



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 (0)

French (P)

Music (0)

Biology (Y)

Geography (Y)

PE & Games (10Y)

Chemistry (Y)

History (Y)

Physics (Y)

DT (Y)

Latin/German (Y)

Religion, Philosophy &
Ethics (0)

English (P)

Maths (P)

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 Li%Stebbing, Head of Art.
(es@yarmschool.org)

Health and lifestyle

- ” Qlj• NQj[Ihh <[G hjglhh Q[< Pl<YjPs YQNIhjsYIŽ
- ” gkOh Ÿ DI[INQEQ<Y <[G P<gZnkY INNIEjh•
- ” YE]P]Y• hZ]XQ[O <[G E<NNIQ[I•

Ecology

- ” E]Y]Os hXQYYh NQIYGq]gX jgQd Q[E]YY<D]g<.ld<gjZI[j•

Skills to Accumulate during the Year

”

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

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:

- " .ldg|h|[[j jPIQg QGI<h Q[j q] <[G jPg|l GQZI[hQ][h•
- " |p|Y]d <EEkg<Es <[G dg|EQhQ][Q[jPIQg dg<EjQE<Y q]gX•
- " EfkQg|Eg<Nj hXQYYh <hh]EQ<j|G qQjP g|hQhj<[j Z<j|gQ<Yh•
- " |<g[<D]kj dg]d|gjQ|h]N Z<j|gQ<Yh <[G P]q D|hj j] kh| jPIZ•
- " <Q[E][NQGI[EI Q[khQ[O <[G !|fkQdZI[j j] q]gX Q[G|d|[G|jYs•

0PI dg<EjQE<Y hXQYYh O<Q[IG]p|g jPI E]kgh|]N jPI Q[EYkhQ][]N E]Zdkj|gÿ<QGIG G|hQO[<[G Z<[kN<Ejk I[P<[E|h jPI fk<YQjs]N dg]WIEjh• <YY]qQ[O dkdQYh j] Q[[]p<jQp| G|hQO[q]gX•

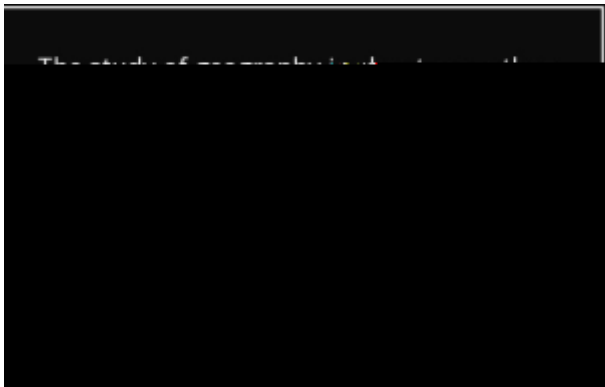
]g NkgjP|g Q[N]gZ<jQ][<[G <GpQE| dY|<h| E][j<Ej !g |hQO[² 0|EP[Y]Os• ¥Gh³s<gZhEP]]Y•]gO

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.

GEOGRAPHY

During the Second Year Geography course pupils continue to build upon some



HISTORY

' dl]dYl qQjP]kj jPI X[]qYIGOI]N jPIQg d<hj PQhj]]gs•]g
jgll qQjP]kj]]]E•kh <gpls"

[jPI /IE]]G 9l<g• dkdQYh <gl Q[jg]GkEIG j] jPI Z<W]g
h]EQ<Y EP<[OIh <Eg]hh OY]D<Y PQhj]]gs•

h <[Q[jg]GkEjQ][• qI Y]]X <j jPI]gQOQ[h]N GIZ]Eg<Es
GIZ]Eg<Es qIgl NQghj]lhj]G•

+kdQYh hjkGs < [kZDIg]N GQNNIgl[j O
Z]plZI[jh <[G P]q jPls Y<QG jPI N]k[G<jQ][h
7lhj]g[GIZ]Eg<Es• <hl hjkGQlh Q[EYkGI• j
]N GIZ]Eg<Es Q[gQj<Q[• jPI ZlgQE<[.lp]
.lp]YkjQ][<[G <Yj]g[<jQplh dg]pQGIG Ds j
.khhQ<[.lp]YkjQ][h• +kdQYh lp<Yk<jl jPI G
jP<j YIG j]]jPI Egl<jQ][]N Z]Glg[gQOPjh•

[jPI Y<jj]g d<gj]N jPI sl<g• qI E][hQGlg F
PkZ<[gQOPjh P<pl GIplY]dIG <g]k[G jPI q]gYG• N]EkhG
GIplY]dZI[j]N OY]D<Y QpQY .QOPjh Q[/]kjP NgQE<•
Y]]X Q[GI djP <j jPI GIplY]dZI[j]N q]ZI['h hkNNg<OI <[G

OPg]kOP]kj jPI sl<g• dkdQYh E][jQ[kl j] GIplY]d jPIQ
PQhj]]gQE<Y h]kgElh <[G hllQ[O P]q <[G qPs dl]dYl•
EP<[OIh P<pl Dll[Q[j]gdgl]IG Q[GQNNIgl[j q<sh• 7l Y
<gOkZI[jh]N Qhj]]gQ<[h <Eg]hh jPI sl<g <[G <[<Yshl jPI
d<hj•

kgQ[O Qhj]]gs Ylhh][h• dkdQYh E]ZZk[QE<jl jPIQg G
<[hqlgh j] GQNNIgl[j PQhj]]gQE<Y l[fkQgQlh jPg]kOP <

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.
(jshyarmschool.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.dimt.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.

