CIRENCESTER KINGSHILL SCHOOL

YEAR 9 CURRICULUM BOOKLET

2022 - 2023

ART

Teacher in charge - Mrs R. Vine

Course Description

Art has its own distinct role to play within the curriculum by encouraging the pupils to express and communicate their ideas and feelings in a very personal way, using a wide variety of visual materials and processes. During Year 9 pupils follow a course, which aims to develop an expressive response to a range of subject areas. All lessons will be based around practical activities that will be related to the work of established artists of our own and other cultures.

Examples of the units of work covered are,

1. **Pop Art**
   Pupils will study the work of Roy Lichtenstein, Ron Magnes, Andy Warhol and Burton Morris. They will draw from direct observation a range of well known, branded food products such as Marmite and Nutella. They will produce pop art style paintings using poster paint and cotton buds and felt tip pens. Their final piece can be in the style of any of the artists we have studied and can be a 2D or relief outcome.

2. **Under the Sea**
   Pupils will produce a range of work drawing from secondary sources of sea creatures and vegetation to create an 'underwater' scene. We will use black fine line pen, ink and wash to add tone and detail.
   They will also produce an A3 study on an artist of their choice that focuses on 'sea-life' as their subject matter. Their final piece will be a sea creature or scene in the style of their chosen artist in a medium of their choice.
   Artists studied: Tamara Phillips, Yellena James and Ernst Haeckl

3. **Art Heroes**
   This project is designed to prepare pupils for making their GCSE option choices – in particular if they are considering opting for GCSE Art or Photography. The focus of the project will be to study a range of artists and photographers and produce original outcomes inspired by their own research and study of their chosen artist (these skills are essential and are assessed throughout both GCSE courses).
   The pupil's ability to work independently and creatively will be assessed, determining whether opting for either GCSE course would be suitable or advisable. Homework will play a key role in deciding this.
   Artists studied: Patrick Caulfield, Mark Powell and Karen Stamper.
   Photographers studied: David Samuel Stern, Edward Weston and Annie Liebovitz.

4. **Graffiti**

Pupils will study the work of well-respected and talented graffiti artists. They will write their name (or tag) in a variety of graffiti font styles using black pen/colour pencil/water colour/felt tips/inks. They will use the website "Graffiti Creator" to develop original designs for their name. Work for the project will be mainly sketchbook based.

Assessment

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation. The assessment takes place in relation to the National Curriculum and is given in the form of oral feedback during lessons. In addition, written comments and details of progress within pathways will be given in sketchbooks. Formal assessment is given termly/half termly.

Homework Requirements:

Homework will be set as and when required. The homework is usually follow-up work to lessons or preparation and research for the following week's lesson. Sometimes, however, tasks are set that are simply exercises in drawing and observation; basic skills that are an integral part of any art course.

COMPUTING

Teacher in charge - Mr J. Whight

Pupils receive one lesson each week of Computing in Year 9.

Work covered includes:

- more in depth programming using Scratch and/or Python
- learning about algorithms and studying common algorithms for sorting and searching
- learning about making web pages using HTML. Learning about how the internet and the world wide web work, and about how to use the WWW safely.
- learning how to edit/modify photographic images using photediting software. Pupils will then use their skills to design some CD/album covers using existing imagery and effects
- create an outline for a CV that will later be polished in English lessons and then used for work experience/college applications.

Throughout Key Stage 3 pupils encounter and use ICT in all subject areas.

DRAMA

Teacher in charge – Ms E. Stones

Aims

Drama is taught at Kingshill School for three main reasons:

1. Drama enables pupils to actively explore human behaviour
   Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the students.

2. Drama develops communication and social skills/qualities
   Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.

3. Drama encompasses theatre, film and television mediums
   Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

Course description

The activities listed below are used regularly in drama lessons. They contribute to the pupils' development in the above areas:

Physical, mental and vocal warm-up activities		Physical and mental exercises
Trust exercises	Movement	Role-plays
Performance	Discussions	

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings.
- Using improvisations to discover effective ways of communicating characters or stories.
- Experiencing dramatic situations first hand.
- Interacting with each other during the drama process.
- Issue-based or skill based units.
- Developing their understanding of appropriate drama vocabulary.

