant, Christ's body as a temple, Agnus Dei, Les Miserables, Capital Punishment, Correymeela Reconciliation.</p>
Year 7 Trinity	Year 8 Trinity	Year 9 Trinity
<p>Dialogue and Encounter: Islam: Christian Denominations, Ecumenism, Councils of the Church, Sunni/Shi'a Islam, Life of Muhammad (pbuh), 5 pillars, Mosque</p> <p>To the Ends of the Earth: St Luke, Holy Spirit, Church teaching on the Holy Spirit, Pentecost, The Church, Confirmation</p>	<p>Dialogue and Encounter: Buddhism: Vatican II, Ecclesiam Suam, More than one Catholic Church, Life of Siddhartha Gautama, 3 Universal truths, 5 moral precepts, 4 Noble truths, noble eightfold path, Samsara, wheel of life</p> <p>To the Ends of the Earth: Jesus' resurrection, Doubting Thomas, Four Last things, Funeral Rites, Baptism, Life after death in Islam and Hinduism, Jazz funerals</p>	<p>Dialogue and Encounter: Sikhism: Meeting God in Friend and Stranger, Dialogue 3 essential elements, Guru Nanak, 10 Gurus, Gurdwara, 5Ks, Amrit, Marriage, Death</p> <p>To the Ends of the Earth: Characteristics of the First Church, Communion of saints, The Church on Earth and Heaven, Church purified, Holy Communion, Angels and saints.</p>

Skills

Students 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. Students 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.

Students 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. Students will develop their ability to formulate questions and arguments in both oral and written form.

Finally, Religious Education should develop the faculty of each student 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 students' learning. Students 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 students 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
- Labyrinth and prayer spaces opportunities.

COMPUTING (ICT)

Content

At the start of Year 7, the students find out the importance of health and safety when using technology. Personal safety when using the internet is explored and students are made aware of the dangers to themselves and the data that they store. Students 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 students 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 students develop their skills in using the standard packages of Microsoft Office Suite – Word, Excel, PowerPoint, Sway and Access.

Assessment

Students are assessed at the end of each unit of work. 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.



Additional educational experiences

- Students 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.
- Students 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.
- Students can work towards a CREST award in coding or compete in Lego Robotics club.

MODERN FOREIGN LANGUAGES

Content

Students 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 students' 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 students for their exams we also focus on the pleasure to be had in speaking and understanding a foreign language. Students 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.

French

Content

Students 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 students' understanding of the language and culture. Translation of sentences and short texts into the target

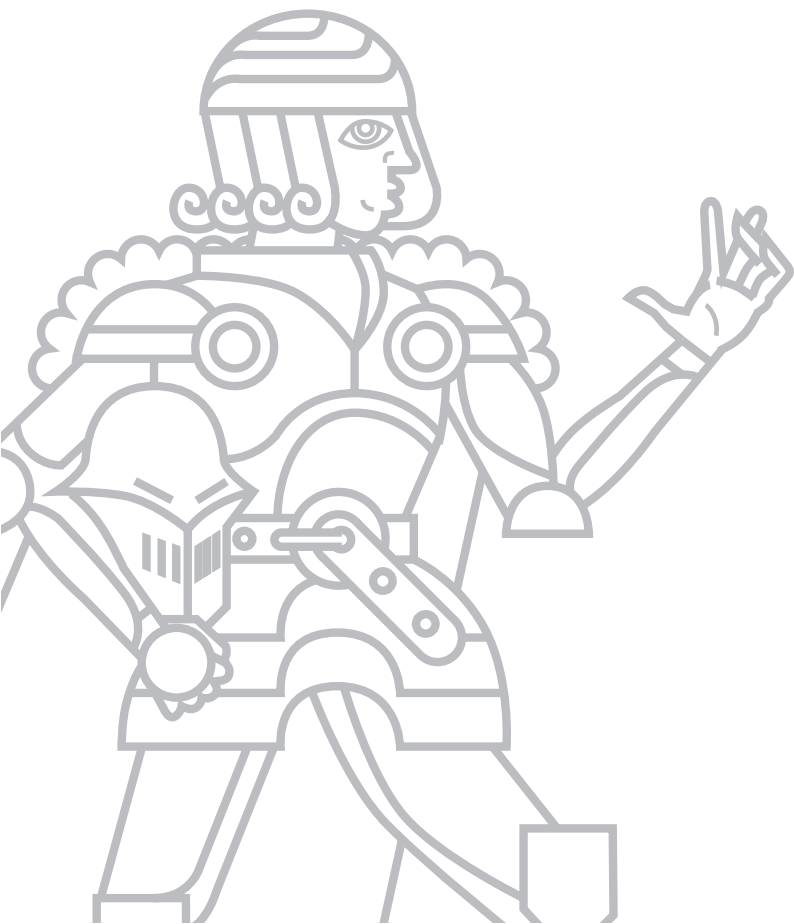
language as well as into English will also be developed. Key grammatical structures are explored, including various verb tenses, all with a focus on making languages enjoyable through the use of games, videos and songs.

