

Ousedale School
Aspire | Believe | Achieve



Year 9 Guide – 2016/17

Welcome to Year 9 at Ousedale School

In this booklet you will find details of our Year 9 curriculum; each subject will outline the topics that they will be covering throughout the year along with any other information you need to know about the subject.

Measuring progress in Key Stage 3

As you may be aware, there have been significant changes to the Key Stage 3 curriculum and there is no longer a national set of levels in each subject. In order to measure progress of our students, we have developed Ousedale School Key Stage 3 levels. Levels are 3.1 to 3.9, with no sub-levels. The 3 denotes Key Stage 3, the second digit is the level that the student is working at. Our expected minimum level for the end of Year 9 would be 3.5.

When your son/daughter completes an assessed piece of work, it will be judged against the level criteria that each subject area has produced and they will be given feedback on how to move to the next level. As part of the each progress review, we will send home information regarding your child's progress towards their end of Key Stage 3 level.

Grouping arrangements for Year 9

Students will continue to be taught in ability sets in Maths, English, Science and French; groups will be reviewed regularly and students will be moved to a more appropriate group if necessary. This year, students will also be taught in sets for History, Geography and RS.

In all other subjects students will be taught in mixed ability groups.

Homework

At the back of this booklet you will find a copy of the homework timetable for Year 7. In the first half term, students will have a reduced time allocation for each subject. After this, the weekly time allocation is as follows:

English, Maths, Science, French 60 minutes per week

Technology, Geography, History, RS 30 minutes per week

Art, Drama, Music and ICT will set extended tasks over the course of the year; these will be broken down into weekly tasks and progress monitored.

ENGLISH

All students in Years 7, 8 and 9 are exposed to literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that engages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

All three year groups have a maximum of four lessons a week: in Year 8 and Year 9, the fourth lesson has a Media and Communications focus (with the exception of students studying two Modern Foreign Languages). In the hour-long lessons, students study a main text (either drama, a poetry collection or novel) as well as exploring additional texts which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentary, articles, news clips, film-media) is encouraged to broaden our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increase in depth and complexity as students move through Key Stage 3.

Autumn Term – Relationships:

- 'Blood Brothers' by Willy Russell as a modern example of drama
- 'Romeo and Juliet' by William Shakespeare as a heritage drama study; both texts are complemented by a variety of extracts in other forms such as news articles or poetry

Spring Term – Identity:

- A study of literature focused on the theme of 'The Struggle for Identity:' students will explore a range of poems as well as a film media study

Summer Term – Society:

- 'Of Mice and Men' by John Steinbeck, a unit which is designed to challenge students and offer a transition to the skills required for KS4 English and GCSE study

Students will be grouped – in line with Years 7 and 8 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who have the same strengths and weaknesses. Students will continue to be monitored for their Literacy skills (spelling, punctuation and grammar).

Furthermore, in Year 9, the relationship between Key Stage 3 and 4 is vital in preparing our students for the GCSE courses in Years 10 and 11. To prepare our students for the Key Stage 4 examinations, students in Year 9 will have regular exposure to unseen extracts; practise of working within time constraints and under pressure; regular opportunities to demonstrate the transference of skills; exposure to the Awarding Criteria to peer and self assess and the opportunity to re-draft work. Our teaching and learning promotes the skills that the students will require to be creative, critical thinkers, independent enquirers and accurate, effective communicators; we recognise these as skills for life.

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. For the past four years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Robert Muchamore, Rob Badcock, Sonia Leong and Mark Niel, who have given talks and performances and run workshops for individual students.

Below are some texts that we recommend for students to enjoy at home:

Year 9

CODE NAME VERITY - Elizabeth Wein

THE CHILD'S ELEPHANT - Rachel Campbell-Johnston

GHOST HAWK - Susan Cooper

THE GIVER - Lois Lowry

DIVERGENT SERIES - Veronica Roth

MATHS

The curriculum in Maths aims to ensure that students:

- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills will help prepare students for the new Maths GCSE courses which will be taught to Year 10 from September 2015.

