

***BASSINGBOURN  
VILLAGE COLLEGE***



***YEAR 9  
2016 HANDBOOK***



## **CONTENTS**

<b>Topic</b>	<b>Page</b>
<a href="#">Introduction from the Principal</a>	3
<a href="#">Key staff, Tutors and College Achievement Leaders</a>	4
<a href="#">Important Dates</a>	6
<a href="#">Attendance and Home/School communication</a>	7
<a href="#">Doddle and Show My Homework</a>	8
<a href="#">Uniform</a>	9
<a href="#">Canteen, Free School Meals, Bullying, and Safeguarding</a>	10
<a href="#">The Hive, the Library, and the Inclusion Department</a>	11
<a href="#">Equipment, rewards and sanctions</a>	12
<a href="#">The Pledge, and Sport Captains, College Captains, Maths Mentors</a>	13
<a href="#">Curriculum Days and Trips and Visits</a>	14
<a href="#">Extra-curricular activities and Internet usage</a>	15
<a href="#">Media Consent and Transport and PTA</a>	16
<a href="#">Parent portal, parental contributions and Governors</a>	17
<a href="#">Art</a>	18
<a href="#">Computing</a>	20
<a href="#">Drama</a>	22
<a href="#">English</a>	24
<a href="#">French</a>	26
<a href="#">Geography</a>	28
<a href="#">History</a>	30
<a href="#">Maths</a>	32
<a href="#">Music</a>	34
<a href="#">PSHE</a>	36
<a href="#">PE</a>	38
<a href="#">RE</a>	40
<a href="#">Science</a>	42
<a href="#">Spanish</a>	44
<a href="#">Technology</a>	46

### **Useful email links:**

[absence@bassingbournvc.net](mailto:absence@bassingbournvc.net)

[office@bassingbournvc.net](mailto:office@bassingbournvc.net)

[suggestions@bassingbournvc.net](mailto:suggestions@bassingbournvc.net)

[pta@bassingbournvc.net](mailto:pta@bassingbournvc.net)

[anti-bullying@bassingbournvc.net](mailto:anti-bullying@bassingbournvc.net)

[governor@bassingbournvc.net](mailto:governor@bassingbournvc.net)

[alumni@bassingbournvc.net](mailto:alumni@bassingbournvc.net)

### **Useful websites**

[www.twitter.com/bassingbournvc](https://www.twitter.com/bassingbournvc)

linkedin.com - Bassingbourn Village College

[www.facebook.com/bassingbournvc](https://www.facebook.com/bassingbournvc)

[www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)

[www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)

[www.progresso.net](http://www.progresso.net)

### **Contact us**

Bassingbourn Village College

South End,

Bassingbourn,

Nr Royston. Herts.

SG8 5NJ

Telephone: 01763 242344

Website: [www.bassingbournvc.net](http://www.bassingbournvc.net)



As a school we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all of the students in our care. This handbook is a part of that process and is designed to help answer questions parents may have. We do hope that you find it useful. Please do also provide us with any feedback about it. We would find this helpful and will take on board all such comments as the handbooks are developed.

We are very proud of our school and the opportunities we provide for our students. This handbook will give you information about the opportunities available and help you to support the students in their learning. The aim is to give you the information you need to allow your child to be successful and encourage your child to participate in a wide range of activities. You will find general information about the school in the first half of the handbook and subject specific information in the second half. There are also contact details to allow you to contact members of staff if the information you require is not in this handbook or on the school website ([www.bassingbournvc.net](http://www.bassingbournvc.net)).

Year 9 is a very important time for the students. The students will be starting their GCSE courses in English, Maths and Science, and choosing their Options for the rest of their time at Bassingbourn. It is key that the students make the most of the opportunities they have to help with these decisions. Attendance at the Options Evening in December should be a priority, as more information will be given then. The Senior Leadership Team and the College Achievement Leaders work closely with the tutors to build up a good picture of the academic progress of each student, as well as their extra-curricular activities and wider interests. We want our students to achieve their full potential in both the academic and areas such as confidence, learning new skills, and we are keen for them to develop as people who are kind and considerate of others.

During Year 9, the students will have the opportunity to go on a range of trips – both in the UK and abroad, take part in a range of extra-curricular activities and, as mentioned above, will start their GCSE courses. The students will also take part in the Pledge, an award scheme that encourages students to enhance their skills in 5 core areas: Leadership, Organisation, Resilience, Initiative, and Communication.

We want our students to have an enjoyable experience whilst at Bassingbourn Village College and to be able to look back with fond memories when they leave us. This involves students taking their lessons seriously, behaving well and participating fully in the opportunities that are on offer. We are a supportive staff, fully committed to giving the students the best experience we can so please encourage your child to inform us of any problems so that we can help resolve them as soon as possible.

We really enjoy seeing the range of achievements that are celebrated in our End of Term assemblies. We are proud of what our students achieve and it is great to see such a diverse mix within the year group. We look forward to seeing how the year group progress and continues to grow. This is an exciting year for Year 9 and we wish them every success.

**Duncan Cooper**

**Principal**



### **Key staff, Tutors and College Achievement leaders**

Principal	Mr D Cooper	<a href="mailto:dcooper@bassingbournvc.net">dcooper@bassingbournvc.net</a>
Vice Principal	Miss V Poulter	<a href="mailto:vpoulter@bassingbournvc.net">vpoulter@bassingbournvc.net</a>
Deputy Principal	Mr J Brock	<a href="mailto:jbrock@bassingbournvc.net">jbrock@bassingbournvc.net</a>
Deputy Principal	Ms V Larkins	<a href="mailto:vlarkins@bassingbournvc.net">vlarkins@bassingbournvc.net</a>
Assistant Principal	Mr P Church	<a href="mailto:pchurch@bassingbournvc.net">pchurch@bassingbournvc.net</a>
Assistant Principal	Mrs H Edwards	<a href="mailto:hedwards@bassingbournvc.net">hedwards@bassingbournvc.net</a>
Student Progress and Welfare Assistant	Mrs T Turner	<a href="mailto:tturner@bassingbournvc.net">tturner@bassingbournvc.net</a>
Inclusion Co-ordinator	Ms S Murphy	<a href="mailto:smurphy@bassingbournvc.net">smurphy@bassingbournvc.net</a>

### **Administration team**

Head of Communications and Administration	Mrs S Smith	<a href="mailto:ssmith@bassingbournvc.net">ssmith@bassingbournvc.net</a>
Receptionist	Mrs F Jones	<a href="mailto:office@bassingbournvc.net">office@bassingbournvc.net</a>
Finance Manager	Mrs L Carter	<a href="mailto:lcarter@bassingbournvc.net">lcarter@bassingbournvc.net</a>
Exams Officer	Mrs S Jenkins	<a href="mailto:sjenkins@bassingbournvc.net">sjenkins@bassingbournvc.net</a>
Marketing, Communication and Learning Resources Manager	Mrs A Lynn	<a href="mailto:alynn@bassingbournvc.net">alynn@bassingbournvc.net</a>
Student support Administrator	Ms E Cammiss	<a href="mailto:ecammiss@bassingbournvc.net">ecammiss@bassingbournvc.net</a>
Premises Manager	Mrs B Isherwood	<a href="mailto:bisherwood@bassingbournvc.net">bisherwood@bassingbournvc.net</a>
Catering Manager	Mrs M Strollo	
Cover supervisor	Mrs V Piggott	<a href="mailto:vpiggott@bassingbournvc.net">vpiggott@bassingbournvc.net</a>

### **College**

Keller  
Luther King  
Moore  
Shakespeare

### **College Achievement Leader**

Mr S Gair  
Mrs H Edwards  
Mr D Beck  
Mrs J Shortt

[sgair@bassingbournvc.net](mailto:sgair@bassingbournvc.net)  
[hedwards@bassingbournvc.net](mailto:hedwards@bassingbournvc.net)  
[dbeck@bassingbournvc.net](mailto:dbeck@bassingbournvc.net)  
[jshortt@bassingbournvc.net](mailto:jshortt@bassingbournvc.net)



## Tutor groups

	<u>Tutor Base</u>	<u>Tutor</u>	<u>Email</u>
<b><u>Keller</u></b>			
KJK	1	Mrs J Kuenzi	<a href="mailto:jkuenzi@bassingbournvc.net">jkuenzi@bassingbournvc.net</a>
KJM	12	Ms J Murugan	<a href="mailto:jmurugan@bassingbournvc.net">jmurugan@bassingbournvc.net</a>
KLP/CD	40	Mrs L Pleszko / Miss C Dean	<a href="mailto:lpleszko@bassingbournvc.net">lpleszko@bassingbournvc.net</a> <a href="mailto:cdean@bassingbournvc.net">cdean@bassingbournvc.net</a>
KMB	17	Mr M Budd	<a href="mailto:mbudd@bassingbournvc.net">mbudd@bassingbournvc.net</a>
KPB	45	Mr P Bolton	<a href="mailto:pbolton@bassingbournvc.net">pbolton@bassingbournvc.net</a>
KRHE/RB	6	Ms R Heath/Mrs R Boxall	<a href="mailto:rheath@bassingbournvc.net">rheath@bassingbournvc.net</a> <a href="mailto:rboxall@bassingbournvc.net">rboxall@bassingbournvc.net</a>
KRW	16	Miss R Ward	<a href="mailto:rward@bassingbournvc.net">rward@bassingbournvc.net</a>

