



# ROOKS HEATH COLLEGE

## OPTIONS BOOK

### BRIDGING 2019





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# INTRODUCTION

Year 8 Students are now almost halfway through their second year at Rooks Heath and it is time to make their first significant choices.

At Rooks Heath College we regularly examine the curriculum and some years ago we decided to introduce an exciting change to the Year 9 curriculum. We are delighted to offer a range of Bridging Courses to help students make a successful transition from Key Stage 3 to Key Stage 4. These courses develop the skills needed to tackle the demands of the evolving GCSE and vocational courses and offer students a chance to study subjects of their choice in greater depth. We believe that this Year 9 curriculum prepares our students effectively for their GCSE and vocational courses and therefore encourage them to choose subjects that they are considering studying in Years 10 and 11.

The students continue to focus on the core subjects but we have introduced the opportunity for each student to make five choices.

The College continues to operate a two week timetable i.e. 50 periods a fortnight.

## THE CORE

The Core consists of 30 periods per fortnight and is made up of:

- Maths
- English
- Science
- Personal, Social & Health Education
- Religious Studies
- Physical Education

## OPTIONS

Year 8 students will choose FIVE options to be studied in Year 9. Students will study each 'option' for four hours per fortnight. In Year 9 these courses will take the form of Bridging or Booster Courses designed to enable students to study a subject in depth and to experience a wider range of learning skills. Options subjects may be delivered in 1 or 2 hour lessons.

Please note that students are not choosing their subjects for years 10 and 11 at this stage. However completing the Bridging Courses will ensure continuity and give the best possible preparations for future GCSE or vocational study. It will also enable students to make a more informed choice about which subjects to choose for Years 10 and 11. Therefore as mentioned above we would encourage students as far as possible to choose subjects that they are considering studying in Years 10 and 11.

Students who intend to take GCSE's in **French, German, Latin, Ancient Greek, Chinese (Mandarin), Italian or Computer Science must** choose those subjects in Year 9. For the other subjects, completing the Bridging Course is not a requirement to join the course in Year 10 but it is recommended.





## Curriculum Reforms

As you are probably aware, there has recently been a major overhaul of the GCSE and BTEC qualifications. The GCSEs graded, A\* - G, have been phased out and replaced with qualifications graded 9 - 1 (where 9 is high). This has been completed over a number of years and the GCSEs achieved by the current Year 8 will all be graded 9 - 1. The government has made it clear that they expect 90% of students to complete at least two GCSEs in Science, one in a language and either History or Geography. We have modified our curriculum and options process to reflect this and, in Year 9, the vast majority of students will continue to learn at least one language and either History or Geography.

## What is a Bridging Course?

These are aimed at Year 9 students who are preparing for examination courses. They provide an opportunity to enjoy an in-depth study of a subject, while developing a range of study skills through a wider variety of learning experiences. Each area of study will prepare students for later GCSE and vocational courses acting as a 'bridge' from Key Stage 3 studies to the more demanding rigour of Key Stage 4.

## What is a Booster Course?

Booster classes will be the preferred option for students who have particular learning needs, for example in Maths and English. We recognise the importance of Maths and English and will identify students who would benefit from additional time and more focused support. Other students may require general support in their learning. Some classes will be available to support students who have particular behavioural problems or attendance issues.

These particular learning needs will be met through the subjects of **Functional Skills, Personal Development** or **Additional English**. Functional Skills has been fully established within the College for a number of years and offers support in **Maths and English** in real life situations. Support with a range of life skills will be offered through our successful **Personal Development** course. Students for whom English is a second language may be offered **Additional English** classes where appropriate. These Booster classes seek to address individual needs and aim to provide a pathway for students to enjoy future success. Students will be invited to join these classes.

Entry into a maximum of two Booster classes will be by agreement of the students, parents and teachers following a series of discussions. We would expect every student to complete at least **THREE** Bridging Courses in Year 9.

## Options in Year 10 and 11.

In a year's time students will choose their GCSE and vocational options. The vast majority of students will study GCSEs in Maths, English Language, English Literature, Combined Science or 3 separate sciences, a language and a humanity (History, Ancient History or Geography). These subjects make up the EBacc suite of qualifications. Students will choose two or three further GCSEs or vocational qualifications.





Students will make five choices. Every student will choose a language\* and a humanity.

| <b>Bridging Courses</b>   |  |
|---|--|
| <p><b>Languages:</b><br/>           French<br/>           German<br/>           Latin<br/>           Ancient Greek**<br/>           Chinese (Mandarin)<br/>           Italian</p>               | <p><b>Other subjects:</b><br/>           Art<br/>           Business<br/>           Computing<br/>           Design &amp; Technology<br/>           Drama<br/>           Food<br/>           ICT<br/>           Media<br/>           Music<br/>           PE</p> |
| <p>One or two subjects may be replaced by the following<br/> <b>Booster Courses:</b><br/>           Additional English<br/>           Functional Skills<br/>           Personal Development</p> |  |

# INTRODUCTION

\*Students not studying a language in Year 8 will complete a Booster Course in place of their language option.

\*\*If you are considering choosing Ancient Greek, please ensure that you meet the criteria detailed in the first paragraph on P12.





**YOUR TASK: Choose FIVE Option Subjects**

Students will be asked to indicate six choices. Every effort will be made to grant their first five choices. They should also indicate a sixth choice as a reserve. These choices will be made on the form which will be handed out after the Options Assembly.

**OPTIONS ASSEMBLY: Tuesday 15th January**

The assembly will consist of a short presentation from each of the Option Subjects not currently being studied.

**OPTIONS EVENING: Wednesday 16<sup>th</sup> January 7:30pm**

The evening will consist of two parts:

**Part One** be a presentation about the process and subjects.

**Part Two** will give Students/Parents/Carers an opportunity to visit subject displays to gain further information from staff and students about courses they are considering.