Skills

Besides preparing our students for their exams we also focus on the pleasure to be had in speaking and understanding a foreign language. Students 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.

Additional educational experiences

In the summer term of Year 8 there is a trip to France, during which students can practise their French whilst engaged in a range of activities.



MODERN FOREIGN LANGUAGES

Spanish

Content

Students joining Blanchelande College will have the opportunity to begin Spanish during Year 9. We will start by introducing basic, everyday language that gives our students 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 interac-

tive 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 students' 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 students for the new rigorous GCSE. Students 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 students for their exams we also focus on the pleasure to be had in speaking and understanding a foreign language. Students 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.

Additional educational experiences

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



LATIN

Far from being a 'dead' language, the legacy of Latin lives on in every aspect of modern-day life. The mother of the five Romance languages, it is the root of both French and Spanish, as well as of over half the English lexicon. Moreover, the Roman and Greek civilisations have provided the foundations of Western society, making its study more valuable than ever.

Our course in the Lower Seniors starts in Pompeii in 79AD where we learn about daily Roman life through the eyes of one of its successful businessmen, Caecilius, while consolidating knowledge of the eight parts of speech, and developing early translation skills. Year 8 looks towards early Rome, and the fascinating myths and legends which have been passed down through the ages to define Roman characteristics. In Year 9, we begin the GCSE course, looking at the background of our set texts which, excitingly, in 2027 will be Virgil's Aeneid Book 2 – the wooden horse and Laocoön's warning and tragic death, one of the most evocative passages in Latin literature – and Apuleius' Metamorphoses, the story of Cupid and Psyche. Alongside this, we ensure that students gain a strong grammatical basis upon which future linguistic development can be built.

Skills

One of the primary benefits of learning Latin is the enriched understanding of the English language which comes with it. Our approach of going back to basics consolidates the very building blocks of language itself, helping students to be able to identify linguistic terms and apply them correctly.

Our teaching of highly transferable learning skills enhances students' understanding of grammar and syntax, in turn allowing them to develop their written proficiency and creative voice in any language.

In Year 7, language skills include learning how to recognise and translate verbs in the present, imperfect and perfect tenses. Noun declensions are studied with a focus on the nominative and accusative. Comprehension and translation skills are developed, alongside parsing and the recognition of clauses. There are inquiries into life in Pompeii, enslaved people and Roman entertainment.

Year 8 focuses on all verb conjugations, irregular verbs, infinitives and principal parts. We also look at adverbs and numerals. All cases of nouns are introduced, and students are encouraged to learn noun charts for quick recall. We continue to work on comprehension and translation, and we help each student to find their own path to the successful learning of new vocabulary. In the Trinity term, we look at translating Roman poetry, and have a go at writing our own (in English!).