<b><u>Luther King</u></b>			
LKAC	8	Miss A Cahill	<a href="mailto:acahill@bassingbournvc.net">acahill@bassingbournvc.net</a>
LKHB/NT	27	Mrs H Beck / Mrs N Taylor	<a href="mailto:hbeck@bassingbournvc.net">hbeck@bassingbournvc.net</a> <a href="mailto:ntaylor@bassingbournvc.net">ntaylor@bassingbournvc.net</a>
LKKH/NC	23	Mrs K Howells / Mr N Cowlan	<a href="mailto:khowells@bassingbournvc.net">khowells@bassingbournvc.net</a> <a href="mailto:ncowlan@bassingbournvc.net">ncowlan@bassingbournvc.net</a>
LKMD	9	Ms M Du	<a href="mailto:mdu@bassingbournvc.net">mdu@bassingbournvc.net</a>
LKNP	18	Ms N Price	<a href="mailto:nprice@bassingbournvc.net">nprice@bassingbournvc.net</a>
LKRDP	34	Mrs R Dix-Pincott	<a href="mailto:rdix-pincott@bassingbournvc.net">rdix-pincott@bassingbournvc.net</a>
LKVR	35	Ms V RiosGrinan	<a href="mailto:vrriosgrinan@bassingbournvc.net">vrriosgrinan@bassingbournvc.net</a>

<b><u>Moore</u></b>			
MCHA	20	Ms C Harris*	<a href="mailto:charris@bassingbournvc.net">charris@bassingbournvc.net</a>
MHG	44	Mrs H Gilder	<a href="mailto:hgilder@bassingbournvc.net">hgilder@bassingbournvc.net</a>
MJMB	26	Mrs J Myles-Baker	<a href="mailto:jmyles-baker@bassingbournvc.net">jmyles-baker@bassingbournvc.net</a>
MJMI	14	Mrs J Miller	<a href="mailto:jmiller@bassingbournvc.net">jmiller@bassingbournvc.net</a>
MJP	11	Mr J Philip	<a href="mailto:jphilip@bassingbournvc.net">jphilip@bassingbournvc.net</a>
MKV	41	Mrs K Veitch	<a href="mailto:kveitch@bassingbournvc.net">kveitch@bassingbournvc.net</a>
MRH	43	Miss R Hields	<a href="mailto:rhields@bassingbournvc.net">rhields@bassingbournvc.net</a>

<b><u>Shakespeare</u></b>			
SJD	42	Mr J Davison	<a href="mailto:jdavison@bassingbournvc.net">jdavison@bassingbournvc.net</a>
SJL	28	Mrs J Lambert	<a href="mailto:jlambert@bassingbournvc.net">jlambert@bassingbournvc.net</a>
SKN	33	Ms K Nutley / Mrs L Beswick Palmer	<a href="mailto:knutley@bassingbournvc.net">knutley@bassingbournvc.net</a> <a href="mailto:lbeswick-palmer@bassingbournvc.net">lbeswick-palmer@bassingbournvc.net</a>
SMC	3	Mr M Clover	<a href="mailto:mclover@bassingbournvc.net">mclover@bassingbournvc.net</a>
SMCH	15	Mr M Christie	<a href="mailto:mchristie@bassingbournvc.net">mchristie@bassingbournvc.net</a>
SMW	10	Ms M Weeden	<a href="mailto:mweeden@bassingbournvc.net">mweeden@bassingbournvc.net</a>
SRB/DL	7	Mrs R Boxall / Miss D Leake	<a href="mailto:rboxall@bassingbournvc.net">rboxall@bassingbournvc.net</a> <a href="mailto:dleake@bassingbournvc.net">dleake@bassingbournvc.net</a>

\* Ms Harris is currently on Maternity leave so please contact Mr Beck in the first instance.



### Important Dates

<b>Autumn Term 2016</b>	
Monday 5 <sup>th</sup> September	Autumn term opens for students
Thursday 29 <sup>th</sup> September	Open Evening
Friday 21 <sup>st</sup> October	Doddle Intervention Day (selected students only)
24 <sup>th</sup> – 28 <sup>th</sup> October	Half term
Friday 2 <sup>nd</sup> December	Training Day
Friday 16 <sup>th</sup> December	Autumn term closes

<b>Spring Term 2017</b>	
Wednesday 4 <sup>th</sup> January	Spring term opens for students
13 <sup>th</sup> – 17 <sup>th</sup> February	Half term
Friday 31 <sup>st</sup> March	Spring term closes

<b>Summer Term 2017</b>	
Tuesday 18 <sup>th</sup> April	Summer term opens for students
Monday 1 <sup>st</sup> May	May Day
29 <sup>th</sup> May – 2 <sup>nd</sup> June	Half term
Friday 21 <sup>st</sup> July	Summer term closes

### **Year group dates**

Event	Date	Time
Options Evening	Thursday 1 <sup>st</sup> December	6:00pm – 8:00pm (start time dependent on student's college)
Curriculum Day	Wednesday 23 <sup>rd</sup> November	
Parents Evening	Thursday 8 <sup>th</sup> December	4:30pm – 7:30pm
Doddle reports available	Friday 16 <sup>th</sup> December	
Doddle reports available	Wednesday 29 <sup>th</sup> March	
Curriculum Day	Thursday 22 <sup>nd</sup> June	
Exams	w/b Monday 26 <sup>th</sup> June	
Doddle reports available	Thursday 29 <sup>th</sup> June	

#### Timing of the day:

8:55 – 9:15 Registration  
 9:15-10:55 Period 1  
 10:55 – 11:10 Break time  
 11:10 – 12:50 Period 2  
 12:50 – 1:40 Lunch  
 1:40 – 3:20 Period 3



## General Information

### Attendance

For our children to gain the greatest benefit from their education, it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

### Absence Procedure:

#### **If your child is absent YOU MUST:**

- Contact us as soon as possible on each day of absence, using the absence phone line (01763242344) or by email ([absence@bassingbournvc.net](mailto:absence@bassingbournvc.net)).

#### **If your child is absent we will:**

- Endeavour to contact you if we have not heard from you
- Contact you to discuss the situation with the relevant member of staff if absences persist;
- Refer the matter to the Education Welfare Officer if attendance moves below 85%.

### Home School communication

The school always welcomes contact from parents and our goal is to ensure that you have an appropriate and helpful response to your communications. Your child's tutor should be your first point of contact.

Our receptionist will attempt to connect your telephone calls for you and will pass on a message to the relevant staff member if they are not available. The staff member will always try to respond as soon as possible, but contact should be made within 2 working days. Urgent calls will be transferred to the most appropriate senior member of staff if the requested staff member is not available. Personal appointments should always be pre-arranged to enable the meeting to be efficiently run and for staff members to have the relevant information to hand. Our policy for managing home/school communication can be read in full on the website.

Staff will always endeavour to acknowledge letters and emails within 2 working days. However, as some situations may need further investigation, you may not receive a full response until after this point. The school can be contacted by email on [office@bassingbournvc.net](mailto:office@bassingbournvc.net). If you wish to contact a member of staff by email, please use their initial and their surname followed by [@bassingbournvc.net](mailto:@bassingbournvc.net). i.e. for Andrew Teacher this would be [ateacher@bassingbournvc.net](mailto:ateacher@bassingbournvc.net).

The school uses Parentmail to send letters and other communications home. For more information and to register, please contact [office@bassingbournvc.net](mailto:office@bassingbournvc.net). The school seeks to put as much information as possible on the website. Most general information that parents need can be found by visiting [www.bassingbournvc.net](http://www.bassingbournvc.net). We also keep parents informed through a range of media: a weekly newsletter, The Heron, which features up to date information; the termly newsletter which reviews the term. Information can also be found on our Facebook page, linkedin page and our Twitter feed will keep you up to date on a daily basis.



### **Doddle**

Doddle is our new online system that is designed to fulfil several functions within the school.

Firstly, Doddle is currently being used to track student progress. In some subjects, such as maths and science, progress can be tracked through the completion of online tests. In all subjects, teachers can use skills maps to record a student's progress by ranking their skill levels after assessments. Tracking of progress is designed to fulfil two functions: it enables us to create skill specific reports that highlight a student's strengths and weaknesses, and it produces a score based on the new GCSE marking system which we will be using to replace KS3 sublevels from September 2016.

Secondly, Doddle provides a place where we can store resources. Teachers can assign homework and classwork to students via Doddle, and we can then track when work has been accessed and completed. This is particularly useful for exam revision, allowing teachers to give students access to a wide range of resources, eliminating the need for paper copies.

Finally, Doddle gives students the opportunity to be independent in their learning. They can use the codes that are linked to each skill to search for resources that are already on the site, designed by the team of teachers employed by Doddle. This means that they have the opportunity to revise and develop their knowledge of topics they have found difficult, or perhaps catch-up on work they have missed due to absence.

Doddle can be accessed at [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)

### **Show my homework**

Show My Homework is a website we use to record the homework students are set. Students are given a log in at the start of the year and they have access to a personalised calendar that displays all the homework that is set for their individual classes, alongside resources that they can use to complete the tasks. In addition to the personal calendar, there is a whole school calendar that can be accessed without a log in. This displays the same information but students will have to search for their individual classes.

Students are expected to check Show My Homework on a regular basis to ensure that they do not miss deadlines.

Show My Homework can be accessed at [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk)

### **Homework**

To support progress in school, students will be set homework in a number of curriculum areas. The nature of this homework will vary depending on the subject. Tasks that might be set include: research, evaluating learning, correcting and improving work, written tasks, reading tasks, learning tasks such as vocabulary and spelling, making artefacts, drawing and designing and preparing for presentations. The length of time to be spent on homework will vary for each student depending on what they are being asked to do and their own areas of strength, but as a guide a year 9 student should be spending 50 minutes on a homework task. A student should get 3 pieces of homework per 600 minutes of timetabled learning.





## Uniform

School uniform items including the school blazer, skirt, school tie, jumper and all PE items with the school logo, identified with \* will be available online from [yourclothingshop.com](http://yourclothingshop.com).

