



SMITHDON HIGH SCHOOL
HUNSTANTON

**Year 9 Information & Tutor
Evening
Thursday 21 November 2024**

Work hard, be kind and smile

GCSE Preferences Process

Key dates:

19 January - GCSE Preferences programme launched

23 February - Year 9 assessment fortnight begins

4 April - Deadline for selections to be made

June - Confirmation of subjects

GCSE Preferences Process

19 January - Preferences programme launched, information shared with students and parents to help with making preferences.

- GCSE Preferences booklet
- 2 x PSHE sessions each week
 - Next steps information; apprenticeships, sixth form, college etc.
 - Course information delivered by Heads of Department and current students.
- Weekly assembly
- Careers interviews

GCSE Preferences Process

23 February - Year 9 assessment fortnight begins

These are part of the picture to help

- Students decide on the best courses for them
- Staff advise on the suitability of the GCSE course for individuals

Ongoing work in lessons also plays a big part - remember subjects are not confirmed until June - all of KS3 is considered.

GCSE Preferences Process

4 April - Deadline for selections to be made

The actual selection process is done using an online system in school. Students will log in during a PSHE session and complete the online form to choose their preferences.

Parents are able to see this through the parent app if they wish to confirm.

GCSE Preferences Process

What you need to know:

- All students complete Maths, English and Science GCSEs
- All students have core PE on their timetable
- All students will then study 4 further courses
- The majority of students will select a modern foreign language
- All students have to select at least one of History or Geography
- This leaves 2 open choices remaining

GCSE Preferences Process

- Music
- Drama
- GCSE PE
- Art
- Hospitality and Catering
- Business
- Creative I-media
- Health and Social Care
- Religion, Philosophy and Ethics (RPE)
- Design Technology

GCSE Preferences Process

English Language and Literature, Maths, Science, *Core PE*

1x

French
or
German (if
studied in
year 8/9)

1x

Geography
or
History

2x

Music	Health & Social
Drama	care
GCSE PE	RPE
Art	Design Technology
Hospitality &	French
catering	German
Business	Geography
Creative I-	History
media	

GCSE Preferences Process

2x

Music
Drama
GCSE PE
Art
Hospitality & catering
Business
Creative I-media
Health & Social care
Philosophy and ethics
Design Technology
French
German
Geography
History

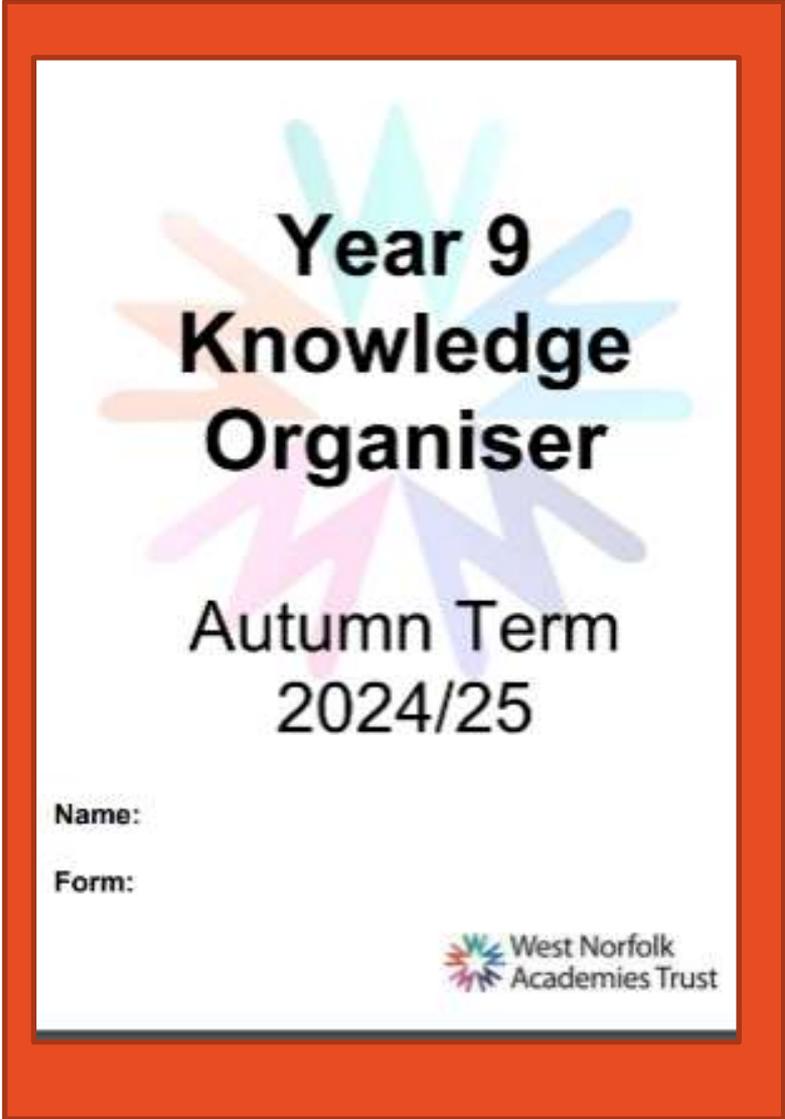
- Students will be asked to pick 4 subjects for this section and rank them in order of preference
- We cannot guarantee that students will get their top 2 preferences so it is essential that they carefully consider all 4 subjects that they put down.
- Order of preference will be stuck to as much as possible!

