



# **Second Year Curriculum Book**

2023-2024



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## INTRODUCTION

The purpose of this booklet is to give parents and pupils information and advice about the Second Year curriculum and academic arrangements at Yarm School. In particular, we hope it will help parents to continue to support and monitor the progress of their child, framing the vital home-school partnership.

Now that pupils have fully settled into Yarm School, they should have the confidence to get fully involved in their work so that they make good progress. We will expect them to be committed to doing their best at all times.

Concentration and positive engagement in class, coupled with a diligent approach to homework, will be the keys to fulfilling their potential.

### The Second Year Curriculum

In the Second Year, the curriculum remains broad and balanced, ensuring that pupils do not rule out any major career options at this very early stage. One significant difference from the First Year curriculum is that pupils study the three major sciences as separate subjects for the first time. Later in the year, pupils and parents will have to make some decisions about a small number of optional subjects in the Third Year.

#### **Subjects studied:**

(The number of allocated lessons per week is shown in brackets.)

Art (1)	French (3)	Music (1)
Biology (2)	Geography (2)	PE & Games (1 + 2)
Chemistry (2)	History (2)	Physics (2)
DT (2)	Latin/German (2)	Religion, Philosophy & Ethics (1)
English (3)	Maths (3)	

All pupils also participate in the two timetabled Activity afternoon sessions each week, choosing from a very wide range of options.

## Teaching Groups:

1. Forms: As pupils move into the Second Year we rearrange the form groups, keeping a roughly equal mix of ability and Houses, together with a balance of genders. This provides some fresh opportunities for group work and broadens the pupils' experience. Groups are allocated by the Head of First Year and Head of Learning and Achievement, after consultation with Tutors and other teachers who know the year group particularly well. Pupils and parents are invited to make requests / provide advice, although we hope that by now pupils will feel more confident when joining a new working group and appreciate the benefits of working with a wider range of other children.
2. Sets: In some subjects pupils progress better if they are grouped with children of similar ability so that they move fast enough to achieve their potential, yet not so fast that they get left behind.

Decisions on the composition of sets are made by the Heads of Department based upon recent examination results and consultations with the teachers of that year group. In this respect, they are a professional decision made by the school in the best interests of supporting effective progress for pupils. Sets are reviewed periodically (typically after any mid-year tests and end-of-year examinations) and usually a small number of pupils are moved if it is perceived to be justified.

In the Second Year, setting is continued in Maths and French. Almost all pupils pursue a second language – either German or Latin – but a very small number who would find that particularly challenging may have alternative curriculum provision.

## **ART AND DESIGN**

In the Second Year, pupils consolidate and refine skills learned in the previous year and also develop new techniques. At the start of the Autumn and Summer terms pupils will spend time learning various drawing techniques and these skills will be formally assessed at the end of the first half of the Summer term.

Pupils continue to work in their sketchbooks, with both contemporary art and art from the masters continuing to influence their work.

Pupils will have one lesson per week and study one major topic each term.

### **Term One – Architecture**

Pupils begin by learning about the use of one point and two point perspective and the vanishing point. We will look at the work of a variety of artists who have focused on architecture and architectural detail in their own studio practice. The pupils will combine their ability to utilise one and two point perspective with some of the newfound techniques based on their chosen artist. This will culminate with a final piece in the medium of their choice.

### **Term Two – Mixed Media Project**

We introduce the pupils to mixed media and print making. Their work will be underpinned by an analysis of the work of well-known artists; a fun activity for all to enjoy.

### **Term Three – Observational Drawing**

We return to the fundamentals of observational drawing and various techniques used to create a 3D illusion.

For further information, please contact Ms Liz Stebbings, Head of Art. ([es@yarmschool.org](mailto:es@yarmschool.org))

# **BIOLOGY**

## **Aims**

The aims of the Second Year Biology course are:

- To introduce pupils to the diversity of biological study and to the Royal Society of Biology guidelines.
- To stimulate and engage pupils' interest in Biology as a separate science subject, including fieldwork during the Summer Term.
- To develop scientific skills such as investigative thinking, data handling, laboratory safety and experimental technique.

## **Course Synopsis**

### **Introduction to Biology**

#### **Photosynthesis**

- The chemical and word equations for photosynthesis
- How a plant is adapted to perform photosynthesis



#### **Classification of Living Things**

- Grouping living organisms and the use of biological keys to identify major plant/animal groups.