Year 9 Units include

Everyone's talking about Jamie
Girls like That
Blood Brothers
DNA
Os AND Xs/ Romeo and Juliet
War Horse

Homework
Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

Assessment
Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

Time Allocation
1 x 50 minutes per week.

Additional Information
COVID restrictions permitting, all Year 9 pupils will have the opportunity to see a professional theatre production. They also have the opportunity to take part in a school production.

DESIGN & TECHNOLOGY

Teacher in charge - Mr A. Jelf

Aims

To provide the pupils with opportunities to complete extended design tasks which enable them to use the skills and knowledge developed during Years 7 and 8. To provide an end of year assessment, based on the progress of pupils across the Key Stage in all specialist areas of Design and Technology.

In particular the work will concentrate on designing and prototyping cardboard products that are creative and made with a high level of accuracy.

Course Description

Pupils are timetabled for 3 x 50 minute lessons per week of Design and Technology.

The course consists of five modules that the pupils experience on a rotational basis. The modules may take place in a different order depending on the demands on availability of resources and equipment.

The following work is covered,

PRODUCT DESIGN - Teacher: Mr A. Jelf

Young enterprise project
Communication Skills
Application of the Design Process to produce a creative design folder and an artefact
Computer aided design and computer aided manufacture

FOOD - Teacher: Mrs L. De-Gay

Research and design based on cultural and regional dishes
Packaging, recycling and labelling
Development of Food Science and functions of ingredients

TEXTILES - Teacher: Miss R. Waller

Exploring colour pattern and texture
Exploring geometric embroidery patterns
Develop samples made using a variety of different techniques
Art Movement inspired bag and design styles in history
Research other artists
Construction techniques using textiles
Block and stencil printing for textiles
Understanding of social and moral and environmental issues in Textiles
Denim upcycling project

GRAPHIC PRODUCTS – Teacher: Miss V. Richards & Miss L. McConnachie

Sustainability
Research into the 6 R's
Understanding how to re-use materials
Exploring photography and basic photographic techniques

3D DESIGN – Teacher: Mr C. Simkiss

Generating design ideas from primary observation
Research into sculpture and relevant artist and designers
Design and prototype a range of different designs for an outdoor sculpture inspired by primary and secondary sources

Range of Activities

Most of the lessons will be based around design activities that will involve responding to a design brief. Pupils will be encouraged to take home the work they produce though in some instances this may not be until the end of a module or term.

Homework Requirements

Homework will normally be set each week and will usually be follow-up work to lessons or preparation or research for the following week's lessons.

National Curriculum Assessment Procedures

Each module (or project within a module) will be assessed by the teacher and the results recorded. Pupils will be encouraged to develop self-assessment skills through regularly evaluating their own and others' work. At the end of the year pupils' progress and level of attainment will be reported to parents.

ENGLISH

Teacher in charge - Mr T. Lee

Aims

To consolidate pupils' skills in all areas of the subject and to give them the skills necessary to approach the GCSE course with confidence

Course Description

As in Year 7 and 8, English takes the form of a skills-based modular course, exploring a wide range of fiction, non-fiction and media texts. Pupils continue their study of literacy skills, developing and consolidating skills already acquired. Indeed, at this stage, pupils are expected to have a firm grasp of literary and linguistic analysis with a growing confidence in expressing their own ideas and opinions in response to a given text or scenario. At this point of the Key Stage, pupils will have experienced the full range of writing styles, with increasing emphasis on essay techniques and literary criticism. Furthermore, pupils are expected to exercise a high degree of independence and originality in their work in preparation for starting the GCSE course.

Pupils begin the English Language and English Literature GCSE course after February half-term in Year 9. The work is preparatory in nature and is designed to teach and consolidate some of the key skills necessary for the final examinations in Year 11.

Homework Requirements

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. Pupils are also expected to read for 30 minutes a day.

Assessment and Feedback

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

GEOGRAPHY

Teacher in charge - Mr P. Rowe

Aims

- To build upon the geography experienced by pupils in Year 8
- To develop each pupil's skills and knowledge in line with the requirements of the National Curriculum
- To prepare pupils for the GCSE course in Key Stage 4
- Since this is the last time that some pupils will study Geography it is important to emphasise the importance of the subject in understanding the world in which we live
- To foster a sense of awe and wonder about the world

Course description

Unit 1 – World cities
Pupils learn how geography can be used to explain the location and function of towns and cities. Beyond that they are asked if our cities and towns are "fit for purpose" and they are challenged to design something better.

