



Talbot Heath
Independent School for Girls aged 2-18

Curriculum Booklet for Parents

Key Stage 3

U4/Year 9

Year Overview

2025-26

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PSHE* Information will be sent to parents in September from the PSHE Coordinator Mrs Manley

Welcome by Ms Anna Talbot, Interim Headteacher

Dear Parents / Carers,

We are pleased to share with you the curriculum that your daughter will follow this year. When we consulted with parents previously, you told us that you wanted to understand more about what your daughter was learning in school, and how you might help.

We hope that this booklet enables you to keep in touch with your daughter's learning journey at Talbot Heath.

Best wishes,

Anna Talbot

Interim Headteacher

Introduction by Mrs Corlett, Head of KS3

U4 at Talbot Heath is designed to afford your daughter a smooth transition from KS3 into GCSE. Building upon familiar curricular knowledge and skills, our U4 curriculum incorporates the start of a number of GCSE courses (Science) as well as embedding study skills which will help build success over the coming years. Staff run regular clinics which can be accessed by students at any time, should they require any additional support with certain aspects of their learning and the curriculum. It is a crucial time to explore potential career pathways and the GCSE subjects which will best support these pathways. Students are provided with much guidance throughout this GCSE options process throughout the Autumn term, with final choices being made in January of U4.

Mrs Nicola Corlett

Head of KS3

ENGLISH

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>The Novel: Prose Reading and Writing</p> <p>Reading: Understanding narrative structure Understanding characterisation Focus on description of setting Learning the skill of Inference Writing an analytical essay</p> <p>Writing Descriptive writing Or Creative response to the text Preparation for the November Test</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Read widely. Librarian can support with choice of books Focus on short stories in personal reading Creative writing at home</p> <p>Additionally: Revising for regular spelling tests Entering creative writing competitions both in school and out Keeping a diary and trying to describe events from their life in a creative manner</p>
Spring Term	<p>Non-Fiction Reading Understanding language, form and structure Identifying purpose Comparative analysis skills. Learning how to compare texts in preparation for the GCSE course.</p> <p>Writing Writing own piece in a non-fiction format.</p> <p>Speaking Pupil verbal presentation in non-fiction format</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Read newspapers and magazines Create a scrapbook of articles on a subject of interest to them Watch 'TED Talks' online for inspiration</p> <p>Additionally: Revising for regular spelling tests Entering creative writing competitions both in school and out Keeping a diary and trying to describe events from their life in a creative manner</p>
	<p>Understanding Poetry (preparation for GCSE)</p> <p>Reading Understanding how to analyse poems at a level that is closer to GCSE expectations Reading a range of poems Learning how to write an analytical essay Learning how to compare two poems, in preparation for the GCSE course</p> <p>Writing Writing own poem, inspired by the poems covered in class</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Borrow collections of poems from the library Copy the lyrics from their favourite songs and discuss them with parents/guardians Look on social media platforms to engage with trend of poetry online</p> <p>Additionally: Revising for regular spelling tests Entering creative writing competitions both in school and out Keeping a diary and trying to observe moments from their lives and record them in a poetic form</p>
Summer Term	<p>Shakespeare (preparation for GCSE)</p> <p>Reading Understanding of Shakespearean language Understanding of dramatic form (comedy, tragedy etc.) Practice analysing language, form and structure in Shakespeare Analytical writing</p> <p>Writing Optional creative response to Shakespeare</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Pupils may watch alternative productions of the play either on TV or in theatres (where possible) Pupils may take the opportunity to read some of Shakespeare's poetry to complement their understanding of his dramatic work</p> <p>Additionally: Revising for regular spelling tests</p>
	<p>Transitional Unit for GCSE English Language</p> <p>Reading Pupils read a range of non-fiction and literary non-fiction to prepare them for the GCSE course</p> <p>Writing Pupils complete a range of writing tasks that are in a similar format to the GCSE English Language examinations Preparation for summer examinations (writing own creative responses)</p>	<p>In addition to homework set by the department, students are encouraged to:</p> <p>Read newspapers and magazines Create a scrapbook of articles on a subject of interest to them</p> <p>Additionally: Revising for regular spelling tests</p>

Examples of home learning tasks
Reading extracts from novels or short stories
Planning written work
Reading non-fiction texts
Researching topics for presentations/non-fiction tasks
Assessment information
Pupils will be assessed regularly with one 'main' assessment per topic
In the Autumn Term pupils will complete a 'November Test.' This is likely to take the form of a comprehension/analytical writing task
In the Summer Term pupils will complete a 'Summer Examination.' This is likely to take the form of a creative response to an image
Equipment
Blue ink pen (no need for fountain pen); pencil; ruler; eraser; set of highlighters
How parents / carers can help
Encourage a regular routine of reading for pleasure. Take an interest in books chosen, discussing the writing and rewarding pupils for time spent reading at home.
Check 'HomeWork4' to ensure you have a clear idea of homework being set in English.
Create a positive environment for pupils to complete homework in. Ideally, pupils should have a quiet place where they can concentrate, away from distractions, at an appropriate time in the day.
Encourage pupils to participate in competitions, clubs and additional activities.
Extracurricular activities
Creative Writing Club
Debating Club
Newspaper Club
Readathon Challenge

Who can I contact?	Head of Faculty	Mrs K McDonald
	Head of Department	Mr D Sinclair-Smith
	Specialist teachers	Mrs M Cox Mrs N Wakeling

