



Guide for Parents' and Carers



Ambition



Courtesy



Resilience



Kindness

Year 9



AMBITION



RESILIENCE



COURTESY



KINDNESS

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BUTTERSHAW
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Dear Parents and Carers

Welcome to the parents' guide for Year 9. We hope that you will find the information useful, and that it will help you support your child at BBEC.

Section 1 contains important information about the school; section 2 contains a page on each subject so that you can see what your child will be studying as the year progresses, and specific information about how you can support your child.

More information is available on our website www.buttershaw.net

Yours sincerely

Ruth Hartley
Head of School

YEAR 9 KEY DATES:

11 November	Prize Giving @ Bradford Cathedral
8 & 9 December	Panto
29 November – 3 December	Exam Week
17 December	Reports to parents
12 January	Parents' Evening
20 – 24 June	Exam Week
18 July	Report to parents
13 & 14 July	Summer Production

SCHOOL HOLIDAYS 2021-2022

Staff Training Day	Monday 6 September 2021
School opens for Y7students	Tuesday 7 September 2021
School opens for remainder of students	Wednesday 8 September 2021
School closed	Monday 4 October 2021
School closes	Thursday 21 October 2021
School opens	Monday 1 November 2021
School closed	Friday 26 November 2021
School closes	Friday 17 December 2021
School opens	Tuesday 4 January 2022
School closes	Friday 18 February 2022
School opens to students	Monday 28 February 2022
School closes	Friday 8 April 2022
School Opens	Monday 25 April 2022
School closed – May Day	Monday 2 May 2022
School closes	Friday 27 May 2022
School opens	Monday 6 June 2022
School Closed	Monday 27 June 2022
School closes for Summer Holidays	Monday 25 July 2022

School closed to students

Monday 6 September 2021
Monday 4 October 2021
Friday 22 October 2021
Friday 26 November 2021
Monday 27 June 2022

NB: Training days may change, notice will be given if this happens.

SCHOOL DAY

Please see the timings of the school day:

MONDAY TO THURSDAY:

8.40am-9.40am	Period 1
9.40am-10.55am	Period 2
9.40am-9.55am	BREAK (Year 7,9 and 11)
10.40am-10.55am	BREAK (Year 8 and 10)
10.55am-11.55am	Period 3
11.55am-1.00pm	Period 4
11.55am-12.25pm	LUNCH (Year 7, 9 and 11)
12.30pm-1.00pm	LUNCH (Year 8 and 10)
1.00pm-2.00pm	Period 5
2.00pm-3.00pm	Period 6

FRIDAY:

8.40am-9.40am	Period 1
9.40am-10.55am	Period 2
9.40am-9.55am	BREAK (Year 7,9 and 11)
10.40am-10.55am	BREAK (Year 8 and 10)
10.55am-11.55am	Period 3
11.55am-1.25pm	Period 4
11.55am-12.25pm	LUNCH (Year 7, 9 and 11)
12.55pm-1.25pm	LUNCH (Year 8 and 10)
1.25pm-2.25pm	Period 5

BBEC operates a two-week timetable and students have their timetable glued into their planner.

WEEKLY TIMETABLE SCHEDULE

Weeks are identified as **Gold** and **Silver** weeks

TERM 1							
Gold	Week 1	06/09/2021	10/09/2021	Week 8	01/11/2021	05/11/2021	Silver
Silver	Week 2	13/09/2021	17/09/2021	Week 9	08/11/2021	12/11/2021	Gold
Gold	Week 3	20/09/2021	24/09/2021	Week 10	15/11/2021	19/11/2021	Silver
Silver	Week 4	27/09/2021	01/10/2021	Week 11	22/11/2021	26/11/2021	Gold
Gold	Week 5	04/10/2021	08/10/2021	Week 12	29/11/2021	03/12/2021	Silver
Silver	Week 6	11/10/2021	15/10/2021	Week 13	06/12/2021	10/12/2021	Gold
Gold	Week 7	18/10/2021	22/10/2021	Week 14	13/12/2021	17/12/2021	Silver
TERM 2							
Gold	Week 15	03/01/2022	07/01/2022	Week 22	28/02/2022	04/03/2022	Silver
Silver	Week 16	10/01/2022	14/01/2022	Week 23	07/03/2022	11/03/2022	Gold
Gold	Week 17	17/01/2022	21/01/2022	Week 24	14/03/2022	18/03/2022	Silver
Silver	Week 18	24/01/2022	28/01/2022	Week 25	21/03/2022	25/03/2022	Gold
Gold	Week 19	31/01/2022	04/02/2022	Week 26	28/03/2022	01/04/2022	Silver
Silver	Week 20	07/02/2022	11/02/2022	Week 27	04/04/2022	08/04/2022	Gold
Gold	Week 21	14/02/2022	18/02/2022				
TERM 3							
Silver	Week 28	25/04/2022	29/04/2022	Week 33	06/06/2022	10/06/2022	Gold
Gold	Week 29	02/05/2022	06/05/2022	Week 34	13/06/2022	17/06/2022	Silver
Silver	Week 30	09/05/2022	13/05/2022	Week 35	20/06/2022	24/06/2022	Gold
Gold	Week 31	16/05/2022	20/05/2022	Week 36	28/06/2022	01/07/2022	Silver
Silver	Week 32	23/05/2022	27/05/2022	Week 37	04/07/2022	08/07/2022	Gold
				Week 38	11/07/2022	15/07/2022	Silver
				Week 39	18/07/2022	22/07/2022	Gold
				Week 40	25/07/2022	25/07/2022	Silver