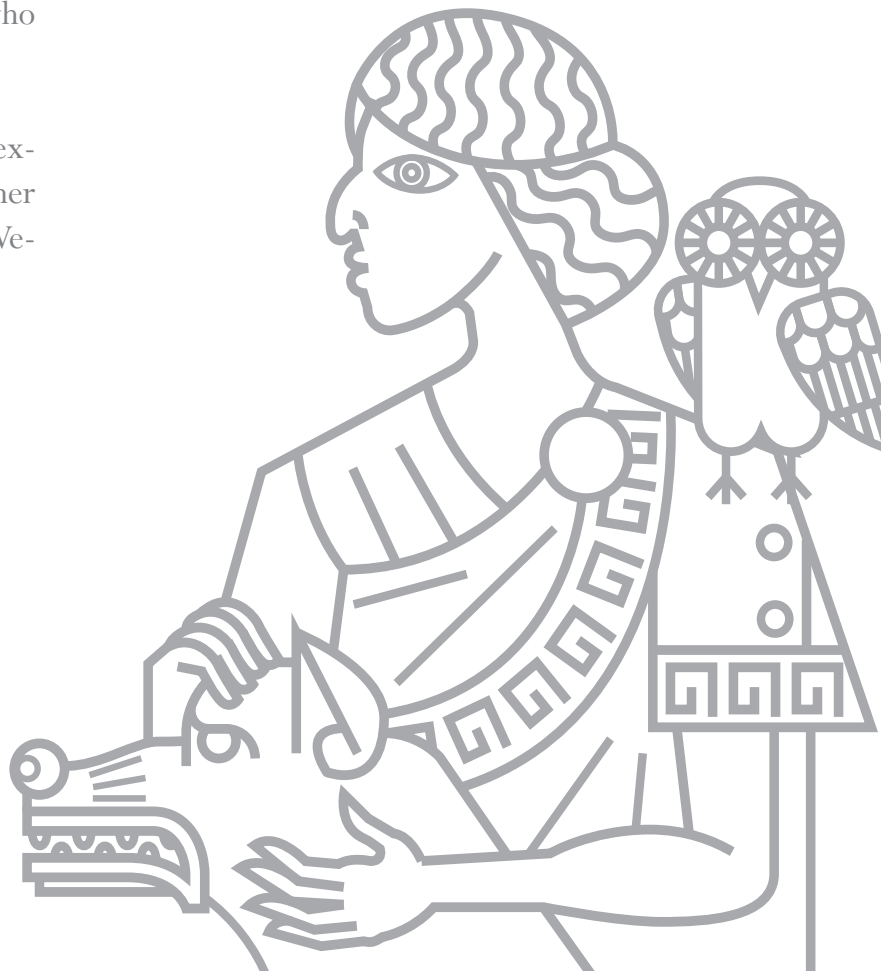
These skills are all consolidated in our Year 9 course. The main focus is on building confidence in translation and understanding grammar terminology. However, we also introduce time and place rules, alongside looking at gender and the agreement of adjectives. We look at the fascinating political and social context of the set texts, while bringing in nuanced appreciation of poetic structure and style, developing highly transferable and mature techniques of close analysis.

Assessment

Vocabulary is tested every two weeks in all years. There are also end of chapter assessments, covering the assimilation of syntax and grammar. Assessment is used for the setting of personal targets, so that students are clear about areas of focus. The November and Summer exams also test understanding of culture topics taught throughout the year.

Additional Educational Experiences

- Students in all years will be encouraged to enter the National Latin Exam, an American multiple-choice exam which rewards study of both the Latin language and culture.
- There is a lunchtime club for those students who wish to learn Ancient Greek.
- We take a Year 8 trip to the Bay of Naples, exploring Pompeii, Herculaneum, Capri and other Roman sites, as well as walking to the top of Vesuvius.



HISTORY

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students 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 students 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 II

Hilary Term

Henry II, Richard I, The Crusades, King John, Henry III-Edward III, The Black Death

Trinity Term

Village Life, 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. Students then study 'The World After 1900', focusing on why the twentieth century saw such devastating global conflicts as the two Wars. We also reflect back on the development of British democracy, culminating in the Franchise Act of 1928 and the rapid rise of dictatorships in the 20th century. 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,

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 students 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'! Students 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, students will develop the all-important skill of enquiry, building research questions and answering extended written responses of important historical questions. In essence students 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 student 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 students and personal targets are set to move students forward.

GEOGRAPHY

A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students 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 students 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 and 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, students 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. Students 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, students 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, students 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 students detailing how they can improve their work.

Additional educational experiences

- Students 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, such as a micro rivers study.
- They are also encouraged to participate in optional enrichment opportunities and competitions run by the department.

FOOD & NUTRITION

Content

Food is a vital part of our daily lives and is essential for life.

The Food and Nutrition Department is a lively, enriching and rewarding educational environment where the students' creativity thrives. A wide range of practical skills are taught in the well-equipped Food room, and we have an additional classroom for teaching the non-practical aspects of the curriculum. The department is well resourced and offers a wide range of specialist equipment for all students to utilise.