MATHEMATICS

Curriculum content	
Autumn Term	<p><u>Number</u></p> <ul style="list-style-type: none"> • Upper & Lower bounds • Fractions and BIDMAS • Reciprocals • Recurring decimals to fractions <p><u>Probability & Sets</u></p> <ul style="list-style-type: none"> • Independent events & Mutually exclusive events • Tree diagrams, Venn diagrams & calculating probabilities • Notation & vocabulary <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Expanding 1 and 2 brackets • Factorising: single brackets, quadratics Difference of two squares <p><u>Number</u></p> <ul style="list-style-type: none"> • Percentage loss and profit • Inverse percentages • Simple & Compound interest • Ratio expression 1: n form • Direct & Inverse Proportion <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Simultaneous linear equations • Solving wordy and real-life problems
Spring Term	<p><u>Trigonometry</u></p> <ul style="list-style-type: none"> • Right-angled triangles - SOHCAHTOA • Finding missing sides and angles • Pythagoras Theorem revision • Problem solving <p><u>Data Handling</u></p> <ul style="list-style-type: none"> • Continuous data • Averages from frequency tables, incl. grouped data • Cumulative frequency & box plots • Stem & Leaf diagrams <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Constructing, evaluating expressions • Changing the subject of formulae • n^{th} term of a linear sequence • n^{th} term of simple quadratic sequences • Solving Quadratic Equations
Autumn Term	<p><u>Transformations</u></p> <ul style="list-style-type: none"> • Recap reflections, rotations, translations • Enlargements: negative & fractional scale factors • Combined transformations <p><u>Graph drawing</u></p> <ul style="list-style-type: none"> • Drawing linear & quadratic graphs • Solving simultaneous equations using graphs • Linear inequalities and shading regions • Real-life graphs

Suggested reading and extension activities

Students will be encouraged to display their understanding and get involved in their lessons.

Outside of lesson time, students may wish to explore further and practice, using:

www.MathsPad.co.uk

www.CorbettMaths.com

For Maths Challenge practice, visit:

www.ukmt.org.uk/junior-challenges/junior-mathematical-challenge

Examples of home learning tasks

Students will be set a variety of tasks for home learning. Each student will have a www.MathsPad.co.uk login and password, for online homeworks. Other homeworks will be completed in their blue exercise books.

Assessment information

Students will be assessed each half-term based on the topics studied. In November, we combine a few topics into one assessment. In the summer, students are tested on all topics studied that year.

Equipment

Pen, pencil, rubber, ruler, protractor, compass.

Casio Calculator FX-83GT or FX-85GT will be required but can be purchased through school in September for a discounted rate.

Casio FX-991CW is also suitable but is more aimed at year 10 upwards.

How parents / carers can help

Check 'HomeWork4' to see the work being set and encourage its prompt completion, leaving time to seek help if necessary.

Encourage pupils to attend clinic sessions when they need support (see posters along the Maths corridor and classrooms).

Talk positively about Maths and numeracy.

Extracurricular activities

Drop-in Maths Clinic - at lunchtimes, see posters for times.

Who can I contact?	Heads of Faculty	Miss C Hall - KS3 (U3-U4) Miss C Cowgill - KS4 (L5-U5) Miss J Harris - KS5 (L6-U6)
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SCIENCE

Students begin: GCSE Science

OCR Gateway Science A Biology J247

OCR Gateway Science A Chemistry J248

OCR Gateway Science A Physics J249

	Biology	Chemistry	Physics
Course	OCR Gateway Biology A J247	OCR Gateway Chemistry A J248	OCR Gateway Physics A J249
Units Taught	B1 Cell Level Systems B1.1.1 Plant and animal cells B1.2 What happens in cells? B1.3 Respiration B1.4 Photosynthesis B2 Scaling Up B2.1 Supplying the cell B2.2 The challenges of size	C1 Particles C1.1 The particle model C1.2 Atomic structure C 2.1 Purity & Separating Mixtures C5.2 Controlling Reactions C5.2 Equilibrium C6.1 Improving Processes and Products	P1 Matter P1.1 The particle model P1.3 Pressure P2 Forces P2.1 Motion P2.2 Newton's laws P2.3 Forces in action

Examples of home learning tasks	Exam Style Questions
Assessment information	End of Unit and Topic Tests
Equipment needed	Stationary and Scientific Calculator

How parents / carers can help	As we start the GCSE course, the style of questions that students encounter will be more challenging than they have previously been used to. This will often necessitate a change of revision technique in order to prepare for tests. Encouraging students to complete practice questions alongside their normal memorisation will help ease that transition. Studying can be helped if parents and carers ask students to explain the work they are doing. Often talking about science can help students themselves order their thinking. Conversations about science at home are valuable. Science is newsworthy, technology, climate change, medicine and research. It is great if a student brings a question from home.
Extracurricular activities	Science Clinic available Tuesday or Wednesday lunchtimes

Who can I contact?	Head of Faculty	Mr I Kirtland
	Heads of Department	Mr P Lowton (Biology) Mrs A Fearnley (Chemistry) Mrs E Heathman-Abbott (Physics)
	Specialist teachers	Mrs A Fearnley Mrs E Heathman-Abbott Mr I Kirtland Mr P Lowton Mrs L Palmer Miss D Poulton Miss A Jenner

HISTORY

	Curriculum content	Suggested reading and extension activities
Autumn Term	The Twentieth Century Overview The Suffragettes and Suffragists The causes of the First World War Trench warfare Vera Brittain	Students will be encouraged to learn key vocabulary, e.g. alliance, stalemate, trenches. (List provided) Any extra reading or research e.g. about Emmeline Pankhurst or 'The Testament of Youth' by Vera Brittain. Students are encouraged to use our school library and discuss ideas for reading with our school librarian.
Spring Term	The Twentieth Century The Treaty of Versailles Dictatorship and Democracy in the 1920 and 1930s Weimar and Nazi Germany Appeasement and the causes of WWII	Students will be encouraged to learn key vocabulary, e.g. democracy, dictatorship, capitalism, communism. Reading or research e.g. about 1923 hyperinflation or 1929 Wall Street Crash.
Summer Term	The Twentieth Century The Home Front The Holocaust The Atomic Bombs Collapse of empire The Cold War around the world Research project	Students will be encouraged to learn key vocabulary, e.g. evacuation, Iron Curtain. Reading or research about key topics e.g. Home front in WWII, Cuban Missile Crisis, Berlin Wall.