This is an excellent opportunity for you to ask any questions that you may have.

**FORMS HANDED IN: Monday 21st January**

It is important that forms are handed in by this date. If there are any problems, please let Ms Christensen know.

All Options forms will be checked by the students' Head of Year, Mr Todd. A number of students may have a follow-up interview to discuss their choices.

Option groups will be compiled after this date. If numbers are low then a course may not run. If a course becomes very full, late applications may not be considered.

**Warning:** The choices are offered in good faith on the basis that the College expects to have the teachers and other resources required to run them.

# OPTIONS PROCESS





# BOOSTER COURSES

- Additional English
- Functional Skills
- Personal Development





# ADDITIONAL ENGLISH

**Head of Department:** Mr C. Ring

**Topics to be covered:**

The course will be structured into three main categories: Reading and Writing, Listening and Speaking.

- Reading and Writing: Reading and Writing will focus on the practical application of basic grammar, punctuation and spelling, through different tasks such as letter writing.
- Listening: The listening part of the course will require students to answer questions based on something that they have heard, such as a weather forecast or announcements in different locations.
- Speaking: The students will be required to practise speaking skills around familiar scenarios.

**Learning Experiences:**

Students will be taught in a small group. Activities will include pair and group tasks followed by more independent work. Many activities will be interactive, requiring full student participation in order to develop confidence in speaking skills. Most activities focus on real-life problems, such as reading train and bus timetables, enabling students to acquire skills for life.

**Pathways to Year 10 Options:**

Students will be able to progress through the following external exam courses at their own pace:

- OCR Functional Skills

The course provides students with additional support in many of the skills necessary for English GCSE, and might therefore lead to improved English grades as a result.

**Prior knowledge/skills/interests recommended to apply for this course:**

- Students should have English as an Additional Language to apply for this course.
- Some students will be specifically selected for the course.
- Students should be keen to improve their spoken and written English.
- Students should have a desire to improve their confidence in communicating through the English language.







# FUNCTIONAL SKILLS

**Head of Department:** Mr C. Ring

**Topics to be covered:**

This course gives a firm grounding in the basics of English and Maths, with particular emphasis on the use of English and Maths in real life situations.

In Functional English, the course covers reading for meaning, grammar and punctuation, spelling, adapting writing for different purposes and audiences, speaking and listening.

In Functional Maths, the course covers the use and application of mathematical skills such as the use of number operations and interpretation of data to solve mathematical problems in real life situations.

**Learning Experiences:**

The learning of English and Maths skills will be through real-life problem-solving projects, sometimes linked to the world of work. Students may be required, for example, to plan a holiday for a specified group of people, write a CV, work out the cost of decorating a room or write formal and informal letters for information or complaint purposes.

**Pathways to Year 10 Options:**

Students will work at their own pace and may be entered for Functional Skills external examinations. Skills developed on the course will ensure a more secure grounding in English and Maths to support maximum achievement in the GCSE's.

**Prior knowledge/skills/interests recommended to apply for this course:**

Students are usually selected for this course by invitation, but all applications will be considered.

Students will need to have a strong desire to improve and work on the basics of Maths and English with the hope of improving grades in other subjects too.

**Additional Information:**

Students work as members of a small group. There are not usually more than twelve students in the class.





# PERSONAL DEVELOPMENT

**Head of Department:** Ms S. Rockell

**Topics to be covered:**

12 Units for Personal Development from personal wellbeing to economic wellbeing.

**Learning Experiences:**

Communication  
Health & Safety  
General life skills

**Pathways to Year 10 Options:**

AQA Personal Development

**Prior knowledge/skills/interests recommended to apply for this course:**

Students should be keen to improve their key skills, have a positive attitude to learning and a commitment to teamwork.

Students are usually invited to join this course, but all applications will be considered.

**Additional Information:**

Students work as members of a small group. There are not usually more than twelve students in the class. Often there are additional members of staff available to support students during lessons.





# LANGUAGES

- Ancient Greek
- Chinese (Mandarin)
- French/German
- Italian
- Latin





**Head of Department:** Miss O. Olivero

# ANCIENT GREEK

## **Prior knowledge/skills/interests necessary to apply for this course:**

In order to apply to study Ancient Greek and begin a new language in Year 9, students must have demonstrated an aptitude for the languages that they currently study. This can be demonstrated by students having made ‘exceptional,’ ‘in line with or above’ or ‘broadly in line with’ progress against their language flight paths (i.e. blue, green or yellow) and having good monitoring grades for languages on the Autumn 2017 monitoring report.

Ancient Greek is suitable for those students who enjoy learning languages and are interested in ancient Greek culture.

## **Topics to be covered:**

- Students will study Ancient Greek culture: Greek gods, Greek vases, Greek statues and Greek fables and myths.
- Language skills are developed with the introduction of a new alphabet, and Ancient Greek words and grammar.
- Students learn vocabulary and are encouraged to take every opportunity to make connections with words in English and modern languages they are studying.

## **Learning Experiences:**

- Students will translate individual sentences in grammar activities as well as whole passages.
- Class work will include group work, games and activities, the use of videos and ICT.
- There will be opportunities for museum and theatre visits.

## **Pathways to future education and employment:**

Ancient Greek is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Ancient Greek is a transferable skill: the reasoning and logic you put in practice while studying Ancient Greek can be applied to other subjects as well.

Ancient Greek could be particularly helpful for those interested in sciences and medicine. All the modern science started developing at a time when scientists knew Latin and Ancient Greek, which is why many science and medicine terms come directly from Ancient Greek. It provides root words for the specialised vocabularies of most modern sciences. Medicine uses a lot of Ancient Greek terms, and the doctors’ Hippocratic Oath was originally written in Ancient Greek.