<u>Uniform</u>	<u>PE and Games Kit *</u>
<ul style="list-style-type: none"> <li>• <b>Blazer</b> Plain black with school logo*</li> <li>• <b>Trousers</b> Plain black, business style, no boot cut, skinny or flared trousers. No cords, jeans, cropped trousers. Only dark buttons or belts allowed.</li> <li>• <b>Skirt</b> Black skirt with school logo only *</li> <li>• <b>Shirt</b> White, long enough to tuck into trousers/skirt and a correct collar to wear a tie properly.</li> <li>• <b>Tie</b> School tie*</li> <li>• <b>Jumper</b> May be worn during winter months. Black V-neck jumper with school logo. This should not be worn instead of a blazer *</li> <li>• <b>Socks</b> Ankle or knee-length, dark grey, white or black.</li> <li>• <b>Shoes</b> Black. Leather/leather type uppers no canvas shoes. In the interest of safety, heels no more than 3 cm high. No training shoes.</li> </ul>	<p><b>Compulsory</b></p> <ul style="list-style-type: none"> <li>• <b>Polo Shirt</b> Gold and black with school logo</li> <li>• <b>Rugby Shirt (boys only)</b> Gold and black with school logo</li> <li>• <b>Shorts or Skort</b> Black with school logo</li> <li>• <b>Fleece</b> Black with school logo</li> <li>• <b>Socks</b> Black sports socks</li> <li>• <b>Gum shields/shin pads</b></li> <li>• <b>Hair tie</b></li> <li>• <b>Trainers</b></li> <li>• <b>Football boots</b></li> </ul> <p><b>Optional *</b></p> <ul style="list-style-type: none"> <li>• <b>Jogging bottoms</b> Plain black</li> <li>• <b>Waterproof jacket</b> Gold and black with school logo</li> </ul>

Discreet make-up only is permitted, no nail varnish or jewellery is allowed except for a wristwatch and for pierced ears when one pair of plain studs only may be worn. Any form of facial or body piercing is not permitted. Personal mobile telephones, iPods, iPads etc are permitted in college; they are to be used in line with the college's ICT policy and are brought in to school at the owner's risk. Hairstyles should be of natural colour. We do not allow extremes of styles, or colour. No patterns or shaved heads allowed. For PE students are expected to have long hair tied back for Health and safety reasons.

**The school will have final say in relation to the suitability of uniform items.**



### **The Canteen**

The canteen is open before school, at break and at lunch. It serves a variety of hot and cold food and drinks and is available to all students. Students must remember to put money on their cashless catering card in order to purchase the food. Money can be put on either by cheque, payable to Bassingbourn Village College, or in cash using the machine located in the canteen. Parents are advised that students will not be allowed to get into debt and should ensure that they have enough money on their card to cover all purchases.

### **Free School Meals**

Free school meals are available for children who are aged under 19 and meet the eligibility criteria. Last year, the families of 20% of children in Cambridgeshire who could have claimed a Free School Meal (FSM) did not do so. This meant that as well as the child missing out on the meal, the school missed out on the Pupil Premium payment. Pupil Premium is additional funding given to schools to help raise the attainment of students. Please check the school website for the eligibility criteria and if you think that your child is entitled to receive free school meals, return the form found on the website and relevant evidence to the Finance Office. Further details on Pupil Premium funding is available on our website or contact Mr Church at [pchurch@bassingbournvc.net](mailto:pchurch@bassingbournvc.net) .

### **Bullying**

We take bullying very seriously at Bassingbourn Village College. Students have regular sessions in PSHE, tutor time and assembly to remind them that we expect the school to be a safe place for all students and staff. Students are reminded that they can report bullying through any member of staff, the anti-bullying email address ([anti-bullying@bassingbournvc.net](mailto:anti-bullying@bassingbournvc.net) ), or by talking to Mrs Turner, our student support worker. More details can be found in our Expectations for Learning policy on the school website.

### **Safeguarding**

All members of staff are regularly trained with the latest safeguarding information and follow the policies laid out on our website. Students have regular sessions covering a range of safeguarding topics, such as e-safety, sex and relationships, Prevent, and emotional well-being. Students are regularly reminded that if they have any concerns they can speak to any member of staff, the school nurse or Mrs Turner, our student support worker ([tturner@bassingbournvc.net](mailto:tturner@bassingbournvc.net)) .

The safeguarding policy can be viewed in full on the school website.



### **The Hive**

The Hive is our student centre and a range of information available to the students that can be found here. If a student has lost their timetable, a letter, or has the incorrect uniform then they can go to the Hive to get replacements. The Hive is also the place to go if students are having issues and they need to talk to someone. The Hive is open from 8:30am to 4:00pm and the staff are happy to help students with any issues.

The Hive is also the base for Careers and Work Related Learning. We regularly hold workshops and have guest speakers. We are always looking for volunteers to come in and talk to the students about their careers so if you would be interested in helping us in this way, please contact Miss Hields on [rhields@bassingbournvc.net](mailto:rhields@bassingbournvc.net)

As well as the careers workshops, the Hive has a range of activities available for students to do at lunchtime. These include chess, magazines to read and knitting and it has a fun and lively atmosphere.

### **The Library**

The Library is open to students before school from 8:30am and after school until 4:30pm and during break and lunchtime. Students automatically become a member of the library when they join the school. They can borrow up to 2 books at a time for two weeks, after which they must be returned or renewed. The library can be used for homework or research activities. Students can use the computers available or the books to help them with this. Students are expected to behave considerately and to be reasonably quiet in order to maintain a working environment. Student librarian positions are available to allow students the chance to show leadership and organisation. Anyone interested in a Student Librarian position should speak to Mrs Lynn to find out more information ([alynn@bassingbournvc.net](mailto:alynn@bassingbournvc.net)).

### **The Inclusion Department**

Bassingbourn Village College works hard to support students with special educational needs and/or disabilities in a fully inclusive environment. Mrs Murphy, our Special Educational Needs Co-ordinator has responsibility for co-ordinating SEND provision across the school. We work hard to ensure that information about needs gets passed throughout the staff on a regular basis to allow for the best level of support to be given. Support needs are assessed on a regular basis and all staff members are aware of the needs of individual students.

We encourage students to request support if they feel they are not making appropriate progress. We employ a range of assessment methods to establish the nature of SEND, including the use of assessment tests and the careful monitoring of a student's progress towards an agreed goal. Support offered is varied and includes using Room 46, the Inclusion room, as a base at lunchtime, literacy and numeracy support sessions and having a teaching assistant in the classroom. The level of support will be decided through consultation with parents and be appropriate to the needs of the student. If you believe that your child needs support, please contact Mrs Murphy on [smurphy@bassingbournvc.net](mailto:smurphy@bassingbournvc.net)



### **Equipment**

All students are expected to bring the following basic equipment to every lesson:

Pencil case  
Pencil, rubber, and pencil sharpener  
Black or blue pen  
Short ruler  
Exercise books for lessons

Students will also find it useful to have a calculator with them as they will be used in a number of lessons.

Students should have their cashless catering card if they are wanting to be able to use the canteen.

Students may need to bring specialised equipment for certain lessons, which is referred to on the subject pages of this handbook.

### **Rewards and Sanctions**

Students are expected to behave in accordance with the school rules at all times. They should be trying their best in lessons and taking part in a range of extra-curricular activities. Those students who display exceptional behaviour, achievement or effort can be rewarded with a merit. These merits are recorded on the Progresso system and certificates are awarded in the end of term assemblies.

Students may get merits for producing good work, contributing to lessons in a proactive way, helping other students and staff, and representing the school, amongst other activities.

When a student's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Members of staff will follow our Expectations for Learning policy and may impose break, lunchtime or after-school detentions if behaviour is unacceptable or work is not completed to an appropriate standard. If this continues, further action can be taken in line with the Expectations for Learning policy. Detentions are recorded on the Progresso system which parents have access to. Students may also be put on report if it is thought that their effort needs close monitoring or if their behaviour is interfering with the learning of others. Parents are asked to sign the reports each evening so that good communication is maintained.



### **The Pledge**

The Pledge is a national scheme devised with a number of large employers. The Pixl Edge is a framework to develop and accredit students with those personal attributes essential for employability and life. The scheme focuses on 5 attributes:

**Leadership**

**Organisation**

**Resilience**

**Initiative**

**Communication**

Students need to complete a series of activities within the programme for each of the attributes, they can qualify at 3 levels; Apprentice, Graduate and Master. Students are required to complete 2 pledges per attribute in order to be accredited with an Apprentice level. Examples of activities that can be credited at Apprentice level:

- Captain a tutor or house team as part of an inter-school competition (leadership)
- Lead a series of starter activities in a drama lesson (leadership)
- Organise a fundraising activity that your house group will participate in (organisation)
- Be employed to deliver newspapers in your local area on a regular basis (initiative)
- Perform in an assembly (communication)
- Make a revision poster for a key skill in maths (communication)

Through completing The Pledge students engage in activities that allow them to reflect on the key attributes identifying their importance in both school and work life and how they can develop their own skills through completing various additional activities.

### **Sports Captains, College Captains, Dance Captains, Pledge Ambassadors**

The students have the opportunity to take on a range of leadership opportunities. The main opportunities are Sports Leaders, College Captains, Pledge Ambassadors and Maths Mentors. Other subject areas have positions of responsibility that students can take up and any interested students should speak to the Head of Department to find out more information.

**Sports and Dance Captains** – These are students from a range of year groups who help the PE department running their clubs and encouraging the students to participate in a range of different sports. They will listen to student feedback and try to ensure that there is a wide range of activities on offer. Sports Captains can be identified by their Sports Captains tie and are always willing to help students be more involved in physical activity and also encourage participation in inter-college competitions.

**College Captains** – The College Captains are Year 10s and Year 11s from the different colleges who meet to give their voice to school improvements. The College Captains are available for students to talk to and they provide a friendly face on the corridors. College Captains visit tutor groups regularly and work towards an enhanced experience for the students.

**Pledge Ambassadors** – These are a group of Year 8 and 9 students who will be working with the lower years to support them completing the Pledge.