Unit 2 – Physical world
Pupils learn about the causes and effects of earthquakes and volcanoes as well as learning about extreme weather events such as tropical storms.

Unit 3 – Global environmental issues
Pupils learn about climate change and the implications that it has for fragile environments. Pupils carry out an enquiry into an environmental issue of their choice.

Unit 4 – Unequal world
Global issues related to development, food and hunger, international migration, health and trade.

Unit 5 – Managing resources
Pupils will study the how sustainably we use food, water and energy both in the UK and globally.

Unit 6 – Wildfires
Pupils examine the causes and effects of wildfires. They will also look at why they are increasing in frequency and intensity.

Unit 7 – Cold environments
Pupils will study the characteristics of arctic and tundra biomes as well as the issues facing these areas. Pupils will also look at glaciated landscapes.

Range of activities

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

Homework

45 minutes per week in rotation with History.

Assessment

Assessment is informal and ongoing. In addition there are a number of formally assessed pieces of work spaced throughout the year.

HISTORY

Teacher in charge – Mrs K.Couchman

Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

Course Description

Terms 1 and 2

1745-1901

This unit covers the political and social effects that the Industrial Revolution had, particularly in Britain. It will look at the impact the changes had on public health in towns and cities. Pupils will then study contemporary events in other areas of the world including the French Revolution. The second half of this unit focuses on the rise of the British Empire and the impact of colonial rule in India. Finally pupils will study the growth, effect and eventual abolition of the Trans-Atlantic slave trade.

Terms 3 and 4

The First World War

This unit covers many different aspects of the First World War including: the reasons why the war began, how propaganda was used in Britain as well as the conditions experienced by soldiers at the Western Front.

Terms 5 and 6

The Second World War

Pupils will study the causes of the Second World War in detail such as the impact of the Treaty of Versailles, the eventual collapse of the League of Nations as well as the rise of the Nazi party. They will then investigate the effect that the war had on people in Britain, by examining the home front and the Blitz. Pupils will also analyse the causes and the impacts that the Holocaust had in Europe. Finally, the unit covers the impact that the dropping of the atomic bombs had on Japan.

Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

Homework

This will be set once a week in rotation with Geography and should take approximately forty five minutes.

Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources.

LEARNING SUPPORT

Teacher in charge Mr D. Radbourne

Aims

Pupils will develop their literacy skills to prepare for their GCSE courses so that they can access the curriculum and achieve their potential. We work with pupils to improve their spelling and reading level, to develop their writing and typing speed and to improve their comprehension.

Support

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- Literacy support is delivered three lessons a week out of Modern Foreign Language lessons.
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home; particularly books on the Accelerated Reader Scheme

Course details

Pupils are tested using diagnostic analysis of spelling, reading accuracy and writing speed and legibility. Using this as a starting point pupils are taught different strategies for reading and spelling, set handwriting targets for accuracy and speed and encouraged to use the computer for editing work and developing their competency and typing speed. Pupils will complete some work as a group, and also have individual work to complete depending on their need and level of reading and spelling. Towards the end of the year there is a greater emphasis on study skills and revision to prepare for GCSEs.

Homework

- Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their Profile targets
- Pupils have access to the Accelerated Reader Programme

Assessment

Reading and spelling are assessed four times a year so we can see if pupils have met their individual targets. Access Arrangements testing is completed in Year 9 in preparation for GCSEs. Other assessments may also be done on an individual basis and this information is passed to the Head of Year and parents. Pupils are monitored for their on-task behaviour in lessons and this is reported on to parents at the end of the pupil's time in Learning Support or at the end of the academic year. All Year 9 pupils within Learning Support sit Cognitive Ability Tests in the Summer term in preparation for GCSE work.