Students continue to be taught in sets in Year 9. Pupils are assessed at least once per half term through testing of their accumulated knowledge. Assessment results are used to inform set movements. Students will sit end of Key Stage 3 assessments in May.

Students are set homework twice a week. A maximum of one homework per week may be set to be completed online using www.mymaths.co.uk. All students should have their own scientific calculator and geometry set for use in lessons and for homework.

Autumn Term

- Properties of Number – *rules of indices*
- Angles and Shape – *using Pythagoras' theorem and trigonometry*
- Algebraic notation and manipulation - *expand, simplify and factorise more complex algebraic expressions.*
- Fractions – *all 4 operations with fractions and mixed numbers*
- Measures and Accuracy – *finding areas of compound shapes including sectors, volumes and surface areas of 3D shapes*

Spring Term

- Number Confidence - *using standard for large and small numbers and calculations.*
- Equations – *solving inequalities and simultaneous equations*
- Organising data and Probability- *calculating probabilities for combined events*
- Percentages – *finding the original after a percentage change, repeated percentage change*
- Sequences and graphs – *quadratic sequences and quadratics graphs.*
- Displaying data – *cumulative frequency and box plots*

Summer Term

- Ratio and Proportion – *using direct and inverse proportion*
- Transformations – *rotation, reflection and translation and enlargement and combinations of these*
- Interpreting data – *Students will learn methods of interpreting statistical data in order to draw effective conclusions.*
- GCSE preparation – *students will begin their GCSE course and practise problem solving skills*

Some useful websites for use at home.

- www.mymaths.co.uk
- www.mrreddy.com
- www.bbc.co.uk/schools/ks3bitesize/maths

SCIENCE

As well as preparing our students for GCSEs and further study, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills that are essential in a highly technical and media-driven world.

The order of study is shown below. Although the majority of the topics are arranged as Biology, Chemistry and Physics, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills. Students are set according to their ability in Science and set movements up or down are informed by regular assessments and progress tracking.

Term	Topic Title	Brief Outline
Autumn	Mechanics	Take physics further by getting to grips with forces, speed, acceleration and how to represent them.
	Reproduction and Genetics	Why are we all different, where did we get our characteristics from, how does evolution work, why do some organisms become extinct?
	Chemical Reactions	How does reactivity change as you move in the periodic table, How can we speed up a reaction, why do some reactions give off heat?
	Maths for GCSE	Preparing maths skills for the new Science GCSE
Spring	Energy, Power and Pressure	Explaining, in terms of physics, what power and energy are, the applications and costs of them and how we can use pressure to our advantage.
	Optional topic	Students to choose a topic offered by one of the Science teachers
Summer	AQA Starter course	Developing skills further for the new Science GCSE

COMPUTING AND DIGITAL APPLICATIONS

This year will be split into four blocks of approximately ten weeks of lessons, one hour a week.

The four blocks are as follows:

Block 1 Computing Theory

We will be learning about how a computer works. There will be teaching videos, research projects and presentations to cover technical issues including what is Inside a computer and how it works.

Block 2(A) – Algorithmic Planning

Algorithmic Planning to create algorithms that can be used in the student's 3D adventure game.

Block 2(B) - Digital Editing Project

We will be using Adobe Photoshop to digitally manipulate pictures utilising the following techniques:

- Depth of field
- Levels /Curves
- Masks and Layers
- Cloning

Block 3 - Website Project /Video Project

We will be creating a website to sell and promote a product or company using Serif Web Plus and Adobe Dreamweaver, using HTML5. The website will include the following features.

- Professional layout using an external CSS stylesheet.
- Multimedia Video created by each student and edited using Serif Movie Plus.

Block 4 - KODU Programming Project

We will be using video tutorials to build a 3D Adventure Game using programming and logic skills.

Students then, using the skills they have learnt or developed, extend the game's features. **KODU** is a free download and can be installed and used at home to support the work in school.

ART

The Creative Process is fundamental to how we teach Art and Design here at Ousedale School. All projects are designed to ensure that students learn key skills, experiment and then create a highly personal outcome.