Age 9

h Q[jPI Qghj 9l < g • jPI !s! < jPh < [G g g]hj dY < jN]gZh
Ylhh][h < [G N]g P]Zlq]gX j < hXh • +kdQYh < gl < Yh] l[
Q[jlg < EjQpl d < gj]N jPI! + qIDhQjl < h d < gj]N jPIQg][O]
jPI lrlgEQhIh < gl Z < gXIG][YQ[l • jPI hjkGI[jh]Dj < Q[QZ
jPIs E < [< Yh] DI khIG j] PIYd dkdQYh E < jEP kd][q]gX
ZQhhIG •

Y < gOI dg]d]gjQ][]N]kg dkdQYh d < gjQEQd < jI Q[jPI k
dglpQ]kh sl < gh • hIplg < Y P < pl O][l][j] E]ZdljI Q[IO
! < jPIZ < jQEH \$YsZdQ < G]g jPI kg]dl < [< [O < g]] T^@ Àp

akgj lgN]gZ < jQ][Qh <
Gys00j €P]YY ĐpO

MODERN LANGUAGES

The main aim of the Modern Languages Department is to realise every pupils' 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

Irish
e Inish rssihiw
A ha aapheea
ep r h t g T y o ha epi. e
e ssi ". t Tln
hib

MUSIC

Musical Big Bangs

All pupils continue to study Music in the Second Year, during which we aim to

THEORY WORK COVERED AS PART OF THE SECOND YEAR MUSIC COURSE

- " .lpQhQ][]N q]gX E]pIglG Q[Qghj 9l<g
- " 0gQdYljh
- " /s[E]d<jIG gPsjPZQE d<jjlg[h
- " !<W]g hE<YI
- " !Q[]g hE<YI
- " Yklh hE<YI
- " Pg]Z<jQE /E<YI
- " !<W]g <[G ZQ[]g jgQ<Gh
- "]ZQ[<[j ÈjP EP]gGh
- " +gQZ<gs EP]gGh

TECHNICAL WORK COVERED AS PART OF THE SECOND YEAR MUSIC COURSE

- " ÂÃ <g Yklh
- " Yklh hE<YI
- " /qQ[O gPsjPZ
- " .PsjPZ hIEjQ][
- " [hjgkZI[j<Y
- " hjgkEjkgI
- " QYY
- " Zdg]pQh<jQ][
- " +IG<Y []jI
- " g][I
- " j<YQ<[Gs[<ZQEh
- " /jgkEjkgIh•d]d h][O › jPIZI <[G p<gQ<jQ][h › DQ[<gs
- " N]gZ › g][G]
- " kOZI[j<jQ][
- " QZQ[kjQ][
- " !QrQ[O
- " kj]Z<jQ][
- " ! IGQjQ[O

PHYSICAL EDUCATION

AUTUMN TERM
GAMES

BOYS	RUGBY / HOCKEY
GIRLS	HOCKEY / NETBALL

PHYSICAL EDUCATION

BOYS	X COUNTRY / FITNESS	HALF TERM	FOOTBALL
GIRLS	DANCE		X COUNTRY / FITNESS

SPRING TERM
GAMES

BOYS	HOCKEY / RUGBY
GIRLS	NETBALL / HOCKEY

SPRING TERM
PHYSICAL EDUCATION

BOYS	BASKETBALL	HALF TERM	ATHLETICS
GIRLS	FOOTBALL		ATHLETICS

SUMMER TERM
GAMES

BOYS	ATHLETICS / CRICKET
GIRLS	CRICKET / ATHLETICS

PHYSICAL EDUCATION

BOYS	TENNIS
GIRLS	TENNIS

PHYSICS

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

Pupils cover the following topics:

- " /j<jQE YIEjgQE Qjs
- " QOPj
- "]gElh
- " YIEjg][QE h
- " 0PI <gjP <[G Is][G
- " +glhhkgI <[G I[hQjs

0PI E]kghI Qh GIhQO[IG j] Q[EYkGI < g<[OI]N dkdQY
E<ggQIG]kj Q[Og]kdh]N jq]• +kdQYh O<Q[hXQYYh Q[I
G<j<• <[<YshQ[O• <[G dglhI[jQ[O G<j<• 7I <QZ j] G
I[jPkhQ<hZ Ds <G]djQ[O < dg<EjQE<Y <ddg]<EP j]]jPI hI

7I I[E]kg<OI dkdQYh j] d<gjQE Qd<jI
q]gX• [G]Q[O h] jPIs YI<g[j] Z<[
<dd<g<jkh• j<XI glYQ<DYI ZI<hkgI ZI[
h<NIYs• h d<gj]N jPI E]kghI• dkdQY
dlgQhE]dI <[G DkQYG E]ZdYIr IYIEjg
7PIgl <dd<g<jkh Qh Y<gOlg]g d]jI[jQ<
dkdQYh qQYY j<XI d<gj Q[GIZ][h]g<j
!<OGIDkgO IZQhdPIglh <[G jPI 6<[G
OI[lg<j]g• +kdQYh OIj jPI EP<[EI j] gl
]DWIEj Q[hd<EI• Z<XI <d]hjlg <D]kj Q
<[G dglhI[j jPIQg q]gX• 0PIs GIZ][h]g
E]ZZk[QE<jQ][hXQYYh <[G O<Q[E
dglhI[jQ[O j]]jPIQg dIlg•

+kdQYh P<pljq] +PshQEh YIhh][h dlq qIIX <[G <glj<kOF
GkgQ[O jPI /IE][G 9I<g•

N s]k P<pl <[s fklhjQ][h glO<gGQ[O jPI E]kghI• dYI
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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)

HOMEWORK

THE SCHOOL LIBRARY

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@yarnschool.org)

INDEPENDENT LEARNING PROJECTS

In addition to opportunities for individual project work, pupils enjoy two

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 Q

FURTHER HELP AND ADVICE

YARM SC