MATHEMATICS

Teacher in charge - Mr S. Edwards

Aims

- To build on the skills, concepts and knowledge developed during Year 8
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

Course Description

The Year 9 course is focused on pedagogic progression designed to build upon learning in Year 8. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8) • interpret fractions and percentages as operators • work with percentages greater than 100% • solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics • calculate exactly with fractions	**Number** • calculate with roots, and with integer indices • calculate with standard form $A \times 10n$, where $1 \leq A < 10$ and n is an integer • use inequality notation to specify simple error intervals due to truncation or rounding • apply and interpret limits of accuracy
Ratio, Proportion and Rates of Change • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) • identify and work with fractions in ratio problems • understand and use proportion as equality of ratios • express a multiplicative relationship between two quantities as a ratio or a fraction • use compound units (such as speed, rates of pay, unit pricing) • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts • relate ratios to fractions and to linear functions	**Ratio, Proportion and Rates of Change** • solve problems involving direct and inverse proportion including graphical and algebraic representations • apply the concepts of congruence and similarity, including the relationships between lengths in similar figures • change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts • use compound units such as density and pressure

Learning Objectives Foundation Path	Learning Objectives Higher Path
Geometry and Measures • measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings • identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement • interpret plans and elevations of 3D shapes • use scale factors, scale diagrams and maps • understand and use alternate and corresponding angles on parallel lines • derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) • compare lengths, areas and volumes using ratio notation • calculate perimeters of 2D shapes, including circles • identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference • know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2 • calculate areas of circles and composite shapes • know and apply formulae to calculate volume of right prisms (including cylinders)	**Geometry and Measures** • use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle) • use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line • construct plans and elevations of 3D shapes • use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs • identify and apply circle definitions and properties, including: tangent, arc, sector and segment • calculate arc lengths, angles and areas of sectors of circles • calculate surface area of right prisms (including cylinders) • calculate exactly with multiples of π • know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures
Algebra • use and interpret algebraic notation, including: a^2b in place of $a \times a \times b$, coefficients written as fractions rather than as decimals • understand and use the concepts and vocabulary of factors • simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices • substitute numerical values into scientific formulae • rearrange formulae to change the subject • generate terms of a sequence from either a term-to-term or a position-to-term rule • deduce expressions to calculate the nth term of linear sequences • solve linear equations with the unknown on both sides of the equation • find approximate solutions to linear equations using a graph • plot graphs of equations that correspond to straight-line graphs in the coordinate plane • identify and interpret gradients and intercepts of linear functions graphically • recognise, sketch and interpret graphs of linear functions and simple quadratic functions • plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed	**Algebra** • understand and use the concepts and vocabulary of identities • know the difference between an equation and an identity • simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$ • argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments • translate simple situations or procedures into algebraic expressions or formulae • recognise and use Fibonacci type sequences, quadratic sequences • understand and use the concepts and vocabulary of inequalities • solve linear inequalities in one variable • represent the solution set to an inequality on a number line • solve, in simple cases, two linear simultaneous equations in two variables algebraically • derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution • find approximate solutions to simultaneous equations using a graph • identify and interpret gradients and intercepts of linear functions algebraically • use the form $y = mx + c$ to identify parallel lines • find the equation of the line through two given points, or through one point with a given gradient • interpret the gradient of a straight-line graph as a rate of change • recognise, sketch and interpret graphs of quadratic functions • recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y = 1/x$ with $x \neq 0$ • plot and interpret graphs (including reciprocal graphs) and graphs

	of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
Learning Objectives Foundation Path	**Learning Objectives Higher Path**
Statistics • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • use and interpret scatter graphs of bivariate data • recognise correlation • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) • apply statistics to describe a population	**Statistics** • interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use • draw estimated lines of best fit; make predictions • know correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing
Probability • relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • record describe and analyse the frequency of outcomes of probability experiments using tables • construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply the property that the probabilities of an exhaustive set of outcomes sum to one • apply systematic listing strategies • record describe and analyse the frequency of outcomes of probability experiments using frequency trees • enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams • construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments	**Probability** • calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions • enumerate sets and combinations of sets systematically, using tree diagrams • understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size

Grouping

Pupils in Year 9 stay in their groups from Year 8 and will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

Homework

40 minutes of homework is set weekly and recorded on Show My Homework. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

Assessment

Work is regularly marked and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mr A. Martin

Aims

Pupils have now chosen to study either French, Spanish or German. This year will allow them to further their knowledge in the one language. Pupils will now have a good understanding of the basic grammar of that language. In Year 9 pupils will be learning to understand how and when to use different tenses in their language work. By the end of the year pupils will have established a strong foundation of grammar and vocabulary and will, therefore, be in a good position to continue to further their learning to GCSE level should they wish.