Examples of home learning tasks
Researching key topics, learning key words, facts and dates, essay planning, background reading
Assessment information
End of topic and recall assessments
Equipment
Pen, pencil, ruler, eraser, highlighter, glue, scissors
How parents / carers can help
Checking homework Encouragement of reading, meaningful research and discussion Trips to local sites, e.g. Corfe Castle, Kingston Lacey, Bovington
Extracurricular activities
WWII air-raid shelter History clinic

Who can I contact?	Head of Faculty/Department	Mrs S Baker
	Specialist teachers	Miss C Allen Mrs S Baker

GEOGRAPHY

	Curriculum content	Suggested reading and extension activities
Autumn Term	World of Extremes Longitude & latitude Tectonics Plate tectonics Earthquakes Volcanoes Outline of GCSE course (pre-Option process)	Students will be encouraged to learn key vocabulary: core, mantle, crust, subduction, convection, slab pull Students can practise skills, revision & exam techniques for the GCSE course
Spring Term	Extreme World Japan Antarctica Horn of Africa World Map Task & assessment	Students will be encouraged to learn key vocabulary: extreme environment, Pacific-centred World map, development, infrastructure, ageing population, Antarctic Treaty, drought, civil war Students will practise research skills, resource selection & summarising data
Summer Term	Global Issues & Climate Change Natural & Enhanced Greenhouse Effect Impacts of Climate Change Resetting the world AQA GCSE Unit: Resource Management Overview of Resources Food Water Energy In-depth study of Food Resources (challenges, sustainable solutions) Coasts Fieldwork	Students will be encouraged to learn key vocabulary: climate change, global warming, natural & enhanced greenhouse effect, greenhouse gases, adaptation & mitigation Students will practise skills in preparation for their GCSE courses, including data response questions, data presentation, research

Examples of home learning tasks
Researching key definitions, researching named examples, writing extended answers, practising map skills and presenting fieldwork data graphically
Assessment information
Extreme Planet test (Autumn Term) & Summer exam
Equipment
Pen, pencil, 30cm ruler, eraser, protractor, pair of compasses, colouring pencils School iPad to access electronic textbook
How parents / carers can help
Encouraging students to learn the meanings/spellings of keywords and improve their time management. Support with research process so students understand the concept of "using" information rather than just "cut'n'paste". Encourage students to "proof-read" their written work and use spell-check. Using the revision resources that will be shared with students before summative assessments
Extracurricular activities
Coasts fieldwork

Who can I contact?	Head of Faculty	Mrs S Baker
	Head of Department	Mrs E Atkins
	Specialist Geography teachers	Mrs E Atkins Mrs V Mortell

RELIGION & PHILOSOPHY (RP) U4 RP Theme: What Is Life Worth?

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>Making Sense of the world How do we make sense of the world? Is there conflict between faith and science? Can science lead to God? Medical ethical issues – where science and faith meet. Are we more than our physical selves? Sanctity of life What makes life valuable? Is everyone equal? When does human life begin? When does human life end? Is having a child a right or a privilege? What rules should protect human life?</p>	<p>Students will be encouraged to learn key terms: Truth, faith, science, objective, subjective, creation, Genesis, the Big Bang Theory, Evolution, cloning, human experimenting, soul, materialism, dualism, idealism</p> <p>Key terms: Sanctity, equality, abortion, euthanasia, quality of life, fertility treatment, human rights</p>
Spring Term	<p>Philosophy of religion What is philosophy? The cosmological argument. The teleological argument. The ontological argument. Religious experiences. Does God exist debate Islam How did Islam begin? What do Muslims believe about God? What are the five pillars of Islam? What is Jihad? What do Muslims believe about life after death?</p>	<p>Students will be encouraged to learn key terms: Philosophy, empathy, cosmological argument, teleological argument, ontological argument, numinous, theist, atheist, agnostic</p> <p>Key terms: Prophet, Allah, Five Pillars, Shahadah, Salah, Zakat, Sawm, Hajj, Lesser Jihad, Greater Jihad, heaven, hell, Qur'an</p>
Summer Term	<p>Ethics of war Justice and war What is the Christian just war theory? What does Buddhism teach about war? What is pacifism? What is holy war? Victims of war Philosophical enquiry The Socratic method Who was Aristotle? Do we have a soul? Should we eat meat? Is killing always wrong? Can a machine think? Where do words get their meanings? Can philosophy benefit us?</p>	<p>Students will be encouraged to learn key terms: Justice, war, violence, pacifism, ahimsa, holy war, proportional, just cause, proper authority, achievable aim, last resort, victim, refugee</p> <p>Key terms: reality, Socratic method, Aristotle, cause, formal, efficient, material, final, soul, monism, dualism, materialism, vegetarian, vegan, omnivore, death penalty, capital punishment, artificial intelligence</p> <p>Students can practise</p> <ul style="list-style-type: none"> Extend writing practice using the PEEL paragraphs (point, explain, evidence, link) Creating balanced arguments (for and against) Developing answers to give detailed explanations.