#### **Variation of Living Things**

- Continuous and discontinuous variation between individuals;
- Genetic and environmental influences on variation.

#### **Adaptation of Plants and Animals.**

- How the cactus/camel are adapted to arid conditions, the polar bear is adapted to arctic life, and fish are adapted to life in water;
- Predator-prey relationships.



#### **Respiration**

- Aerobic and anaerobic respiration – chemical and word equations
- Use of organisms respiring in food production.

#### **Micro-organisms & Disease**

- Groups of microorganisms: viruses, bacteria and fungi. Structure and functions, economic importance and links to diseases.
- Pathogens and The Human Immune System



### **Health and lifestyle**

- Diet, fitness and stress in a healthy lifestyle;
- Drugs - beneficial and harmful effects.
- Alcohol, smoking and caffeine.



### **Ecology**

- Ecology skills fieldwork trip in collaboration with the Geography Department.

### **Skills to Accumulate during the Year**

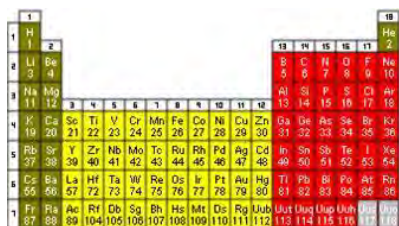
- Pupils will be encouraged to further develop their experimental /investigative skills, including graph construction and data analysis.
- Pupils will use ICT to research information on a number of biology topics.
- They will be further encouraged to become more confident with more complex biological vocabulary in anticipation of them beginning their GCSE course in the Third Year.

### **Contact**

For further information, please contact Mr Tom Newman, Head of Biology.  
([ten@yarmschool.org](mailto:ten@yarmschool.org))

## CHEMISTRY

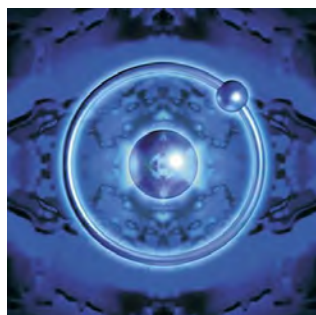
During the Second Year, pupils will encounter and study some of the basic concepts which underlie the subject. A great deal of emphasis is put on practical work; pupils will work either in small groups, pairs, or at times individually. The Second Year course, which has been written in-house, will build upon the knowledge and understanding gained from the First Year General Science course.



The course begins with an introduction to Chemistry and will include aspects such as chemical safety and hazards, the basic structure of the Periodic Table in terms of groups and periods, metals and non-metals, and chemical symbols. This topic will often include a research exercise on an unfamiliar element.



Pupils will then move on to learn about the differences between elements, mixtures and compounds as well as investigating various techniques which can be used to separate mixtures such as filtration, distillation and crystallisation.



A topic on gases allows pupils to prepare and chemically test for the presence of hydrogen, oxygen and carbon dioxide. Pupils will generally work in pairs to carry out the practical preparations and tests. These chemical reactions allow pupils to appreciate the differences between reactants and products, as well as exothermic and endothermic reactions.

The main topic on Reactivity Series of Metals is a useful way for pupils to continue to develop their practical and observational skills by investigating how different metals react with air, water and acid, as well as with other metal compounds. Pupils will then be able to use their experiences and observations to construct a table which ranks some of the more common metals according to their reactivity. Pupils will also begin to learn about reaction classification in terms of redox and displacement.



Following on from this, the pupils will investigate the conditions which cause rusting of iron, how this process can be prevented and why it might be important to do so.

The final area of study concentrates on the chemistry of the atmosphere and of water. In particular pupils will learn about the development and composition of the atmosphere as well as both atmospheric and water pollution. The study of the chemistry of water will enable pupils to consider how water is made fit to drink and the differences between hard and soft water.



Throughout the course, pupils will begin to learn how to write chemical formulae and simple chemical equations, where appropriate. Pupils also are encouraged to think about working scientifically and gain skills in controlling variables, collecting data, analysing, and presenting data.

For further information please contact Mr Edward Baker, Head of Chemistry.  
([Edward.Baker@yarmschool.org](mailto:Edward.Baker@yarmschool.org))

## DESIGN AND TECHNOLOGY

Design and Technology lessons in the Second Year build on the skills and practices introduced in the First Year but aim to develop and extend the creative talents of the pupil. This objective is achieved through continued practical activity, but also introduces drawing tasks.

