



ROOKS HEATH SCHOOL

OPTIONS BOOK

BRIDGING
2021





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Careers





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

At Rooks Heath School 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 expect that they will continue almost all of these chosen subjects into 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 School 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.

Most students are expected to continue with four out of five of these subjects into years 10 and 11. Completing the Bridging Courses to these subjects will ensure continuity and give the best possible preparations for future GCSE or vocational study. Therefore, towards the second half of year 9, students will consider which of the five subjects they intend to drop. If students wish to take Economics, Triple Science, Philosophy, Religion and Ethics or Sociology in Year 10, they would drop another bridging subject to make room for one of these subjects instead. Other than these four subjects listed immediately above, students will not be able to start a new subject in Year 10. It is therefore important to get the Year 9 bridging choices right.

INTRODUCTION





INTRODUCTION

GCSEs and BTEC Courses in Year 10 and 11

The GCSE and BTEC qualifications are rigorous and challenging. The GCSEs are graded 9 -1 (where 9 is high). Both BTEC and GCSE courses are valid routes into A Level courses, BTEC Level 3 courses and University. 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, all students who are able to will continue to learn at least one language, either History or Geography and a creative subject to give a broad range of skills. We believe this provides an ambitious curriculum that will fully prepare students for the future world in which they will grow up.

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 focussed 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 school 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 move into studying their GCSE and vocational options. All students who are able to will study GCSEs in Maths, English Language, English Literature, Combined Science or 3 separate sciences, a language and a humanity (History or Geography). These subjects make up the EBacc suite of qualifications. The majority of students will choose to continue with two of their other bridging course subjects, taking these through to GCSEs or vocational qualifications. Therefore, most students will identify one subject towards the end of Year 9 that they wish to drop. Some students (those who wish to study Triple Science, Economics, Sociology or Philosophy, Religion and Ethics) will swap one further Year 9 bridging course in favour of one of the above.





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

Bridging Courses	
Languages: French German Latin Ancient Greek** Chinese (Mandarin)	Other subjects: Art* Business Computing Design & Technology* Drama* Food* Health and Social Care ICT Media* Music* PE
Humanities: Geography History	
One or two subjects may be replaced by the following Booster Courses: Additional English Functional Skills Personal Development	

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 set as an assignment on TEAMS in your registration group.

OPTIONS ASSEMBLY: Friday 12th February

A recorded PowerPoint explaining the Options process will be made available on the website from the above date. The assembly will consist of a short explanation about the options process. There will also be short videos about subjects that are new to students in Year 8.

PARENTS CONSULTATION EVE: Thurs 25th February

This evening is a consultation evening that will provide you with valuable information about your child's progress. This is an excellent opportunity for you to ask any questions that you may have should your child be considering this subject for Year 9 and onwards.

INTERVIEW DAY: Thursday 4th March

Every student with their parents/carers will be given an interview at which they will discuss their Options Application Form. These interviews will be held remotely, using our School Cloud System. The interviewer will confirm that students are planning to apply for courses appropriate to their needs and ability. Interviews will be conducted by experienced members of staff who have knowledge of the student and of the Options available.

FORMS HANDED IN: Thursday 11th March

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

All Options forms will be checked by the students' Head of Year, Mr Sharp. 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 School 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: Mss A Madlani

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:

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
- 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 'significantly above', 'in line with or above' or 'working towards' progress against their language flight paths (i.e. blue, green or yellow) and having good monitoring grades for languages on the Autumn 2020 and Spring 2021 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 make connections with Ancient Greek words and English/modern languages.

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 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 2019 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

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.

Studying languages develops transferrable skills, 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), nursing, events management and HM forces. Current employment opportunities where a qualification in Languages would be advantageous include journalism, modelling, 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: 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 19th 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. You need to have studied Latin in Year 8 in order to continue. It is advised that you make good progress in Latin in previous years for this bridging course.

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
- Preparing for the GCSE

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 M. O'Donoghue

Topics to be covered:

- Why the Police were unable to catch Jack the Ripper?
- Why did a Cold war develop after WW2?
- Why did the black civil rights campaign develop in America after WW2 and how effective was it?
- How accurate are the reputations of Richard the Lionheart and Bad King John?

Learning Experiences:

- Visits 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 a 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 others.
- Preparedness to vocalise opinions.
- Curious and questioning nature.
- Preparedness to write extended answers.

HISTORY



The Diseases and Casualties this Week.