Examples of home learning tasks
Reflection task, comprehension tasks/questions, creative research activities
Assessment information
Follows AQA GCSE format: 1-mk multiple choice, 1-mark example question, 4-mk explain a religious belief, 6-mk explain question (to include a reference to a religious teaching/scripture, 12-mk evaluative essay.
Equipment
Pen, pencil, ruler, eraser, highlighter, glue, scissors, iPad
How parents / carers can help
Check homework and encourage students to learn the meanings/spellings of keywords. Encourage students to keep up to date with the news and have discussions about contemporary issues regarding religious issues, philosophy or ethics. Discussing and sharing views will help develop debating and evaluation skills. Visits to places of worship where possible e.g. when on holiday
Extracurricular activities
Human rights club

Who can I contact?	Head of Faculty	Mrs S Baker
	Head of Department	Miss N Hill
	Specialist teachers	Miss N Hill Mrs S Manley

FRENCH

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>New GCSE</p> <p>Module 1: tu as du temps à perdre Unit 1 Ma vie en ligne Talking about what you do online. Using the present tense of regular -er verbs. Discussing pros and cons.</p> <p>Unit 2: tu as une vie active? Saying what you do to stay active. Using the present tense of irregular verbs. Listening and transcribing in French.</p> <p>Unit 3: qu'est-ce que tu regardes Talking about what you watch. Forming and answering questions. Preparing a role play.</p> <p>Unit 4 qu'est-ce qu'on va faire Making plans and using the future tense. Responding to invitations.</p>	<p>Students will be encouraged to learn vocabulary lists using paper and online resources.</p> <p>Students can practise grammar and tenses using sentencesbuilder.com, languagenut.com.</p>
Spring Term	<p>Module 1: tu as du temps à perdre Unit 5: qu'est-ce que tu as fait? Saying what you did last weekend. Using the perfect tense.</p> <p>Module 2 (Mon clan, ma tribu) Unit 1: Un weekend en famille Talking about your weekend routine. Using reflexive verbs in the present tense. Extending sentences using sequencers and connectives.</p> <p>Unit 2: l'amitié est la clé du bonheur Discussing friends and friendship. Making adjectives agree. Translating a passage into French.</p>	<p>Students will have the opportunity to attend the Translation Bee club.</p>
Summer Term	<p>Module 2 (Mon clan, ma tribu) Unit 3: Couleur famille Talking about what people look like, understanding position of adjectives, describing a photo</p> <p>Unit 4: La place des idoles Talking about positive role models. using direct object pronouns. using the present and perfect tenses.</p> <p>Unit 5: Famille, amour, gâteau Talking about celebrations. Using the present, perfect and near future tenses. Recognising adverbs. Preparing the speaking assessment</p>	

Examples of home learning tasks
Learning vocabulary, reading comprehension, writing a paragraph, practising tenses using languagenut.com and sentencesbuilders.com, translation tasks, vocabulary or grammar worksheets, ActiveHub online exercise
Assessment information
End of module assessments (listening, speaking, reading, writing +translation) covering all topics from U4
Equipment
iPads, exercise books
How parents / carers can help
Test them on the vocabulary that they are learning. Encourage them to use our online resources independently to consolidate learning. Ask them to meet deadlines regarding the learning of their conversation questions. Finally, be encouraging about learning a foreign language. It is a skill for life which can bring your child all kinds of opportunities.
Extracurricular activities
Linguists' dinner participation, MFL breakfast, Translation Bee.

Who can I contact?	Head of Faculty	Mrs L Hazelton
	Head of Department	Mrs L Shopland
	Specialist teachers	Mrs L Hazelton, Mrs M Vanco Mrs L Shopland.

SPANISH

Curriculum content	
Autumn Term	<p>New GCSE</p> <p>Module 1 (Diviértete) Alongside the topics, the talk project will ensure students use the linguistics tools to converse spontaneously in Spanish during lessons.</p> <p>Talking about Spanish-speaking sports stars, Using adjectives in Spanish Talking about life online, Revising the present tense Using expressions of frequency, Talking about sports and free-time activities Revising irregular present tense verbs, Using opinion verbs and expressions Arranging to go out, Using the near future tense Planning a cinema visit, Saying what you did at the weekend Using the preterite tense, Phonics focus on the letter “c” Talking about days that went wrong, Using direct object pronouns Recognising and using three tenses</p>
Spring Term	<p>Module 2 (Viajes) Using me gusta(n)/me gustaría + infinitive Describing a photo Discussing travel plans, Using comparatives Using se puede(n) + infinitive, Talking about festivals in the Spanish-speaking world Using hay and hay que. Using extended sentences with if Saying what you did on holiday, Practicing the 'I' and the 'we' form of preterite tense verbs Using a range of structures to give opinions in the past. Describing where you stayed, Using the imperfect tense for descriptions. Asking questions, Talking about holidays using different tenses Using three different time frames Using strategies to work out meaning</p>
Summer Term	<p>Module 3 (Mi gente, mi mundo) Reading about different families, Using possessive adjectives Describing people, Using the present continuous to describe a picture. Using ser and estar, Talking about who you follow on social media. Using the 'he/she/it' form of the preterite tense, Using the personal a. Talking about friendships and relationships, Using reflexive verbs Choosing what tense to use, Talking about your identity and what matters to you Using direct object pronouns, Listening for gist. Talking about problems and giving advice, Using estar to express moods. Using poder and querer + infinitive</p>
Suggested reading and extension activities	
<p>Students will be encouraged to learn vocabulary lists using paper and online resources</p> <p>Students can practise grammar and tenses using uk.language-gym.com</p>	

Examples of home learning tasks
Learning vocabulary, reading comprehension, writing a paragraph, translation tasks, vocabulary or grammar worksheets, ActiveHub online exercise, Quizlet, languagenut.com .
Assessment information
Autumn assessments (reading, listening and writing +translation) for module 1 End of module 2 assessments (writing + speaking) Summer exams (reading, listening and writing +translation) covering all topics from U4
Equipment
iPads, exercise books
How parents / carers can help
Test them on the vocabulary that they are learning Encourage them to use our online resources independently to consolidate learning
Extracurricular activities
Trip to Spain

Who can I contact?	Head of Faculty	Mrs L Hazelton
	Head of Department	Mrs S Snell
	Specialist teachers	Mrs S Snell Mrs L Hazelton