**Maths Mentors** – This is a group of Year 10 and Year 11 students who provide support for students who struggle with Maths. They meet once a week and students can bring their homework, areas they are struggling with or even maths logic puzzles. The Maths Mentors will support students from any year group and make maths fun.



### **Curriculum Days**

During the school year students will take part in two curriculum days. These days are an opportunity for students to have cross curricular experiences that might not be possible within the day to day curriculum. The students are split between the STEM (Science, Technology, Engineering and Maths) and Communications faculty on an alternating basis.

On these days the students will have the opportunity to go on trips or have visiting speakers come to the school. In recent years students have been able to go to Lords Cricket Ground, visit the V&A in London, had visits from architectural and scientific experts, and much more. There may be a cost involved for some of these trips to cover the cost of transport, resources, external speakers and entry to events.

Curriculum Days 2016-17		
	Autumn Term 23/11/16	Summer Term 22/6/17
7	STEM FACULTY	COMMUNICATIONS FACULTY
8		
9		
10	COMMUNICATIONS FACULTY	STEM FACULTY
11		

### **Trips and visits**

From the local to the global, whether exploring the city or exploring countries, our students are offered a wealth of trips, visits and expeditions, extending their appreciation and understanding of the world around them and creating life long memories. Bassingbourn Village College has a long history of residential trips to enhance the curriculum. We feel that it is an important part of the student's time at BVC and ensure that there are range of different residential trips available throughout the five years.

Year 9s have the opportunity to attend a range of residential trips, such as those with the Maths and Languages departments. These trips help expand their cultural experiences and allow students to try out skills in a different environment. Students will also have the opportunity to go on trips through Curriculum Day activities, sporting events, and subject specific visits, such as a theatre trip with the English department.



### **Extra-curricular**

We are very keen to ensure that the students have a range of experiences outside of lessons. We put on a range of extra-curricular clubs, from robotics and coding to a range of sports clubs to music lessons. We try to cater to all of our students' interests and if there is a club that we don't currently run, students are advised to talk to their College Captains, who will see whether it is possible to run the club. Departments will advertise their clubs through the Heron and students are able to attend as many clubs as they wish.

Sports clubs are advertised on a termly basis and are often targeted at different year groups. The extra-curricular sessions are open to students who just want to play for fun as well as those who are wanting to be part of the school teams.

There are a variety of instrumental lessons in which students are able to participate in. These lessons cost £140 for a term. For a full list of the instrumental lessons available, please see the Music pages in this handbook. There are also a range of ensemble activities, such as Junior band and choir which students can join.

### **Internet use**

We have clear procedures to enable all students to use the Internet safely and securely. When students and parents sign the Home School agreement, they agree to follow the rules set out for internet and mobile technology use.

We have installed software that will allow us to monitor the school system and protect the students from unsuitable material. Students are expected to follow the rules for Internet use and we will remove access from anyone who attempts to use it in a way that goes against these rules.

Students are expected to only use their own login and password to access the school system and not access anyone else's files. The school computers located in the computer rooms and the library are for students to complete school work on. Students who do not have access to the internet at home can use these computers to complete homework at break, lunchtime or after-school. Students have a personal email address and they are expected to use the email system responsibly. Students are allowed to use their mobile phones in lessons for supervised tasks at the discretion of the class teacher. Students are given lessons in e-safety and are taught how to report any unpleasant material or messages that are sent to them.

We are determined to make sure that our students access the internet and use mobile technology in a responsible way and students will be given regular reminders of the dangers of the internet and social media.



### **Media Consent**

There are a number of occasions during any college year when we photograph students, either using still images or video. With our website and social media presence there is scope for these images reaching a wider audience than was previously possible. The main uses of images of our students are: in the college brochure, to celebrate achievement in the local press, and to celebrate achievement or record events on the college website.

During the school year, we may want to use photographs, videos or images and name of your child taking part in school activities. Before any photographs or images can be published, your consent must be given. By signing the media consent form found on the website you are giving your consent to the school to use images or photographs of your child in an appropriate way. This may include the local or national media. You may withdraw your consent at any time by communicating the withdrawal of consent in writing to the school. For further information about what is covered by the media consent agreement, please check the school website.

### **Transport**

To find out information about transport for students who live in the catchment area, please visit the Cambridgeshire County Council website, Pre-16 School Transport

All of our school buses are run by Cozy Travel Limited. More information, including the timetables for the services, can be found on their website:

<http://www.cozys.co.uk/Corporate/New127BVC.aspx>

To enquire about your child using this service, please contact Cozys directly on 01763 241999

### **PTA**

The main purpose of the PTA is to provide financial support for the school to better provide for the children's' education. In addition, its members also help support the Careers Education Programme for students, and offer help at college concerts, productions, sports days and social events. They aim to raise as much money as possible to enhance the school, while having fun at the same time. Events include book sales and quizzes. If you would like to help make a difference to your child's school and join the PTA, please let Debbie Louch (PTA Secretary) know by email at [PTA@bassingbournvc.net](mailto:PTA@bassingbournvc.net) or leave a note addressed to the PTA with college reception.





### **Parental contributions**

It is common practice for schools to ask for voluntary contributions, which help offset the cost of particular materials and resources. At Bassingbourn Village College we provide lockers and ask for voluntary contributions to cover the cost of these and other consumable items.

Lockers are made available for all students and are used to store their possessions including books, bags and coats. The requested contribution is £12 per year. Each locker comes with 2 keys, one for the student and one spare, which is kept in the Finance Office. If a key is lost £3.50 is requested for a replacement. As a school we also provide the students with a secure email account and allow them to use the school printers. Students get £5 of printing credits per month. If students need to use more than this they can visit the Finance office to purchase more credit.

The breakdown of these yearly voluntary contributions are as follows;

Locker	£12
Design Technology	£10
Art and Design	£10
ICT secure e-mail account	£ 5
Student printing	£ 5

Any voluntary contributions should be paid in to the Finance Office and cheques should be payable to Bassingbourn Village College.

### **Parent Portal**

Progresso is our school management information system and will enable parents to see their child's attendance, behaviour record, progress checks, reports and timetable. For years 10 and 11 parents will also be able to see their examination timetable.

All parents who have parental responsibility receive an email giving details of their user ID and log in. This email comes directly from Progresso. When you log in for the first time you can change your password and check that you can see all your children's details if more than one attend the school. If at any point you change your personal detail address, contact information etc, it will be possible to update this directly into the system.

Progresso is a live system but please bear in mind there may be a slight delay when things are being updated by staff (particularly with attendance and behaviour). You will receive an email to notify you if something has been recorded for your child and you will then need to log onto Progresso to see this record.

### **Governors**

At BVC we have an active governing body, who are enthusiastic about school improvement and are supportive of our efforts to ensure the best for our students. They work hard to support our goal of providing our students with the resources they need and the opportunities to succeed. They are keen to hear feedback and can be contacted at [governor@bassingbournvc.net](mailto:governor@bassingbournvc.net)



## Art

"Art enables us to find ourselves and lose ourselves at the same time." Thomas Merton

Creativity, analytical skills, independence and personal pride are the central concerns of this Department. Students develop techniques, in a range of materials, by making practical work, informed by cultural, historical and contemporary practice. Students will cover the topics mentioned below, with the possibility of some additional projects that arise from opportunities throughout the school year.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	<b>Perspective</b> , one-point and two-point. <b>Techniques</b> with drawing materials, pencil or coloured pencil. <b>Tone</b> .	Peer assessment, at the end of this set of work. Ongoing assessment, using Doodle statements.
Autumn 2	<b>Perspective</b> (one-point or two-point and ellipses/eyelevel). <b>GCSE style</b> project work. AO3. <b>Observational work. Techniques</b> with drawing materials (pencil, chalk, coloured pencil, biro). <b>Tone, line, form, colour</b> . Re-visiting skills covered previously, to expand understanding.	Ongoing assessment, using Doodle statements.
Spring 1	<b>Independent artist research</b> (homework). In class, <b>analysis</b> of specific work by the artist chosen, including <b>copying</b> the work, to understand <b>techniques</b> . Any art form. Any materials.	Ongoing assessment, using Doodle statements.
Spring 2	<b>Independent planning of possible ideas</b> , including <b>exploring materials and processes</b> , for a final piece, inspired by the chosen artist. <b>Annotation. Sequential work. Presentation</b> . Journal work. Formal elements and materials, individual choice of student and as appropriate for artists/designers previously studied. Observation, imaginary, abstract, secondary/primary source, design based (architecture, fashion, car, garden etc).	Ongoing assessment, using Doodle statements.
Summer 1	Production of a <b>quality final piece</b> , making close <b>links to sources</b> and displaying a <b>clear understanding of techniques</b> with chosen materials.	Ongoing assessment, using Doodle statements.
Summer 2	<b>Final piece continued. Own choice short project with vocational elements</b> and/or which practises skills useful to future GCSE courses, e.g. presentation (posters/publicity), observational work for Art GCSE, graphics, photography, computer or design work.	Ongoing assessment, using Doodle statements.



### **Groupings**

Students are taught in mixed ability groups.

### **Homework information**

Homework is set on an ongoing basis in relation to the topic that the students are doing. It could range from producing a piece of art work, to research about a particular artist, to bringing items to draw. Towards the end of the year students may need to source their own choice project, depending on the materials they chose to use.

### **Equipment**

**Essential equipment:** pencil, rubber, pencil sharpener, pen, ruler.

It would be helpful if students had a small set of colouring pencils. A glue stick is also useful.

Resources for their own choice work in the summer term, as necessary.

### **Extra-curricular opportunities**

Students may use the Art room at break/lunchtime, by request, to catch up on work or to do homework. It is hoped that students will work more independently by Year 9, and so use the facilities available to them.

A range of school and out of school competitions are advertised throughout the year.

Trips, workshops and clubs will be advertised as they arise.