Initially pupils engage with informal design sketching and an introduction to formal technical drawing useful to manufacture. This way more responsibility is given to the pupil over the design and form of their work and allowing them to:

- Represent their ideas in two and three dimensions.
- Develop accuracy and precision in their practical work.
- Acquire craft skills associated with resistant materials.
- Learn about properties of materials and how best to use them.
- Gain confidence in using CAD and CAM equipment to work independently.



The practical skills gained over the course of the year are diverse and the inclusion of computer-aided design and manufacture processes significantly enhances the quality of projects, allowing pupils to pursue more complex and innovative design work.

For further information and advice please contact Mr Daniel Spence, Head of Design & Technology. ([ds@yarmschool.org](mailto:ds@yarmschool.org))

## ENGLISH

As pupils move through their secondary years, we aim to revisit the full range of skills at progressively more sophisticated and interesting levels. This means that, in many ways, the Second Year English curriculum looks quite similar to that designed for First Year, although the materials, content and expected levels of achievement become more demanding.

There is also further emphasis on enjoyment; while we aim to develop the powers of written and spoken analysis in all pupils, we also aim to have fun, and to generate interest in the many aspects of the subject, and the many issues raised in it.

There are two whole year group assessments during the year, leading onto the May exam. These help us to monitor progress in a range of reading and writing skills.

During the course of the year, in an order planned by the individual class teacher, every pupil will encounter the following key elements:

- Consolidation of the formal accuracy of spelling, punctuation and grammar;
- Confidence in a wide variety of discussion situations;
- Closely analytical study of a novel, a play, and some poetry;
- Introduction to Shakespeare (his theatre, his plays, his language, his life);
- Analytical consideration of non-fiction and media texts (e.g. advertisements, leaflets, newspapers, websites);
- Creative writing of many and various kinds;
- Opportunity to participate in school drama (e.g. House Drama Competition, Duologues Competition, Junior School Production);

Regular Library visits within English lessons continue, giving opportunity for wider recreational reading, for supervised access to the facilities, or just for browsing. We occasionally have visits from authors and performers, and we enter teams for various literary general knowledge competitions. We also encourage pupils to enter poetry or story writing competitions.

For further information and advice please contact Mr Liam Gilbert, Head of English. ([ljg@yarmschool.org](mailto:ljg@yarmschool.org))

## GEOGRAPHY

During the Second Year Geography course pupils continue to build upon some of the geographical skills they study in First Year, including interpretation of maps and climate graphs.

During the year pupils will study elements of Physical and Human Geography and learn to identify the variety of ways the geographical processes of the past impact upon current issues such as climate change. Pupils study glaciation, learning about processes of glacial erosion, glacial deposition and the landforms created by these processes. The map skills knowledge gained in First Year is used to help identify glacial features on maps. The change in climate from the Ice Age to the present is also covered.



Pupils also study an introduction to Geology, where they learn about the formation and characteristics of igneous, metamorphic and sedimentary rocks. The landscapes created by the underlying Geology and the impact on human activities is also considered: pupils will use the Yorkshire Dales National Park as a case study to show these connections.



On the Human Geography side of the course, through the Developing World topic, pupils learn about indicators of development and the development gap. Pupils will learn about globalisation, including the reasons for it, and evaluate the impact of increasing connections between places and people across the

planet. They will also have the opportunity to explore what sustainable development is.



We complete the Second Year with a study of rivers and a visit to Cod Beck to carry out a range of fieldwork techniques.

Here at Yarm School, we aim to give our pupils the tools and the understanding which will help them in our ever-evolving world.

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

For more information, contact Mrs Kirsten Baines, Head of Department.  
([klb@yarmschool.org](mailto:klb@yarmschool.org))



## HISTORY

*'A people without the knowledge of their past history, origin and culture is like a tree without roots'. [Marcus Garvey]*

In the Second Year, pupils are introduced to the major political, religious and social changes across global history.

As an introduction, we look at the origins of democracy and where the ideas of democracy were first tested.



Pupils study a number of different global political movements and how they laid the foundations for modern Western democracy. Case studies include, the development of democracy in Britain, the American Revolution, French Revolution and alternatives provided by the Chinese and Russian Revolutions. Pupils evaluate the different pressures that led to the creation of modern rights.