GCSE Preferences Process

How you can help:

- Talk to your child about the process - use the GCSE curriculum guide and extra information on Google classroom
- Make sure they are thinking about the right things:
 - What subjects will help them reach their next step
 - What subjects they are successful in
 - What subjects they enjoy
 - Not the wrong things:
 - What their friends are doing
 - Who the teachers are

Homework in Year 9

The image shows the cover of a 'Year 9 Knowledge Organiser' for the Autumn Term 2024/25. The cover has a white background with a large, colorful starburst graphic in the center. The text is centered and reads: 'Year 9 Knowledge Organiser' in a large, bold, black font, followed by 'Autumn Term 2024/25' in a slightly smaller black font. At the bottom left, there are two lines of text: 'Name:' and 'Form:'. At the bottom right, there is a logo for 'West Norfolk Academies Trust' which consists of a colorful starburst and the text 'West Norfolk Academies Trust'. The entire cover is framed by a thick orange border.

Year 9 Knowledge Organiser

Autumn Term
2024/25

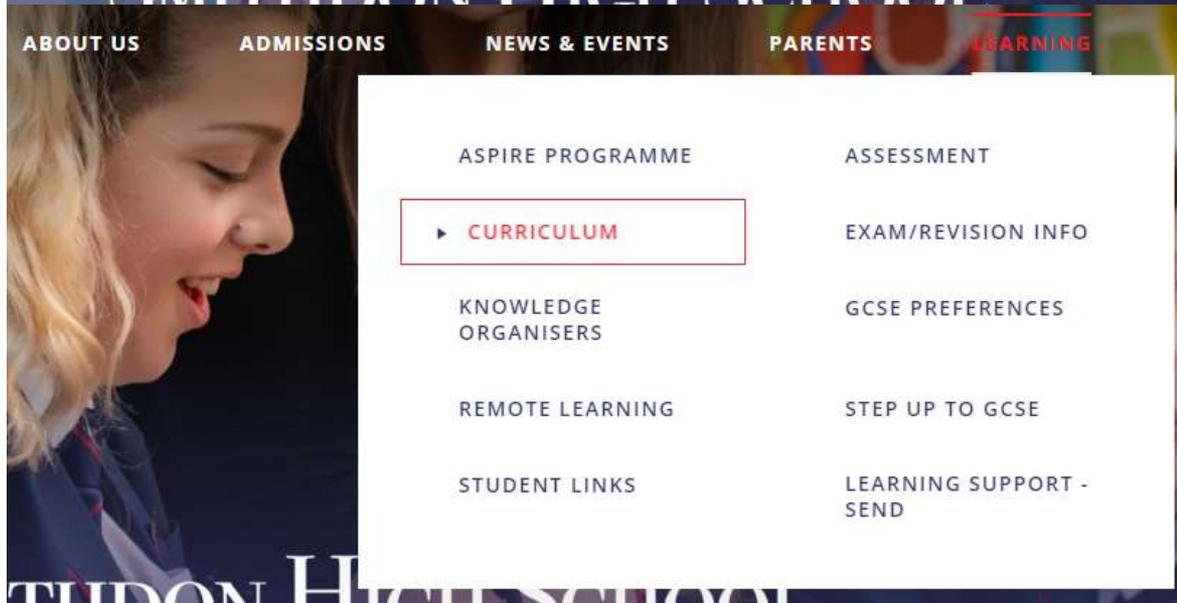