### **For further information**

Ms N Price: Head of Art [nprice@bassingbournvc.net](mailto:nprice@bassingbournvc.net)

#### **Year 9 teachers:**

Mrs J Lambert [jlambert@bassingbournvc.net](mailto:jlambert@bassingbournvc.net)

Ms N Price [nprice@bassingbournvc.net](mailto:nprice@bassingbournvc.net)



## Computing

“Computing is not about computers any more. It is about living.” Nicholas Negroponte

Our aim within the Computing/ICT Department at Bassingbourn Village College is that students will be able to:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology on society

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	Data representation Skills include: <ul style="list-style-type: none"> <li>• Converting decimal numbers to binary</li> <li>• Binary addition</li> <li>• Understanding how images and text are represented in a computer system</li> <li>• Calculating file sizes for images</li> </ul>	December: Theory Test
Spring 1	Ethical, Legal and Environmental Concerns Skills include <ul style="list-style-type: none"> <li>• Identifying and explaining laws</li> <li>• Identifying issues related to electronic waste</li> </ul>	February: Theory Test
Spring 2	Algorithms & Programming Skills include: <ul style="list-style-type: none"> <li>• Creating programs in Python</li> <li>• Creating algorithms to solve problems</li> <li>• Identifying different types of sorting algorithms</li> <li>• Understanding and using variables</li> <li>• Producing complete documentation describe development process carried out to solve a problem</li> </ul>	Programming Project Assessment
Summer		

### Groupings

Students are taught in their Science groups.

**Homework information**

Homework is issued via Show My Homework and Doodle.

**Equipment**

There is no extra equipment needed in ICT.

**Extra-curricular opportunities**

Lunchtime Coding Club open to all year groups

After school STEM club open to all year groups

Digital Divas open to girls from all year groups

**For further information**

Mr P Bolton, Head of Computing

[pbolton@bassingbournvc.net](mailto:pbolton@bassingbournvc.net)

**Year 9 teachers:**

Mr P Bolton

[pbolton@bassingbournvc.net](mailto:pbolton@bassingbournvc.net)



## Drama

“Acting is not about being someone different. It's finding the similarity in what is apparently different, then finding myself in there.” – Meryl Streep

Drama is about developing the students’ imagination, intellect, empathy and courage. It is about taking the students out of their comfort zone and showing them that they have nothing to fear. Feelings and ideas can be communicated in a safe environment and allows the students to explore concepts and topics in a practical way.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Topics include: <ul style="list-style-type: none"> <li>• Trust</li> <li>• Co-operation</li> <li>• Communication</li> <li>• Stage craft</li> </ul>	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Autumn 2	Students are asked to perform in small groups and be able to display the skills mentioned above in their work. Students will perform in front of their class and are expected to take on a range of roles.	Students will look at creating, performing and evaluating as the key areas of assessment
Spring 1	Topics include <ul style="list-style-type: none"> <li>• Exploring text</li> <li>• Improvisation</li> </ul>	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Spring 2		
Summer 1	Topics include: <ul style="list-style-type: none"> <li>• Status</li> <li>• Role play</li> <li>• Extended improvisation</li> </ul>	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Summer 2		

**Groupings**

Students are taught in mixed ability groups.

**Homework information**

Homework is not regularly set for Drama, though students may be asked to learn their piece of performance, do some research for a piece they are developing, or create a script to accompany class work.

**Equipment**

There is no extra equipment needed in Drama.

**Extra-curricular opportunities**

We have Drama performances at least once a year that students are encouraged to be involved in. We have a long history of encouraging and supporting students with the technical side of performance and many have gone on to make successful careers in TV, stage and film.

**For further information**

Mr S Gair [sgair@bassingbournvc.net](mailto:sgair@bassingbournvc.net)

Ms J Shortt [jshortt@bassingbournvc.net](mailto:jshortt@bassingbournvc.net)

**Year 9 teachers:**

Mr S Gair [sgair@bassingbournvc.net](mailto:sgair@bassingbournvc.net)

Ms J Shortt [jshortt@bassingbournvc.net](mailto:jshortt@bassingbournvc.net)



## English

“The more that you read, the more things you will know. The more you learn, the more places you’ll go!” – Dr Seuss

The English curriculum is taught through a range of modules, each assessing skills in either writing, reading or speaking and listening. The students will get a wide range of experiences through the lively, varied and innovative curriculum and can take part in many exciting enrichment opportunities. The department seeks to inspire, engage and enthuse the students, making them capable and confident communicators. Enjoyment of language and literature is fundamental to our curriculum.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Much Ado About Nothing Skills include: <ul style="list-style-type: none"> <li>• Reading and understanding a Shakespeare play and interpreting the text for meaning.</li> <li>• Learning how to analyse and express interpretive thinking on a Shakespeare play.</li> </ul>	Writing an essay response to the role and treatment of women in the play (focus on Hero Act4, sc1).
Autumn 2	Crime (Sherlock Holmes) Skills include: <ul style="list-style-type: none"> <li>• Reading a number of crime fiction inspired texts to refine understanding of the genre (reading / literature)</li> <li>• Writing in the style of a crime fiction novelist.</li> </ul>	Criminal investigation using deduction / logic - writing descriptively within the genre. Students create their own short dramatic descriptive piece.
Spring 1	The Apprentice and Up for Debate mini units Skills include: <ul style="list-style-type: none"> <li>• Exploring language and power in business and work-place environments. Understanding the nuances of spoken language to express opinion powerfully.</li> <li>• Improving public speaking skills – researching and debating skills around a serious topic.</li> </ul>	An essay response to the 'board room' sequence of The Apprentice, drawing on subject specific vocabulary.  A full debate on a researched issue.
Spring 2	The Great War poetry Skills include: <ul style="list-style-type: none"> <li>• Exploring propoganda and analyzing its effect.</li> <li>• Responding to the imagery and language use of major (and less well known) war poets.</li> </ul>	Speaking and listening independent enquiry, research and presentation into minor WWI poets  Wilfred Owen poem 'Dulce et Decorum est' essay response.
Summer 1	GCSE Shakespeare play Skills include: <ul style="list-style-type: none"> <li>• Reading and understanding a Shakespeare play.</li> <li>• Writing in the correct essay format for the GCSE English Literature exam.</li> </ul>	Various timed essay style exam responses, building skills for the GCSE qualification.
Summer 2	GCSE Shakespeare play and GCSE Lit Poetry Skills include: <ul style="list-style-type: none"> <li>• Reading and understanding a Shakespeare play.</li> <li>• Reading and understanding poetry written by a series of pre and post 1914 poets on the theme of 'Power and Conflict.'</li> <li>• Writing in the correct essay format for the GCSE English Literature exam.</li> </ul>	Various timed essay style exam responses, building skills for the GCSE qualification.





### **Groupings**

Students are taught in two half year groups, based around their English ability. Students are put into mixed sets, dependent on the half of the year they are in.

### **Homework information**

Homework is set on a regular basis and can range from creating a piece of creative writing to analysing text to reading a text in preparation for a subsequent lesson.

### **Equipment**

There is no extra equipment needed in English.

### **Extra-curricular opportunities**

There is the possibility of a visit to a Shakespeare play to support the study of Shakespeare at the end of the year.

### **For further information**

Mr M Clover, Head of English

[mclover@bassingbournvc.net](mailto:mclover@bassingbournvc.net)

#### **Year 9 teachers:**

Mrs R Boxall

[rboxall@bassingbournvc.net](mailto:rboxall@bassingbournvc.net)

Mr P Church

[pchurch@bassingbournvc.net](mailto:pchurch@bassingbournvc.net)

Mr M Clover

[mclover@bassingbournvc.net](mailto:mclover@bassingbournvc.net)

Mrs R Heath

[rheath@bassingbournvc.net](mailto:rheath@bassingbournvc.net)

Mrs J Kuenzi

[jkuenzi@bassingbournvc.net](mailto:jkuenzi@bassingbournvc.net)

Miss D Leake

[dleake@bassingbournvc.net](mailto:dleake@bassingbournvc.net)



## French

“A different language is a different vision of life” – Federico Fellini

At BVC we aim to inspire learners to be both linguistically able and culturally aware so that they have a keen interest in the wider world and how languages have developed as well as appreciating and understanding cultures, languages and people which are different to their own experiences. Learners will have the opportunity to develop their communication and social skills and consolidate their understanding of their own language and its grammar. Learners will be introduced to a range of languages and will be able to transfer their linguistic skills across different languages.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Holidays – 3 tenses. Use of the past tense with “etre”. Subordinate clauses. Hobbies and weather	Grammar assessment on tenses
Autumn 2	Healthy and unhealthy lifestyles – food, exercise and general lifestyles.	Reading and listening assessment – health – end of term.
Spring 1	New Year’s Resolutions Relationships with family and friends.	Writing – New Year’s resolutions
Spring 2	Imperfect tense – life when you were younger compared to now. Technology, music, TV and cinema. Future plans after school – college, university, jobs.	Reading, listening, writing and speaking assessments on family, life when you were younger and future plans. Present tense versus imperfect tense.
Summer 1	Town – living in town compared to living in the countryside. Environment.	Reading and speaking assessments.
Summer 2	Role plays and describing pictures Literary texts and translations.	End of year assessments on all topics covered throughout Year 9.

### Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in. All students study French. The top two groups, based on their attainment and progress in previous years in Languages and Humanities, also study Spanish.



### Homework information

There are different types of homework which are set for French.

- 1) Vocabulary learning – pupils will be set a list of words to learn that they have been working on in class. They will then be tested on these words to check they can understand and write them accurately.
- 2) Reading and listening comprehensions – these may be given as worksheets or set as tasks on Doodle.
- 3) Preparation for assessments
- 4) Written tasks based on the topic currently being covered

### Equipment

All students are expected to have a copy of the vocab book relevant to their year group, which can be bought from the Languages department for £1 or can be downloaded from the school website. There is no extra equipment needed in Languages lessons but access to a French - English dictionary would assist students at home.