LATIN

Curriculum content		Suggested reading and extension activities
Autumn Term	Favour and Punishment Temples, priests and sacrifices Votive offerings and curse tablets Punishment and the underworld Irregular verbs in the imperfect tense Question words Genitive and dative cases	Students will be encouraged to learn the Chapter 4 vocabulary checklist in addition to irregular verb person endings. Students will be expected to learn the genitive and dative case endings. Students can practise longer translation tasks through gap fill and worksheets in addition to use drawing to illustrate their understanding.
Spring Term	Festivals, Games and Shows Saturnalia and Lupercalia festivals Chariot races and Gladiatorial shows Irregular verbs in the present tense Verb person endings Present participles The Spartacus Revolt Project	Students will be encouraged to learn the Chapter 5 vocabulary checklist, in addition to the formation of verbs in different conjugations. Students will be encouraged to improve their confidence with identifying parts of speech. Students can practise their creative writing in their assessment of Roman festivals, as well as their research skills in learning about the Spartacus revolt.
Summer Term	Prophecy Fate and Prophecy Omens and Oracles Auspices and Augurs Direct commands Numbers Future Tense	Students will be encouraged to develop their recognition of verb tense and person including the future tense. Students will cover the Chapter 6 vocabulary checklist. Students can practise expressing commands in Latin in addition to conducting their own auspices on Boarders' Green.

Examples of home learning tasks
Vocabulary Checklist learning, sentence translation tasks, Source analysis questions
Assessment information
End of Chapter 4 Assessment (Autumn Term), Chapter 5 review (Spring Term) and Summer Assessment
Equipment needed
De Romanis textbook will be provided for in class use. School iPad will be required for most lessons
How parents / carers can help
Support Vocabulary learning by testing little and often from the Vocabulary checklists. Encourage students to identify derivations from the Latin words.
Extracurricular activities
Classics Club: Create theatre masks, explore the Latin influence on Harry Potter and unearth the secrets of Pompeii U4 Trip to the Roman Baths in Bath

Who can I contact?	Head of Faculty	Mrs L Hazelton
	Head of Department	Mrs C Jones
	Specialist teachers	Dr B England Mrs C Jones Mrs A Karanja

ART

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>Rosenquist Wrappers Baseline test (drawing and written) Drawing with line, form and tone. Detailed observational drawing James Rosenquist-Artist study Colour theory - creating own colour blended colour wheel. designing a collage to turn into a painting enlargement techniques painting in watercolour and acrylic</p>	<p>Students will be encouraged to develop an understanding of colour theory and paint application, tonal drawing</p> <p>Students can practise: observational drawing with a range of tonal pencils, colour mixing, finding logos/ wrappers to create the collage with.</p>
Spring Term	<p>Rosenquist Wrappers Constructivism until half term and after half term Constructivism photography and poster design.</p> <p>enlarging and painting a 30x30cm piece on the sweet wrappers in the collage- painting using either acrylic or watercolour - students have the option of purchasing a canvas at cost price to the department.</p> <p>Constructivism Alexandre Rodchenko-artist study Photographic composition, (angles) take their own photos around the HUB building</p>	<p>Students will be encouraged to develop an understanding of colour theory and paint application</p> <p>Students can practise tonal drawing And colour mixing</p> <p>Students will be encouraged to learn about constructivism, Rodchenko, photographic compositional techniques and key vocabulary linking to this.</p>
Summer Term	<p>Photo editing Constructivism- movement study 2D collage, shape balance, pattern, selective colour. Typography/Graphic Poster based on the shapes and patterns found in the HUB.</p>	<p>Students can practise photographic compositional techniques, collage techniques</p>

Examples of home learning tasks
Completion of artist study, drawing tasks, reading presentations from google classroom. logo collage
Assessment information
Baseline test - sets ability data, regular verbal feedback in class and full assessment at the end of each unit
Equipment
HB pencil, 30cm ruler, rubber, colour pencils, iPad, pen. Apron
How parents / carers can help
Encouraging creative hobbies, drawing, clay, design, digital drawing, having art equipment at home. Taking children to Art galleries or local exhibitions. Entering school based and national art competitions. Signing them up for art-based workshops in the holidays.
Extracurricular activities
Scholars and enthusiasts club
Fieldwork/trip
U4 - Artist workshop

Who can I contact?	Head of Department	Miss V Coates
	Specialist teachers	Miss V Coates Miss T Webb

DRAMA

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p>War and Devising Devising theatre linked to the topic of War. Looking at WW1/2 and the Afghanistan war as a stimulus. Using Drama techniques such as still image, thought tracking, choral movement, choral speaking, split scene, monologue writing to develop work. Introduction to cross cutting and soliloquy as new Drama terms.</p>	<p>Students will be encouraged to learn lines and rehearse for assessments. They will also be asked to provide costumes and props for assessments.</p> <p>Students can practise their lines and performances.</p>
Spring Term	<p>DNA Analysing plot development. Considering naturalistic character development. Exploring the different themes/issues in the story through practical work.</p>	
Summer Term	<p>Storytelling through theatre in education</p> <ul style="list-style-type: none"> Creating a theatrical performance for a younger audience focusing on storytelling, audience interaction, and the theories of Augustus Boal. 	

Examples of home learning tasks
No formal homework but students will be required to learn lines, rehearse, find costumes and look for props.
Assessment information
At the end of each unit there will be a performance assessment.
Equipment
iPads, props and costumes (depending on the assessment task).
How parents / carers can help
Learning lines and collecting props. Assisting with putting together costumes.
Extracurricular activities
Drama club Tuesday Lunchtime
Trips Trips will be offered when appropriate.