Many students of Classical subjects such as Ancient Greek can choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media.

Famous people who studied Classical subjects include J.R.R. Tolkien (author of The Lord of the Rings), J.K. Rowling (author of Harry Potter), Chris Martin (lead singer of band Coldplay), Boris Johnson (politician), Tom Hiddleston (actor) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Ancient Greek at University.

## **Additional Information:**

Did you know that Ancient Greece was the origin of comedy, tragedy, history and democracy? All of these words come from Ancient Greek and all of the concepts originated 2,500 years ago in Greece.



# CHINESE (Mandarin)

**Head of Department:** Ms N. Christensen

**Topics to be covered:**

We will cover a range of different topics over the year including school, shopping, holidays, food and drink, celebrations and travel. There will also be a focus on China's rich history and culture!

**Learning Experiences:**

Students will learn a range of new vocabulary through the different units and will enhance their skills in the four areas of speaking, listening, reading and writing. Students will feel confident having conversations in Chinese and class work will include individual, pair and group work in a range of activities and games to increase language skills and cultural awareness. Students will also use technology and will learn how to type in Chinese characters. Furthermore, students will learn more about China's fascinating history and culture through research, presentations and documentaries.

**Pathways to future education and employment:**

Learning Chinese opens doors to a booming economy, an exciting culture and over a billion speakers in various countries around the world. It is one of the world's most widely spoken languages and is extremely useful when it comes to career prospects, trade, cultural exports, tourism, diplomacy and business.

Chinese bridging will lay an excellent foundation for students who wish to continue on to study GCSE Chinese and A level Chinese.

**Prior knowledge/skills/interests recommended to apply for this course:**

Chinese is a fantastic subject for those students who enjoy learning languages and learning about history and culture. In order to study Chinese in Year 9, students must have studied Chinese in Year 8. Students must have demonstrated an aptitude for the language by having made 'exceptional', 'in line with or above' or 'broadly in line with' progress against their flight path (i.e. blue, green or yellow) for Chinese in their Autumn 2018 monitoring report. In order to progress to Year 10, students are expected to have studied the language in Year 9.

**Additional Information:**

As part of the course, students will have the chance to speak with and make friends with native Chinese students when they come to visit Rooks Heath and attend Chinese lessons. There will be various cultural activities throughout the year and there will be the opportunity for students to go on a trip. This will be in the UK in Year 9.





**Head of Department:** Ms V. Caullet

**Head of German:** Frau A. Pucicka

**Topics to be covered:**

The course will be split into topics such as leisure, house, use of technology, environment, transport, holidays, shopping and special celebrations. Further language skills will be developed by doing research within these topics in the target language, as well as the learning of grammar.

**Learning Experiences:**

Students will learn about other cultures. There is a big focus on active learning as this is engaging and it also encourages students to interact with each other hence increasing their confidence. Students will have the opportunity to use the language in role-play situations, group work, by doing surveys, working in pairs or groups. Students will be using French/German active resources called Kerboodle, and various websites to further their knowledge of the language and the culture of the country. Subject to sufficient interest we are hoping to run trips abroad.

**Pathways to future education and employment:**

After the completion of the Bridging Course in Year 9, students will have the opportunity to build on foreign skills introduced in KS3 and will be able to join the two year GCSE course in either French or German. The GCSE examination will take place at the end of Year 11. We use the AQA board, and the exam is in 4 parts, reading, listening, writing and speaking, each worth 25%.

Studying French or German helps to develop your listening skills as well as boosting your memory, it improves your Maths skills as proven by the 2007 study in Massachusetts. It will boost your nonverbal intelligence as well as your lateral thinking. It can lead to sixth form courses such as a self-contained AS level (one year) or a full A level (two years) as well as university courses such as a University degree as a main course of study or as an additional component in combination with other disciplines.

Languages develop transferrable skills, they are highly versatile and complement most subjects. It can also lead to apprenticeships in industries such as aviation operations management, international trade and logistics (which deals with goods being imported and exported), nurse, events, management, HM forces. Current employment opportunities where a qualification in Languages would be advantageous include journalist, model, research analyst, international banking, accountancy, finance, law, medicine and many more.

**Prior knowledge/skills/interests recommended to apply for this course:**

Students should be interested in languages and other cultures. They will need to show that they are good at learning vocabulary and have a good homework track record. They must enjoy communicating with others and have a good attainment level in their current year. Students also need to be able to work independently. In order to eventually progress into Year 10, students are expected to have studied the language in Year 9.

**Additional Information:**

Students will be expected to catch up with any missed lessons when absent by going onto Canvas, contacting the teacher in person on their return or by email or going to the homework club. Students are expected to have their own bi-lingual dictionary.

# FRENCH / GERMAN



**Head of Department:** Mr M. Cacciatore

**Topics to be covered:**

The course will revolve around topics such as:

- Family
- Leisure
- Holidays
- Sports
- Shopping
- Special celebrations

All topics which will increase opportunities of communication in Italian. Further language skills will be developed with the introduction of past tenses and the future tense.

**Learning Experiences:**

Students will study the Italian language and culture. They will learn new vocabulary and practise the language in role-play, working in pairs or groups, playing learning games and carrying out writing tasks with a view to developing all the skills necessary to communicate confidently in Italian: listening, speaking, reading and writing. Students will learn more about the Italian culture and the many ways in which it has contributed to the other cultures of Europe and of the rest of the world.

**Pathways to future education and employment:**

Why learn Italian?

- Leisure: Italy is full of breath-taking sights and beautiful cities (Rome, Venice, Florence, Naples ...). Visiting Italy and communicating with Italian people using their language can be one of the most enjoyable and enriching experience in life. Also the food is great!
- Business: Italy is the 3rd-largest national economy in Europe, the 8th-largest in the world. This means that the knowledge of the Italian language opens up innumerable business opportunities.
- Academics: Italy has one of the richest histories in art, music, design and architecture. Knowing Italian will enable you to access and appreciate Italian art and history first hand.