### Extra-curricular opportunities

This year, for the first time, we are also hoping to run an exchange with a school in France, near to Lyon. Pupils will host a French student at home for about a week during which the French student will take part in family life, come into school and also go on various excursions. We will then take part in the return visit where BVC pupils will stay with their French exchange partner, visit their school and go on various excursions. The French school will visit us in February and we plan to go to France at the beginning of June.

### For further information

Mrs R Dix-Pincott, Head of Languages [rdix-pincott@bassingbournvc.net](mailto:rdix-pincott@bassingbournvc.net)

#### Year 9 teachers:

Mrs L Beswick Palmer [lbeswick-palmer@bassingbournvc.net](mailto:lbeswick-palmer@bassingbournvc.net)

Mrs R Dix-Pincott [rdix-pincott@bassingbournvc.net](mailto:rdix-pincott@bassingbournvc.net)

Ms K Nutley [knutley@bassingbournvc.net](mailto:knutley@bassingbournvc.net)

Ms V RiosGrinan [vriosgrinan@bassingbournvc.net](mailto:vriosgrinan@bassingbournvc.net)



# Geography

“Education is the most powerful weapon which you can use to change the world” – Nelson Mandela

The Geography department at BVC aims to stimulate a sense of intrigue and enquiry, which along with important geographical skills, will allow pupils to develop knowledge of places, an awareness of patterns and processes, and an understanding of environmental change and sustainable development. It is our principal aim to nurture in our pupils a love of Geography both at the personal, local, national and international scale.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	<p><b>Crisis Management - can we balance tectonic riches against hazards?</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Determining the positive / negative effects of tectonic activity.</li> <li>• Decision making- monitoring and taking action to deal with a hazard situation.</li> <li>• Research techniques and development of literacy skills.</li> </ul>	<p>Assessment focus falls in second half of Autumn Term.</p> <p>Real Holidays tourist brochure – written project created to encourage people to return to Montserrat whilst including all the geographical information to inform visitors of the island and its history and the reasons behind the explosion. (November and December).</p>
Spring	<p><b>The development crisis - is History or Geography to blame?</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Use of Venn diagrams</li> <li>• Design and development of choropleth mapping techniques.</li> <li>• Understanding the difference between describe and explain when considering the distribution of wealth across Africa.</li> <li>• Understanding the development gap.</li> <li>• Defining colonialism and its influence on the development gap.</li> <li>• Explaining the case for trade verses aid.</li> </ul>	<p>Assessment of choropleth mapping skills – determining the distribution of wealth across the continent of Africa (March).</p> <p>Evaluation of the success and failings of the Millennium Development Goals in 2015. Alternatively – designing an aid package (March)</p>
Summer 1	<p><b>Mapping Festivals</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Using grid references, scale, map symbols, relief to evaluate the site / situation of Worthy Farm, Glastonbury.</li> <li>• Determining the positive and negative effects of the Glastonbury Festival.</li> <li>• Understanding local / regional and national geographies.</li> </ul>	<p>Assessment - Designing your own sustainable festival.</p> <p>Alternatively - End of year map skills assessment (June).</p>
Summer 2	<p><b>Independent Project: From Paddington Bear to Avatar</b></p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Students independently select a research project - this may involve the collection of primary data.</li> </ul>	<p>Academic Poster - creation of an informative poster informing the audience of the area studied.</p> <p>Alternatively the presentation may be a PowerPoint presentation / journal / report / documentary using appropriate media (July).</p>



### **Groupings**

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.

### **Homework information**

Homework is set every fortnight and consists of a variety of tasks both written and research based.

### **Equipment**

General school equipment including a pencil, colouring pencils (no felts) and a glue stick. Please be aware that students should have a spare pen in case of a problem with their preferred pen.

### **Extra-curricular opportunities**

Field work / school trip – as directed by Curriculum Day Policy.

Day trip to National History Museum.

### **For further information**

Miss R Ward,

[rward@basingbournvc.net](mailto:rward@basingbournvc.net)

#### **Year 9 teachers:**

Mrs G Salih

[gsalih@basingbournvc.net](mailto:gsalih@basingbournvc.net)

Miss R Ward

[rward@basingbournvc.net](mailto:rward@basingbournvc.net)



## History

“The more you know about the past, the better prepared you are for the future” - FDR

The History department at Bassingbourn Village College is committed to delivering an engaging curriculum which meets the needs of all our pupils and hopes to stimulate a lifelong passion for the subject.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	<b>The Rise and Decline of the British Empire</b> – exploration of factors and features of the Empire and investigation into effects of Empire in GB and abroad. Analysis of the factors behind the decline of Empire.	‘How significant was the British Empire?’ – Essay task
Spring	<b>World War One</b> –causes, features, effects and consequences including Sarajevo, recruitment, the Home Front, trench warfare, key battles, attacks on civilians, the Paris Peace Talks and remembrance.	‘Why did a world war begin in 1914?’ – essay task  ‘Battle project’ – enquiry project into a key conflict from WWI
Summer 1	<b>World War Two</b> – exploration of the long and short term causes of the war and the key turning points. Investigation into the controversy surrounding the use of the Atom Bomb. Enquiry based on the causes, events and consequences of the Holocaust.	‘What was the most important turning point of WWII?’ essay task  ‘Holocaust memorial’ task

### Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.

### Homework information

Homework is set in line with school policy and will include a variety of tasks, eg, research, discussion with parents, extended writing, watching video, listening to podcasts, creating resources.

### Equipment

There is no extra equipment needed in History but reliable access to the internet is useful.



### **Extra-curricular opportunities**

A variety of trips to locations of historical interest. These will include sites in Britain, eg, Warwick Castle, the Black Country Museum and sites overseas, eg, the battle fields of Belgium / France for the older students.

### **For further information**

Mr M Christie, Head of History

[mchristie@basingbournvc.net](mailto:mchristie@basingbournvc.net)

#### **Year 9 teachers:**

Mr J Brock

[jbrock@basingbournvc.net](mailto:jbrock@basingbournvc.net)

Mr M Christie

[mchristie@basingbournvc.net](mailto:mchristie@basingbournvc.net)

Mrs G Salih

[gsalih@basingbournvc.net](mailto:gsalih@basingbournvc.net)



# Maths

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”-S. Gudder

Teach key skills and concepts building from the start towards external assessments. Concepts are not encountered at pre-determined age related markers, but instead learners follow alternative pathways dependent on mathematical competency. This ensures learners are always faced with appropriate challenge and support as they progress through the year groups. The department undertakes to demonstrate the wider applicability of all learnt skills to prepare learners for numerical and mathematical issues encountered both in other academic subjects and the wider world.

Half term	Course content: Knowledge and Skills		Assessment: Key pieces and dates
Autumn	<b>Foundation</b> Multiplying decimals LCM HCF Substitution Expanding a single bracket Measure Central Tendency and Spread Expected Outcomes in probability Rotation, Reflection and Translation Dividing a quantity into a given ratio	<b>Higher</b> (students will study these additional topics) Simplify expressions with surds Rationalise the denominator Calculate using standard form Rearrange formulae Linear sequence, quadratic sequences nth term Pythagoras for right angled triangles Solving problems using Pythagoras and trigonometry in 2D & 3D Enlargements with fractional & negative scale factors	Each topic is individually assessed after completion and RAGged to identify and monitor areas of strength, weakness and areas that require improvement.  In addition students sit end of term AQA assessments with a calculator and non-calculator paper that they then self-assess using an AQA pro forma. There are extension papers available for the highest achieving students, designed to provide challenge.
Spring	<b>Foundation</b> Dividing decimals Prime Factor decomposition Indices Changing the subject of a formula Frequency and Two way tables Interpret and construct charts and diagrams Angles in Parallel Line	<b>Higher</b> (additional topics) Solve inequalities in two variables algebraically & graphically Proof Variation-direct and inverse proportion Trigonometry for right angled triangles Calculate the volume and surface area for pyramids, cones and spheres	
Summer	<b>Foundation</b> Estimation to check calculation Solving equations (2 unknowns) nth term sequences Describe Correlation Perimeters Area of a Triangle, Trapezium, Parallelogram	<b>Higher</b> (additional topics) Converting recurring fractions to decimals Solve Inequalities and shade regions Calculate and interpret quartiles and interquartile range and can interpret and construct box plots Construct and interpret cumulative frequency graphs Calculate the volume and surface area for pyramids, cones and spheres including composite shapes Calculate probability using tree diagrams Calculate probability using Venn diagrams	





### **Groupings**

Students are taught in sets based on their KS2 results. These groups are reviewed on a regular basis, taking class assessments into account.

### **Homework information**

Homework is set weekly on Doodle in the form of tutorials and/or exercises and mini quizzes.

### **Equipment**

Students should bring a calculator to every lesson. Students should also have access to a basic Maths set of protractor, compass, ruler and set square.

### **Extra-curricular opportunities**

Maths Mentors run a weekly support club where students can go for help with their homework or any problems they have to do with Maths. This can include help solving Maths problems or playing Mathematical games.

Students will have the opportunity to take part in a maths trip to Disneyland Paris or Barcelona.