Who can I contact?	Head of Faculty/Department	Mrs K McDonald
	Specialist teachers	Mrs V Cosgrove Mrs K McDonald
	Peripatetic teachers	Mrs D Tendler (Speech & Drama)

MUSIC

	Curriculum content	Suggested reading and extension activities
Autumn Term	Music for Film Skills development: music technology Compose: manipulating musical elements to create music for film scenes Perform: a variety of film themes	https://www.bbc.co.uk/bitesize/topics/z3dghyc/articles/z7bphbk https://www.bbc.co.uk/bitesize/topics/zhdfscw/articles/zmnk47h
Spring Term	Reggae Artist focus: Bob Marley Perform: 'Three Little Birds' Syncopation, hooks and riffs	https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/10
Summer Term	Band Project Skills development: band instruments - ukulele, piano, bass guitar and vocals Compose: 4-chord songs Optional Solo Performance Skills development: own chosen instrument/voice Students who wish to, may present a solo performance as part of their final assessment	https://www.bbc.co.uk/bitesize/topics/zvdghyc/articles/zjrd8xs Optional Solo Performance: https://www.bbc.co.uk/bitesize/guides/z62dy9q/revision/2

Examples of home learning tasks
Instrumental practice
Assessment information
Students are assessed in two main areas:
1. Film Music Composition (Autumn term) 2. 'Three Little Birds' Performance (Spring term) 3. Optional Solo Performance (exam week)
Equipment
iPad, own individual instrument (if appropriate)
How parents / carers can help
Watch live music; encourage effective instrumental practice; encourage creativity via iPads apps such as GarageBand
Extracurricular activities
Orchestra, Pallas Strings, Flute Choir, Brass Ensemble, Harmony Choir, Chamber Choir, Rock 'n' Pop Band, Musical Theatre, Woodwind Ensemble Theatre trip opportunity, community events such as carol singing, local and national competitions

Who can I contact?	Director of Music	Mrs N Corlett
	Assistant Director of Music	Ms Goodyear
	Specialist teachers	Mrs N Corlett Ms Goodyear
	Peripatetic teachers	Mrs J Vivienne: Singing Mrs S Bolter: Clarinet, Flute, Saxophone Mrs C Gallagher: Violin Miss C Leigh: Cello/Piano Miss C Mann: Brass Mr L Marchant: Double Bass/Guitar Mr D Mein: Guitar Mrs F Montignani: Singing Miss Gobbett: Flute Mr D Waller: Percussion

PHYSICAL EDUCATION (PE)

Curriculum content	
Autumn Term	Netball (Double lesson) Dodgeball (single lesson) Health related fitness
Spring Term	Football/hockey/lacrosse (Double lesson) Badminton/basketball (single lesson) Health related fitness
Summer Term	Athletics (Double lesson) Tennis/cricket/rounders (Single lesson x2)
Suggested reading and extension activities	
<p>Students will be encouraged to learn how to lead, coach, officiate and score as appropriate within each activity.</p> <p>Students can practise further through attending PE/Community sports clubs</p> <p>BBC Sport App The Well HQ School Sport Magazine The Female Body Bible-The Well HQ</p>	

Examples of home learning tasks
All movement is good! Students are encouraged to move in a variety of ways as part of their lifestyle. It could be taking the dog for a walk, going for a bike ride, or a home workout. Attending PE or community sports clubs.
Assessment information
Students learning and progress is regularly assessed in PE lessons through key tasks provided by the teacher throughout and at the end of the scheme of work.
Equipment
PE kit, shin pads, long socks.
How parents / carers can help
Check/Remind children of the correct PE equipment required each day. Encourage children to live an active lifestyle.
Extracurricular activities
Variety of Extra-Curricular PE clubs across the year including Netball, Football, Fitness, Badminton and pickleball, Fencing, Lacrosse, Cross-Country, Tennis, Rounders, Cricket and Athletics.

Who can I contact?	Head of Faculty	Mrs L Lindon
	TH Swim Academy liaison West Hants Tennis Academy liaison	Mr B Aldrick Mrs S Camp
	Specialist teachers	Mrs L Burgan Mrs S Camp Mrs H Hawes Mrs L Lindon Mrs R Newcombe
	Additional Coaches	Mr B Aldrick-Swimming Academy- Head Coach

FITNESS FOR WELLBEING

Curriculum content	
Autumn Term	Lesson 1-F4W Launch talk (led by Mrs Lindon-HOF) Use of the Fitness Suite Pilates lessons (instructor led by Kelly Shepherd) Wellbeing walks
Spring Term	Basic First Aid session (Led by Brett Bader-Lifeline Training) Wellbeing walks Introduction to self defence (Led by self defence coach) Wellbeing talk 1-The importance of sleep (Led by Mrs Lindon-HOF)
Summer Term	Wellbeing talk 2-Guest speaker Hayley Field-Lifestyle Ninja Wellbeing walks Park Yoga (led by external instructor) Introduction to cheerleading (tbc with external instructor)
Suggested reading and extension activities	
<p>Students will be encouraged to learn how to lead, coach, officiate and score as appropriate within each activity. Students can practise further through attending PE/Community sports clubs The Well HQ. The Female Body Bible-The Well HQ. Dorset Mind Sleepfoundation.org Treasureyourchest</p>	

Examples of home learning tasks

All movement is good! Students are encouraged to move in a variety of ways as part of their lifestyle. It could be taking the dog for a walk, going for a bike ride, or a home workout.

Assessment information

Students learning and progress is regularly assessed in these lessons through key tasks provided by the teacher throughout and at the end of the scheme of work.

Equipment

PE kit, old trainers for wellbeing walks

How parents / carers can help

Check/Remind children of the correct PE equipment required each day.

Encourage children to live an active lifestyle.

Extracurricular activities

Variety of Extra-Curricular PE clubs across the year including Netball, Football, Fitness, Badminton and pickleball, Fencing, Lacrosse, Cross-Country, Tennis, Rounders, Cricket and Athletics.