In the latter part of the year, we consider how and why human rights have developed around the world, focusing on case studies in the development of global Civil Rights in South Africa, America and the UK. We also look in depth at the development of women's suffrage and the fight for change.

Throughout the year, pupils continue to develop their skills in evaluating historical sources and seeing how and why people, events, situations and changes have been interpreted in different ways. We look at the different arguments of Historians across the year and analyse their interpretations of the past.



During History lessons, pupils communicate their ideas and present their answers to different historical enquiries through a variety of means, including



extended written work, diagrams, through ICT, class discussion, group presentations and role play. In written work, emphasis is put on the importance of focusing clearly on the issue in question and including relevant detail to support ideas and arguments. Pupils are encouraged to weigh up evidence and draw their own conclusions and express their work clearly and fluently.

**'A page of History is worth a book of Mathematics.'**

*Oliver Wendell Holme Sr., American poet*

As a department, we aim to communicate our own interest in and enthusiasm for the subject and to make all pupils' study of History an enjoyable and rewarding experience.

Further information is available from the Head of History, Mr Tim Taylor. ([tdt@yarmschool.org](mailto:tdt@yarmschool.org))



## LATIN



Latin in the Second Year builds on pupils' progress in the First Year course, expanding and strengthening their vocabulary and introducing them to new grammatical ideas, including infinitive verbs and adjectival agreement. They will also be introduced to the Genitive Case and the Pluperfect Tense. The focus of the action moves to Roman Britain and the ways the Romans first conquered the province and then won the locals over with the benefits of Roman culture and technology. Towards the end of the year, pupils also learn about Egypt as a Roman province, with particular focus on the cosmopolitan city of Alexandria.

For more information please contact the Head of Classics, Mr John Hall. ([jsh@yarmschool.org](mailto:jsh@yarmschool.org))

## MATHEMATICS

Continuing from the First Year, pupils follow the MEP scheme of work studying at Standard, Academic or Express level. Detailed information of the MEP course and pdf versions of the book can be found at: [www.cimt.org.uk/projects/mep](http://www.cimt.org.uk/projects/mep). Although pupils in all groups cover the same topics, the depth of knowledge gained from each topic and speed of delivery will depend on the ability of the class.

$$A=\pi r^2$$

As in the First Year, the MyMaths and Dr Frost platforms will be used during lessons and for homework tasks. Pupils are also encouraged to use the interactive part of the MEP website as part of their ongoing revision of work. As the exercises are marked online, the students obtain immediate feedback and they can also be used to help pupils catch up on work that they may have missed.

A large proportion of our pupils participate in the Junior Maths Challenge. In previous years, several have gone on to compete in either the British Mathematics Olympiad or the European Kangaroo competition; Yarm teams have placed highly in national competitions.

Further information is available from Mr David Yates, Head of Maths. ([djy@yarmschool.org](mailto:djy@yarmschool.org))

## MODERN LANGUAGES



The main aim of the Modern Languages Department is to realise every pupil's linguistic potential at each stage of their progression through the school. Flexibility, tracking and streaming allow us to identify strengths and weaknesses and ensure that pupils are being taught at an appropriate level, depending on their ability. All pupils study French to GCSE level and the most able can study up to three (French, German and Spanish) and very occasionally four, should they commit themselves to a language in one of their Activity sessions.

In French, pupils are set according to ability and are allocated three lessons per week. Those pupils who have opted for German also study this for two lessons per week. At the beginning of the Third Year, pupils can take up Spanish.

Languages are taught communicatively, using a wide range of resources. New vocabulary and structures are introduced through the media of speaking and listening and are then reinforced through reading and writing. Regular use is made of the school's intranet and internet facilities; the department also has interactive monitors in each of its six classrooms and various computer suites at its disposal. Pupils receive two 30-minute pieces of homework per week for French, of which one will always be formally tested learning. Two French textbooks (*Expo 3* and *Tricolore Total 2*) are used in the Second Year, depending on pupils' previous linguistic experiences and ability. German is taught using *Echo 2* and has one 40-minute piece of homework per week.