In studying food, this foundation course is designed to provide all students with a knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics. They will also develop practical making skills and learn about the function of key ingredients.

Students are expected to provide all ingredients for practical lessons.

Practicals are subject to change and review.

Skills

In Lower Seniors, food preparation and cooking are taught for the selection of equipment, ingredients, food sources and functional characteristics. Students examine food provenance, including where and how a variety of ingredients are grown, reared, caught and processed and consider sustainability and the impact of different choices on the environment. They also learn to depict how preparation and cooking affects the sensory and nutritional properties of the ingredients. Food and Nutrition lessons provide an excellent platform for developing confidence, problem solving, organisation and time management skills.

In Year 7, students acquire a range of food skills, increasing in skill and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. Students will develop their knowledge and understanding of ingredients and healthy eating, food provenance, consumer food and drink choice; they will demonstrate food preparation and cooking techniques and the principles of food hygiene and safety. Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to create high quality dishes for a wide range of people.

In Year 8, students build on the previous year's work to consider the factors that affect food choice, availability and waste. Students deepen their understanding and knowledge of ingredients, healthy eating and provenance. Students will evaluate and test their ideas and the work of others.

In Year 9, students secure and demonstrate a range of food skills. In addition to building on prior skills and knowledge, they consider consumer issues, food and its functions and new trends in food. Students consider the influence of lifestyle and consumer choice when developing meals and recipes and develop the ability to review and improve recipes and manage time effectively.

Assessment

Homework tasks are set weekly with students being expected to prepare for the practical lesson, including the weighing and measuring of the ingredients. End of unit tests or tasks use a range of strategies to assess progress and regular feedback is given. There is no formal end of year examination; however, regular assessment takes place throughout the lessons using a range of strategies, including regular written and verbal feedback. Self- and peer-assessment takes place in all practical lessons. Attainment is graded based on students' food preparation as well as written tasks that link to the practical sessions.

Additional educational experiences

Students are encouraged to follow food and cookery programmes to keep well informed of developments within the industry as well as enjoying the many different cooking styles that may encourage them to experience different techniques and tastes of different cuisines.

Enrichment activities include inter-house competitions and bake-offs. Healthy Eating Week offers students challenges to improve their diet and raise their awareness of diet, health and environmental issues.

Where possible, students experience local off-site trips to support their learning in the classroom, such as a trip to Guernsey Dairy to look at milk production and secondary processing.



DESIGN & TECHNOLOGY

Content

In Years 7 – 9 students 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.

Students 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 students to design and make a Paper Gripper product. Students 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 students 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

Students' 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. Students 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 students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students 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

Students 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.

Students work on performing and composing skills using our keyboards, ukuleles, guitars and percussion instruments as well as their own instruments where appropriate. Composition activities include GarageBand assignments that reinforce knowledge of musical elements and structure.

Year 7: Musical Elements & Singing

Our Year 7 programme provides opportunity to explore music through singing, in unison and in harmony, and through composing for voice and pitched instruments.

Michaelmas Term: In Term 1 the focus is on our own singing voice, singing songs from our own and other cultures, and on the elements of music common across vocal and instrumental music.

Hilary Term

We focus on performing together in Term 2 as we explore musical forms and sing and improvise in blues, jazz and other styles.

Trinity Term

Musical structure completes the work in Term 3 and provides students with an understanding of how to create and assess melodies and how to compose using simple musical forms.

Year 8: Music and the Media

Drawing on popular music, Western classical music, film scores and music of other cultures, students in Year 8 explore how music is created out of repeated and changing patterns and they learn to develop musical ideas using techniques of variation and accompaniment.