COMMUNICATION BETWEEN HOME AND SCHOOL

How we contact you and keep you informed:

1. Almost all parents now have the SIMS App where you can see lots of information about your child. This is the main method by which we communicate with parents for example:
 - attendance
 - timetable
 - praise points
2. Letters to parents are sent via text with a link to the letter (which is posted on the website)
3. Follow us on Facebook <https://www.facebook.com/buttershaw.net/?ref=hl> and Twitter <https://twitter.com/bbec1>
4. Our website www.buttershaw.net holds all the important information you need to know about our school.
5. Our phone lines are often very busy. You can also email the school at admin@buttershaw.net
6. Telephone: 01274 676285

MAKING GOOD CHOICES

VALUES, ATTITUDES AND CONSISTENCY

Our values of Ambition, Resilience, Courtesy and Kindness describe how all in the BBEC family are expected to work and behave.

- A**mbition - **We** set ourselves challenging goals
- R**esilience - **We** give it a go
- C**ourtesy - **We** are polite to everyone
- K**indness - **We** show we care about those around us.



PERIOD 4 BBEC READS



This year we have launched 'BBEC Reads' which is a read aloud programme

What is it?

During each tutor period (period 4), Monday to Thursday, tutors will read aloud for 10 minutes to students who will follow in their own copies of the book.

What will students read?

We have selected a wide variety of books that we hope students will enjoy; some are challenging, some are not necessarily books that students would naturally come across, but all books, we hope, will provide a really good read. The books we have chosen include a range of authors from different backgrounds and a variety of different themes. We want BBEC reads to be truly inclusive. Students will not necessarily read all the texts we have selected for their year group.

How can you support BBEC Reads?

Parents/carers often ask us what they can do to help and we would love you to be part of **BBEC Reads**. We've put together a few ideas below:

Be interested – ask your child about the book that they are reading and display positive attitudes towards reading.

Be encouraging – the library is open from 8am until 4pm. Students can access the library to find other books by the author they are currently reading and copies of the text they are reading in tutor time can also be found there.

Be an example – let your child see you and other adults reading for pleasure.

Year 9 BBEC Reads:

- Natives – Akala
- Noughts and Crosses – Malorie Blackman
- Fahrenheit 451 – Ray Bradbury
- Looking for JJ – Anne Cassidy
- Paddy Clarke, Ha Ha Ha – Roddy Doyle
- Lord of the Flies – William Golding
- The Curious Incident of the Dog in the Night-Time – Mark Haddon
- I'm the King of the Castle – Susan Hill
- The Outsiders – S.E Hinton
- A Kestrel for a Knave – Barry Hines
- The Truth of Things – Anthony McGowan
- Touching the Void – Joe Simpson
- The Pearl – John Steinbeck
- The Secret Diaries of Adrian Mole Aged 13 $\frac{3}{4}$ - Sue Townsend
- The Art of Being Normal – Lisa Williamson

HOME LEARNING

Learning does not stop at the end of the school day; students are expected to complete homework in order to support and strengthen the learning which takes place in school.

All successful students share a good attitude to home learning and understand the need to practise, learn and revise at home to embed the new knowledge that they learn at school.

Expectations

Year Group	Subject	Homework
Year 7 Year 8 Year 9	English Maths Science MFL	One homework per week
	History Geography	One homework every fortnight
	Technology IT RE Art Music	At least three homework pieces every half-term
Year 10 Year 11	English Maths Science	Two homework pieces per week
	Option subjects	At least two homework pieces per fortnight

Please encourage your child to complete their homework and check their planner each day.

Revision for exam weeks

Students will receive learn sheets and knowledge organisers which will help them focus their learning.

They contain the essential knowledge required to prepare them for the exam.

These will also be available on the website and via Teams.

Remote Learning

The school uses Microsoft Teams to support remote learning at home, www.buttershaw.net/remote-learning-home/.

BBEC REWARDS

BBEC students are rewarded for following our values.

Yearly	<p>Celebration event, which is traditionally held at Bradford Cathedral to recognise achievements within school subjects, school values, transitions and special awards.</p> <p>Year 11 PROM with entitlement and pricing of the event linked to praise points, attendance and behavioural points.</p> <p>Academy Awards event for students in our internal Academies of Art & Design, Enterprise, Performing Arts, Sport and STEM.</p>
End-of-Term	<p>Spring, autumn and summer Rewards Weeks where students receive rewards from having achieved their Bronze, Silver and Gold Awards. These events include out of school trips. These rewards weeks include bonus praise points for 100% attendance. Subject and Head of Year certificates are awarded.</p>
Half-Term	<p>Rewards Postcards sent home by all staff to recognise achievements in all areas of school life. These postcards gain the students additional praise points.</p> <p>Attendance awards for 100% attendance.</p>
Weekly	<p>'Shout-outs' for recognising a wide variety of achievements, attendance and punctuality. These include texts, postcards and prizes.</p> <p>Bespoke school subject awards.</p>
Daily	5 praise points awarded in every lesson.
<p>The main 'currency' of the rewards systems are the praise points awarded in every lesson for students meeting expectations around school values and their own learning. There are three recognitions of Praise Points with a Bronze Award for 800 Net Praise Points, Silver Award for 1600 Net Praise Points and the Gold Award of 2400 Net Praise Points. These are net points as negative behaviour points detract from the students' individual totals.</p>	

Rewards are communicated through student planners, texts and the SIMS Parent App.