### **For further information**

Mrs M Weeden, Head of Mathematics

[mweeden@basingbournvc.net](mailto:mweeden@basingbournvc.net)

#### **Year 9 teachers:**

Miss A Cahill

[acahill@basingbournvc.net](mailto:acahill@basingbournvc.net)

Ms M Du

[mdu@basingbournvc.net](mailto:mdu@basingbournvc.net)

Ms J Murugan

[jmurugan@basingbournvc.net](mailto:jmurugan@basingbournvc.net)

Mr J Philip

[jphilip@basingbournvc.net](mailto:jphilip@basingbournvc.net)

Mrs M Weeden

[mweeden@basingbournvc.net](mailto:mweeden@basingbournvc.net)



## Music

“Music enriches people’s lives in the same way paintings and literature do. Everybody deserves that.” – Victoria Wood

The curriculum combines listening, performing, composing and appraising with lessons having a practical focus. Students will study a wide range of musical styles from different traditions and parts of the world and are given a variety of exciting enrichment opportunities. Our aim is to create independent, confident learners whilst providing an engaging and inspiring curriculum.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	The Blues	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Autumn 2	The Blues (cont)	Group performance
Spring 1	Film Music	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Spring 2	Film Music (cont)	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Summer 1	Popular music and technology	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Summer 2	Popular music (cont)	Classwork: Group performance Peer/Self-assessment Final Teacher assessment

### Groupings

Students are taught in mixed ability groups.

### Homework information

Students may be asked to learn their piece of performance, do some research for a piece they are developing, or complete a review of a piece of music.

### Equipment

There is no extra equipment needed in Music.



### **Extra-curricular opportunities**

There are a range of extra-curricular opportunities in Music. For Year 9 students can take part in Senior Choir, Senior Band and string ensemble although the department also encourages student led ensembles.

Students are also given the opportunity to perform in concerts, productions and community events throughout the year.

There is also the opportunity to have instrumental lessons in Drums, Violin, Flute, Guitar, Saxophone, Voice, Clarinet, Trumpet and Trombone.

### **For further information**

Mr N Cowlan

[ncowlan@basingbournvc.net](mailto:ncowlan@basingbournvc.net)

Mrs K Howells

[khowells@basingbournvc.net](mailto:khowells@basingbournvc.net)

#### **Year 9 teachers:**

Mr N Cowlan

[ncowlan@basingbournvc.net](mailto:ncowlan@basingbournvc.net)

Mrs K Howells

[khowells@basingbournvc.net](mailto:khowells@basingbournvc.net)



## Personal, Social, Health and Economic Education

“Citizenship is a tough occupation which obliges the citizen to make his own informed opinion and stand by it” – Martha Gellhorn

PSHEE encompasses Citizenship, Personal Well-being and Economic Well-being. In Year 9 the programme is delivered through discrete lessons and talks by visiting speakers. During each half-term, pupils’ skills and knowledge are evaluated through a range of writing pieces, spoken pieces and group work. Teachers use these, along with their own observations, to inform their judgements as to whether students are working at, towards, or beyond expected levels for the students’ age-group. This also allows for a continued development and review of the PSHE programme to ensure that students are taught a relevant and valuable curriculum

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Community <ul style="list-style-type: none"> <li>• Helping the community</li> <li>• Voluntary agencies</li> </ul>	Assessment will be through the completion of classwork and homework tasks
Autumn 2	Careers / Options <ul style="list-style-type: none"> <li>• Qualifications for different careers</li> <li>• Making decisions</li> <li>• Looking at skills and qualities</li> <li>• Scavenger hunt careers event</li> </ul>	Assessment will be through the completion of classwork and homework tasks
Spring 1	Careers / Options / Economic well-being <ul style="list-style-type: none"> <li>• Making decisions</li> <li>• Money Matters</li> </ul>	Assessment will be through the completion of classwork and homework tasks
Spring 2	Sex and relationships <ul style="list-style-type: none"> <li>• Sexting</li> <li>• Contraception</li> <li>• STIs</li> </ul>	Assessment will be through the completion of classwork and homework tasks
Summer 1	Drugs and Healthy relationships <ul style="list-style-type: none"> <li>• Media perception</li> <li>• Relationship breakdown</li> <li>• What is a healthy relationship?</li> </ul>	Assessment will be through the completion of classwork and homework tasks
Summer 2	British Values <ul style="list-style-type: none"> <li>• Democracy, Rule of Law, Freedom of Faith, Challenging discrimination</li> </ul>	Assessment will be through the completion of classwork and homework tasks

### Groupings

Students are taught in mixed ability groups.



### **Homework information**

Homework for PSHE can range from reading the newspaper to find out current opinions, to creating leaflets to inform, to making videos to demonstrate understanding of key concepts. The homework will be relevant to the topic at hand and will enhance the learning taking place.

### **Equipment**

There is no extra equipment needed in PSHE.

### **Extra-curricular opportunities**

Students will take part in a range of extra-curricular activities, dependent on Curriculum Day activities. Students will participate in a Scavenger Hunt Careers event during their careers module, where they will meet employers and have to find out about their job. There will also be opportunities for various careers based activities, both on and off school site.

### **For further information**

Mrs J Myles-Baker, teacher of PSHE

[jmyles-baker@bassingbournvc.net](mailto:jmyles-baker@bassingbournvc.net)

Miss R Hields, Curriculum Development Co-ordinator, Head of PSHE

[rhields@bassingbournvc.net](mailto:rhields@bassingbournvc.net)

#### **Year 9 teachers:**

Mr P Bolton

[pbolton@bassingbournvc.net](mailto:pbolton@bassingbournvc.net)

Mrs J Miller

[jmiller@bassingbournvc.net](mailto:jmiller@bassingbournvc.net)

Mrs J Myles Baker

[jmyles-baker@bassingbournvc.net](mailto:jmyles-baker@bassingbournvc.net)



## Physical Education

“PE is not just about participating in sport, it’s about laying the foundations for a healthy, active lifestyle.” – Youth Sport Trust

At BVC we aim to provide a PE curriculum that enables access for all, competitive opportunity and the desire to participate. Pupils will have an understanding of the benefits of a healthy lifestyle and regular exercise. We will aim to give them pathways to future long term participation. The curriculum will be broad and will give opportunity to participate in a range of different sports and activities.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	<b>Invasion Game</b> Focussing on physical skills  Fitness lesson - Testing	Pupils will be assessed by a core task at the end of every half term block.
Autumn 2	<b>Trampolining or Invasion games.</b> Knowledge of safety procedures, Introduction of basic routines. Team tactics and formation.  Fitness lesson - Core strength	Pupils will be assessed by a core task at the end of every half term block.
Spring 1	<b>Trampolining or Invasion games.</b> Knowledge of safety procedures, Introduction of basic routines. Team tactics and formation.  Fitness lesson – Yoga and Pilates	Pupils will be assessed by a core task at the end of every half term block.
Spring 2	<b>Outdoor and adventurous Activities (OAA)</b> Team Building activities, Using a compass, Building shelters and first aid knowledge.  Fitness lesson - Effects of diet	Pupils will be assessed by a core task at the end of every half term block.
Summer 1	<b>Athletics/Net and Wall activities</b> Working towards personal targets in the 3 disciplines. Development of attacking and defending strategies within the game.  Fitness lesson – Warm ups and cool downs	Pupils will be assessed by a core task at the end of every half term block.
Summer 2	<b>Athletics/Net and wall activities</b> Working towards personal targets in the 3 disciplines. Development of attacking and defending strategies within the game.  Fitness lesson – Circuit training and developing their own circuit plans	Pupils will be assessed by a core task at the end of every half term block.



### **Groupings**

Students are taught in both single sex and mixed ability groups.

### **Homework information**

Homework is not given regularly, although pupils may be set occasional tasks that may include learning rules, preparing a warm up or researching a topic or sport.

### **Equipment**

Students should bring their PE kit to every lesson (see page 9). Footwear should be appropriate for the surface students are playing on. No jewellery to be worn and hair needs to be tied up.

### **Extra-curricular opportunities**

Pupils can attend a wide range of clubs including hockey, rugby, netball, football, basketball, futsal, athletics, rounders, cricket and badminton. Clubs are run on a rotation basis, changing most half terms. The majority of clubs run from 3.30-4.30pm.

### **For further information**

Mrs H Gilder / Mr M Budd, Heads of PE [hgilder@bassingbournvc.net](mailto:hgilder@bassingbournvc.net) , [mbudd@bassingbournvc.net](mailto:mbudd@bassingbournvc.net)

#### **Year 9 teachers:**

Mr D Beck	<a href="mailto:dbeck@bassingbournvc.net">dbeck@bassingbournvc.net</a>
Mr M Budd	<a href="mailto:mbudd@bassingbournvc.net">mbudd@bassingbournvc.net</a>
Mrs H Gilder	<a href="mailto:hgilder@bassingbournvc.net">hgilder@bassingbournvc.net</a>
Mrs K Veitch	<a href="mailto:kveitch@bassingbournvc.net">kveitch@bassingbournvc.net</a>



## Religious Education

“There is no need for temples, no need for complicated philosophies. My brain and my heart are my temples; my philosophy is kindness.” Dalai Lama

At Bassingbourn Village College Religious Education seeks to challenge a student’s personal cultural beliefs with the opportunity to explore different cultures and practices to enable pupils to discuss key ultimate questions.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	<p>Truth and Ultimate Questions</p> <p>This unit pupils will investigate the ways in which science and religion are often perceived to be in conflict. It asks whether they can aid each other, and so facilitate learning about and from religion. The unit encourages pupils to examine and reflect upon information on meaning and purpose in life in the light of their study of elements of religious traditions, and so facilitates learning from religion and science about concepts of truth.</p>	<p>September – Religion V Science</p> <p>November / December – Creation stories</p>
Spring	<p>Is religion dangerous?</p> <p>This unit pupils will explore issues of peace and conflict with reference to Christianity, Sikhism and Islam, and some non-religious views of life may also be studied, if appropriate. The philosophical and moral issues of pacifism, self-defence and justice are explored. All human beings experience peace and conflict, and ask and answer questions about the role of religion.</p>	<p>February – to evaluate and answer the question is religion dangerous.</p>
Summer	<p>War and Peace</p> <p>This unit pupils will explore issues of peace and conflict with reference to Christianity, Sikhism and Islam, and some non-religious views of life may also be studied, if appropriate. The philosophical and moral issues of pacifism, self-defence and justice are explored. All human beings experience peace and conflict, and ask and answer questions about the role of religion. What we believe about God and humanity has an impact on our attitudes to war and peace.</p>	<p>June – writing and planning a pacifism project</p>

### Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.



