



# **Year 8 into 9 Options 2025**

**Mr Wheeler – YAC Welcome**

**Ms Lankester & Mrs Vanderpere-Brown – The options process and curriculum model**

# Our Curriculum

Is **broad** –  
keeping options  
open and  
developing a  
great range of  
skills

Is **rigorous** –  
meeting the  
highest  
standards and  
in-line with  
national  
expectations

Is delivered by  
**subject  
specialists** –  
inspiring  
students and  
supporting  
progression

# What do we aim to see?

All students making great progress

All students achieving outcomes that make them proud

All students enjoying their learning and feeling inspired about their future choices

All students being prepared for life after SWCHS



# Key Stage 4 (Years 10 & 11)



**Core subjects:**

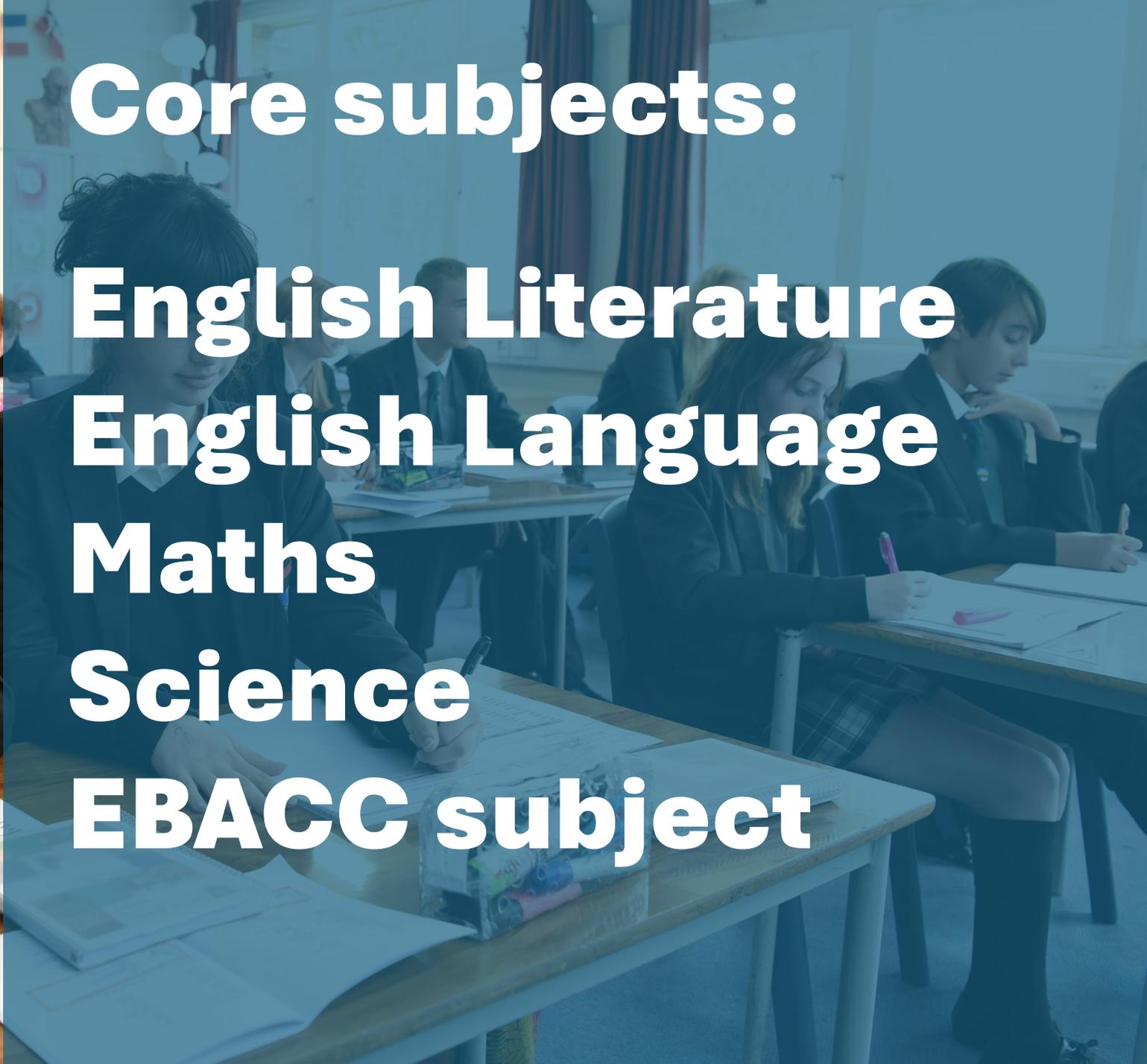
**English Literature**

**English Language**

**Maths**

**Science**

**EBACC subject**



**Non Examined Core  
subjects:**

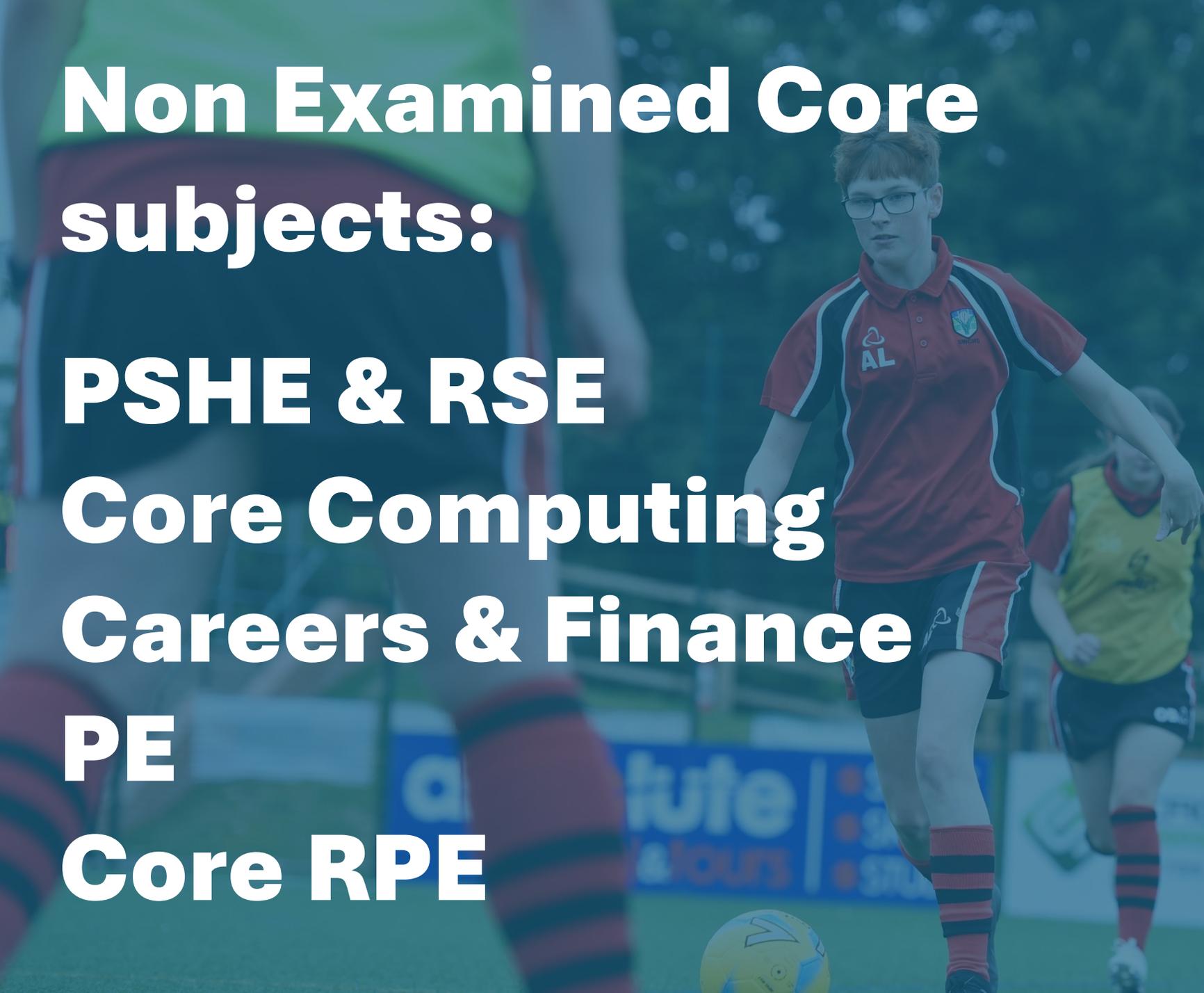
**PSHE & RSE**

**Core Computing**

**Careers & Finance**

**PE**

**Core RPE**



# 3 Further choices:

- **History**
- **Geography**
- **RPE GCSE**
- **Computer Science**
- **Digital Information Technology**
- **Health & Social Care**
- **Drama**