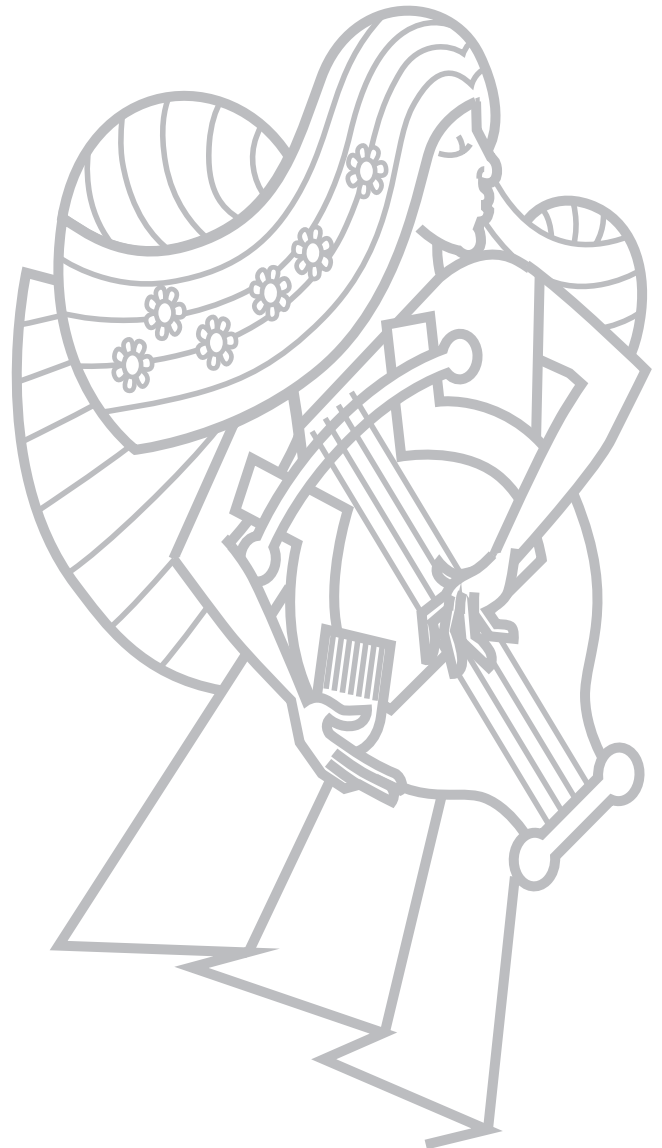
Michaelmas Term: In Term 1 students learn about repeated musical patterns in different genres and develop their own melodic and rhythmic patterns using a variety of instruments. Students continue to work on keyboard skills throughout the year.

Hilary Term

Term 2 focuses on performing, varying and accompanying simple compositions. The students will create their own set of variations on a well-known tune and will explore how different ways of accompanying a tune affect the music's projection of mood or emotion.

Trinity Term

In Term 3 we consider film music, starting with the old silent movies (and where music could have been effective) and moving to music in cartoons and finally soundtracks for mega-movies. Building on the composing skills acquired in Years 7 and 8, the students will create a soundtrack for a short animation using GarageBand and will investigate how their musical score manipulates responses to the film.



MUSIC

Year 9: Dance and Popular Music

Michaelmas Term: Year 9 begins by exploring Dance Music with a rotating emphasis on waltz, tango, American line dance, disco, club dance and folk dance of other cultures. By examining characteristic musical features of dance music, students will understand the important connection between the steps, movement and formation of the dance and will grasp how these are inter-related with musical features such as time, metre, rhythms and chords.

Hilary Term

Term 2 introduces the polyrhythmic style of Latin-American Samba, revisits key concepts of rhythm and beat/pulse, and explores polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. The experience of performing together as a larger-group ensemble aims to give students the exhilaration and physical impact of ensemble percussion music.

Trinity Term

In Term 3 our work explores popular song from the 1960s onwards with particular focus on song structure, texture and developments in technology and the impact of these on popular music genres. We discuss this alongside the cultural issues of the time. Students will be able to demonstrate their developing composition skills using GarageBand and LogicPro X.

Skills

During Lower Seniors students have opportunity to explore music individually, in groups and as whole classes. All students 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. Students 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

- Students are encouraged to join extra-curricular music activities, including the Blanchelande College Cantors, Schola Cantorum, Orchestra, Bands and Chamber groups.
- Students will have opportunity to attend concerts, when available.
- Students take part in School Concerts and music for liturgical services and are encouraged to take part in musical activities.
- Students are encouraged to have individual vocal and/or instrumental tuition.
- Students 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 students to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for students 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. Students 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. Students have two double lessons a week of PE or Games.