Topics and grammatical concepts covered in French in the Second Year may include:

<b>Topics</b>	<b>Grammar</b>
Travel at home and abroad	Past, present and future tenses (regular and irregular verbs)
Pocket money	Regular and irregular adjectives
Telephone conversations	Negative expressions
Writing letters	Comparatives

House and home	Reflexive verbs
Shopping	Direct object pronouns
School life and daily routine	
Food and drink	
Clothes and parts of the body	
Countries, capital cities and nationalities	

The main topics and grammatical concepts covered in German in the Second Year are as follows:

<b>Topics</b>	<b>Grammar</b>
Holiday and Leisure Activities	The present and perfect tenses
Shopping and Pocket Money	Definite and indefinite articles
TV and free time	Possessive adjectives
Sport and Health	Modal verbs
	Using gern and lieber

For further information, please contact the Head of Modern Languages and French, Mr A. Bridges ([ajwb@yarmschool.org](mailto:ajwb@yarmschool.org)), or the Head of German, Mr T. Fellows ([tef@yarmschool.org](mailto:tef@yarmschool.org))

## MUSIC

### Musical Big Bangs

All pupils continue to study Music in the Second Year, during which we aim to build on the musical foundations taught in the First Year. The scheme of work covers an exciting and eclectic mix of musical styles and genres through which the students will extend their knowledge and understanding of musical elements including rhythm, metre, melody, texture, structure, harmony, scales and tonality.

Pupils will explore musical "big bangs" from each of the areas of *World Music*, *Popular Music and the Blues* and *Music Technology*. Through exposure to these significant genres, works or composers, pupils will tackle creative and performance tasks, as well as focussing on technical and theoretical aspects.

We do not want to spoil the surprise as to what the "Big Bangs" will be, but during the course of the year pupils will gain insight into the following:

- **Popular Music and the Blues.** The Blues and how modern pop music is a direct descendent of the Blues. As part of this module, pupils will learn how to play in the 12-bar blues style and will improvise using the Blues scale. The history of the Blues will be brought to life by exploring the deeper meaning and emotion portrayed in Blues songs. Following on from this, pupils will gain an insight into contemporary pop songs by playing and composing with common chord patterns and analysing pop songs. During this topic, pupils will also gain an insight into the world of the recording industry.
- **World Music.** Pupils will be introduced to traditional music from cultures around the world. They will learn about different and exciting musical styles, instruments and cultures. They will learn to play music from around the world as a classroom ensemble.
- **Music Technology.** In the current digital age, computers play an increasingly important role in music making, both for performance and composition. Pupils will learn how to compose using notation software. This exciting software allows pupils to develop their knowledge of music notation and will play the music that they compose. Digital Audio Workstations (DAWs) are used extensively by popular musicians, studio engineers and right across the music industry. Pupils will learn how to record, edit, and mix samples to create their own popular songs.
- **Western Classical Music.** Pupils will learn about the impact that music from the classical era had on music as we know it today. They will learn about some of the most famous composers, and about the way they

composed and developed music, creating and performing a set of theme and variations. Pupils will gain an understanding of the cultural and social changes that were taking place during the classical era, and how this influenced the music they wrote.

### **THEORY WORK COVERED AS PART OF THE SECOND YEAR MUSIC COURSE**

- Revision of work covered in First Year
- Triplets
- Syncopated rhythmic patterns
- Major scale
- Minor scale
- Blues scale
- Chromatic Scale
- Major and minor triads
- Dominant 7th chords
- Primary chords

### **TECHNICAL WORK COVERED AS PART OF THE SECOND YEAR MUSIC COURSE**

- 12 Bar Blues
- Blues scale
- Swing rhythm
- Rhythm section
- Instrumental
- AAB structure
- Fill
- Improvisation
- Pedal note
- Drone
- Italian dynamics
- Structures: pop song / theme and variations / binary / ternary / sonata form / rondo
- Augmentation
- Diminution
- Mixing
- Automation
- MIDI editing

For further information please contact the Director of Music, Mrs Katie Staggs.  
([kels@yarmschool.org](mailto:kels@yarmschool.org))

## PHYSICAL EDUCATION

Our aim is that all pupils leave Yarm School having had a positive and enjoyable experience of the Physical Education programme. The skills and understanding they have acquired will enable them to follow a healthy lifestyle long after they have left school. As a traditional school, team games and the ethos behind them form the background to our Physical Education programme. They are a fundamental part of the general school ethos and as such are viewed as part of our core curriculum. We attempt to establish a balance between breadth and depth, balancing commitment to the sports we focus on each term in Games lessons with the wish to give pupils a wide and varied physical education through the timetabled lessons and Activities.