# Other choices:

- **Food Preparation & Nutrition**
- **Product Design**
- **Art\***
  - **3D Art**
  - **Textiles**
  - **Art & Design**
  - **Graphics**



# Other choices:

- **Music**
- **Dance**
- **PE GCSE**
- **Business**
- **German**
- **French**
- **Latin\***
- **Spanish\***



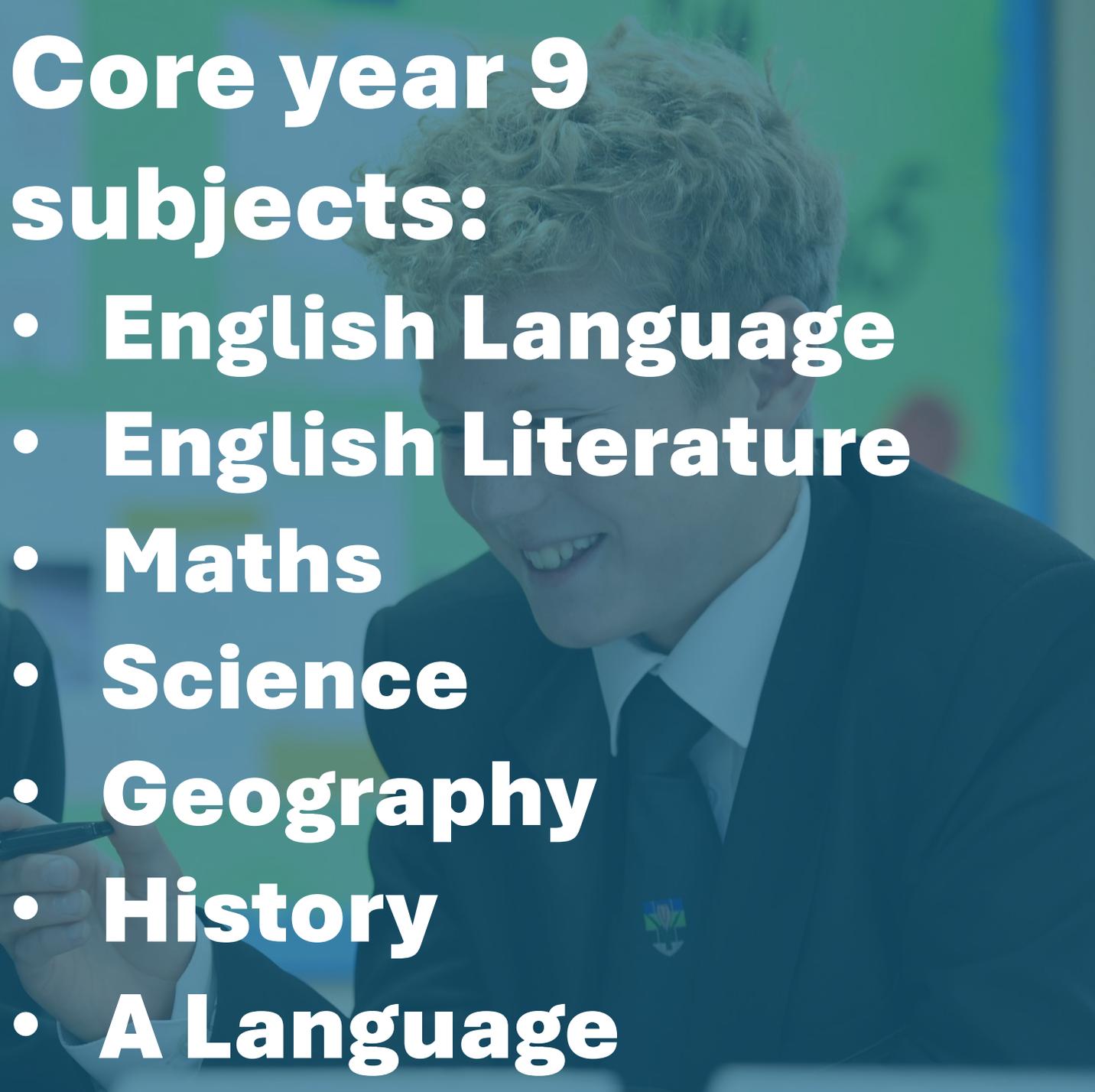


**So, what about year  
9?**



# Core year 9 subjects:

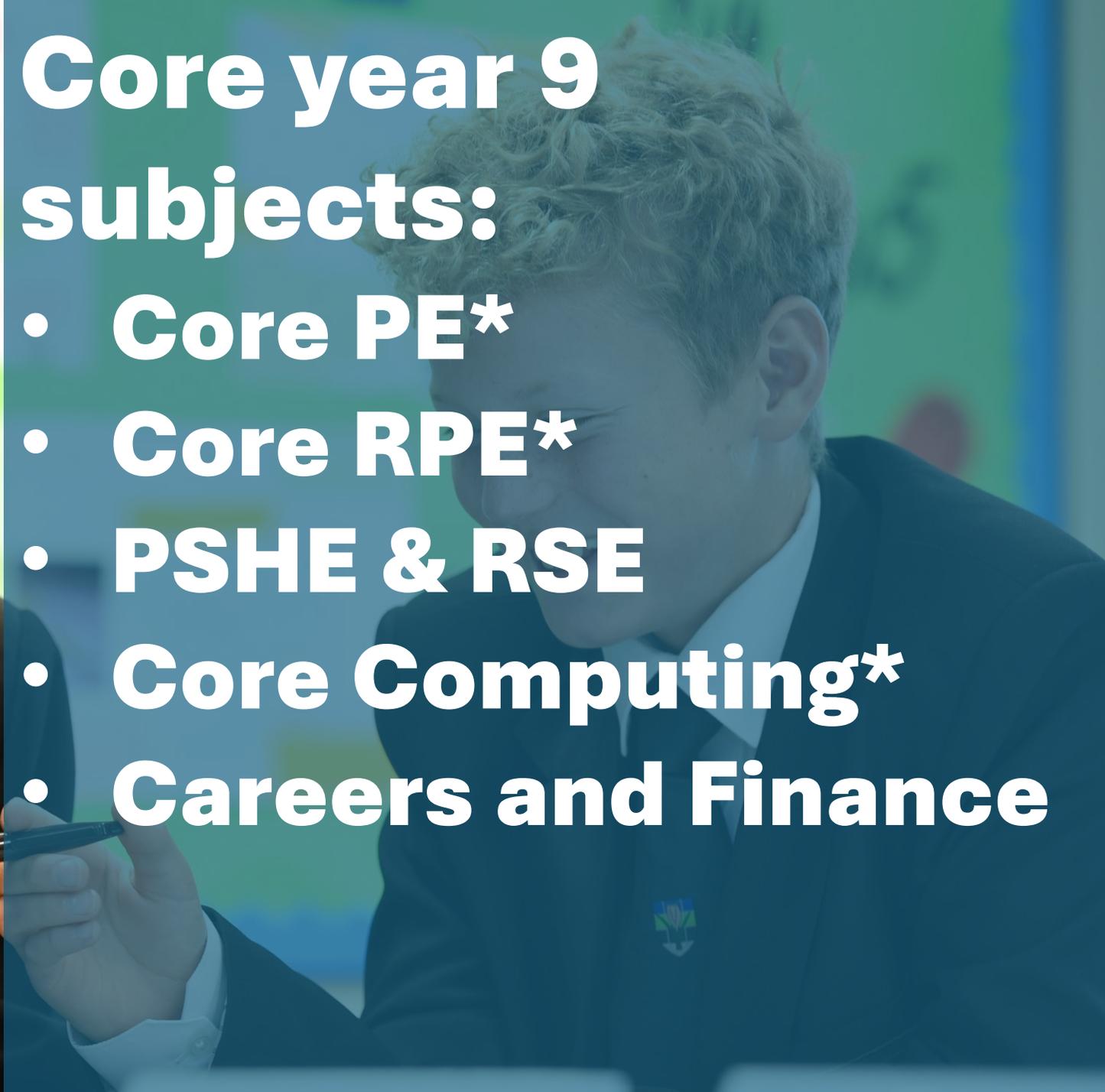
- **English Language**
- **English Literature**
- **Maths**
- **Science**
- **Geography**
- **History**
- **A Language**