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

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

Netball	Athletics	Hockey
Softball	Football	Tennis
Cross Country	Cricket	Touch Rugby / Rugby
Badminton	Rounders	Dance / Gym
Health Related Fitness	Basketball	

Assessment

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

Additional educational experiences

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

ART & DESIGN

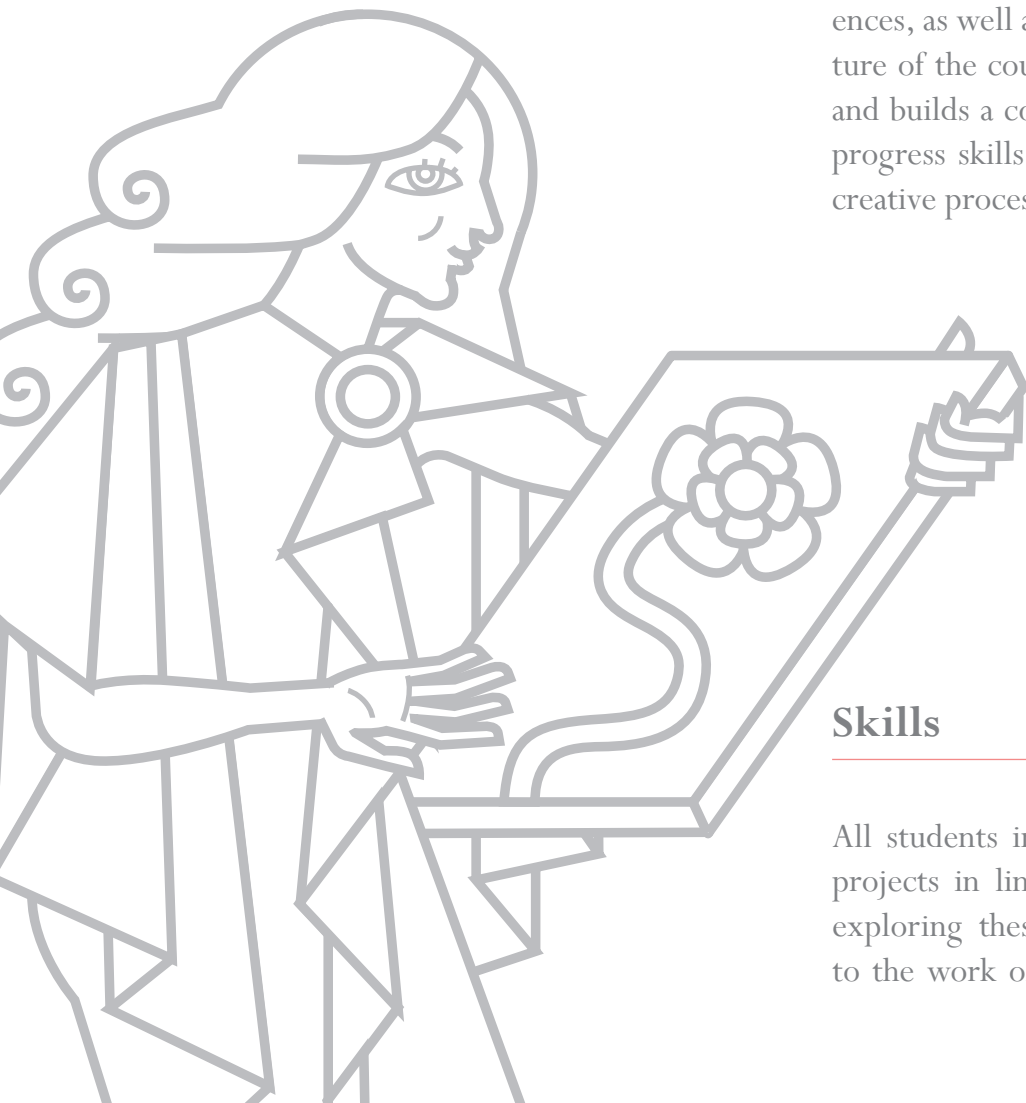
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, 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.

Content

In the Art and Design department, students 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.

The projects will require sustained research, investigation, experimentation, analysis and planning in sketchbooks before undertaking final outcomes.

At the beginning of each year students are provided with a sketchbook, where investigations are recorded. They also can experiment with different media to explore their strengths and preferences, as well as extending prior skills. The structure of the course develops visual language skills and builds a comprehensive portfolio of work to progress skills and develop an enjoyment of the creative process.