The major games for each term are supported with a comprehensive fixture list and team players are expected to attend weekly team practices and matches. In addition to this, the weekly Activities sessions allow pupils to undertake a wide range of sports that in many cases will have been initially covered in their P.E. lessons. In Games lessons at certain times in the year pupils are given a degree of choice of sports. Below is an outline year planner for both Games and P.E. This can vary due to the weather, but we always aim to cover as much of the programme as possible.

All fixtures, match information and team selections can be found on the school website via the link to the school sports page. More current information and the up-to-date progress of the teams is posted on the Twitter account: @yarmgirlsgames and @yarmboysgames.

For further information please contact:

Mr Gary Ferguson, Director of Sport ([gf@yarmschool.org](mailto:gf@yarmschool.org)).

Ms Nicola Hodgson ([nh@yarmschool.org](mailto:nh@yarmschool.org)) is specifically responsible for girls' PE and Games and Mr Chris Webb for boys' PE and Games ([cacw@yarmschool.org](mailto:cacw@yarmschool.org)).



**AUTUMN TERM  
GAMES**

<b>BOYS</b>	<b>RUGBY / HOCKEY</b>
<b>GIRLS</b>	<b>HOCKEY / NETBALL</b>

**PHYSICAL EDUCATION**

<b>BOYS</b>	<b>X COUNTRY / FITNESS</b>	<b>HALF TERM</b>	<b>FOOTBALL</b>
<b>GIRLS</b>	<b>DANCE</b>		<b>X COUNTRY / FITNESS</b>

**SPRING TERM  
GAMES**

<b>BOYS</b>	<b>HOCKEY / RUGBY</b>
<b>GIRLS</b>	<b>NETBALL / HOCKEY</b>

**SPRING TERM  
PHYSICAL EDUCATION**

<b>BOYS</b>	<b>BASKETBALL</b>	<b>HALF TERM</b>	<b>ATHLETICS</b>
<b>GIRLS</b>	<b>FOOTBALL</b>		<b>ATHLETICS</b>

**SUMMER TERM  
GAMES**

<b>BOYS</b>	<b>ATHLETICS / CRICKET</b>
<b>GIRLS</b>	<b>CRICKET / ATHLETICS</b>

**PHYSICAL EDUCATION**

<b>BOYS</b>	<b>TENNIS</b>
<b>GIRLS</b>	<b>TENNIS</b>

## PHYSICS

In the Second Year we teach Physics as a separate subject for the first time.

Pupils cover the following topics:

- Static Electricity
- Light
- Forces
- Electronics
- The Earth and Beyond
- Pressure and Density



The course is designed to include a range of pupil experiments, normally carried out in groups of two. Pupils gain skills in controlling variables, collecting data, analysing, and presenting data. We aim to develop curiosity and enthusiasm by adopting a practical approach to the subject where possible.



We encourage pupils to participate in practical work. In doing so they learn to manipulate apparatus, take reliable measurements and work safely. As part of the course, pupils will make a periscope and build complex electronic circuits. Where apparatus is larger or potentially dangerous, pupils will take part in demonstrations, including Magdeburg Hemispheres and the Van de Graaff generator. Pupils get the chance to research any object in space, make a poster about it for display, and present their work. They demonstrate their communication skills and gain confidence in presenting to their peers.

Pupils have two Physics lessons per week and are taught in mixed ability groups during the Second Year.

If you have any questions regarding the course, please contact Dr Paul Prideaux, Head of Physics. ([pdp@yarmschool.org](mailto:pdp@yarmschool.org))

## **RELIGION, PHILOSOPHY & ETHICS**

Second Year pupils follow a course of study in Religion, Philosophy & Ethics entitled 'Founders and Messengers'. The pupils focus on four significant individuals: Buddha, Jesus, Guru Nanak and Mohandas Gandhi.

Within this course, pupils consider the historical context of each founder and messenger, the key teachings they promoted and the impact of their teachings on individual lives today. Pupils will also evaluate why each founder and messenger deserves to be remembered.

This course enables pupils to learn about religions by developing their knowledge and understanding of Sikhism, Christianity and Buddhism, as well as to learn about the historical context of religions, their inter-relationship and their contemporary effect.