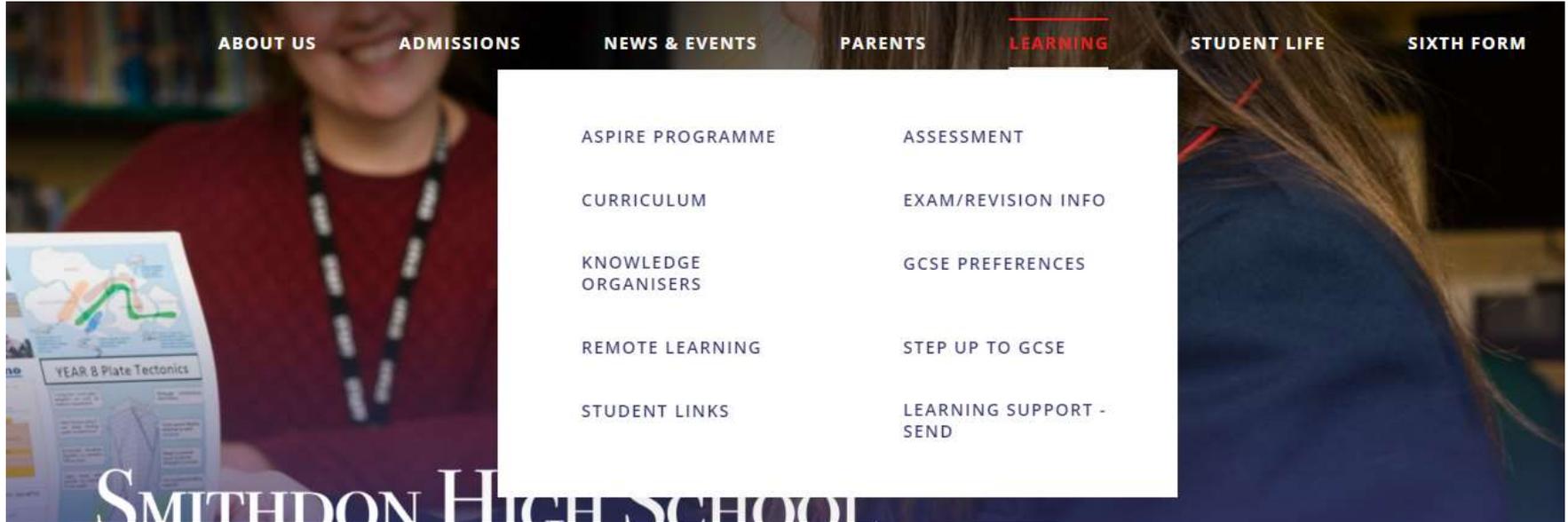
Name:

Form:

 West Norfolk
Academies Trust

- All students have a Knowledge Organiser including a reading log and a summary of learning techniques
- Homework is based on Knowledge Organisers.
- Homework will be set as follows:
 - Maths (set on Sparx) - once per week
 - English - Read daily. Update reading logs weekly.
 - Science and MFL - once per week
 - Humanities (History, Geography or RE) on rotation - once per week
 - All other subjects on rotation - once per week

What is your Child Learning?



Then click on subject overviews

Learning Journeys

Our English Curriculum

This conceptual curriculum is designed to develop students' sense of English as an academic discipline by linking its abstract frames and metaphors to concrete examples within a wide range of challenging texts including whole books, short stories, poems and plays with a wide coverage of genres, historical periods form and authors.

Story & Context

This scheme develops pupils' awareness that texts are constructs and that writers are influenced by their experiences and their cultural contexts