Skills

All students in Year 7 enjoy an introduction to projects in line, colour, tone and form. Whilst exploring these topics students 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, students are encouraged to become more experimental and develop projects which explore concepts such as depicting movement and acquire advanced skills in printmaking by developing a project on landscape

In Year 9, students are given more freedom to develop their personal ideas on the theme of Surrealism. They continue to enhance their design skills inspired by Pop Art and by the end of Year 9, students 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. Students learn to use a range of media whether drawing from observation or imagination. Observational drawing requires students to look carefully and use their work as a means of communicating information. The value of drawing as a means of expression is explored. Students are also taught valuable skills in printmaking, design work and forming outcomes in a range of 3D media. All projects build upon students' skills showing progressive development.

Assessment

Classwork is marked formally at the end of every project, which is once a term or once a half term. Informal assessment and verbal feedback takes place during lessons. Students are then made aware of their class marks where they are meeting expectations. Targets are then set for continued improvement. Students also self-evaluate their work at the end of projects. Homework, when set, is marked on a one- or two-week cycle.

Additional educational experiences

Visits to exhibitions and exposure to the work of others encourages and improves students' awareness of visual culture, and of other artists' work. We would encourage students to draw, design and take part in craft, digital or photography-based interests outside school where possible. Many of our students 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:

- Public exhibitions of work by GCSE and A-level students
- Exhibition of work at the Arts Commission student show
- Exhibitions features in The Guernsey Press
- Exhibition of work at the Eisteddford
- Entering various local competitions, such as Sovereign Art Students Prize.
- Trips to local galleries, for example the Guernsey Museum and Art Gallery, George Crossan Gallery and Art for Guernsey Gallery.
- Workshops for students when visiting artists are invited into classes.
- Visits from past students who have studied Art and Design at university, showing their work to inspire students.
- Entering various National and Local competitions
- Art clubs/drop-in sessions for Years 7 – 11 each week
- Talks by artists and collaborations with Art for Guernsey.

DRAMA

Content

Lower Seniors 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

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 discrimination and equality, students structure their work using still image, thought tracking and role play techniques.



Year 9

Stage Positions and Configurations

Students 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

Students 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 students' 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. Students 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 Lower Seniors Drama.

Additional educational experiences

- House Speech and Drama Competition
- Shared Theatre visits with the English Department
- The Senior Production

Year 9 FOSIL Signature Work Inquiry

Content

Inquiry, especially in the form of Signature Work, is a distinguishing feature of a contemporary liberal education.

Liberal education, as Jacques Maritain explains, is a fully human education because it has as its end “the fulfilment of the deepest potentialities of human being.” This requires us to prepare our students “to exercise their power to think in a genuinely free and liberating manner – equipping them for truth and making them capable of judging accordingly to the worth of evidence, of enjoying truth and beauty for their own sake, and of advancing, when they have become adults, towards wisdom and some understanding of those things which bring to them intimations of immortality”.