For further information, please contact Mrs Sophie Lodge, Head of Religion, Philosophy & Ethics. ([sophie.lodge@yarmschool.org](mailto:sophie.lodge@yarmschool.org))

## **HOMEWORK**

Homework is an important part of a pupil's education and must be undertaken diligently. It may serve many purposes. It might involve preparation work to facilitate the next lesson. It might allow time to complete and consolidate classwork. It often involves learning material covered in class, individual reading and research, extended writing and revision for tests or exams.

The school will insist on high standards of performance and parents are asked to support this. Parents can help in the following ways:

- By providing encouragement and taking an interest in their child's study.
- By providing a quiet and conducive place for study at home.
- By regular checking of the pupil planner.
- By contacting the school if their child seems to have insufficient or too much homework, or seems to find it unduly easy or difficult.

There will inevitably be variations in the type and frequency of work set by different teachers and subject areas, but the amount and frequency of homework should be appropriate to support the kind of extension, reinforcement and preparation that will enable high standards of progress. On the whole, however, Second Year pupils should not receive more than one and a half hours homework per night. The tutor will go through the homework timetable with the tutor group at the start of the academic year and pupils are expected to copy this into their planner.

As we approach school examinations or assessments, homework should focus to the greatest extent possible on revision. Academic and pastoral staff will advise on appropriate techniques. Useful information can also be found in the pupil planner.

## THE SCHOOL LIBRARY

### Supporting learning and encouraging reading for pleasure

The school library aims to support pupils in their studies by providing quality resources that stimulate and enhance learning. To achieve this, we liaise closely with teaching staff to ensure the resources we provide are up-to-date, wide-ranging and relevant to the curriculum. Pupils have access to books, magazines, newspapers and online services.

Classes are regularly brought to the library to research projects, for reading, and to learn the information literacy skills that will enable individuals to become independent learners. These skills will equip them for further and higher education and lifelong learning. Equally important, however, is our role in developing a whole school reading culture, promoting literacy and reading for pleasure. We have an excellent fiction section with books to suit all tastes, as well as graphic novels and special interest magazines.

We regularly invite authors into school to talk about their writing and inspire children to read, and we try to get to know the pupils who use the library individually, providing them with books we know they will like and encouraging them to broaden their interests.

#### Fiction of interest to the Second Form

Colfer, E.	Artemis Fowl
Fine, A.	Flour Babies
Funke, C.	Inkheart
Gaiman, N.	The Graveyard Book
Gardner, S.	Maggot Moon
Gavin, J.	Coram Boy
Haddon, M.	The Curious Incident of the Dog in the Night Time
Haig, F.	The Fire Sermon
Holm, A.	I am David
Le Guin, U.	Earthsea Trilogy
Lockhart, E.	We Were Liars
Magorian, M.	Goodnight Mr Tom
Ness, P.	Knife of Never Letting Go
Pullman, P.	The Northern Lights Trilogy, The Ruby in the Smoke
Rees, C.	Witch Child
Reeves, P.	Mortal Engines
Sachar, L.	Holes

Sedgwick, M.	The Book of Dead Days
Sedgwick, M.	Revolver
Sepetys, R.	Salt to the Sea
Slater, K.	928 Miles From Home
Stead, R.	Liar and Spy
Steinbeck, J.	Of Mice and Men
Williams, M.	Now is the Time for Running
Zusak, M.	The Book Thief

The Library is open Monday to Friday 8.15 – 5.30 and the Librarians are Miss Catherine Dixon-Barker and Mrs Deborah Mason.

Mornings: Miss Catherine Dixon-Barker  
([Catherine@yarmschool.org](mailto:Catherine@yarmschool.org))

Afternoons: Mrs Deborah Mason  
([Deborah@yarmschool.org](mailto:Deborah@yarmschool.org))

## LEARNING SKILLS

The school makes special provision to help pupils with learning difficulties, such as dyslexia. All pupils are routinely screened to check for any such difficulty when they join the Senior School and they may be referred for other diagnostic tests if parents or teachers feel it would be useful. We regard these as being routine “health checks” and as nothing to worry about, but occasionally they can help us to identify an issue and provide appropriate support for the pupil.

The Learning Skills Department offers a programme of ‘Booster’ sessions, which run during lunchtimes and as part of the activity programme, for any pupil who wishes to come along. Pupils can develop their maths skills at the Dr Frost Maths Booster, practise their vocabulary for MfL at the Vocabulary Booster or learn how to touch-type during activities. Second Year pupils can also join in with the Board Games Club, which runs once a week. This is a great opportunity to make new friends and have some fun. Other sessions, such as handwriting, also run each week but are ‘invite-only’.