THE CREATIVE PROCESS

Artist Inspiration

Experimentation and Development

Quality of Recording

Personal Outcome

Year 9

Year 9 is a foundation year for budding KS4 artists. Projects reflect the assessment criteria of both GCSE and BTEC, allowing students to gain skills needed to succeed and an insight into how each course is run.

Term 1: Portraiture

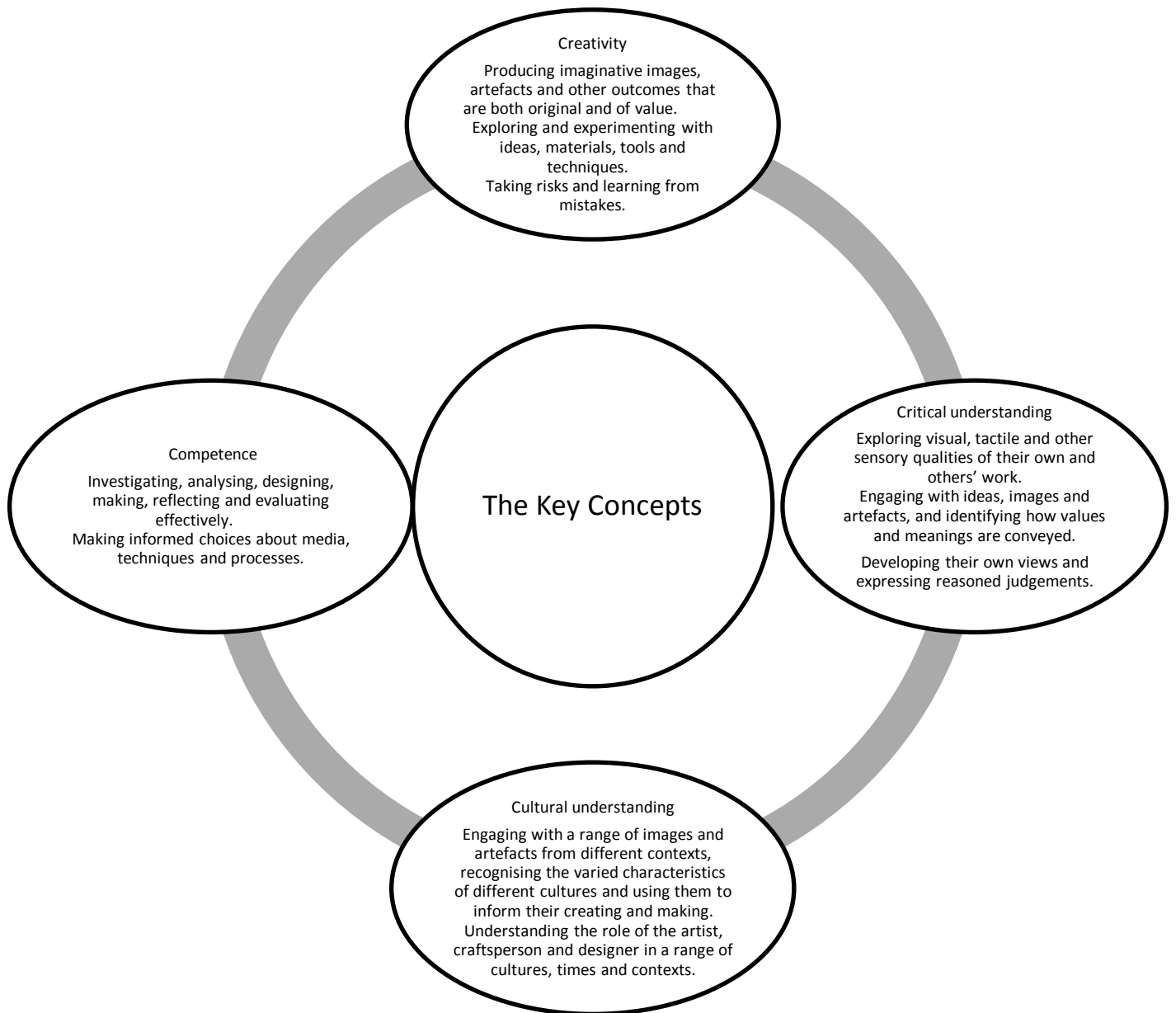
Term 2: Alternative ways of recording

Term 3: Conceptual Art: The Self

Homework

All KS3 students complete 3 homework projects throughout the academic year; 1 per term. Two are based on literacy and the final project is practical using photography. Our homework projects provide the opportunity to develop independent research skills and compliment the learning that is taking place within the classroom.