# Core year 9 subjects:

- **Core PE\***
- **Core RPE\***
- **PSHE & RSE**
- **Core Computing\***
- **Careers and Finance**





# Core year 9 choices: One Creative choice

- **Art & Design #**
- **Computer Science**
- **Digital Information Technology**
- **Food Preparation & Nutrition**
- **Music**
- **Textiles #**
- **3D Design (NB This is the ceramics course) #**
- **Dance**
- **Drama**
- **Graphics #**
- **Product Design**



# Core year 9 choices: Two other choices

**Art & Design #**

**3D Design (NB This is the ceramics course) #**

**Business**

**Computer Science**

**Dance**

**Digital Information Technology**

**Drama**

**Food Preparation & Nutrition**

**Health & Social Care**

**Music**

**Physical Education**

**Product Design**

**Religion, Philosophy & Ethics**

**Textiles #**

**Graphics #**

**French**

**German**

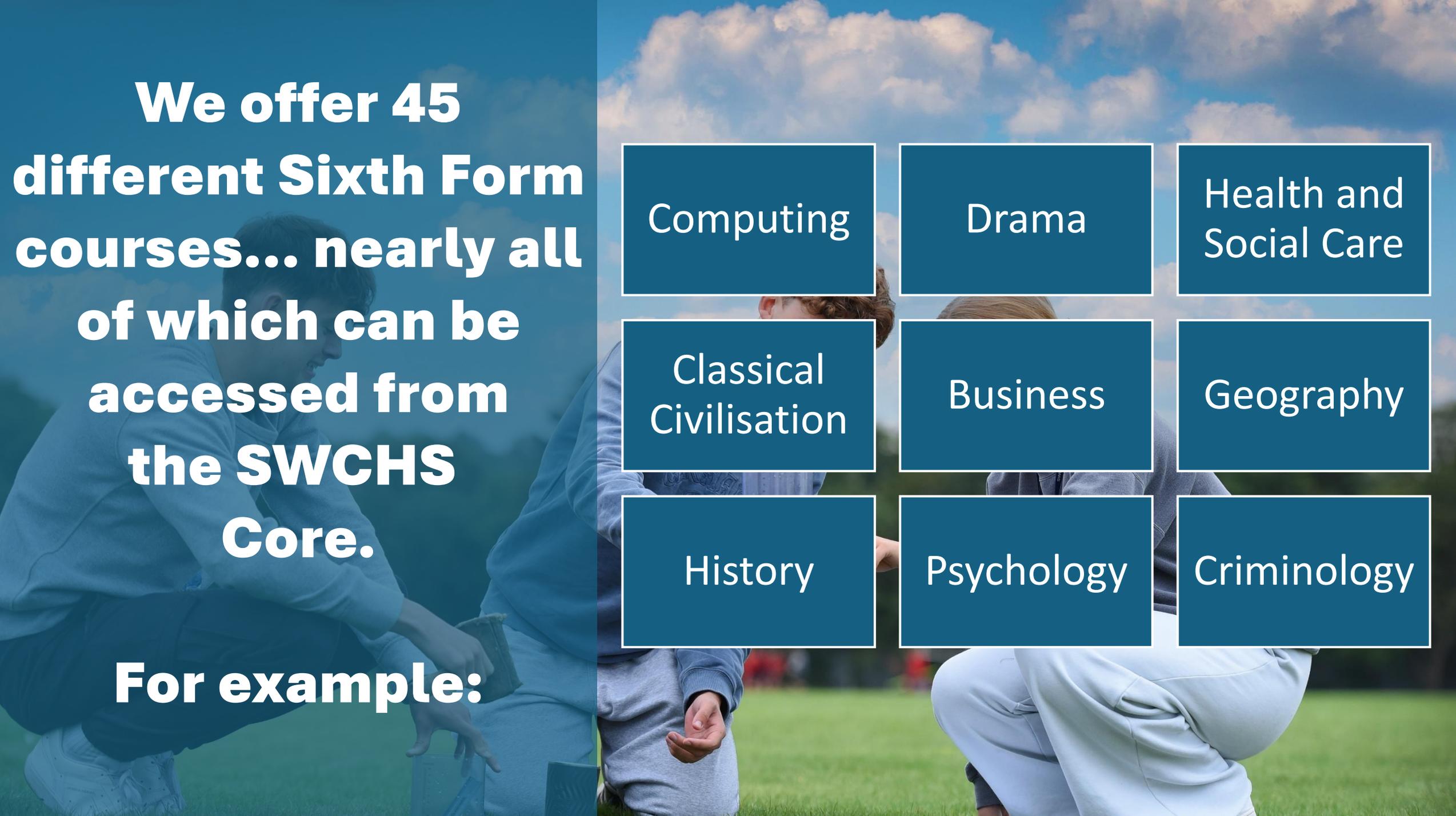
**Can students  
make the wrong  
choices? How will  
their choices now  
affect their  
future?**