All Second Year pupils also take part in a Study Skills programme, delivered as part of their tutor programme, which helps them to develop the skills they need to become independent learners.

The Director of Learning Skills is Mrs Elizabeth Bridle. She can provide support for parents and pupils with any concerns and can offer advice regarding onward referrals to Educational Psychologists, Occupational Therapists and the Neurodevelopmental Team.

The Learning Skills Department has specialist teachers and can provide individual or small group lessons, as well as lunchtime skills sessions, to assist pupils. It is also possible to arrange some in-class teaching support.

All teachers have a specific responsibility to work closely with the Director of Learning Skills to ensure that pupils are adequately supported within their department.



For further information please contact Mrs Elizabeth Bridle, Director of Learning Skills. ([elizabeth.bridle@yarmschool.org](mailto:elizabeth.bridle@yarmschool.org))



## **INDEPENDENT LEARNING PROJECTS**

In addition to opportunities for individual project work, pupils enjoy two Independent Learning Project Days at the end of the Summer Term.

One day is organised by six different departments and involves pupils in an exploration of slavery from a range of perspectives, with a chance to respond to what they have learned through an independent project using a range of media.

Another day is run by the Business Studies and Design Technology departments and challenges pupils to show enterprise in devising, designing, making and pitching their own product to a panel of “experts”.

As well as being fun days, these projects are designed to promote initiative, creativity and independent thought, as well as teamwork.

## **OPTION CHOICES FOR THIRD YEAR**

In the Spring Term, just before the Parents' Evening, the Deputy Head (Academic) will write to parents with information and advice about the option choices to be made for pupils moving into the Third Year.

In outline, pupils have four lessons per week of option subject lessons. Parents will be asked to pick from the list of available subjects. Some of the subjects on offer are timetabled for two lessons per week, whilst others are timetabled once per week.

## FURTHER HELP AND ADVICE

These are always available in school. Feel free to contact teachers or tutors by email, leaving a message in the pupil planner or by telephoning the school office and, if needed, leaving a message.

**Subject Teacher** – a direct approach is usually the quickest and most effective way to resolve issues about academic progress, homework, etc.

**Tutor** – the first point of contact for any pastoral or disciplinary concerns. Also, for academic concerns that relate to more than one subject.

**Head of Department** – for concerns about a specific subject that cannot be resolved by the subject teacher.

**Head of Year** [Mr Adam Morrison]– for concerns that cannot be resolved by the Tutor. ([ajm@yarmschool.org](mailto:ajm@yarmschool.org))

**Director of Learning Skills** [Mrs Elizabeth Bridle] – for advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia. ([elizabeth.bridle@yarmschool.org](mailto:elizabeth.bridle@yarmschool.org))

**Assistant Director of Studies** [Mr Ashley Law] – is responsible for overseeing pupils' academic progress and a range of academic enrichment programmes. ([adl@yarmschool.org](mailto:adl@yarmschool.org))

**Head of Co-Curricular & Partnerships** [Mr David Boddy] - is responsible for overseeing the Activities programme and co-curricular enrichment in Sport, Music, Drama and Outdoor Education. ([db@yarmschool.org](mailto:db@yarmschool.org))

**Head of Middle School** [Mrs Kath Gratton] – for pastoral/ disciplinary concerns that cannot be resolved by the Head of Year. ([kg@yarmschool.org](mailto:kg@yarmschool.org))

**Deputy Head (Academic)** [Mr Darren Morton] – is the line manager of the Heads of Department and has overall responsibility for all curriculum, teaching and academic matters. ([dkm@yarmschool.org](mailto:dkm@yarmschool.org))

**Senior Deputy Head** [Mrs Alex Kingsbury] – has overall responsibility for all pastoral and disciplinary matters. ([alex.kingsbury@yarmschool.org](mailto:alex.kingsbury@yarmschool.org))



Yarm School  
The Friarage  
Yarm TS15 9EJ  
**Email:** [head@yarmschool.org](mailto:head@yarmschool.org)  
**Telephone:** 01642 786023

[WWW.YARMSCHOOL.ORG](http://WWW.YARMSCHOOL.ORG)