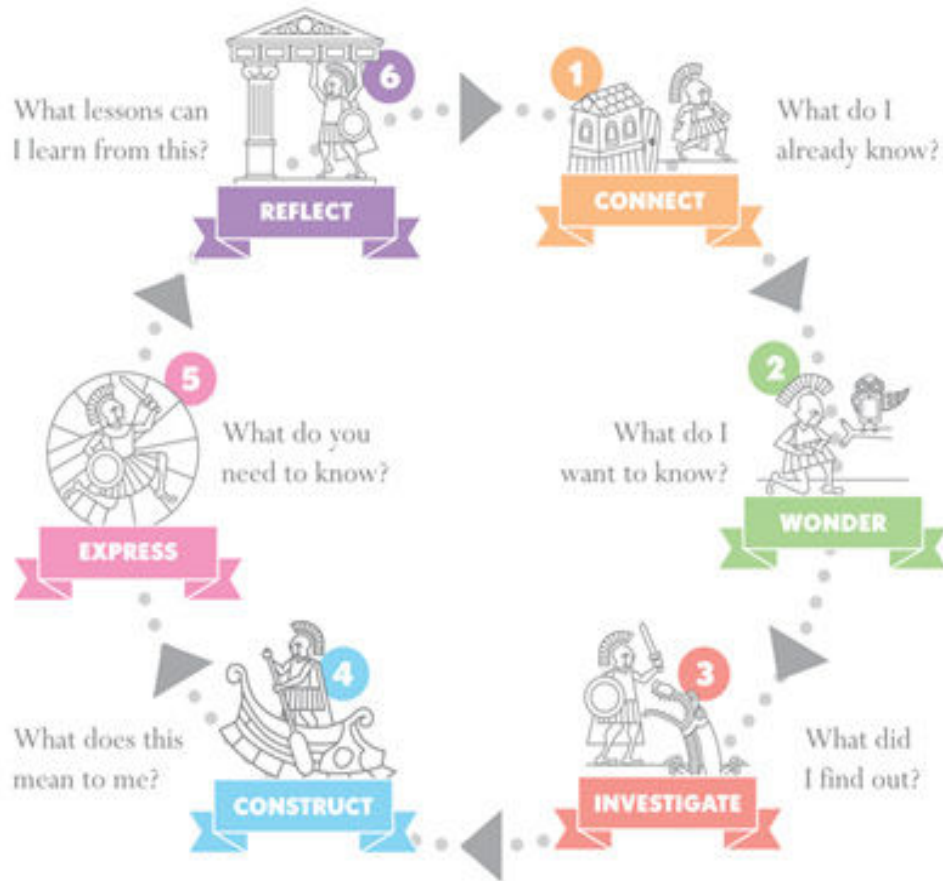
Inquiry is a potent means to this end, being the process of learning about something by investigating it for yourself with appropriate help, and is an essentially human response to the world we find ourselves in. This quest for knowledge and understanding is a heroic undertaking, so it is no surprise that the stages of the Hero's Journey are reflected in the stages of the Heroic Inquiry process. Signature Work is inquiry that is directed towards understanding a question or problem of deep personal interest, and as such it proudly bears its maker's mark in the form of their signature, which vouches for the maker's integrity and guarantees the authenticity of their work.

The theme of Year 9 Signature Work is Living Well in a World Worth Living In, with a focus on Guernsey, and is framed through the United Nations Sustainable Development Goals with explicit reference to Catholic Social Teaching.

Over the course of the year, students investigate a topic of their choice in relation to the theme, which integrates curricular work in a number of disciplines – such as Geography (development and globalisation) and History (industrialisation) – and culminates in the GCSE English Language Speaking and Listening Non-Examined Assessment (NEA).

Not only does the Signature Work integrate curricular content across disciplines into a coherent whole – “life in all its manifestations” as Alfred North Whitehead puts it – it also develops critical inquiry skills that, in turn, strengthen curricular learning in other disciplines, for example:

- Selecting evidence from multiple sources that is relevant, taking into account different perspectives, and including main ideas with supporting details in **Investigate**
- Forming opinions, judgments, and claims backed up by supporting evidence and clear reasoning in **Construct**
- Developing a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims in **Express**



This purposeful development of inquiry skills within the Year 9 Signature Work inquiry makes up half of the taught component of the Year 10 Higher Project Qualification (HPQ), and is excellent preparation for it. The HPQ is an inquiry-based exploration of a topic of your choice, and is offered in Year 10 as an optional timetabled subject that is worth half a GCSE. The HPQ, in turn, is excellent preparation for the optional Extended Project Qualification (EPQ) in Sixth Form, which is worth half an A-Level, and is highly valued by universities and employers.



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

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 inter-course

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 (PSHCE)

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 (PSHCE)

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 students 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 students' 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 students with the support they need, and which is able to direct liaison with outside agencies.

Students in Years 7 – 9 are able to attend a before-school or lunchtime literacy support session. Some students also have support sessions within school lesson time.

Those students who are identified as needing literacy support follow a multi-sensory Literacy Programme. 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.

Students 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 students in Years 10 and 11 are offered extra English lessons in an after school lesson or can choose to study Core Support as one of their option subjects. Also, where appropriate, specific support is offered with homework or preparation for controlled assessments and examinations.

Students' reading ages are assessed in Michaelmas and Trinity terms of Years 7 and 9 through the GL Assessment New Group Reading Test, which provides students with a current reading age.

For details on the Numeracy Support see the Mathematics section.

EXTRA-CURRICULAR ACTIVITIES

Blanchelande encourages students 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 students 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.

All students across the school are encouraged to participate in a minimum of two activities per week to ensure breadth and balance both within and outside of the classroom environment.

DUKE OF EDINBURGH AWARD SCHEME

This is a voluntary activity open to students in Year 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 students throughout their lives. Students 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:

- ‘Service’ – This is designed to make students 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.



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