BEHAVIOUR EXPECTATIONS

BBEC sets high standards for behaviour. Students are expected to work hard and allow others to learn.

Students who disturb learning for themselves or others have the following sanctions.

SANCTION 1	Student is formally reminded of appropriate behaviour. Teacher clearly states that this is a warning and writes the name of the student on the board.
SANCTION 2	Teacher clearly states this this is a second warning. Teacher marks the name of the student on the board.
SANCTION 3	Yellow Card. Teacher states that this is a Yellow Card. Removal to an exit room. Issued with 10 negative behaviour points.
SANCTION 4	Red Card. Poor behaviour in exit room or very poor behaviour. Straight to Red Card Room. Detention issued. Issued with 20 negative behaviour points.
SERIOUS INCIDENT	This will be dealt with by the pastoral team and SLT. Issued with 30 behaviour points.

Repeated poor behaviour or one-off serious incidents will lead to more serious sanctions. Parents will be informed and asked to support us to improve future behaviour.

VERY IMPORTANT!

- The entire school site (both inside and outside) is a **non-smoking environment**
- **Aerosols, hairsprays, alcohol, dangerous or illegal items** are not allowed to be brought into school
- A reminder to all students that staff have the **right to search** students' bag/possessions if they suspect they have a dangerous weapon or substance and confiscate if appropriate.
- The following are examples of actions that will result in permanent exclusion:
 - o any student found **supplying or in possession of drugs, or illegal substances including alcohol**
 - o students who have a **dangerous weapon (this includes BB guns)** on the premises or with them on the way to or from school in the community.
 - o violence towards staff
 - o students who purposely tamper with or set off the fire alarm
- Incidents involving the above issues will always be discussed with our Safer School Police Officer

At BBEC we expect our students to:

- To respect and show courtesy to all members of the school community (other students, staff and visitors)
- To care for the school building by keeping it free from litter and graffiti
- To demonstrate kindness by showing respect and tolerating one another's beliefs and values
- To take responsibility for their own work and behaviour by following the school rules and codes of conduct, including the detention system
- To uphold the good reputation of the school at all times including when travelling to and from school

REMINDERS OF OUR BASIC SCHOOL EXPECTATIONS

The following are not allowed in school at any point and will be confiscated/removed:

- Fizzy drinks
- Energy drinks
- Chewing gum
- False eyelashes
- Overly long nails
- Extreme hairstyles and non-natural hair colour; we expect a natural hair colour and smart appearance for school every day without exception.
- Skin tight trousers/leggings/jeans
- Incorrect footwear (trainers, boots etc)



Jewellery

A watch and a discreet pair of small ear studs may be worn (one stud per ear only). No other jewellery is allowed and will be confiscated (this includes bracelets, rings, piercings, necklaces). For health and safety reasons any other type of body piercing is not allowed.



MOBILE PHONE PROTOCOL NOT SEEN AND NOT HEARD. USE IT, LOSE IT!

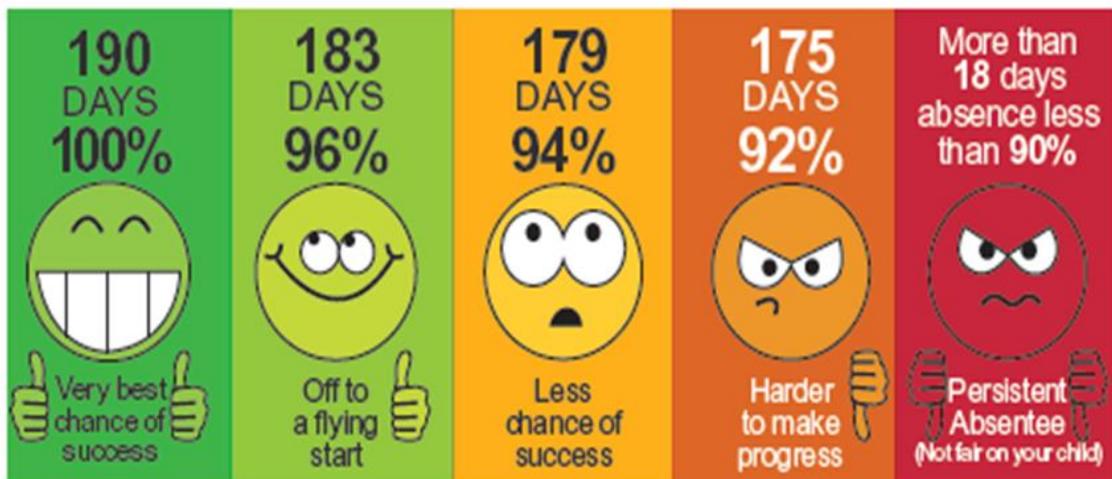
- Mobile phones must be turned off in school.
- If seen, student's mobile phone will be confiscated. It can be collected from reception at the end of the day.
- Headphones and/or wireless earphones must not be seen in school. If they are, they will be confiscated with the phone.
- It is a breach of GDPR and safeguarding to take photos or film other students in school. Police will be notified.

ATTENDANCE

Your Legal Responsibility

The school target for attendance is **97%**. If you do not attend school regularly, (**over 90%**) the Local Authority can take action against you.

There are **190** days in a school year which leaves **175** days to spend on family time, shopping, appointments and other things.



Persistent Absence!

Any child with attendance below 90%, regardless of the reason for the absence, is considered a persistent absentee. This equates to **just 2 days absent each month**.