# Thinking Ahead

- **Students can only take forward ONE art subject to year 10**
- **Students can only study one of Latin or Spanish (if eligible)**
- **Students can pick up RPE and Health and Social Care in year 10**





**We offer 45  
different Sixth Form  
courses... nearly all  
of which can be  
accessed from  
the SWCHS  
Core.**

**For example:**

Computing

Drama

Health and  
Social Care

Classical  
Civilisation

Business

Geography

History

Psychology

Criminology

**Keep your  
options broad!**





# Making the right choices

Don't choose a subject because of a teacher

Avoid being overly influenced by friends' decisions

We recommend that students only take ONE new subject

# Options Process:

- **27/1 Options Assembly**
- **30/1 Parent Presentation**
- **3/2 Options Booklet Available**
- **3/3 Year 8 PC published**
- **13/3 + 20/3 Parent's Evening**
- **10/3-25/3 SIMS Options open to choose**





# SAFFRON WALDEN COUNTY HIGH

01799 513030  
info@swchs.net  
www.swchs.net



Messages

0 New



SIMS Options



Cecily

Data Collection: Available

14:08

86

Home

Menu



Messages



SIMS Options



Cecily

Data Collection: Available

## Summary:

- Choose 1 language (if you are choosing Latin or Spanish, choose this first, you can choose an additional language later)
- Choose one creative course
- Choose two open choices
- Choose one reserve from the open choices
- You can reorder the preference (NB in the case of oversubscription/timetable clashes, there are a range of factors that determine the outcome)
- Tick the parent/carer approval
- Press save



**Languages**

# Languages for all

- In today's global economy, companies are increasingly dealing across international markets and need good linguists. This is also a skill for life.
- Languages are very important here at SWCHS and are part of the core provision:
  - Everyone does 2 languages in Years 7 & 8
  - Everyone does at least 1 language in Year 9
  - Most students opt to take a language for GCSE



# Languages Year 9

- During their final year at Key Stage 3, students study at least one language.
- Students have the following options:
  - To continue with one language
    - Students will get 5 language lessons per fortnight.
  - To continue with two languages
    - For one language, students will get 5 lessons within their timetable during normal curriculum time.
    - For their second language (French or German) students have 3 hours within their normal timetable in Year 9 only. They also must attend two twilight sessions, one hour per week, after school on a Friday.
    - If students decide to continue with two languages into Year 10, all lessons will be taught within normal curriculum time.

# Language Options

- **Students can choose to study one or two of the following languages:**
  - **GCSE French**
  - **GCSE German**
  - **GCSE Spanish\***
  - **GCSE Latin\***
- **Spanish is taught from scratch. This means the pace of the course is more demanding and faster, but will suit students who enjoy languages and a challenge. Therefore, students must demonstrate a clear aptitude in their language learning in Years 7 and 8 and **MUST** have achieved a Forecast Attainment Band of at least **ABOVE** in one language in their Year 8 Spring Progress Check in order to study GCSE Spanish.**
- **We want to make sure that students make the right choice for them and would cope with the demands of a fast-paced GCSE Spanish course.**
- **Latin is only available as an option to those students who have attended and completed the Latin course in Year 8.**