Key concepts and aims of the Art experience in KS3



DESIGN TECHNOLOGY

At the end of Year 8 students will have chosen whether or not to continue to study Design and Technology in Year 9. Those who opt for the subject will study two hours of Design and Technology a week for a whole year. The areas they can choose from are Food Studies or Product Design.

Food Studies

Students will be carrying out a range of practical tasks and will produce a range of dishes based on developing a variety of skills and techniques. The food products will focus on healthy alternatives and ways of adapting a recipe for specific people and dietary needs. They will also learn about other cultures and food from around the world. It will also include a mini bread project which will focus on food science and learning through practical work. Students will get ingredients lists which set out what they will be cooking in each term. Students are expected to participate in all practical lessons.

Product Design

Students will cover three units and a mini project. The units are based on Interior Design, Lighting and an Enterprise project. Key skills for development will be drawing and drawing techniques, manufacture, understanding of materials and their uses as well as developing time management skills. Students will also learn about presentation skills and how to follow the design process. It is a course designed to allow students to build and develop skills which will prepare them for KS4.

DRAMA

“Enriching student’s lives, helping them to empathise with others”

Students who have opted for Drama will have two hours of lessons per week. Over the course of this year they will be learning about more advanced skills and techniques that would be taught at GCSE level. They will also continue to explore some modern day topics and issues to help them to understand and empathise with the world outside their own front doors.

Autumn Term

In this first term students will be exploring some real life teenage social issues and learning about William Shakespeare and some of his most famous plays. They will also be acquiring a whole new range of challenging skills and knowledge using a well- respected modern play wright called Mark Wheeller. They will also explore some real life stories about Teenage Runaways and get to have fun with the genre of Comedy.

- 1. “I don’t like Mondays”**
- 2. Shakespeare**
- 3. Mark Wheeller**
- 4. Runaway’s**
- 5. Wedding Freeze frames**
- 6. Comedy**
- 7. Problem Pages**
- 8. Crimewatch**

Spring Term

In the spring term students will be faced with the problems of Peer Pressure in this modern age as well as the dilemmas of present day relationships. They will be educated about the dangers of drugs and how this can affect the wider community. They will also learn about the real life story of Bentley and Craig and the risks of joining gangs and the fatal consequences.

- 1. The Stones**
- 2. Marriage**
- 3. Heroin Lies**
- 4. Bentley and Craig**
- 5. Knife Crime**

Summer Term

In the summer term students will be introduced to some very famous Theatre Practitioners who helped shape and change our ideas about Drama in the modern age. They will also get the opportunity to explore and perform with some advanced scripted extracts and develop their knowledge of Characterisation skills and comedy. As traditional, students will continue to explore some modern day real life topics such as the events of the inner city riots that took place back in 2011.

- 1. Knife Crime**
- 2. Brecht**
- 3. Stanislavski**
- 4. Scripted extracts**
- 5. The London Riots**
- 6. Sound collage**
- 7. Characterisation**

FRENCH

Autumn Term

Students learn to how to talk about what they do in their free time, including using new technologies, describing a date and a musical event. They will also learn how to arrange to go out with friends and give their opinions about other people. Following on from this, students will learn about healthy living, sports and parts of the body.

Students will cover all three main tenses with a particular focus on the near future and the perfect tenses. They will be expected to increase their knowledge of vocabulary and begin to write and speak using more complex phrases.

Spring Term

Students will consolidate the healthy living language they started in the Autumn Term and they will learn how to describe a healthy diet and give advice on what you should do to stay fit and healthy. They will then move on to learn about different jobs and they will talk about their own future plans.

Students will consolidate knowledge of all three main tenses with an additional focus on the conditional and on the simple future tense. They will be expected to use varied vocabulary and to write and speak using more complex phrases.