ARE YOU A PERSISTENT ABSENTEE?

Statistics show that persistent absentees are less likely to achieve their full potential, will most likely affect GCSE grades and a child's future prospects.

ATTENDANCE AND ATTAINMENT

Students who have attendance less than 90% will be referred to as persistent absentees and parents/carers face prosecution under the Education Act of 1996.



HOW DO ATTENDANCE AND PROGRESS LINK TOGETHER?

Attendance during one school year	Which means number of lessons missed
95%	49 lessons
90%	98 lessons
80%	195 lessons
60%	390 lessons
50%	438 lessons

The higher the percentage of sessions missed the lower the likely level of attainment at the end of Year 11. This will impact the jobs and careers students wish to move into. Children have to attend to achieve.

Students will be rewarded for good attendance.

- Reward events
- School trips
- Post-cards home
- Attendance certificates
- Chocolate and treats



STARS TO SUCCESS



BBEC Stars to Success

5* Student

1. You display an **ambitious** approach to learning and take pride in all that you do.
2. You show **resilience** in overcoming challenges and learn from mistakes.
3. You show the ability to effectively manage yourself by completing all home learning with **ambition** and meet the set deadlines.
4. You make a very positive contribution to lessons by showing **courtesy** and **kindness** to fellow students and staff.
5. You show **courtesy, ambition** and commitment to learning by always arriving to lessons on time and with all the correct equipment in line with the BBEC way.

5

4* Student

1. You display **ambition** in approaching your learning and use strategies to improve your work.
2. You show **resilience** in approaching challenges and learn from mistakes.
3. You take increasing responsibility for home learning with some **ambition** to meet deadlines.
4. You make a positive contribution to lessons by showing **courtesy** and **kindness** to students and staff.
5. You show **courtesy, ambition** and commitment to learning by arriving to lessons on time with the correct equipment.

4

3* Student

1. You display some **ambition** when approaching your learning and make some attempt to improve your work.
2. You sometimes show **resilience** when approaching a challenge but can give up too easily.
3. You complete some home learning but could show more **ambition**.
4. You behave appropriately so that you do not negatively impact on fellow students and staff but you could show more **courtesy** and **kindness**.
5. You usually arrive on time to most lessons and mostly with the correct equipment but need to do this all the time to be showing **courtesy** and **ambition**.

3

2* Student

1. You need to be prompted to begin work and learning and can require reminders to stay on task showing a lack of **ambition**.
2. You show a lack of **resilience** by giving up too soon not making use of the support provided.
3. You rarely complete home learning showing a lack of **ambition**.
4. You can display behaviour that has a negative impact on fellow students and staff showing a lack of **courtesy** and **kindness**.
5. You often arrive late to lessons with missing equipment showing a lack of **courtesy** and **ambition**.

2

1* Student

1. You complete very little work and what is completed is far below your potential showing no **ambition** for your own learning.
2. You show no **resilience** by not attempting work or seeking to avoid work and learning.
3. You don't complete any home learning showing no **ambition**.
4. You regularly display behaviour that is disruptive to the learning of others and do not display **courtesy** and **kindness**.
5. You routinely arrive late to lessons with inadequate or not equipment showing no **courtesy** and **ambition**.

1

Section Two

What your child will be studying in each subject each half-term

Curriculum Intent

The aim of the curriculum at BBEC is to:

- Develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased aspiration and **ambition** in order to counter social disadvantage.
- nurture academic habits and skills, determination, independence, **resilience**, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport
- foster confidence, delight, **resilience** and discipline in seeking knowledge; a buzz for learning!
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond
- guide students to develop morally, intellectually and creatively
- develop the whole child, ensuring students are socially aware, confident and **are courteous, kind** and compassionate to one another, thus building the skills to become good citizens.
- develop knowledge of, and pride in, Battershaw and Bradford as well as developing **ambition** and awareness of the possibilities outside the local environment.

Year 9 Maths

ACHIEVEMENT LEADER: Mr L Mazacs
Progress Leader – Mr Sowden

Half term 1	<ul style="list-style-type: none">• Ratios, conversion graphs, speed/distance/time, mass density volume, fractions
Half term 2	<ul style="list-style-type: none">• Linear graphs ($y=mx+c$), scatter graphs and correlation, two-way tables, sample space diagrams, probability including Venn diagrams.
Half term 3	<ul style="list-style-type: none">• Expanding brackets, simplifying, factorising, sequences, indices.
Half term 4	<ul style="list-style-type: none">• Fractions and percentages, standard form, unit conversions, rounding and estimation, BIDMAS.
Half term 5	<ul style="list-style-type: none">• Angles in parallel lines and polygons, area of 2D shapes, transformations.
Half term 6	<ul style="list-style-type: none">• Bar charts, pie charts, averages and range including frequency tables.

How can you support your child with work and revision?

- Support and challenge to ensure student is completing homework set by teachers each week.
- Encourage revision and recap through the year.
- Encourage student to do extra tasks on Hegarty Maths by using the search bar.
- Support with reinforcing the importance of Maths.

Year 9 English

ACHIEVEMENT LEADER: Mrs M Parkinson

PROGRESS LEADER: Miss L Worsley

Half term 1	<ul style="list-style-type: none">• 'To Kill a Mockingbird' by Harper Lee or 'Of Mice and Men' by John Steinbeck
Half term 2	<ul style="list-style-type: none">• Non-fiction and extended writing
Half term 3	<ul style="list-style-type: none">• 'An Inspector Calls' by JB Priestley
Half term 4	<ul style="list-style-type: none">• Relationships poetry
Half term 5	<ul style="list-style-type: none">• 'Frankenstein' by Mary Shelley
Half term 6	<ul style="list-style-type: none">• 'The Merchant of Venice' by William Shakespeare

Year 9 contains a wide range of fiction and non-fiction articles by authors from around the globe.