# Language Options – Native Speakers

- It is generally suggested that fluent native speakers take a different language to their home language, but this can be flexible.
- Depending on the language, there may well be an opportunity to do the GCSE qualification in their native language without doing the full GCSE course.
- Students may have to enter as private candidates if we do not have the relevant in-house expertise to conduct the Speaking examination.
- We currently follow the AQA exam syllabus, and there are GCSE exams in the following subjects: French, German, Spanish, Italian, Polish, Bengali, Urdu, Modern Hebrew, Chinese and Panjabi.
- Please contact the schools Exams Officer in the first instance if you want your child to take a GCSE in one of the above languages.

# Enrichment Spanish

- A very small minority of students will be approached with a view to doing a one-year Spanish Enrichment course in Year 9. This is not to be confused with the GCSE Spanish course.
- The Languages team work with the Year team and the Learning Support team to identify individuals, who we feel would benefit from such a programme. Students who have done this course have found this very enjoyable and rewarding.
- Students who follow this course will NOT continue with Spanish beyond Year 9.



Science

# Science in Year 9

- **Mixed ability groups in Year 9 with small support groups for students needing support with basic concepts**
- **Biology, Chemistry and Physics taught separately by subject specialists**
- **Course written by SWCHS to cover fundamental knowledge and skills to equip students well for starting GCSE science in Year 10**
- **Decisions made at end of Year 9 about which GCSE pathway (Combined Science or Triple Science) individual students will follow**

# Key Stage 4 Science (Years 10 and 11)

	<b>Combined Science</b>	<b>Triple Science</b>
Who is it for?	The vast majority of students at SWCHS and nationally	The students with the highest aptitude and interest in science who want extra challenge and opportunities to gain a deeper understanding ( 2 classes – max 66 students)
Course structure / teaching	Topic-based with biology, chemistry and physics topics delivered by subject specialists.	Taught as separate subjects - Biology, Chemistry and Physics delivered by subject specialists
GCSEs awarded	2 GCSEs with grades up to 9/9 (Higher Tier) up to 5/5 (Foundation Tier)	3 separate GCSEs in Biology, Chemistry and Physics
Timetable allocation	10 hours per fortnight	12 hours per fortnight (extra lesson on Friday afternoon introduced in 2021-22)
Equips for A-Level Sciences?	Yes	Yes



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Maths

Curriculum

At home

Assessments

Enthusiasts

## Three easy wins

- Be positive about maths

‘When mothers told their daughters that they were not good at maths when they were at school their daughter’s achievement declined almost immediately.’

Eccles & Jacobs, 1986

‘Maths is hard’



‘Maths is about noticing and reasoning’

‘I’m not a maths person’



‘No one is born good at maths. Anyone can learn.’

- Be calm and open minded

Parents’ maths anxiety reduced their child’s learning of maths... **The parents’ maths knowledge did not turn out to have any impact, only their level of math anxiety.**

Maloney et al., 2015

- Discuss estimates, distances and times, costs, measurements, and jobs that use maths