**Homework information**

Every 600 minutes students will have 3 pieces of homework, in line with the school policy.

**Equipment**

There is no extra equipment needed in RE.

**Extra-curricular opportunities**

Students will have the opportunity for a trip, dependent on the Curriculum Day arrangements.

**For further information**

Mrs J Miller, Head of RE [jmiller@basingbournvc.net](mailto:jmiller@basingbournvc.net)

**Year 9 teachers:**

Mrs J Miller [jmiller@basingbournvc.net](mailto:jmiller@basingbournvc.net)



## Science

“The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.” - William Lawrence Bragg

In Year 9, the students will start their Science GCSE courses.

There are two routes taught at Bassingbourn Village College; AQA Synergy and AQA Separate Sciences. The Synergy course is a combined Science course and students will end Year 11 with 2 GCSEs in Science, whilst the Separate Science course assesses Biology, Chemistry and Physics separately and students following this course will end Year 11 with 3 GCSEs, one each in Chemistry, Physics and Biology. Pupils develop their knowledge and understanding of a range of science topics through both practical and theoretical work.

The Science staff will choose the best course for the group at the beginning of the year and the students will be advised which course they are following.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Students will cover the following topics during the year, though not necessarily in the order specified. An example would be:	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Autumn 2	Separates: <ul style="list-style-type: none"> <li>• Forces</li> <li>• Atomic Structure</li> <li>• The Periodic table</li> </ul> Synergy: <ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Atomic Structure</li> <li>• Cells in Animals and Plants</li> <li>• Waves</li> </ul>	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Spring 1	Separates: <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Energy</li> <li>• Bonding, structure and the properties of matter</li> </ul>	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Spring 2	Synergy <ul style="list-style-type: none"> <li>• The Periodic Table</li> <li>• Chemical Quantities</li> <li>• Systems in the Body</li> </ul>	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Summer 1	Separates: <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Quantitative Chemistry</li> </ul>	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Summer 2	Synergy: <ul style="list-style-type: none"> <li>• Structure and Bonding</li> </ul>	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests. Students will also have an assessment during the Year 9 exam week.



### **Groupings**

Students are taught in two half year groups, based around their mathematical ability. These groups are regularly reviewed throughout the year in light of their end of module tests.

### **Homework information**

Homework is set on a regular basis and can feature a wide range of tasks. These can be completing online tests, revision, writing up experiments, and drawing graphs, amongst other activities designed to fit with the topic being covered. Students can use Doodle and BBC Bitesize for assistance.

### **Equipment**

Alongside the expected equipment, it would help students if they brought a calculator, pencil and ruler to their Science lessons.

### **Extra-curricular opportunities**

The Science department run a weekly Science club, which is open to anyone from any year group and covers a range of topics.

The department also competes in a range of Science competitions with other schools. Students should keep an eye on the Science noticeboard for more information.

### **For further information**

Mr J Davison, Head of Science

[jdavison@bassingbournvc.net](mailto:jdavison@bassingbournvc.net)

#### **Year 9 teachers:**

Miss A Cahill

[acahill@bassingbournvc.net](mailto:acahill@bassingbournvc.net)

Mr J Davison

[jdavison@bassingbournvc.net](mailto:jdavison@bassingbournvc.net)

Miss C Dean

[cdean@bassingbournvc.net](mailto:cdean@bassingbournvc.net)

Miss R Hields

[rhields@bassingbournvc.net](mailto:rhields@bassingbournvc.net)

Ms Y Opoku

[yopoku@bassingbournvc.net](mailto:yopoku@bassingbournvc.net)

Mrs L Pleszko

[lpleszko@bassingbournvc.net](mailto:lpleszko@bassingbournvc.net)



## Spanish

“A different language is a different vision of life” – Federico Fellini

At BVC we aim to inspire learners to be both linguistically able and culturally aware so that they have a keen interest in the wider world and how languages have developed as well as appreciating and understanding cultures, languages and people which are different to their own experiences. Learners will have the opportunity to develop their communication and social skills and consolidate their understanding of their own language and its grammar. Learners will be introduced to a range of languages and will be able to transfer their linguistic skills across different languages.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Sports, hobbies and other activities.	Listening and speaking using 2 tenses.
Autumn 2	Home and housework. Using present and future tenses together.	Reading and writing assessments using present and future tenses.
Spring 1	Food, drink and eating out. Shopping and restaurant role plays.	Speaking role plays and conversations.
Spring 2	Holidays - accommodation, activities and weather in present and future tenses.	Reading and writing assessments.
Summer 1	Use of preterite tense - regular and irregular - within topic of holidays.	Reading and writing assessments.
Summer 2	Imperfect tense – life when you were younger compared to now. Technology, music, TV and cinema.	End of year assessments on all topics covered throughout Year 9 (all four skills - reading, listening, writing and speaking).

### Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in. All students study French. The top two groups, based on their attainment and progress in previous years in Languages and Humanities, also study Spanish.



### **Homework information**

There are different types of homework which are set for Spanish.

- 1) Vocabulary learning – pupils will be set a list of words to learn that they have been working on in class. They will then be tested on these words to check they can understand and write them accurately.
- 2) Reading and listening comprehensions – these may be given as worksheets or set as tasks on Doodle.
- 3) Preparation for assessments
- 4) Written tasks based on the topic currently being covered

### **Equipment**

All students are expected to have a copy of the vocab book relevant to their year group, which can be bought from the Languages department for £1 or can be downloaded from the school website. There is no extra equipment needed in Languages lessons but access to a Spanish - English dictionary would assist students at home.

### **Extra-curricular opportunities**

Students will have the opportunity to take part in activities related to the European Day of Languages.

### **For further information**

Mrs R Dix-Pincott, Head of Languages

[rdix-pincott@bassingbournvc.net](mailto:rdix-pincott@bassingbournvc.net)

#### **Year 9 teachers:**

Ms V RiosGrinan

[vriosgrinan@bassingbournvc.net](mailto:vriosgrinan@bassingbournvc.net)



## Technology

“Enjoy failure and learn from it. You can never learn from success.” – James Dyson.

Design and Technology touches every aspect of our everyday lives and works with Science, Maths and ICT to design and make products that meet the needs of different user groups.

Students will complete a rotation of activities throughout the year. The order shown below is an example of what a typical Year 9 student will complete. The rotation is based on ensuring the best use of our facilities and to enable all students to have the opportunity of experiencing the different Technology areas.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Bio Bag Project– this project focuses on mathematical pattern cutting and problem solving skills to design and make a bag that uses the theme of nature creatively to design and make a bag suitable for sale at The Eden Project. Students’ look at textiles skills and dye sublimation to allow the students to develop their use of design and materials to make products that work.	Assessment is through the completion of the end product, the design work that accompanies it, and the homework that is set. The product must be completed by the last lesson of the rotation to enable assessment to take place.
Autumn 2		
Spring 1	Event Food – this project allows students to develop their knowledge of food and nutrition. It develops students’ cooking skills, costing and nutritional analysis and it gives students the opportunity to create their own food that could be served at an event such as a music festival.	Assessment takes place during each practical lesson and through end of module tests. Homework is to weight out and bring in ingredients, an apron, a tea-towel and a container for each practical lesson. It would be ideal if students could do this independently at home.
Spring 2		
Summer 1	Product Design and Resistant Materials- Small storage solution– this project looks at a range of design techniques and skills linked to Resistant Materials. Students will use flexi-ply to create an elegant curve to their product and allows them to use templates and jigs to shape their products. This allows the students to develop their use of design and materials to develop products that fulfil a purpose.	Assessment takes place through design, planning and making of a practical outcome. Products must be completed by the penultimate lesson of the rotation to allow for the students to evaluate their work and for it to be assessed.
Summer 2		

### Groupings

Students are taught in mixed ability groups.



### **Homework information**

Homework is set on a fortnightly basis and is related to the project that the students are working on. The task could be a research task, design task, a quiz, or preparing ingredients for their next Food lesson

### **Equipment**

Students will need to have their school equipment which includes: A pen, pencil, eraser, pencil sharpener, and a protractor or set square and a ruler. In addition they will need glue stick, set of pencil crayons (not felt tips).

Students who are completing the Food module will also need to bring an apron, tea towel, a container and their ingredients to the lesson.

### **Extra-curricular opportunities**

Students have the opportunity to take part in The Clothes Show Competition and The BVC Sewing Bee.

There are also subject clubs run at lunchtimes, days to be confirmed

### **For further information**

Mrs J Lambert, Head of Technology

[jlambert@bassingbournvc.net](mailto:jlambert@bassingbournvc.net)

#### **Year 9 teachers:**

Mrs H Beck

[hbeck@bassingbournvc.net](mailto:hbeck@bassingbournvc.net)

Mrs J Lambert

[jlambert@bassingbournvc.net](mailto:jlambert@bassingbournvc.net)

Mrs J Myles Baker

[jmyles-baker@bassingbournvc.net](mailto:jmyles-baker@bassingbournvc.net)

Mrs N Taylor

[ntaylor@bassingbournvc.net](mailto:ntaylor@bassingbournvc.net)



## How does attendance affect your chance of success?



# 95%

Above 95% Attendance = An excellent chance of 5A<sup>+</sup>- C grades

94% Attendance = A very good chance of 5A<sup>+</sup>- C grades



# 92%

92% Attendance = A fair chance of 5A<sup>+</sup>- C grades

90% Attendance = Less than 50% chance of 5A<sup>+</sup>- C grades



# 88%

88% Attendance = Less than 35% chance of 5A<sup>+</sup>- C grades

Less than 88% Attendance = Less than 30% chance of 5A<sup>+</sup>- C grades