Abortive	45	Impetigo	11
Aged	45	Intox	16
Ague	5	Killed by a fall from the Bell	4
Apoplectic	1	Killed by a fall from the Great	4
Bleeding	2	Kingfish	1
Burnt by the Bell by a Candle	2	Leishman	1
at St. Giles' Cripplegate	1	Palate	1
Cancer	1	Plague	7165
Childhood	43	Rickets	17
Cholera	19	Rising of the Lights	14
Consumption	134	Scouring	5
Convulsion	64	Scurvy	1
Cough	2	Spleen	1
Dropsy	33	Spotted Fever	102
Feaver	509	Stillborn	17
Flix and Small-pox	5	Stone	1
Frighted	1	Stopping of the stomach	1
Grief	1	Strangury	1
Griping in the Guts	24	Suddenly	1
Jandies	5	Surfeit	49
		Tear	158
		Thrush	5
		Tympany	1
		Typhoid	15
		Vomiting	3
		Wound	1
		Worms	12

The Office of Bread is forth 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

* creative subjects





ART & DESIGN

Head of Department: Ms I. Hargrave

Topics to be covered:

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

- Theme One - Still Life
- Theme Two - Other Cultures
- Theme Three - Anime/Manga

Learning Experiences:

This is an Art Course that reflects the GCSE requirements but with a slightly lower expectation. Students will have four hours of Art a fortnight; the emphasis is on experimenting and exploring media and techniques while developing technical skills. Students are expected to complete two hours of homework a week and need to purchase basic art materials to use at home. For research purposes they also need access to the internet and a colour printer. Also available to students in the Art study area and the School library.

There are four assessment Objectives

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 and 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.

Art and Design is an expanding, viable and relevant career option for today's students.

Employment opportunities in the art world are wide ranging and include a variety of industries such as fashion, web and gaming, film, architecture, interior design, textiles, knitwear, graphic design, window display, theatre and costume design, hair and make up, illustration and advertising, furniture design, ceramic design.

The spin off of art skills to other forms of employment include the following:

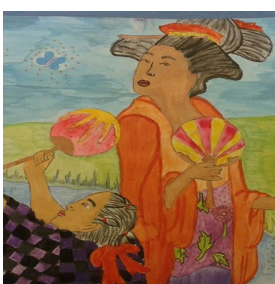
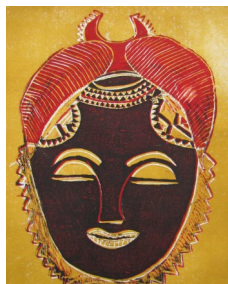
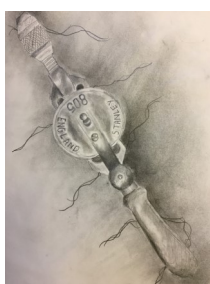
- The importance of visual information to design
- Improved manual dexterity and experience
- Knowledge and experience, handling a variety of media and materials
- Researching need and function and finalising designs.

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

- To have the ability to focus with a serious interest in art and design
- To be creative, motivated and have lots of ideas
- To have a good level of art skills and the desire to improve them

For examples of work please visit the Rooks Heath Instagram

art_rooksheath





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 and pitch a new chocolate bar to investors, including conducting some market research. All students have the opportunity to visit Cadbury World to see production in action.

Term 2: Students will learn about different areas of business from functional areas, business ownership, the marketing mix, tax issues and finance concepts along with many more elements related to business.

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

After studying the above course there is the opportunity to study in the 6th form either A Level Business or BTEC Level 3 Business that both 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 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:

Analysing 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.





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.

DESIGN & TECHNOLOGY





Head of Department: Ms A. Slater

Topics to be covered:

Devising Drama; Study of Theatre Practitioners; Physical Theatre; Documentary Theatre; Study of a set text; Live Theatre Review

Learning Experiences:

Drama is a life skill and a creative art form. Students will work in a safe and supportive environment where they can respond to and express ideas that will help them to make sense of the world we live in. In Year 9, the Drama curriculum is designed to consolidate skills introduced in Year 7 and 8, whilst introducing new skills, techniques, concepts and theatre practitioners. Students will be introduced to more challenging stimuli, issues and genres, also learning about Drama Practitioners and Theatre Companies methods and techniques. Students will be expected to work with a greater level of independence in the devising and staging process and take bigger risks with their ideas. Students will be required to learn and understand a variety of dramatic terminology and utilise this in order to express this in their written work. Students are given the opportunity to experience the demands of the GCSE specification in units of work built around

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.

Alongside employment opportunities where a qualification in Drama is desirable, students will develop a range of transferable skills, such as communication, teamwork, public speaking, and creative and critical thinking, which would be advantageous in a range of professions such as teaching, nursing, law, marketing, counselling and journalism.

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

Each unit will be internally assessed through the presentation of ideas, contribution to group work, performance work and evaluation. Students should have an interest in live theatre, theatre as an art form, collaborating and problem solving as part of a team. Students will need to have good analytical skills and a firm grounding in Dramatic lexicon and will be expected to work well as a team, be well-organised and enthusiastic.

Additional Information:

Drama promotes self-esteem and provides all students with a sense of achievement. These feelings will influence all other aspects of learning, school, home and social life. Drama is an invaluable subject for teaching social skills and communication skills, for raising self-awareness, developing empathy for and understanding of other people, places and cultures. It allows young people to be both introspective and outward-looking. As part of the course, students have the opportunity to engage with external companies, practitioners and experience trips to the theatre in London's West End, which provides invaluable opportunities for students to observe the Performing Arts industry in action. There will also be opportunities for students to get involved in extra-curricular activities such as taking part in drama productions and clubs. activities such as taking part in drama productions and clubs.