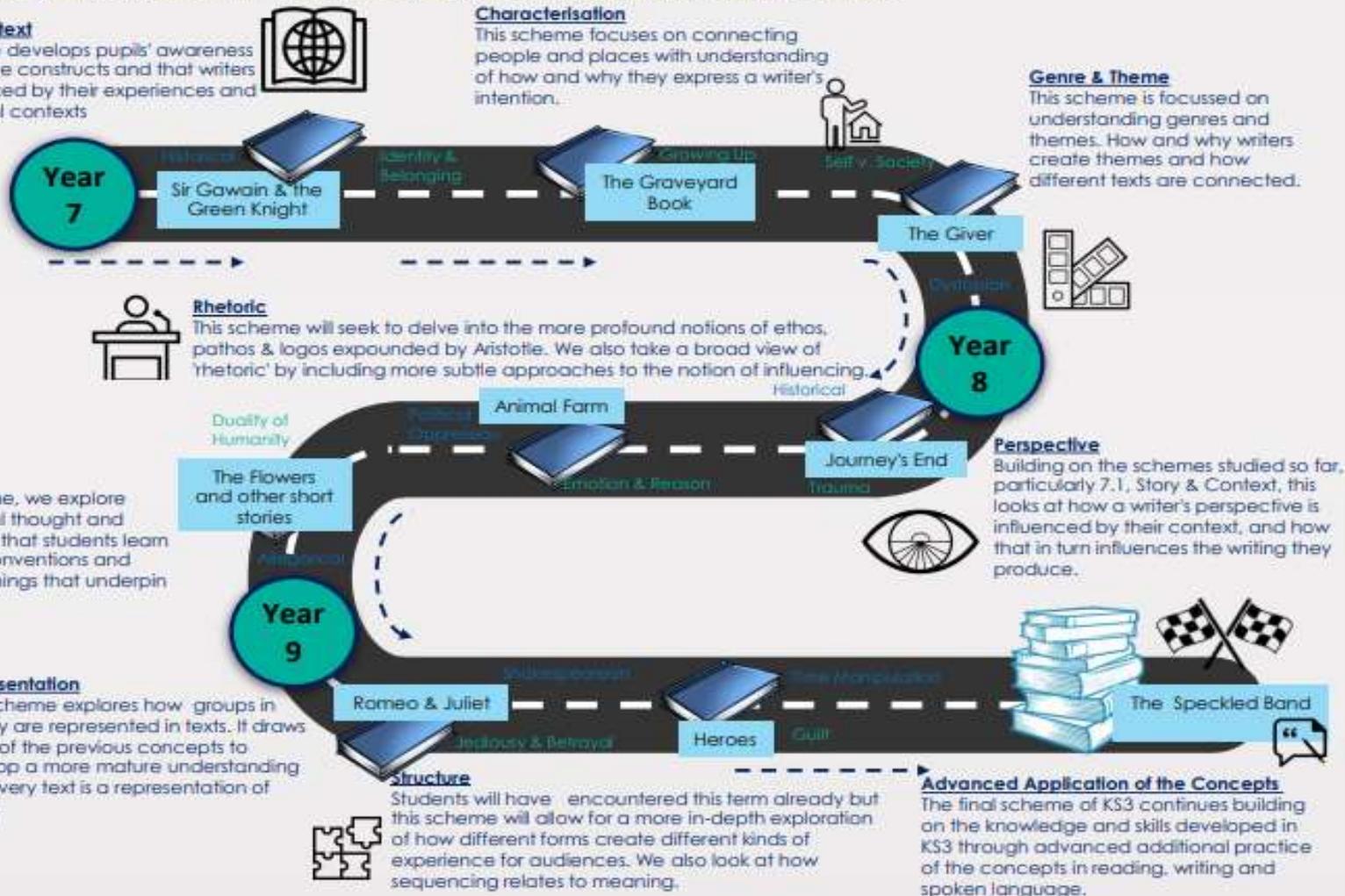
Characterisation

This scheme focuses on connecting people and places with understanding of how and why they express a writer's intention.



Genre & Theme

This scheme is focussed on understanding genres and themes. How and why writers create themes and how different texts are connected.



Year 7

Sir Gawain & the Green Knight

The Graveyard Book

The Giver

Year 8

Animal Farm

Journey's End

Year 9

The Flowers and other short stories

Romeo & Juliet

Heroes

The Speckled Band

Symbolism

In this scheme, we explore metaphorical thought and language so that students learn about the conventions and shared meanings that underpin English.

Rhetoric

This scheme will seek to delve into the more profound notions of ethos, pathos & logos expounded by Aristotle. We also take a broad view of 'rhetoric' by including more subtle approaches to the notion of influencing.

Perspective

Building on the schemes studied so far, particularly 7.1, Story & Context, this looks at how a writer's perspective is influenced by their context, and how that in turn influences the writing they produce.

Representation

This scheme explores how groups in society are represented in texts. It draws on all of the previous concepts to develop a more mature understanding that every text is a representation of reality

Structure

Students will have encountered this term already but this scheme will allow for a more in-depth exploration of how different forms create different kinds of experience for audiences. We also look at how sequencing relates to meaning.