How can you support your child with work and revision?

- Encourage your child to use the library and read a range of books and magazines.
- Check your child's work, paying attention to spellings and punctuation.
- Encourage the use of computers for research.
- Encourage your child to write lists, ideas and plans.

Year 9 Science

ACHIEVEMENT LEADER: Mr M Akeel
Progress Leader: Mr M Hussain

Half term 1	<ul style="list-style-type: none"> The structure and functioning of cells and how they divide by mitosis and meiosis from sections; Cell biology and Meiosis.
Half term 2	<ul style="list-style-type: none"> Other topics include use of microscopes and evaluating use of stem cells
Half term 3	<p>In chemistry ; students will be expected to know and understand some basic</p> <ul style="list-style-type: none"> concepts and principles from :Atomic structure and the periodic table, They will also look at the Human Digestion system and maintaining a healthy lifestyle to reduce the risk of cardiovascular diseases.
Half term 4	<p>In Physics- understanding of energy changes and transfers due to heating,</p> <ul style="list-style-type: none"> Mechanical and electrical work and the concept of energy conservation from sections Energy and Electricity.
Half term 5	<ul style="list-style-type: none"> In Chemistry- Bonding, structure, and the properties of matter. Students use theories of structure and bonding to explain the physical and chemical properties of materials.
Half term 6	<ul style="list-style-type: none"> Biology- Infections and Diseases- Students will explore how to avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Also look at vaccinations and how they enhance the body's natural system.

How can you support your child with work and revision?

- Use of Revision guide and workbook to support with content and exam questions.
- Use of **flash cards** (questions and answers)- can be bought from school
- Select key topic of weakness- child to make key points and you can test them.
- Use of **mind maps/ knowledge organisers** with short questions- test what they know.
- Free science revision app- **Gojimo**
- [KS3 Science - BBC Bitesize](#)
- www.educationquizzes.com › ks3 › science
- www.docbrown.info › ks3science
- [You tube videos](#)- examples; **primrose kitten**, my GCSE science- 'topic'

Year 9 French

ACHIEVEMENT LEADER: **Mr D Simpson**

Progress Leader: **Miss D Kaur**

Half term 1

- HT1/2: “Les relations sociales” (Socialising)
- HT3/4: “Les intérêts et les influences” (Interests and influences)
- HT5/6: “La vie quotidienne et les jours spéciaux” (Daily life and special days)
-

How can you help your child to learn and revise?

- Assist with vocabulary revision ahead of weekly vocabulary tests.
- Ensure homework is being completed on a weekly basis; this will usually consist of vocabulary to learn from the knowledge navigator and a topic sheet (check planner each week for exact details).
- Encourage students to attend extra sessions offered by staff as and when necessary.
- Practice conversation questions with your child by asking them questions from their booklet.
- Support students with home learning, including the creation of a revision timetable well in advance of assessments.

How can you support your child with work and revision?

- Knowledge navigators
- Conversation booklets
- Seneca Learning
- Duolingo
- Francophone music/TV (on Netflix, for example)

Year 9 Spanish

ACHIEVEMENT LEADER: Mr D Simpson

Half term 1

- HT1/2: “Las relaciones sociales” (Socialising)
- HT3/4: “Los intereses y las influencias” (Interests and influences)
- HT5/6: “La vida cotidiana y los días especiales” (Daily life and special days)
-

How can you help your child to learn and revise?

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How can you support your child with work and revision?

- Knowledge navigators
- Conversation booklets
- Seneca Learning
- Duolingo
- Hispanic music/TV (on Netflix, for example)

Year 9 History

ACHIEVEMENT LEADER: Miss S North

Half term 1	<ul style="list-style-type: none">• Problems in Italy before, during and after the war.• The discontent of the Italian people• The rise of Mussolini
Half term 2	<ul style="list-style-type: none">• Fascism in practice• Changes to Liberal Italy• Rise of Mussolini
Half term 3	<ul style="list-style-type: none">• British Fascism
Half term 4	<ul style="list-style-type: none">• The Tsarist Monarchy• What is a Tsar?• The historical reference of the Tsar
Half term 5	<ul style="list-style-type: none">• Rise of Lenin and Stalin• Communist Russia/USSR• Focus on how society is changed by this movement.
Half term 6	<ul style="list-style-type: none">• Stalin control and terror• The end of Stalin and how he had impacted Russian society• Comparisons between Fascist movement and communist movement• Comparisons between the monarchy and the communist movement

How can you support your child with work and revision?

- Testing of learn by heart information linked to worksheets
- Checking planner for homework
- Asking for information on the subjects being studied

Year 9 Geography

ACHIEVEMENT LEADER: Mr R G Dowd

Half term 1	• Global Tourism – Impacts socially, economically and environmentally
Half term 2	• Future Global Concerns – Cause and Consequence
Half term 3	• USA – Why is it a superpower?
Half term 4	• Food resources – source, distribution and management
Half term 5	• Desert processes – Formation and exploitation
Half term 6	• Mediterranean – coastal paradise?

How can you support your child with work and revision?