**Prior knowledge/skills/interests recommended to apply for this course:**

In order to study Italian in Year 9, students must have studied the language in Year 8. Students should also be interested in languages and other cultures. They will need to show that they are willing to learn new vocabulary and have a good homework track record. In order to eventually progress into Year 10, students are expected to have studied the language in Year 9.

**Additional Information:**

There will be various cultural activities and there will be the opportunity for students to go on a trip. The trip will be in the U.K.

# ITALIAN





**Head of Department:** Miss O. Olivero

**Topics to be covered:**

- Students continue to study Roman culture as seen in Pompeii and Roman Britain.
- Further language skills are developed with the introduction of more forms of Latin verbs, nouns and adjectives, ways of recognising different kinds of questions in Latin and more complicated sentences.
- Students learn more vocabulary and are encouraged to take every opportunity to make connections with words in English and the modern languages they are studying.

**Learning Experiences:**

- Students will develop their translation skills and will also extend their knowledge of Latin vocabulary.
- Class work will include group work, games and activities, the use of videos and ICT.
- There will be opportunities for museum and theatre visits as well as possible trips to Bath and Pompeii.

**Pathways to future education and employment:**

Latin is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Latin is a transferable skill: the reasoning and logic you put in practice while studying Latin can be applied to other subjects as well.

Latin could be particularly helpful for those interested in Law, because Ancient Roman law has inspired English Law: many legal words are in Latin and in the 19<sup>th</sup> century, English judges and lawyers started borrowing rules and ideas directly from Roman law.

The same could be said for disciplines such as sciences and medicine. All the modern sciences started developing at a time when scientists knew Latin (and Ancient Greek): these languages provide root words for the specialised vocabularies of most modern sciences.

Many students of Classical subjects like Latin choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media.

Famous people who studied Classical subjects include J.R.R. Tolkien (author of The Lord of the Rings), J.K. Rowling (author of Harry Potter), Chris Martin (lead singer of band Coldplay), Boris Johnson (politician), Tom Hiddleston (actor), Frank Lampard (footballer) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Classics at University.

**Prior knowledge/skills/interests recommended to apply for this course:**

Latin is suitable for those students who enjoy learning languages and are interested in ancient Roman culture.

**Additional Information:**

Did you know that English is over 50% Latin? Therefore, by studying Latin vocabulary and grammar, students will gain a greater understanding of English and English literacy. Roman languages (Italian, French, Spanish, Portuguese and Romanian) all come from Latin. Studying Latin could help you later in life, should you choose to learn any of these languages.

# LATIN





# HUMANITIES

- Geography
- History





# GEOGRAPHY

**Head of Department:** Mr W. Simpson

**Topics to be covered:**

Students will investigate issues that are relevant and important to the world around them, including:

- Antarctica
- Global Inequalities
- The Coastal Zone
- Melting Planet
- Extreme Weather

**Learning Experiences:**

- Students will study human, physical and environmental geography topics and develop skills that will prepare them for GCSE geography (e.g. Geographical Information Systems, map skills and satellite images).
- They will regularly work in groups so having discussion skills will be important.
- Lessons will involve using ICT, satellite images, map work and graphs.
- Learning will also be complemented by regular fieldwork opportunities.
- There will be lots of opportunities to develop skills in extended writing.

**Pathways to future education and employment:**

- GCSE geography
- A Level geography
- Undergraduate courses in a wide variety of humanities based subjects.

Geography will help students develop important transferrable skills such as planning, research, communication, problem solving and leadership. These skills are highly sought after by employers.

**Prior knowledge/skills/interests recommended to apply for this course:**

- A genuine interest in the world around them.
- An interest in learning about major issues which affect the world today, such as global warming, deforestation and poverty.
- Be willing to work with others.
- Be able to express opinions and listen to the opinions of others.





**Head of Department:** Mr W. Simpson

**Topics to be covered:**

- Multicultural influences upon London c.1700 – present including a study of the East End during the time of Jack the Ripper.
- Women’s History– Strong Medieval Queens, Suffragettes.
- 20th Century History including World War II and Apartheid South Africa.

**Learning Experiences:**

- Visit to the Museum of London to build upon knowledge learned in class.
- Source work practice in lessons.
- Group work and discussions will be a regular part of the curriculum.
- Extended writing practice and introduction to exam style question.

**Pathways to future education and employment:**

- GCSE History c.1000 CE -2000 CE
- GCSE Ancient History c 753 BCE- 30 BCE
- A Level History
- Undergraduate courses in huge variety of humanities based subjects.
- History will help students develop important transferrable skills such as planning, research, communication, problem solving and leadership. These skills are highly sought after by employers.

**Prior knowledge/skills/interests recommended to apply for this course:**

- Genuine interest in a study of the past
- Desire to listen to other.
- Preparedness to vocalise opinions.
- Curious and questioning nature.
- Preparedness to write extended answers.