Curriculum

At home

Assessments

Enthusiasts

# Homework

- Support videos for the entire Year 8 course Dr Frost

## Maths

86 Find terms of a sequence given a term-to-term rule.

Mastery: 0/100

Practise

OR NARROW DOWN

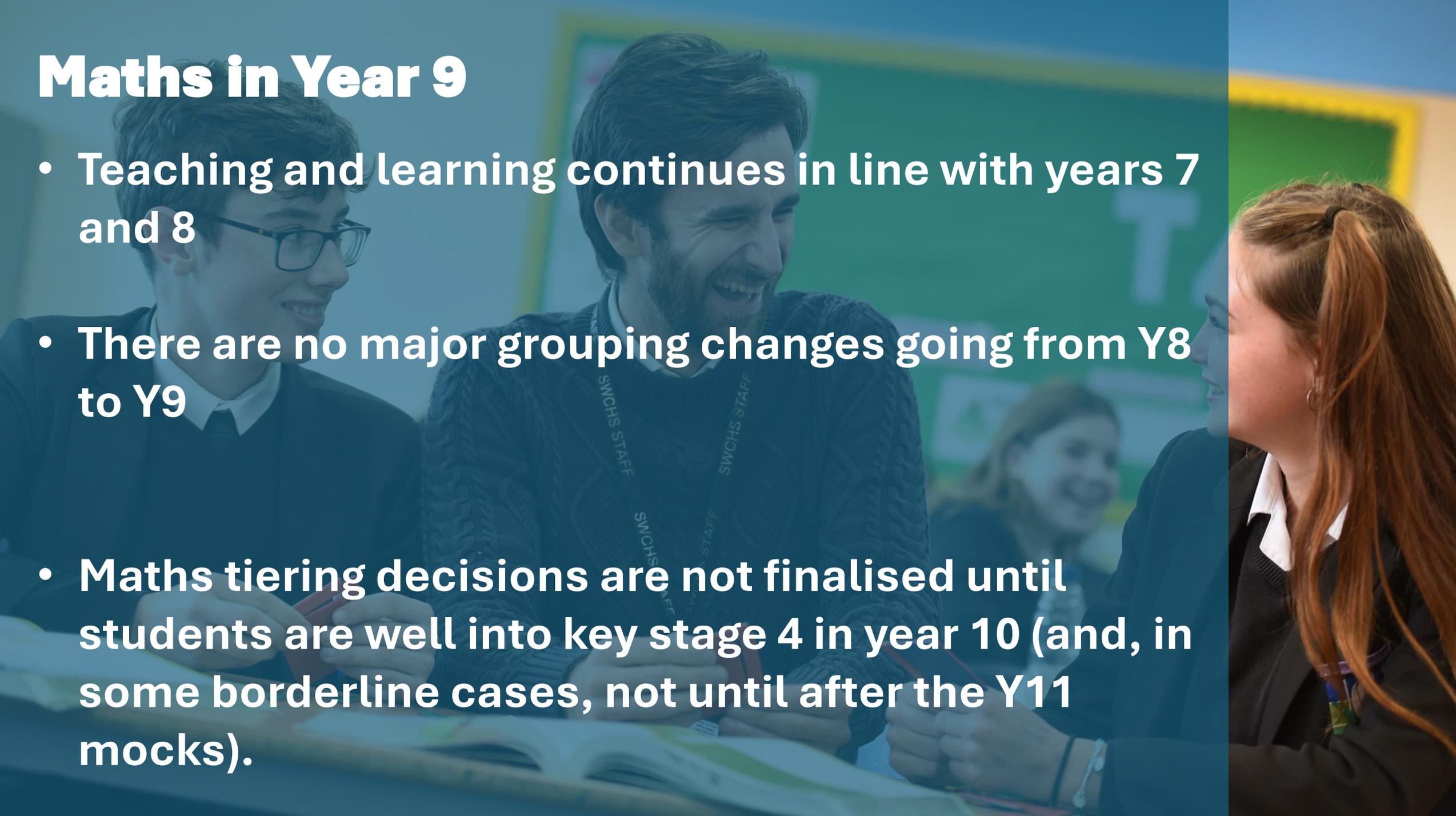
VIDEO DIFFICULTY

- |  |                         |   |     |
|--|-------------------------|---|-----|
| <input type="checkbox"/> E86: Exam Practice: Find terms of a sequence given a term-to-term rule. | <a href="#">Example</a> |    | 1-4 |
| <input type="checkbox"/> K86a: Find a later term in an arithmetic sequence.                      | <a href="#">Example</a> |  | 1   |
| <input type="checkbox"/> K86b: Find a later term in a geometric sequence.                        | <a href="#">Example</a> |  | 2   |

- How did your teacher solve this problem?
- What do your notes say?
- Can you explain it to me in your own words?
- Shall we look it up together on DrFrostMaths?
- Can we use these counters to represent the problem?

# Maths in Year 9

- Teaching and learning continues in line with years 7 and 8
- There are no major grouping changes going from Y8 to Y9
- Maths tiering decisions are not finalised until students are well into key stage 4 in year 10 (and, in some borderline cases, not until after the Y11 mocks).





**English**

# English Literature and Language

- Two GCSEs.
- No tiers of entry.
- Flexible groupings.
- Assessing reading, writing and engagement with a range of literature.