- Discuss what is happening in the world today – news stories etc.
- Have access to an atlas or globe
- Check your child's planner for homework

Year 9 Values in Practice (PSHCE)

Achievement Leader: **Miss R Arbuckle**
Assistant Progress Leader: **Miss R David**

Half term 1	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Healthy lifestyle • Diet, exercise, lifestyle balance and healthy choices <p style="color: orange;">The importance of democracy and prefect voting</p>
Half term 2	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Setting goals • Learning strengths, career options and goal setting as part of the GCSE options process
Half term 3	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Respectful relationships • Families and parenting, healthy relationships, conflict resolution, and relationship changes
Half term 4	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Peer influence, substance use and gangs • Healthy and unhealthy friendships and assertiveness • Substance misuse • Gang exploitation
Half term 5	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • Intimate relationships including consent and managing risks
Half term 6	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Employability skills • Employability and online presence

How can you support your child?

- Ask your child about our school values of; Ambition, Resilience, Courtesy and Kindness (ARCK) and how they link to the topics covered
- Encourage your child to discuss the topics covered on a daily or weekly basis
- Watch/read the news with your child to enable them to discuss current affairs

Year 9 PE

ACHIEVEMENT LEADER: Mr J Hillam

Half term 1	During the year all students will participate in 12 different sporting activities including: trampolining; athletics; table tennis; cricket; tennis; fitness; golf; football; netball; basketball; rugby, hockey and gymnastics. Students will be taught skills, techniques and tactics for each sport as well as an introduction into how different types of fitness are important for each of these sports.
Half term 2	
Half term 3	
Half term 4	
Half term 5	
Half term 6	

How can you support your child with work and revision?

- Support the school by ensuring correct BBEC kit is brought to every PE lesson, even if excused due to injury.
- Ask which sport your child is currently studying and watch clips of that sport with them.

Y9 Art

ACHIEVEMENT LEADER: Mrs S Hirst

What will your child be studying?

Half term 1	<p>Research – Day of the Dead: A3 presented and annotated day of the dead research page with reproduction.</p> <p>Media & Technique Experiments: Oil pastel transfer, Pen & Wash Technique</p> <p>Pencil: Tone & blending</p> <p>Exploring realistic facial features in pencil</p> <p>Media experiment: Colour mixing skin tones</p>
Half term 2	<p>Portraiture: Develop Portrait Drawing Skills</p> <p>Exploring realistic facial features in pencil</p> <p>Media experiment: Colour mixing skin tones</p>
Half term 3	<p>Portraiture: Full self-portrait tone drawing in pencil.</p> <p>Abstract portrait. A3. Mixed Media.</p> <p>Artist Profiles A3 presented and annotated research Georgia O’Keefe/David Lozeau with reproduction</p>
Half Term 4:	<p>Exploring Photoshop: Digital representation of Day of the dead.</p> <p>Artist Profile: A3 presented and annotated research page of Stephen Meakin/ Mahmud Manning with reproduction</p> <p>Stephen Meakin/ Mahmud Manning inspired pattern- Creating a clay hand</p>
Half Term 5:	<p>Artist Profile: A3 presented and annotated research page of Jose Guadalupe Posada/ Tim Burton with reproduction</p> <p>Media Experiments: Block Printing</p> <p>Background Media Experiment: Bubble Painting, Marbling, Brusho Ink</p> <p>Mixed Media Exploration – Combination of Media Explored</p>
Half Term 6:	<p>Day of the Dead inspired Composition</p> <p>Exploring and selecting appropriate media</p> <p>Produce Final Outcome</p> <p>Evaluation of Final Outcome</p>

How can you help your child?

- Provide guidance and encouragement for homework tasks
- Support with developing media, materials and technique skills
- Encourage your child to attend after school sessions
- Visit local / national art galleries, parks and areas of interest
- Help with research into different Artist’s work – art/photography books, internet etc.
- Encourage your child to follow up any art & design interests they already have
- Encourage your child to look at a wide range of artistic styles
- Useful websites:

BBC BITESIZE: www.bbc.co.uk/schools/gcsebitesize/art

PINTEREST: www.pinterest.com

STUDENT ART GUIDE: www.studentartguide.com

Year 9 Product Design

ACHIEVEMENT LEADER: Ms Z Asghar

In year 9, students at BBEC will study Product Design for 1 term. During this time, students will have the opportunity to develop knowledge of key Product Design concepts, through a combination of blended theory and practical lessons. Students will learn fundamental concepts of health & safety, tool theory, material science and technical drawing. Students will support their understanding of the subject through the completion of a range of engaging practical lessons. The main topics to be studied and practical outcomes have been outlined below.

Half term 1	<ol style="list-style-type: none">1. Health & safety in the workshop.2. Basic tool theory.3. Material science: timbers.
Half term 2	<ol style="list-style-type: none">4. Presentation guidelines and rendering skills.5. Orthographical projections & isometric drawing techniques.6. Design task analysis and construction.
Practical outcomes	<ol style="list-style-type: none">4. Development of technical drawing skills.2. Card construction (Nets).5. Design and construction of a Block Bot.

How can you support your child with work and revision?

Students should be encouraged to do the following from home, to support their learning in Product Design:

- Support any drawing or practical skills tasks.
- Encourage wider reading and interest research to develop knowledge of creative design.
- Complete homework tasks to the best of their ability, using their classwork and the internet to support them.
- Where possible support students to attend educational trips/enrichment e.g. Design Academy, STEM club or trips to factories etc.