# HISTORY



*The Diseases and Casualties this Week,*

|   |  |
|---|--|
| <p><b>A</b> Bortive — 5</p> <p>Aged — 43</p> <p>Appletic — 1</p> <p>Bleeding — 2</p> <p>Burne in his Bed by a Candle — 2</p> <p>Cancker at St.Giles, Cripplegate — 1</p> <p>Chaliced — 43</p> <p>Charifomes — 13</p> <p>Consumption — 134</p> <p>Convulsion — 74</p> <p>Cough — 4</p> <p>Droople — 33</p> <p>Teas — 209</p> <p>Wox and Small-pox — 5</p> <p>Wrighted — 2</p> <p>Wrore — 2</p> <p>Grief — 3</p> <p>Grating in the Gats — 24</p> <p>Jandies — 5</p> | <p>Impoithume — 14</p> <p>Intum — 16</p> <p>Killed by a fall from the Bell-froy at Alha Lewes the Great — 4</p> <p>Kingfev — 1</p> <p>Leuhary — 1</p> <p>Palite — 1</p> <p>Plague — 7165</p> <p>Rickes — 12</p> <p>Rising of the Lighs — 1</p> <p>Scowring — 5</p> <p>Scary — 4</p> <p>Spies — 2</p> <p>Spored Feaver — 102</p> <p>Stilborn — 17</p> <p>Stine — 1</p> <p>Stopping of the stomach — 2</p> <p>Strangury — 1</p> <p>Sudidly — 1</p> <p>Surfeit — 42</p> <p>Teath — 434</p> <p>Thrush — 5</p> <p>Tinspany — 4</p> <p>TuBk — 15</p> <p>Vomiting — 3</p> <p>Winde — 2</p> <p>Wormes — 12</p> |
|---|--|

¶ Males — 4097  
 ¶ Females — 81  
 ¶ In all — 4178  
 ¶ Buried — 4235  
 ¶ In all — 8413  
 ¶ Plague — 7165  
 ¶ In all — 8273  
 ¶ Increased in the Burials this Week — 607  
 ¶ Parishes clear of the Plague — 4  
 ¶ Parishes Infected — 116

*The Office of Bread its Farth by Order of the Lord Mayor and Court of Aldermen, A penny Wheaten Loaf to contain Nine Ounces and a half, and three half-penny White Loaves the like weight.*

A plague bell and a casualties list from Sept 1665.

What do these items have in common?





# OTHER SUBJECTS

- Art & Design
- Business
- Computer Science
- Design & Technology
- Drama
- Food
- ICT
- Media
- Music
- Physical Education





# ART & DESIGN

**Head of Department:** Ms I. Hargrave

**Topics to be covered:**

The work for this course is based on two themes which are explored in both Ceramics & Fine Art

- Theme One - Other Cultures
- Theme Two - Advertising and Pop Art Packaging

**Learning Experiences:**

This is a Certificate course in Fine Art and Ceramics with 3 levels of achievement; Bronze, Silver and Gold. Students will have four hours of Art and Ceramics a fortnight. They will be expected to do approximately two hours of homework a week and need to purchase basic art materials to use at home. They need access to the internet or library for independent research purposes as well as a colour printer. These are available to students in the Art study area and the College library.

**There are four assessment Objectives—each carrying 15 marks**

**A01 – Developing ideas and investigating sources.** *(This is students' research, their drawings and ideas)*

**A02 – Experimenting with your ideas using materials, techniques and processes.** *(This is the work students do with the theme, developing their ideas into different media.)*

**A03 – Recording your ideas and observations.** *(This is based on the skills and techniques used to show observations and ideas.)*

**A04 – Students responses making connections with their sources and artists studied. (Final Pieces)** *(This is the students art work and evaluations and how they relate to the theme artists studied.)*

**Pathways to future education and employment:**

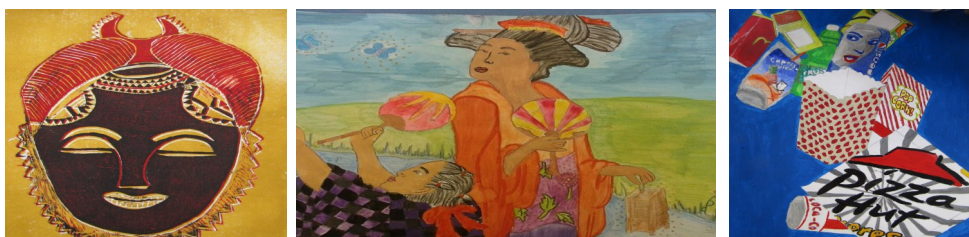
This course allows students to acquire the breadth of knowledge and experience needed to go onto more advanced study in art, both at GCSE and 'A' Level. The Art economy generates over £90bn for the UK and 1:8 jobs in London are in the creative industries and this number is growing.

The spin off to other forms of employment include the importance of visual information to design; manual dexterity; knowledge and experience of a variety of media and materials as well as everyday skills such as measuring, mixing colours, researching need and function and finalising designs. Art and Design is an expanding, viable and relevant career option for today's students.

**Prior knowledge/skills/interests recommended to apply for this course:**

Students will:

- be interested in and enjoy art and design
- be creative, motivated and have lots of ideas
- have a fairly good level of art skills and wish to improve them
- be happy to experiment and to look at things in a new way, enjoying challenge





**Head of Department:** Ms J. Chambers

**Topics to be covered:**

- Business start-ups
- Finance
- Customer Service
- Production and Operations
- Entrepreneurship and Enterprise
- Marketing
- Administration
- Human Resources

**Learning Experiences:**

**Term 1:** The Cadbury Challenge - students will design, conduct market research and pitch a new chocolate bar to investors. All students have the opportunity to visit Cadbury World to see production in action.

**Term 2:** Students will write a business plan for a new business covering the key areas of marketing, operations, finance, organisation of a business and human resources.

**Term 3:** Students will take part in recruitment clinics and build their skills for interviews. They will also take part in a Rooks Heath Young Apprentice Challenge to consolidate the business skills learned throughout the course.

**Pathways to future education and employment:**

- GCSE Business
- OCR Cambridge Nationals Level 1/2

After studying either of the above courses there is the opportunity to study in the 6th form either A Level Business or BTEC Level 3 Business that give pathways onto university courses or apprenticeships.

**Prior knowledge/skills/interests recommended to apply for this course:**

No prior knowledge is required to take this course. We will equip and teach students with the necessary skills they need to face real business challenges in the future.