Drama





Head of Department: Mrs V. Bennett

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
- Main courses

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 a 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.

FOOD

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!





HEALTH and SOCIAL CARE

Head of Department: Ms R. Gill

Topics to be covered:

Students will take part in a project about the National Health Service (NHS). They will discover how and when the NHS was formed and the changes to the service through the years. They will work in teams and present their findings to a panel of guests.

The various roles within the health and Social Care sector will be explored. Students will be asked to select roles that are of most interest to them and they will research these roles and create job descriptions and specifications. These will be presented.

Students will go on to learn about various health conditions and the impact of these on the health services. Conditions such as Blood pressure, Diabetes, Asthma, Covid -19, High Cholesterol levels and Cardiovascular disease are examples of health conditions studied. Students will learn about the causes, prevention, symptoms and treatments

Learning Experiences:

The aim of the Y9 bridging course in Health and Social Care is to give students an insight into some aspects of the health and social care environment. Students will learn key skills such as organisation and planning skills, communication skills, collaborating with others and research skills.

Pathways to future education and employment:

The health and social care sector is the UK's biggest employer. About three million people in the UK work in the health and social care sector - the equivalent to one in every 10 people. The current pandemic has further emphasised the importance of health and social care services. If you would like a future career in the Health and Social Care sector, this course will give you an introduction to the National Health Service (NHS), the various roles within the sector and common disorders.

Health and social care is a vast service sector undergoing rapid change, with new government initiatives giving it a higher profile than ever. These developments mean there is likely to be a demand for well-trained, multi-skilled people. Various roles will help students make informed choices about their future careers. There are over 350 different roles within this sector offering future employment.

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

Students should have a keen interest in learning about the health of themselves and others. They should be interested in the work of those who provide care for others and how this is carried out.

Additional Information:

Students may have visits from people who work in the Health and Social Care sector, or may participate in visits to different Health and Social Care settings.





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. Topics include Technology of the Future, Shop Project, E-Waste, Creating and Editing Graphics, Websites and Animation.

Learning Experiences:

Students will use various software applications including four main Microsoft Office applications (Excel, Word, Publisher & PowerPoint) and Photopea (editing and creating graphics). 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.

MEDIA

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).





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 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: Ms Leonard

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:

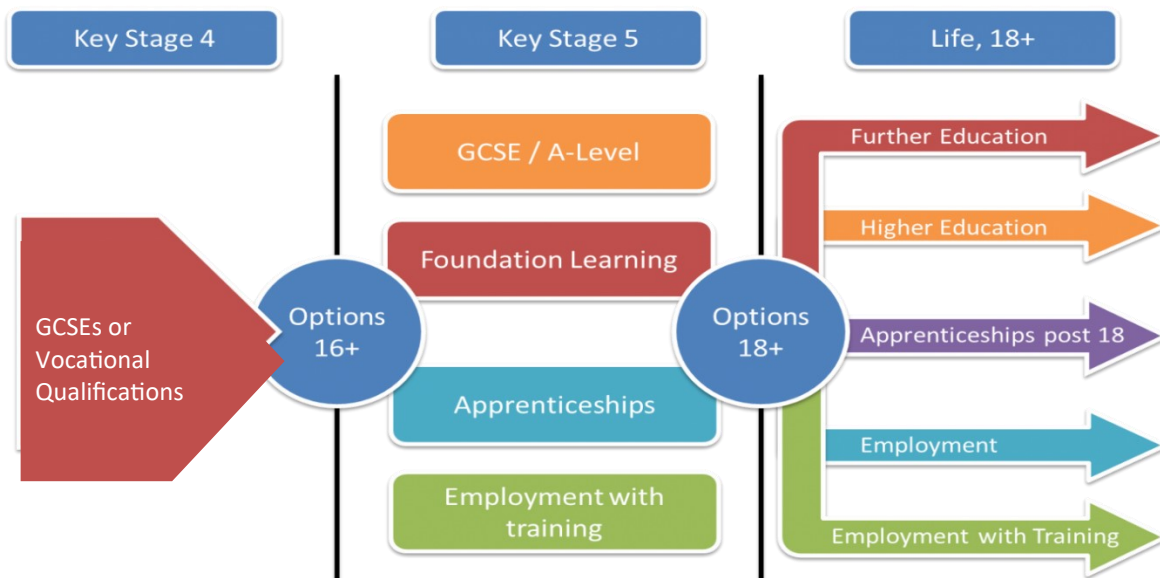
Each unit will be internally assessed through a series of Topic Tests and Practical Assessments.

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 School 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

APPENDIX I



Department
for Education

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	
7	
6	B
⑤ STRONG PASS	
④ STANDARD PASS	
3	D
2	E
1	F
	G
U	U