Year 9 Textiles

ACHIEVEMENT LEADER: Ms Z Asghar

In year 8, students at BBEC will study Textiles for 1 term. During their Textiles unit, students will research, design and make a device case with a Geometric theme. This project will allow students to gain further experience of working within all of the 4 key assessment objectives for Art & Design Textiles and revisit some of the skills introduced in Year 7 and 8.

AO1 Pupils investigate sources	Pupils will explore the work of a range of different artists who work in a Geometric style – Lisa Call, Sarah Symes, Kathleen Probst, Douglas Auburn. They will learn to be selective when taking inspiration from sources in order to inform their own ideas.
AO2 Pupils explore and refine their work through experimentation	Pupils will continue to develop their practical skills using a wide range of textiles equipment. They will progress to using the sewing machine for applique and reverse applique as well as getting an opportunity to further develop their hand skills in a range of decorative techniques. They will learn how to use computer software to create their own patterns and sublimation print their own fabric, which they will turn into a fully constructed product with lining and fastening
AO3 Pupils record their ideas and intentions	Pupils will generate and present design ideas for fabric prints inspired by their chosen artist. They will also design some kind of “case” to make (e.g. device case, pouch, make up roll.) They will develop their ICT and presentation skills in order to communicate their ideas effectively.
AO4 Pupils present a personal response	Pupils will apply their skills and knowledge to the construction of their printed case. They will continue to develop their independence and problem solving skills through working towards their final outcome, which they will be able to take home.

How can you support your child with work and revision?

- Support the development of their design and communication skills through encouraging students to come to their textiles lessons prepared and with the correct equipment. Coloured pencils and a fine-liner pen would make a useful addition to the basic school equipment if this possible.
- Support students to extend and develop their research and design skills further by encouraging students to complete their homework, on time and to the best of their ability. Homework tasks may involve the use of the internet to carry out research. If this is not available at home then please encourage students to take the opportunities to use the facilities that are available in school e.g. homework clubs, the library.

Year 9 Food and Nutrition

In year 9, students at BBEC will study Food and Nutrition for 1 term. During this time, students will have the opportunity to learn key practical skills when cooking, they will learn how to cook a range of basic savoury dishes and healthy desserts. Students will learn how to cook safely and hygienically. Students will support their understanding of the subject through the completion of a range of engaging theory lessons. The main topics to be studied and practical outcomes, have been outlined below.

Half term 1	<ol style="list-style-type: none"> 1. Review and mastery of all nutrients Food History- Deficiency diseases 2. Food spoilage and contamination: Micro-organisms, Moulds and Yeasts, Bacterial contamination and Preparing, cooking and storing food 3. Sustainability: Food production impact on environment Carbon footprint of food
Practical outcomes	<ol style="list-style-type: none"> 1. Peri-Peri Chicken fillet burgers 2. Cottage pie 3. Profiteroles/ Eclairs
Half term 2	<ol style="list-style-type: none"> 4. Seasonal and locally produced food: MSC- Sustainable fishing, Fairtrade, Costing and analysis of a food product, GM foods 5. British and international cuisine: Research project about an international cuisine (Mexico) and production of a range of dishes
Practical outcomes	<ol style="list-style-type: none"> 4. Chicken and Mushroom Pie 5. Mexican dishes: Student choices of Tacos, Burritos, Enchiladas, Fajitas or their own dishes

How can you support your child with work and revision?

Students should be encouraged to do the following from home, to support their learning in Food and Nutrition:

- Support any cookery at home by independently attempting intermediate skills such as handling, preparing and marinating raw meat, making doughs confidently and making basic sauces such as a white sauce.
- Support their understanding of healthy foods and the cost of food through assisting you to pick out items on supermarket shopping trips which are healthy and cost effective.
- Complete homework tasks to the best of their ability, using their classwork and the internet to support them.

Year 9 Performing Arts

ACHIEVEMENT LEADER: Mr S Bibby

Half term 1	<p>Theatrical Skills: Learners will gain a deeper understanding and knowledge of the secondary theatre skills and techniques a performer uses. They will participate in workshops and exercises in order to do this.</p>
Half term 2	<p>Rites of Passage: Students will explore issues they are experiences and dilemmas they face throughout their teenage years. They will be devising drama pieces that help them look at the pros and cons of making certain</p>
Half term 3	<p>Contemporary Theatre (script work) Learners will take an in depth look at Noughts and Crosses by Malorie Blackman. Looking at aspects of the play and developing a deeper knowledge of the subject matter using monologue and group work whilst learning how to interpret a script.</p>
Half term 4	<p>Shakespeare with a Twist: Students will delve into some of the works of William Shakespeare with an in depth look at A Midsummer Night's Dream and King Lear</p>
Half term 5	<p>TIE (Theatre in Education): Learners will have an introduction to what Theatre in Education is focusing on creating work with a message, the target audience and creating a piece of drama. After developing the piece through workshopping ideas, plan, prepare and rehearse, then perform to the target audience.</p>
Half term 6	

How can you support your child with work and revision?

- Support your child with any homework tasks.
- Encourage your child to read or watch a variety of classical pieces.
- Encourage your child to be aware of current affairs and the wider world.
- Encourage your child to attend or watch any live theatre they have the chance to.