Advanced Application of the Concepts

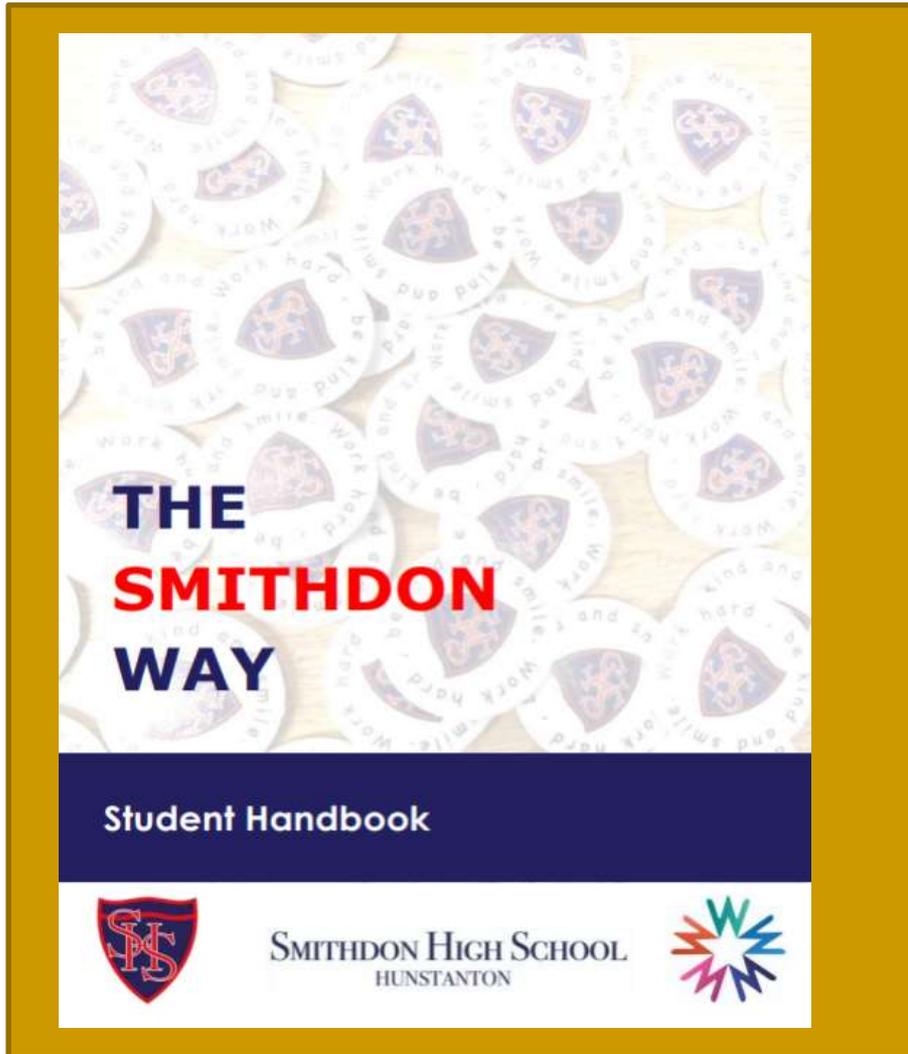
The final scheme of KS3 continues building on the knowledge and skills developed in KS3 through advanced additional practice of the concepts in reading, writing and spoken language.

English Curriculum Overview

English KS3 Curriculum Topics

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	Characters: Protagonists/ Antagonists	Characters: Protagonists/ Antagonists Ballads, fairy tales and The Graveyard Book	Time and Place: Poetry and Travel Writing	Time and Place: Poetry and Travel Writing Poetry and Different Cultures & 19 th - 21 st Century Travel Writing	Introduction to Shakespeare	Introduction to Shakespeare Much Ado About Nothing
Year 8	Perspective and POV	Perspective and POV- focus on journey's End	Rhetoric	Rhetoric - focus on non-fiction texts and extracts from Animal Farm	Symbolism	Symbolism - focus on The Flowers and other short stories
Year 9	Representation - focus on Romeo and Juliet	Representation - Romeo and Juliet and modern texts	Structure	Structure - focus on Heroes	Advanced Application of the Concepts	Advanced Application of the Concepts

The Smithdon Way Student Handbook



- Have you seen this?
- Includes the Smithdon 7, expectations regarding uniform, equipment, behaviour, safeguarding, routines and lessons.



*Work Hard, Be Kind
and Smile*