Summer Term

Students will learn how to talk about their holidays, past, present and future, they will develop their ability to express their opinions about what they used to do when they were younger, what they do now and what they would like to do when they are older in preparation for GCSE.

They will extend their work by adding detail, a variety of connectives, opinions, reasons and explanation of their opinions as well as a range of different tenses.

GEOGRAPHY

The theme that will underpin learning in Year 9 is Changing World. Using their geographic foundations, students will use higher level geography skills to explore the different ways in which our world is changing. In each topic students will complete an issues analysis; applying their knowledge and understanding taken from a range of resources to answer questions about some of world's greatest global issues.

Over the course of the Key Stage 3 students will establish and develop a range of geographical skills, including map work, atlas skills and enquiry skills. At this level, students will be using more complex methods and techniques in order to develop their skill foundation to a higher level.

Term 1a – Changing World

This topic will consider changing patterns and trends over both human and physical geography areas. It will look at long term global changes, such as geological timescales and changes in climate across this. There will be links to globalisation and how the development of resources and technology has influenced the development of different regions.

Term 1b – Population

Students will explore how global population trends are changing, and consider the potential impacts of this. There will be opportunities to look at a range of case studies which demonstrate contrasting ways in which a changing population can be managed. Students will look at the UK and consider the impacts that an ageing population could have in the future.

Term 2a – China

A country focused topic exploring how China has changed over recent decades and how these changes may continue in years to come. Students will explore the geography superpowers, and assess the role of China within this.

Term 2b – Melting World

Building on their knowledge of climate and the greenhouse effect, students will learn about glacial environments across a range of scales and investigate how these have changed in the past, and how they are changing today. Students will explore glacial landscapes, and how we can use evidence from these to suggest how our climate has changed.

Term 3 – Geographic Investigations

During the summer term Year 9 will develop their geographic investigation skills. Each student will complete their own geographic investigation, including setting an appropriate geographic question, collecting individual data, presenting their results and concluding their findings.

HISTORY

In History this year, Year 9 will be looking at the twentieth century, why it was a period of conflict and the attempts to maintain peace following World War One. The first term starts with World War One and then moves on to looking at the impact of the Russian revolution in 1917. Other conflicts that we consider include World War Two, the Holocaust and finally considering key historical figures that will be encountered at GCSE.

Autumn Term

In the first half term students will study the causes of World War One including war poetry, the Home Front, how women helped the war effort and also the end of the war. This leads into the importance of Russia and also international relations from 1918-1939.

Students will study the international attempts at peace following World War One. Students will investigate the Treaty of Versailles and how fair this peace treaty was on Germany, the League of Nations' attempts to maintain peace in the 1920s and the 1930s and the causes of World War Two.

Spring Term

Students will look at the Second World War including the initial successes of Blitzkrieg, the events of Dunkirk and D-Day, war propaganda, the Home Front and changes in technology. This makes a useful comparison with World War One.

Then students will study the Holocaust, specifically focusing on how and why Nazi policy towards the Jewish people of Europe escalated to the 'Final Solution'.

Summer Term

In the final term, students will study the origins of the Cold War. Lessons will focus on the emergence of the USSR and USA as superpowers, the Yalta and Potsdam Conferences, Soviet expansionism, the Berlin Blockade and the Berlin Airlift.

To end their KS3 experience, students will study the Cuban Revolution. This will follow on from the origins of the Cold War and will allow students to study how the world was on the brink of nuclear war so soon after WW2. Lessons will consider the roles of Kennedy and Khrushchev and how a 'hot' war was averted.

MUSIC

Students will cover all the elements of music in a variety of different projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding. The programme of study this year offers students an idea of GCSE Music.

Over the year students will complete units on:

The Baroque Period and Ground Bass

- Learning and acquiring knowledge of the Baroque period and composers such as J.S. Bach and Pachelbel.
- Developing solo performance skills.
- Expanding musical knowledge through ground bass.

Chords into Jazz

- Learning how swing music and the 'Boogie, Woogie' style is composed.
- Developing performance through improvisation.
- Expanding musical knowledge and composition through complex chords: 6th, & 7th and sus4 chords.