Year 9 Music

ACHIEVEMENT LEADER: Mr S Bibby

Half term 1	Club Dance. Learners will develop their understanding of music technology by composing their own Club Dance piece of music. Using GarageBand, learners will develop advanced sequencing skills and how to critically analyse their own compositions.
Half term 2	
Half term 3	Theme and Variation. Learners will further develop their composition skills from the Club Dance topic by learning how to manipulate musical ideas. Using music technology, students will take an existing piece of music (the theme) they will create their variation of it to maintain the listener's interest.
Half term 4	
Half term 5	How do you write a No. 1 Hit? Learners will bring together all of their composition and performance skills by writing and performing their own Pop song. Using knowledge and skills from all previous schemes of learning, students will form and market their band, compose a Pop song and perform in a Battle of the Bands concert in class.
Half term 6	

How can you support your child with work and revision?

- Encourage your child to participate in peripatetic instrumental lessons.
- Encourage your child to participate in the wider variety of extra-curricular activities offered by the department.
- Encourage your child to listen to a wide variety of musical styles.
- Provide guidance / encouragement as needed for research based homework tasks into famous composers or musicians.

Year 9 Dance

ACHIEVEMENT LEADER: Mr S Bibby

Half term 1	<p>Skills Building Learners will be introduced to rules and expectations of this practical subject. They will learn both their personal health and safety requirements as well as the requirements of their environment. Learners will study a range of basic skills and techniques for a solid foundation in dance. The students will explore a number of different skill sets, enabling them to be able to distinguish between the three separate skill sets which are: Physical Skills, Technical Skills and Expressive Skills and be able to implement these skills within their own work.</p>
Half term 2	<p>Dance Genres Learners will have the opportunity to gain knowledge and understanding of different dance genres. Learners will study Urban/ Street Dance, Contemporary Dance, Jazz Dance and Musical Theatre. Each session will be a practical workshop of one specific genre.</p>
Half term 3	<p>Anatomy & Structure Learners will engage in knowledge and understanding of healthy lifestyle choices including diet and nutrition. Students will gain an understanding of body mechanics, the skeletal and muscular systems. Learners will explore how to avoid common dance injuries using the correct use of Warm Up and Cool Down.</p> <p>Students will also learn about a number of choreographic devices and dance structures to aid their own personal development of the choreographic process.</p>
Half term 4	<p>World Dance Learners will experience and partake in practical workshops exploring traditional dance styles from around the globe. Learners will study and reproduce national dances from the following countries:</p> <ul style="list-style-type: none"> • India • Africa • Brazil • England • Spain • Ireland
Half term 5	<p>Existing Repertoire Learners will recreate and reproduce existing choreography from a number of famous choreographers and their most successful works. The students will study the following choreographers:</p> <ul style="list-style-type: none"> • Shobana Jeyasingh • Anne Teresa De Keersmaker • Bob Fosse • Merce Cunningham • Brian Friedman
Half term 6	<p>Assessment Project Learners will receive a performance brief which students will work in allocated groups and plan, prepare, choreograph, rehearse and perform their 5 minute performance in a professional capacity.</p> <p>Learners will also be responsible for all the technical requirements of their performance including music choice, genre, lighting, set, costume and props. This will be assessed and an end of year grade calculated.</p>

How can you support your child with work and revision?

- Supporting your child with any homework tasks.
- Encouraging your child to watch a variety of professional dance pieces.
- Encouraging your child to be aware of current affairs in the industry.
- Encouraging your child to attend or watch any live musical theatre or professional dance companies they have the chance to.

Year 9 IT

ACHIEVEMENT LEADER: Miss E Chinnery

Half term 1	<ul style="list-style-type: none">• Introduction to Office Skills and creation of a set of professional business documents using Microsoft Office. Planning the development of IT products.
Half term 2	<ul style="list-style-type: none">• Continuing the Office Skills and creation of a set of professional business documents using Microsoft Office.
Half term 3	<ul style="list-style-type: none">• IT Theory, Issues around Security, the environment, Technology. Accessibility and remote working.
Half term 4	<ul style="list-style-type: none">• Using Spreadsheets to manipulate data and create information that can be used for a purpose.
Half term 5	<ul style="list-style-type: none">• Displaying information in a format that is easy to understand and clearly shows information. Using the information to make informed decisions.
Half term 6	<ul style="list-style-type: none">• Mini project that draws in knowledge from years 7, 8 and 9.

How can you support your child with work and revision?

- Look at computer-generated content such as trailers with an appraising eye. What could be improved?
- Encourage the practice of ICT where possible if the software is available.
- Promote the understanding of information and look for untruths and bias.
- Encourage the questioning of data. Is it correct? Is it valid? Is it reliable?

Year 9 RE / PSHCE

ACHIEVEMENT LEADER: Mrs E Norfolk

Half term 1	Religion and Spirituality: What makes a Religion? What is spirituality? Humanism
Half term 2	Animal Rights: How do we use animals? Is it right to eat meat? Can animals experiments ever be justified?
Half term 3	Forgiveness & Reconciliation: What is forgiveness? Should we forgive? War and forgiveness.
Half term 4	The value of the World: What environmental concerns do we face? Deforestation and climate change. What is Stewardship? How can we help the environment?
Half term 5	Relationships Education (PSHCE): Love is? Commitment Building Blocks in a relationship Teenage relationship abuse Introducing contraception
Half term 6	Values and Beliefs: What are values and beliefs and where do they come from? Holy books as a source of values and beliefs. Non-religious sources of values and beliefs.

How can you support your child with work and revision?

- Discuss issues covered with your child
- Ensure all homework is completed on time
- Contact key staff with any concerns
- Encourage your child to use revision websites
- www.bbc.co.uk/schools/gcsebitesize/rs
- Watch the news and keep up to date with topical stories