Wellbeing lunchtime activity equipment store available

Who can I contact?	Head of Faculty	Mrs L Lindon
	TH Swim Academy liaison West Hants Tennis Academy liaison	Mr B Aldrick Mrs S Camp
	Specialist teachers	Mrs L Burgan Mrs S Camp Mrs H Hawes Mrs L Lindon Mrs R Newcombe
	Additional Coaches	Mr B Aldrick-Swimming Academy- Head Coach

COMPUTING

	Curriculum content
Autumn Term	<ul style="list-style-type: none"> • Python Programming. <ul style="list-style-type: none"> ○ Students will use a friendly learning environment in which code is used to control a Farming Robot. Code moves the robot around the screen planting, harvesting and shipping crops. They will extend their knowledge of sequence and iteration, and learn about functions, arguments, naming conventions and debugging. • 3D Animation. <ul style="list-style-type: none"> ○ Students will learn the basics of modelling, texturing, and animating using Blender.
Spring Term	<ul style="list-style-type: none"> • iDEA Award part 1. <ul style="list-style-type: none"> ○ Students will work towards the Bronze Inspiring Digital Enterprise Award, an international award winning programme that helps students develop digital, enterprise and employability skills, through completing a series of badges of their choice. • Technology in Action - theme parks. <ul style="list-style-type: none"> ○ Students will learn about technology in the wider world, focusing on how technology is used in a theme park, specifically in ride control and health and safety, visitor management and communication with the customer. A trip to Paultons Park is a compulsory part of this unit.
Summer Term	<ul style="list-style-type: none"> • iDEA Award part 2. <ul style="list-style-type: none"> ○ Students will complete their Bronze Award and some may complete Silver. • Digital Branding. <ul style="list-style-type: none"> ○ Students will learn the importance of digital branding for businesses, creating a logo, website and brochure for a fictional business.

Examples of home learning tasks
Computing is not part of the homework timetable, but students are encouraged to utilise and apply their digital skills across all their subjects.
Assessment information
Students are assessed at the end of a unit of work using the reporting rubrics, relative to their attainment band,
Equipment
iPads are used for some units of work alongside the desktop PCs.
How parents / carers can help
Supporting students with their digital skills on a PC or laptop at home. Discussing current hot topics in the digital world.

Who can I contact?	Head of Faculty	Mr I Kirtland
	Head of Department	Mrs A Eels
	Specialist teachers	Mrs A Eels

DESIGN TECHNOLOGY CAROUSEL

Years 7, 8 & 9 Design Technology, Outdoor Learning, Food Preparation and Nutrition & Textiles operate on a carousel system.

Students will alternate between Design & Outdoor Learning, experiencing 3 half terms of each, as well as alternating between Food Preparation and Nutrition & Textiles.

	Design	Outdoor Learning		Food & Nutrition	Textiles
Autumn 1	Group 1	Group 2	Autumn 1	Group 1	Group 2
Autumn 2			Autumn 2		
Spring 1			Spring 1		
Spring 2	Group 2	Group 1	Spring 2	Group 2	Group 1
Summer 1			Summer 1		
Summer 2			Summer 2		

DESIGN TECHNOLOGY CAROUSEL KS3: Useful Information

How parents / carers can help
For Outdoor Learning the students will be taught outdoors in all weathers and therefore they must come prepared and dressed appropriately. A weather appropriate kitbag will ensure the students are warm, dry and happy outdoors, even in the rain, they will get wet and muddy! A letter will be sent confirming the clothes that will be required before your daughter's first session.
Encourage the development of any fine motor skills tasks at home (craft, sewing and cooking).
Ensure students have the correct ingredients and a named apron and container for Food Preparation and Nutrition lessons, as directed by their teacher.
Purchase any additional fabric if required by their Textiles teacher.
Extracurricular activities
Rotary Young Chef Competition Talbot Heath Bake Off Competition Talbot Heath Master Chef Competition Talbot Heath Sewing Bee Competition

Who can I contact?	Head of Design	Mr A Morris
	Specialist teachers	Mrs H Adams (Textiles & Outdoor Learning) Mrs J Moran (Food) Mr A Morris (Design)

DESIGN TECHNOLOGY & OUTDOOR LEARNING

	Curriculum content	Suggested reading and extension activities
Design Technology Carousel	Jewellery Box Create a small box for jewellery and/or other precious items. Use hand skills to manufacture the box out of pine, plywood and veneer. Use parquetry techniques to decorate the box with a geometric pattern. Learn how to use all equipment safely and develop their understanding of health and safety in the workshop.	Students will be encouraged to learn how to work safely and confidently with a range of hand tools and machines. Students can practise their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand eye coordination. In order to maximise the amount of practical work in class, students may be asked to complete written tasks at home. They will each be given a booklet and will be expected to bring it in every lesson.
Outdoor Learning Carousel	Outdoor Learning and Environmental Stewardship. Different activities will take place depending on the weather in each session. Activities can include: -Basic horticulture- Planting seedlings and bulbs, planting trees, pruning and garden maintenance and watering plants. -Wildlife identification, monitoring and information gathering, pond dipping, nature walks, nature mapping, developing a knowledge of trees, woodland maintenance. -Practical skills- Tying knots, whittling with knives, camp/den building, using and maintaining tools safely, building, lighting and maintaining a fire, campfire cooking. -Creative activities- Crafting with natural materials, traditional crafts, making land art, en plein air drawing and painting. -Team challenges- Playing team building games, den building, working collaboratively, problem solving and communicating efficiently. Building resilience.	The Outdoor Learning curriculum provides students with experiences that encourage an appreciation, awareness and knowledge of the natural environment. Students will learn to respect and care for their own local environment. One of the principles of Outdoor Learning is to promote environmental awareness and encourage sustainability, this can be reinforced at home, through discussion and practical implementation. Students can get involved in gardening at home, growing their own vegetables, herbs and flowers or looking after house plants. Creating bird feeders from recycled materials and taking responsibility for refilling them. Creating a habitat for hedgehogs or bees in their gardens at home. Students will be encouraged to foster a sense of environmental responsibility and stewardship through exploration, understanding and active contribution to the local environment. To develop their environmental stewardship a student could join an organisation that is making a difference in their local community, i.e volunteering at their local nature reserves or simple tasks such as teaching a younger sibling to plant bulbs or grow herbs, which can be used in the kitchen. Perhaps as a family you could make a goal to reduce your ecological footprint.