Course Description

Generally, a topic is introduced so that pupils hear and can speak in that language before they read and write about it. Although the course is topic-based, the importance of grammar is emphasised.

French

- Talking about types of television programs and films
- Talking about types of books and reading habits
- Activities online
- Using the past, present and future tenses
- Talking about hobbies
- Learning about Paris
- Giving justified opinions
- Using reflexive verbs
- Talking about character and personality
- Discussing clothes and style
- Talking about where you live
- Describing your home
- Talking about meals and buying food
- Superlatives and comparatives
- Talking about talent and ambition
- French speaking countries
- The French revolution

Spanish

- Talking about a past holiday
- Describing holiday activities
- Discussing music
- Giving opinions
- Talking about TV
- Using the comparative
- Ordering meals and describing meal times
- Talking about parties and buying clothes
- Arranging to go out
- Making excuses
- Sporting events
- Asking for directions

German

- Learning about German speaking towns/cities
- Talking about the weather
- Places in town and transport
- Asking for and giving directions
- Buying food and drink at the "Schnellimbiss"
- Talking about future holiday plans
- Talking about previous holidays
- Ordering food in a café
- Shopping
- The dative case
- Talking about TV viewing habits
- Understanding an interview with a young sports person
- Talking about a school trip
- Talking about illnesses and injuries
- Discussing healthy and unhealthy eating

Range of Activities
Pupils will work in pairs, small groups and full groups, as well as participating in self-supported study.

Homework Requirements
There will be one homework per language per week. This could involve learning vocabulary or activities based on speaking, reading or writing. All homework is equally important.

National Curriculum Assessment Procedures

Work is assessed throughout lessons, but formal assessments take place at the end of each term.

MUSIC

Head of Music – Mr A. Ashby

Aims:

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

Course Description:

The course comprises of four topics which are designed to meet the requirements of the attainment targets of the National Curriculum. There is also an added focus of early preparation for GCSE particularly prior to Option Choices. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2- Composing
- Attainment Target 3 – Listening and Appraising

Topics:

1. Music Theory and Keyboard Skills Focus.
2. Popular Music- Musical Futures
3. Film Music
4. Reggae

Assessment:

In music, as in all subjects, pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation
Pupil evaluation/comments (both written and spoken)
Audio and video recordings
Concerts and performances both within the classroom and outside
Reports from instrumental teachers

Activities:

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects.

The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

Homework:

Homework is set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

Extra-curricular:

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB Extra-curricular activities will be provided subject to the latest advice around COVID 19 restrictions.

PHYSICAL EDUCATION

Teacher in charge: Mr P. Hamblin

Aims

- To help pupils to explain where skills are linked and how they are different between sports or physical activities
- To encourage pupils to think how they can adapt to a variety of new situations with consistency and effectiveness
- To allow pupils to volunteer for a variety of leadership roles
- To encourage pupils to offer advice to others when learning new or challenging physical skills
- To insist all pupils aim to achieve improvements in all areas of Physical Education
- To help pupils to evaluate the work of others by pupils providing positive feedback and suggestions of correct actions for improvement. Pupils will be given the chance to use ICT when performing this
- To encourage pupils to plan and lead a session to include a warm up, development practice and game
- To ensure all pupils understand the need for regular participation in sport or physical activity in and out of the curriculum / school
- To help pupils to understand the need for different types of training specific to different activity levels and lifestyles

Course Description – Theme: Manage self and others to plan and answer challenges

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Touch Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Badminton
Softball	Outdoor and Adventurous Activities	
Trampolining	Health Related Fitness	Handball

The PE Faculty truly value the SPIRIT of SPORT and all the positive outcomes of being physically, mentally and socially active. The principles of Sportsmanship, Performance, Intelligence, Respect, Intensity and Teamwork will underpin the expectations in all Physical Education lessons. By demonstrating the correct SPIRIT the outcomes of Success, Progress, Organisation and Resilience will become evident as the pupils are taught SPORT throughout the Key Stage.

Assessment

Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

Pupils will be assessed at the end of each activity block (four weeks) and will be given an attainment statement that is in line with their individual pathway. This identifies if the pupil is working above, at or below their expected level.