**Additional Information:**

This course is designed to give a hands on approach to business concepts and skills that can then be transferred to academic/vocational work in the future. Teamwork plays a huge part in any business job, and so Year 9 Business is based on participating in team challenges. There are three team-based competitions throughout the year.

**Trips:** South Harrow to conduct market research  
Cadbury World in Birmingham to see production and workings of a global business

# BUSINESS





# COMPUTING

**Head of Department:** Ms A. Heath

**Topics to be covered:**

Students will complete an Entry Level Certificate in Computing. They will study a variety of topics:

- Programming
- Binary
- Hardware
- Software
- Computational thinking
- Data representation
- Computer legislation
- Algorithms
- Computer memory and storage

**Learning Experiences:**

Students will be expected to work independently and as part of a group. They will create their own programs, test, evaluate and develop their ideas further. Students will look in depth at emerging and future technologies and will research and present their chosen topic.

**Pathways to future education and employment:**

Those planning to study Computer Science at GCSE **must** complete this course.

Studying Computer Science helps to develop the following skills:

Analyse and problem solving, planning, being creative in the solution of problems and in the development of designs. It can lead to GCSE Computer Science and Creative iMedia and sixth form courses such as A Level Computer Science and BTEC Level 3 National Extended Certificate in Information Technology as well as university courses such as Software Engineering, Cloud Computing, Robotic Engineering and Computer Science Information Security.

It can also lead to apprenticeships in industries such as Aerospace Software Development Engineers, Software Developers, Digital and Technology Solutions Professionals, Cyber Security Technologists and Infrastructure Technicians. Current employment opportunities where a qualification in Computer Science would be advantageous include multimedia programmer, database administrator, information system manager, IT consultant, software developer.

**Prior knowledge/skills/interests recommended to apply for this course:**

- An interest in computer programming is essential.
- An enjoyment of Maths, specifically skills such as logical reasoning and sequencing are also vital.
- An interest in technology

**Additional Information:**

- A trip to the Computing Museum or Bletchley Park is planned.
- Good attendance is essential.
- Good levels of written and spoken English will aid written work.





# DESIGN & TECHNOLOGY

**Head of Department:** Miss V. Bennett

**Topics to be covered:**

Students will study Design & Technology using a range of materials. These will be taught in projects sometimes combining different material areas within Design & Technology. There will be several main project themes for the year including:

- The design of the mobile phone and its packaging covering traditional Graphics skills using papers and boards and using some 3D design work.
- A clock project covering traditional Resistant Material skills using plastics and woods.
- A Noughts and Crosses/Tic Tac Toe game project using traditional Product Design skills using woods, fabrics and boards.

Students will learn about modern materials including Smart Materials as well as designers such as Gerrit Reitweild, Raymond Tempier, Coco Chanel and Mary Quant and design brands such as Apple and Braun to build up knowledge in preparation for the GCSE.

**Learning Experiences:**

Students will have the opportunity to use a variety of research methods to complete project work. They will be expected to work independently and individually as well as in a team. Students will use iterative design and look in depth at developing ideas and use ICT to support work. They will access CAD/CAM equipment, improve manufacturing skills and evaluate work regularly.

**Pathways to future education and employment:**

This is the perfect stepping stone to Design and Technology GCSE.

Studying Design & Technology Bridging helps to develop skills such as designing, product development, evaluation, production/manufacturing, costing, independence and teamwork. It can lead to A Level courses at Rooks Heath such as Product Design or Fashion & Textiles as well as university courses such as Aeronautical Engineering, Architecture and Product Design. It can also lead to apprenticeships in industries such as Film /Set design, Fashion retail, Production or Management,

Current employment opportunities where a qualification in Design and Technology would be advantageous include Teaching, Civil Engineering, Fashion, Marketing, Graphic Design, Mechanical Engineering and Pattern Cutting.

**Prior knowledge/skills/interests recommended to apply for this course:**

- An interest in design and designing.
- Prior success in Year 7 and 8 Technology Projects. This may be in the form of handling materials safely or good practical knowledge of materials.
- Drawing, ICT and measuring skills are also desirable.

**Additional Information:**

There are no cost implications for this course. The course will be taught in a similar way to Year 7 and 8 using different teachers and equipment throughout the year. Students will be using a variety of materials. Good attendance is essential due to the crossover of projects with different teachers, good levels of written and spoken English will aid written work.







**Head of Department:** Ms G. Capoluongo

**Topics to be covered:**

Monologues and duologues

- Devising drama
- Greek Theatre
- Shakespeare and Elizabethan theatre
- Study of theatre practitioners

**Learning Experiences:**

Theatre trips, project work, exploring different theatrical conventions and performance work.

**Pathways to future education and employment:**

Studying Drama Bridging at Year 9 will directly link with GCSE Drama and further opportunities such as: A level Drama, BTEC Performing Arts, drama school, acting, directing, technical theatre design, drama therapy, theatre production, stage and theatre management.

Current employment opportunities where a qualification in Drama and the transferable skills you develop would be advantageous are: teaching, nursing, law, marketing, counselling and journalism .

**Prior knowledge/skills/interests recommended to apply for this course:**

Teamwork, enthusiasm, evaluation, communication, confidence, self expression, verbal and non-verbal communication, body language, voice and movement are all attributes that are required to be successful in drama and that these will be developed through this course.

**Additional Information:**

Each unit will be internally assessed through the presentation of ideas, contribution to group work, performance work and evaluation.

Students will be expected to work well as a team, be well-organised and enthusiastic. This course will involve lots of practical work, so good attendance is vital!