Solo and Ensemble Performance

- Building musical knowledge and confidence through solo and ensemble performance work.
- Developing performance skills with specific relation to individual repertoire.
- Expanding musical knowledge through practical music making.

Film Music: Horror Music

- Learning how to create and adapt the mood of a film through music.
- Developing compositional skills through paired composition.
- Expanding musical knowledge through ostinati, intervals and pedals.
- Acquiring the skills to use ICT in composition, Cubase.

Song Writing

- Learning and understanding the song writing process.
- Developing compositional techniques through paired composition.
- Expanding musical knowledge through word setting, drum patterns and chord sequences.

P.E.

Our key aims are to develop students' capabilities, knowledge and understanding within our subject so they can lead a healthy active lifestyle, actively take part and build confidence across a range of activity areas and develop skills such as resilience, team work, co-operation and communication. This is not an exhaustive list and we intend to tailor our delivery to be inclusive of all pupils. It is our aim to have every student involved in physical activity during their time at school but also beyond this into adult life.

Over the course of the year students will cover a variety of activity areas based on the resources and expertise we can offer within school. We hope that our activity choices will offer students the variety but also the depth and content to allow them to improve their all-round competence and performance across the range of activities. We also have a strong focus on knowledge of fitness and health and their ability to analyse and adapt to the changing situations with regards to leadership and ideas/ tactics within sport.

An example of the activities students will be involved in through KS3 are:

Multi-skills (Yr 7), Fitness, Rugby/Football (Boys), Netball (Girls), Gymnastics, Dance (Girls), Badminton, Basketball, Handball, Hockey, Athletics and Striking and fielding.

Our assessments will be teacher based and will reflect where students are at that moment in time, we will take into account their performance in the activities we offer and look at the holistic profile of each child as best we can.

Within lessons we expect every student to attend school with their PE kit (even when injured) so they are prepared to join in, in a suitable manner. We encourage all students to give every element a try to the best of their capabilities and take a positive approach. The nature of our subject does mean there is an element of risk so we do all in our power to keep our students as safe as possible whilst still allowing them to be challenged and pushed to their limits. Please keep us up to date with any medical conditions or injuries so we can cater for your child.

Supporting and Challenging students:

We regularly differentiate the tasks and activities students are involved in so that we can provide the appropriate learning opportunity. We believe in our subject and its importance, with many future pathways available we include content of KS4 level work and beyond to develop students.

We have carefully structured our extra-curricular programme to support the lesson activities; we would encourage you to support your child's learning by ensuring they are involved in a variety of practical activities outside of school hours and/or through encouraging them to be a part of our extra-curricular programme. It is recommended that children take part in a minimum of 5 hours of moderate physical activity per week to maintain a healthy active lifestyle, alongside eating a healthy balanced diet.

PHILOSOPHY, ETHICS & RELIGION

Over the course of the three years at Key Stage 3, students will be asked to think critically about a wide range of philosophical and ethical issues. They will consider a variety of religious responses to those issues in order to develop thoughtful, well-argued views of their own.

Autumn Term

Religion and Relationships

Is marriage relevant in the 21st century?
What are the different religious perspectives on same-sex marriage?
Should sexual relationships only take place within a marriage?

Attitudes to Rich and Poor in British Society

How responsible should the rich be for the poor?
Why is there financial equality in Britain?
Should the rich pay more tax?

Spring Term

The Ethics of Sport

How should sports resolve equality issues?
Are sports stars paid too much?
Is sport a religion?

The Holocaust

How did the Holocaust have an impact on Jewish faith?
How should the Holocaust be remembered?
Have the lessons of the Holocaust been learned?

Summer Term

In the summer term, students begin to study for their GCSE in Religious Studies:

Religion and Animal Rights

Do animals have rights?
Should animal testing for medical research be permitted?
How do Christians and Buddhists perceive their relationship to animals?

SPANISH

Students will have vocabulary to learn every week throughout the year and will be tested to ensure that they are learning the new words, this will give them more confidence when tackling texts and when listening to extracts of spoken Spanish. We recommend spending 5-10 minutes on this every day rather than trying to learn all the words the day before the test. There are some apps that can be downloaded for free which can help students with this, such as Quizlet, but the traditional methods of 'look, cover, write, check' or making small revision cards can be just as effective.