There are four pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.
Level 4 'Exceptional' – Pupils show an advanced range of core skills within all aspects of P.E.

Each pupil will complete a self-assessment that will provide a record of their own progress from Year 8. This will also prepare pupils to access the KS4 P.E / Sport curriculum.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP

Teacher in charge – Mr M. Macaulay

Course Description

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are welcomed in to speak to classes.

Topics covered in Year 9 include:

Personal Identity and Careers Education, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles and Diversity.

Range of Activities

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

Homework

There is no homework set in PSHEE and Citizenship.

Assessment

Pupils are encouraged to develop self-assessment skills.

RELIGIOUS EDUCATION

Teacher in charge - Mr M. Macaulay

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

The Course

Over the year the following topics will be studied.

Term 1	What is God?
Term 2	Evil and Suffering
Term 3	Happiness
Term 4	Justice, Poverty and Wealth
Term 5	Life After Death
Term 6	The Great RE Debates

Range of Activities

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching videos and slides, reading, participating in group and practical activities (e.g. drama, drawing, tasting, handling artefacts, project work etc.) The aim is to encourage an understanding of commitment and belief.

Homework Requirements

Homework will be set approximately once a fortnight. It may sometimes involve going to the library to research a topic or learning new words/concepts.

Assessment

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

SCIENCE

Teacher in charge – Mrs S. Pearson

Aim

The Science curriculum we are following in Year 9 is Exploring Science. This course provides a broad and balanced delivery of science content in a way that is meaningful to pupil's lives. Interwoven into the course are aspects of 'Working Scientifically', where pupils learn how science works in the commercial world and how literacy and numeracy conventions are a vital part of successful scientific communication and collaboration. In Year 9 pupils continue to develop the skills, concepts and knowledge they will need to allow them to be well equipped for their GCSEs in Years 10 and 11.

Course Content

GENETICS & EVOLUTION	Pupils explore the differences between environmental and genetic variation. They will gain an understanding of the structure of DNA, how it functions and historical aspects of its discovery. Pupils will consider the evidence for evolution by Natural Selection and discuss factors contributing to species extinction.
PLANT GROWTH	Pupils will gain a deeper understanding of important chemical reactions in plants and how plant products are used. Pupils will investigate how plants are adapted to different conditions and how farmers make use of these features in their crop breeding and plant nutrition. Pupils will gain a deeper insight into different farming systems and be able to debate pros' and cons' of each.
MAKING MATERIALS	Pupils will gain an impression of what it is to be a materials scientist. Through practical investigation and research they will explore the properties of materials such as ceramics, polymers, and composites, and become skilled at matching material property to end use. Pupils will also explore the environmental implications of using certain materials and understand the importance of regulation and responsible practice.
REACTIVITY	Pupils will build on work undertaken in Year 8 and delve further into the nature of explosions and why some chemicals behave this way. They will conduct investigations to explore patterns in the Periodic Table. Pupils will also explore energy changes in chemical reactions and apply their chemical understanding to the extraction of metals.
FORCES & MOTION	Pupils take their knowledge and understanding of this aspect of Physics further by investigating how forces cause objects to behave and what happens when forces are balanced and unbalanced. Energy transfers are linked to the changes in motion and Maths skills are employed to analyse data and test relationships.
FORCE FIELDS & ELECTROMAGNETS	Pupils consider the different type of force fields and the impact they have. The phenomena of electricity are explored in terms of static, current electricity, resistance, and electromagnetism. Pupils will learn to relate the science ideas they have explored to real life contexts such as Space exploration.

Range of Activities

Each topic of work covers the standard of National Curriculum subject matter and at the same time develops one or more process skills. This could involve pupils in investigatory work or may require group discussion or presentation. Pupils may be asked to apply what they have learnt, evaluate or interpret their own or secondary sources of data or make predictions or hypotheses about more familiar situations.

Homework

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

Assessment Procedures

As well as regular informal assessment during lessons, there will be a test at the end of each unit to assess pupils' knowledge and understanding.

Pupils will also complete two internal end of Key Stage examinations in February which will test **all** their Key Stage 3 Science knowledge. The first assesses pupils' aptitude in aspects of working scientifically. The second test is a rigorous assessment of subject knowledge across the key stage.

Pupils will then commence their GCSE studies, focusing on introduction units in Biology, Chemistry, and Physics.