# DRAMA





**Head of Department:** Mrs K. Harrison

**Topics to be covered:**

**BTEC Home Cooking Skills**

This is an exciting course for anyone who enjoys cooking and finding out more about food. We will be following the Jamie Oliver Home Cooking Skills Course — a qualification endorsed by BTEC at Level 1 and Level 2 .

Topics include:

- Cakes
- Pastry
- Festival food

**Learning Experiences:**

Students will learn through demonstrations, practical work and theory work in class. They will also see a variety of on-line podcasts to help them develop their skills. They will work as group to plan and prepare afternoon tea for some staff and some of their friends.

**Pathways to future education and employment:**

GCSE Food Preparation and Nutrition is an option in years 10 and 11 and students will enjoy taking their passion for Food to the next level. Further courses can be at A Level or Level 3 and 4 BTEC courses. This in turn can lead to a career in Catering or Hospitality.

**Prior knowledge/skills/interests recommended to apply for this course:**

Students must be:

- Organised to bring in ingredients when required.
- Passionate about cooking a wide variety of foods
- Want to gain a recognised qualification whilst enjoying both practical and theory work.

**Additional Information:**

Students will be expected to provide ingredients regularly as all dishes will be taken home for the family to enjoy!

FOOD





**Head of Department:** Ms A. Heath

**Topics to be covered:**

Starting with their own experiences, students will extend their knowledge of online services and investigate the technology and software that supports them. Technology of the Future, Shop Project, E-Waste, Editing Graphics, Websites and Animation.

**Learning Experiences:**

Students will use various software applications including four main Microsoft Office applications (Excel, Word, Publisher & PowerPoint), Serif WebPlus (developing websites), and Flash (creating animations). Presenting skills will be developed through a variety of activities.

Students will be expected to work independently and collaboratively.

**Pathways to future education and employment:**

Studying ICT bridging helps to develop the following skills: teamwork, communication, planning, organisation and editing images. It can lead to sixth form courses such as BTEC Level 3 National Extended Certificate in Information Technology as well as university courses such as Creative Digital Media and Interactive Media. It can also lead to apprenticeships in industries such as Creative Digital Designer. Current employment opportunities where a qualification in Creative iMedia would be advantageous include Multimedia Consultant, Design Assistant and Digital Designer.

ICT

**Prior knowledge/skills/interests recommended to apply for this course:**

- Good progression in Computing from year 7 to year 8.
- A keen interest in technology products.
- An interest in creative design.
- Using own initiative will be an advantage.
- A good understanding of how to use any software application.

**Additional Information:**

A trip to the Computing Museum or Bletchley Park is planned.

Good attendance is essential due to the gradual building of ICT skills.

Access to a PC with internet access or the ability to attend after school or lunch time homework club in order to complete homework or practise skills learnt in class.

Good levels of written and spoken English will aid written work.





**Head of Department:** Mrs L. Hyde

**Topics to be covered:**

Students will discover a range of Media concepts and the different forms in which they are presented. Looking at the different Media forms, they will have the opportunity to create and bring to life their own ideas from Television, Advertising, Magazines, Online Media and Film.

**Learning Experiences:**

Students will learn through different activities, which include student-led presentations, research and project based work such as creating marketing products and short films. Teamwork will be a big part of their learning experience and will enable them to structure and stretch their imagination and creativity.

**Pathways to future education and employment:**

Studying bridging Media Studies will give students an introduction to the theoretical aspects of Media Studies whilst also giving them a hands-on experience using digital audio/video and photographic recording and editing equipment; so they will develop a grasp of skills such as planning a shoot, lighting and filming a scene, directing actors, filming an interview, recording dialogue and editing together a final product.

It can lead to Key Stage 4 and Sixth Form courses such as BTEC in Creative Media Production, GCSE and A Level Media Studies, as well as university courses such as Media, Communication, Journalism, Film, Cultural Studies, Public Relations and Marketing. It is a recognised subject that can also help to lead students onto studying in other subject areas such as English, History, Politics, Psychology and Sociology.

It can also lead to apprenticeships in industries such as television, radio and events. Current employment opportunities where a qualification in Media would be advantageous include jobs in the media, cultural and creative industries. Areas of work include (but are not limited to) television and radio, film and video, digital media, computer games, journalism, writing and publishing, public relations, advertising, marketing and media practice.

**Prior knowledge/skills/interests recommended to apply for this course:**

- Creativity
- Teamwork
- Presentation skills
- Research skills

**Additional Information:**

There will be educational trips (contribution maybe required).

# MEDIA





**Head of Department:** Ms A. Slater

**Topics to be covered:**

This is a brilliant subject for students who love music! We will cover a range of different musical styles to build a fantastic foundation for future learning. Topics include basic music theory and how to read music, how to write music, the history and development of rock and blues, music of other cultures, classical music, film music and music technology.

**Learning Experiences:**

Students will explore, listen to, analyse and perform music across a wide range of different music styles. The course includes both theory and practical work, although the emphasis of this course is for students to have the chance to build up and develop their practical skills. A large amount of class time will be allocated for students to be actively making music on their chosen instrument/s in order to develop their skills (please note that singing and rapping are also ‘instruments’!) They will have the chance to select their favourite style of music to work on and perform, and will have a number of opportunities to record in the studio. It really is a great subject for those students who enjoy playing and making music!

**Pathways to future education and employment:**

Music bridging will lay an excellent foundation for students who wish to continue to pursue the study of music by taking the BTEC Music course. Students who have completed Music Bridging in the past, have felt more confident and comfortable in studying music in Years 10 and 11. The skills developed in Music Bridging, such as performance skills, song writing and using music technology are complemented with developing rehearsal technique as well as learning how to prepare for and run a performance, all of which begin to introduce students to some of the roles and skills required to work in the Music Industry. Music Bridging also helps students to build a range of transferrable skills such as communication and teamwork and will help improve self-confidence.