Autumn Term

Students will study other nationalities and review personal descriptions to be able to describe a friend or a relative. They will use the simple future to explain what activities they are going to do in the future and will add detail by using a variety of connectives, time phrases and additional information. They will use the language they know to describe pictures of people and places. They will be able to interview people to find out more about their hobbies and daily routine. Students will also learn to discuss television programmes and cinema in detail. They will be able to make arrangements to meet people and will be able to accept or decline invitations. Students will use more complex verb structures (I can/I want...) and how to construct more complex sentences. They will work on their understanding of present, future and conditional tenses enabling them to attain level 6+. They will be shown how to write longer paragraphs using bullet points and using Spanish expressions. They will develop their translation skills and the ability to understand longer texts.

Spring Term

They will talk about their holidays at greater length using the past, present and future tenses. They will learn about different types of transport they can use and compare them, and say where they went. They will also learn to describe the different activities they did and give a detailed account of a past holiday both in writing and in speaking. They will also learn about South American countries. They will learn a variety of food and drink and will be able to shop for food and explain what they ate and drank in the past, building on their knowledge of the past tense. They will practise the skills needed to have conversations in role play situations. They will re-enforce their knowledge on how to construct more complex sentences to add depth and interest to their written and spoken Spanish. They will learn to use verb tables in the dictionary in order to check verb endings for different tenses. They will use the language they have been learning to enhance their translation skills both into English and into Spanish.

Summer Term

Students will learn to talk about the clothes they wear and to give their opinions on them as well as describing their uniform. They will also learn to shop for clothes and other items. They will learn to discuss their health and how to maintain a healthy lifestyle. Students will learn to use comparative and superlative adjectives as well as using a wider range of time phrases. They will also learn to use the impersonal form "se puede". Students will practise reading from more authentic resources where they have to deduce unknown vocabulary which will develop further the skills required for GCSE. They will learn to use pronouns to replace nouns. They will use verb tables to enable them to learn in a more independent way so that they can correct their own mistakes. They will learn to understand and follow longer texts and spoken extracts or a series of texts or extracts about the same topic.

PSHE

Year 9 will be taught in smaller groups.

The topics covered include:

Healthy Lifestyles: Drugs and alcohol abuse – how it impacts on choices and risk.

Personal wellbeing: Social media and internet safety; digital footprint

Careers: Options/pathway planning, careers and 1:1 interviews

SRE (Sex and Relationship Education): First time, conception and contraception

Economic wellbeing: Personal finance, budgeting and the economy

Diversity: Social Responsibility, global rights and liberties of citizens in UK.

Homework Timetable Yr 9 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
9op1	Maths Science PER	English Science Geography	English History	Creative option Languages Maths	Creative option CDA
9op2	Maths Science History	English Science	English Geography	Creative option Languages	Creative option Maths PER
9op3	Maths Science	English Science PER	Maths English Geography	Creative option Languages	Creative option CDA History
9op4	CDA Science History	English Science	Maths English PER	Creative option Languages	Creative option Maths Geography
9op5	CDA Science PER	English Science	Maths English History	Creative option Languages/ Sustainability	Creative option Maths Geography

Creative Option – Music, Art, Drama, Food, Product Design

Important Dates

27 th September	ACE Day
18 th - 20 th October	School Production – Miss Saigon
31 st October	Staff Training Day
17 th November	Autumn Music Concert
15 th December	Christmas Carol Service
8 th February	ACE Day
10 th February	Staff Training Day
1 st March	Y9 Parents' Evening
27 th March	ACE Day
28 th March	Spring Gala Concert
12 th – 16 th June	Y9 End of Year exams & Literacy re-testing
28 th June	KS3 Achievement Awards
6 th July	Staff Training Day
12 th – 14 th July	ACE Days

Useful Contacts

If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

Jeremy Stormer

Year 8 & 9 PAL

jeremy.stormer@ousedale.org.uk

Paul McFadden

Deputy Headteacher

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