FOOD / NUTRITION & TEXTILES

	Curriculum content	Suggested reading and extension activities
Food & Nutrition Carousel	<p>Multicultural Food</p> <p>Students will plan, prepare and present a wide variety of complex practical dishes, with a focus on applying competent technical skills, with attention to detail and finish.</p> <p>They will work independently in selecting and developing their own recipe ideas to showcase their talents.</p> <p>Practical tasks covered include more specialist dishes such as homemade pasta.</p>	<p>Students will be encouraged to learn how to work safely, hygienically and independently on complex tasks to produce quality outcomes</p> <p>Students can practise trialling new recipes at home.</p>
Textiles Carousel	<p>Slow Fashion 'Reduce Reuse Upcycle'</p> <p>Students will learn about the problems with fast fashion and the fashion industry's impact on the environment.</p> <p>Students will research 'Visible Mending'. Students will learn and recap different techniques for embellishing and mending fabric. (E.g. Sashiko, Embroidery, Appliquéd, Reverse Appliquéd, Printing.)</p> <p>Students will be required to bring in an item of clothing from home to 'Upcycle' using the techniques learnt.</p> <p>The focus will be on independent learning. Students will choose their own outcome and will utilise and build on skills learnt in previous year groups.</p>	<p>Students will be expected to work independently, safely and confidently with a range of hand tools and textiles equipment.</p> <p>Students will be asked to complete design and research tasks to support their practical work in the classroom.</p> <p>Students can practise their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand eye coordination.</p>

Examples of home learning tasks

Design: Complete research tasks/planning sheets/design drawings.

Food: Design a multicultural product suitable to serve at afternoon tea.

Textiles: Research and design tasks to support their practical learning in school.

Outdoor Learning:

Assessment information

Students are assessed at the end of each subject rotation (Design, Food, Textiles) with the exception of Outdoor Learning which is a non-assessed subject.

Equipment needed

Design: Pencil case. A technical pencil is recommended. All other equipment will be provided.

Food: Ingredients and a named apron and container. A list of all the ingredients required each week will be provided at the beginning of the module.

Textiles: Pencil case, Glue stick and scissors are helpful. Students must make sure to come to textiles lessons with their iPad charged.

Outdoor Learning: A weather appropriate kit. A list will be sent to parents before your daughter's first Outdoor Learning session.

CAREERS

Curriculum content		Suggested reading and extension activities
Autumn Term	Introduction to the U4 Career Journey. Unifrog Destinations Platform - student launch. Researching Post 16 and Post 18 options. Green Careers Week. Sustainability and Green jobs of the future. GCSE Options Information. Unifrog careers research to inform GCSE, A level options and beyond.	Students will be encouraged to research Careers and education pathways post 16 and post 18. They will consider what they love, what they are good at and what the world needs, developing ideas for GCSE options. During Green Careers Week students will consider the changing world and sustainability; they will also consider the development of Green Careers. The Unifrog Destinations Platform showcases hundreds of career profiles; all independent research will develop student awareness of future pathways. Students can watch BBC News and read online publications to increase their awareness of the world and potential career paths.
Spring Term	Job Sectors and industry. Labour Market Information (LMI). Skills and Qualities. National Careers Week (NCW). Visit the NCW Virtual Careers Fair.	Students will be encouraged to learn key vocabulary in the world of work: job sectors, Labour Market Information, employability skills, sustainability and roles in industry. To develop their Career ideas, students can access the National Careers Week - Virtual Careers Fair to see careers offered by key UK employers, across all job sectors.
Autumn Term	Employability Skills - Problem Solving. The Labour Market - exploring employer profiles. Job applications and CVs. Employability Skills: Communication and Interview. My Money Week: financial wellbeing. Taking control of your career journey.	U4 students will consider the importance of Employability Skills in their future career and develop the skills of problem solving and communication. They will learn about the job application process and the key sections of a CV. U4 will also consider the skills required by key employers. During My Money Week, U4 will develop their financial literacy and learn about money management, preparing them for the world of work. To develop these ideas, students can talk to family about budgeting, savings, tax and fraud.

Examples of home learning tasks

Careers is not part of the homework timetable, but students will be signposted to key careers events and information throughout the year. They will attend workshops and hear from visiting speakers, so encourage discussion to develop their ideas.

Assessment information

The Head of Careers and Tutors will assess students through key research and reflection activities. Students will be encouraged to make short presentations to their peers and teachers about their research/career ideas

Equipment

iPad, Pen, pencil, ruler, colouring pencils

How parents / carers can help

Encourage discussions about the wider world, the environment and the world of work. Talk to your child about your own career journey and how it has developed through your lives. Support your child to find career ideas and discuss the different career roles in your family circle and community. Encourage them to attend external careers events and to explore post 18 options including University degrees and Degree Apprenticeships. Encourage the development of their skills and qualities with extra curricular activities,

Extracurricular activities

Students can attend informal lunchtime Careers sessions and book an appointment with the Head of Careers for support in their Career Journey.

Who can I contact?	Head of Careers	Mrs D Barham
	Head of KS3	Mrs N Corlett
	Specialist teachers	Form Tutors: U41P Mrs Fearnley, U42P Mrs Atkins, U43P Mrs Cox