**Prior knowledge/skills/interests recommended to apply for this course:**

If students enjoyed music in Years 7 and 8 then they should consider taking Music Bridging. Apart from developing and learning new skills, it is a fun subject for those who love music! Students should be prepared to participate in a range of musical activities in class and should be interested in improving their skills level on an ‘instrument’.

**Additional Information:**

As part of the course, students will have the chance to attend trips to London to see musicals in West End theatres. They will also be invited to watch the various performers that we have in school. There will also be lots of opportunities for students to get involved in extra-curricular activities such as taking part in music concerts, International Evenings, Comic Relief etc. Whilst some students love to perform in front of others, we do understand that others do not. Students who enjoy performing will be given chances and opportunities to do this. However, students who don’t enjoy performing will only need to do so in group situations (not on their own!) so they needn't feel shy.

MUSIC



# PHYSICAL EDUCATION

**Head of Department:** Mr B. King

**Topics to be covered:**

- Components of Fitness
- Principles of Training
- Skeletal and Muscular Systems
- Health and Fitness
- Reasons for Participation
- Rules and Regulations of Sport
- Movement Analysis
- Diet and Nutrition

**Learning Experiences:**

Lower school coaching, trips (HOAC, Oxygen, Body Works and Stadium tours), guest speakers and sporting fixtures.

**Pathways to future education and employment:**

Students who choose PE bridging can then progress onto the GCSE course. This course gives them the opportunity to develop theory knowledge, further and improve practical performance ready for GCSE assessment. Students will have the opportunity to study A Level PE or BTEC L3 PE and eventually use these qualifications to go to university and study many sports related courses such as: Sports Science, Physical Education, Nutrition, Strength and Conditioning, Sports Coaching and Physiotherapy. You can use all of your previous sporting qualifications to then enter employment in the Sport and Fitness industry.

Careers include: fitness instructor, personal trainer, PE teacher, sports coach, physiotherapist, sports scientist, nutritionist.

**Prior knowledge/skills/interests recommended to apply for this course:**

Teamwork, enthusiasm, evaluation, communication, confidence and practical sporting ability. Physical Education should attract both boys and girls who already have a good background and ability in PE. However, excellence in physical activities should not be seen as the only reason for choosing this subject. The opportunity to take part in more PE is obviously a great incentive but students who choose this option are expected to put as much effort into the theory work as they do the practical sessions. This course is not for students who regularly forget their PE kit.

**Additional Information:**

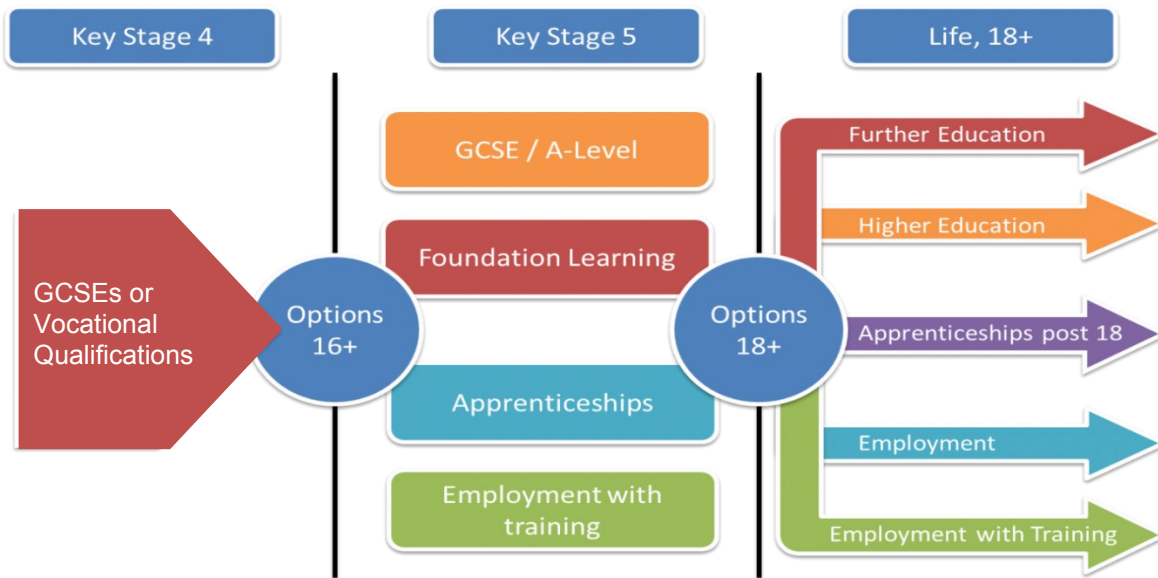
Each unit will be internally assessed through a series of Topic Tests and Practical Assessments.

Students will be expected to ALWAYS have correct PE kit. Students will have the opportunity to purchase a Bridging PE shirt which they can wear to all PE lessons.





## Pathways



# CAREERS

It is never too early to start researching jobs and careers. All young people in the UK must now stay in education or training until they are 18 and it is important that the skills and knowledge they develop during this time leads them in the direction they want to go. The diagram above shows the main pathways.

In the fast paced, technological times that we live in, it is a widely recognised fact that many of the jobs the teenagers of today will do in the future have not been developed yet. Therefore, students must build a portfolio of employability skills and qualifications that demonstrate the ability to learn and adapt in our changing world.

There are some useful links for exploring careers on the Rooks Heath College website. Please visit the Careers 16+ section via the Student and Parent 'Quick-Links' button to access them.

Key contacts in school are:

Mrs B. Sahota  
**Careers Coordinator**

Mrs R. Howells (EDT)  
**Independent Careers Advisor**  
Available all day Thursdays and Fridays in MF8  
Drop in Surgeries during lunch break 12.25pm—1.10pm in MF8