



# **Year 9 Curriculum Outline**

## **A Guide for Parents and Pupils**

**2016-2017**



## INTRODUCTION: YEAR 9

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We are very aware of the huge efforts that all parents and carers make in supporting their children to realise their potential in all facets of school life. The aim of this booklet is to help you in encouraging your child's learning. The booklet contains an outline of the curriculum in each of the subject areas that your child is studying during this academic year

For each subject area the information is presented in the following sequence:

- 1 Course content
- 2 Assessment procedures
- 3 Homework policy
- 4 Marking policy
- 5 Text books/resources used during the course. Other recommended texts if applicable.
- 6 Specialist equipment/materials required if applicable.

In addition the following information is relevant to all subject areas:

**Homework** – Homeworks are expected to take approximately 45 minutes. Homework is set once a week in English, Mathematics and Science. Homework is set once a fortnight in Art, Classics, Design and Technology, Geography, History, Religious Studies and the option subjects. A half homework is set once a week in French. Homeworks in ICT and Music are on an occasional basis.

**Assessments** – Assessment grades are sent home each term. Grades awarded are based upon attainment and effort. A full written report is sent home annually. Internal examinations take place during May.

**Marking** - Marking in all subjects will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made. Peer and self-assessment is also encouraged to help students reflect on their progress.

**Parents Consultation Evenings** - In March you have the opportunity to discuss the progress of your child with individual subject teachers. If you wish to discuss progress at any other time further contact with teachers is welcomed. There is an additional evening in January to explain and discuss GCSE and other option choices.

### How to help your child?

- 1 Show a keen interest in and appreciation of the work being done.
- 2 Use the information provided in this booklet to discuss the work being undertaken.
- 3 Encourage your child to take more responsibility for his/her own learning: to complete homework punctually and prepare thoroughly for examinations/assessments.
- 4 Try to provide the materials/resources at home which will support learning.
- 5 Monitor homework/assessment grades to ensure good progress is being made.
- 6 Contact the school if you feel progress is unsatisfactory or if you need further advice to enhance your child's progress.

T O'Brien  
Deputy Headteacher

November 2016

### **Course Content/Skills**

The Art course takes the form of a number of units of work each year, in order to cover the knowledge, skills and understanding outlined in the National Curriculum. Year 9 students are expected to make more informed decisions about their own work and are set longer project deadlines in order to complete ambitious pieces.

#### **Examples of topics:**

**Heads and Faces:** Students learn the art of drawing portraits and later develop this work to result in a more personal response to the theme.

**Personal Identity:** Students develop work and media from the Heads and Faces topic to create a piece.

#### **Equipment**

A 2B pencil is useful for classwork and homework, as is a good quality eraser and a glue stick. Coloured pencils or paint are optional.

#### **Assessment Procedures**

Students are encouraged to self-assess and peer-assess during lessons. The work is also assessed by the teacher and an attainment grade is given on the basis of the student's average attainment for classwork and homework.

#### **Homework**

All Year 9 pupils are set a mixture of one homework per fortnight or a larger homework project comprising of a series of tasks for the term. Each homework (or project task) should take approximately 45 minutes to complete. Homework within Art can be fairly varied and can involve collecting materials and images, researching an artist or observational drawing. Tasks must be completed in homework books.

#### **Marking Policy**

Marking will be carried out in accordance with the whole school's assessment policy. Written comments will suggest how work can be improved as well as a positive comment on success. These are written at the back of their sketchbooks.

## **Citizenship**

By the end of Key Stage 3, the majority of pupils should have developed their political literacy, experienced opportunities for community involvement and acquired a sense of greater social and moral responsibility.

Pupils will be taught about:

- the development of the political systems in the World, and the United Kingdom's relation with Europe and the rest of the world
- the nature of rules and laws and the justice system, including the role of the Police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Pupils should know about the work of the European Union and United Nations. Pupils will be visited by Sussex Police, to inform them on the British justice system, and the work of the police. Pupils will learn about local charities, environmental issues and Fairtrade.

## **PSHEE – Personal, Social, Health and Economic Education**

Students should develop their knowledge and understanding of personal well-being including:

- Economic well-being and financial literacy.
- The benefits and risks of lifestyle choices including smoking.
- Physical and emotional change at puberty.
- The features of positive personal relationships.

Statutory requirements are delivered within a framework of Catholic teachings and values.

Pupils will also receive career guidance to support them through the GCSE Option process.

The Deep Learning Days will be based on:

- UK Democracy
- Careers and Post 16 Options
- Local Community
- Financial Education
- Human Rights

Within these days pupils will be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and the Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- Other systems and forms of government, both democratic and non democratic, beyond the United Kingdom.
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world

- Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

**Course Content/Skills**

In Year 9 students will cover various aspects of Roman life, based on Roman Britain and the city of Alexandria.

The Classics course is divided into a series of 3 modules, as detailed below:

**Greek Theatre:** We will look at Theatre buildings, organisation, actors, costumes, masks etc. We will also read a Greek tragedy and a comedy in translation.

**The Olympic Games:** We will study the origins of the games in ancient Greece, and compare them to today's events.

**Archaeology:** This module introduces the way we find out about the past by a study of archaeology of Roman Britain. Students will find out how sites are discovered and excavated, the techniques used for dating and interpretation of evidence, as well as looking at the Roman occupation of Britain.

**Assessment Procedures**

Each module is continually assessed by marking of classwork and homework, and includes a short end of module test. There is also an end of year exam in the summer term. The final report grades are based on both examination and coursework marks.

**Homework**

All Year 9 students receive one homework per fortnight, which should be about 45 minutes work. At the beginning of each module, a Homework Task Sheet will be issued to each student, and this will lay out all the homework tasks for that module. The reason for doing this is to help the students to organise themselves and their work, and to enable parents to keep track of their child's homework. With this in mind we ask parents to sign the Homework Task Sheet at the start of each module. Students will also be given an A4 homework exercise book into which they can either write their homework, or stick it in if produced on a computer. The homework module, with details of all tasks and support for the work will be available on the school Moodle

**Marking Policy**

All classwork and homework is marked, according to the School Marking Policy with a comment rather than a numerical mark. However, at the end of a homework module the individual tasks are combined and marked with a percentage and a grade.

**Text Books**

Classics            A selection of textbooks for each module, most notably those in the Longmans 'Aspects of Greek and Roman Life' series.

We also make extensive use of a range of other textbooks, slides and videos.

**Course Contents/Skills**

The Dance course is organised in the following units:

**1 Performing:**

Contact Improvisation

Technical nature of Dance skills

**2 Choreography**

Dynamics

The process of creating Choreography

The practical areas of study include:

- Performance and composition of a duo
- Performance and composition of a group work
- Performance of a technical set study

Students will develop their knowledge and understanding of Choreography through analysing the performances of professional dance works by various Choreographers.

**Assessment Procedures**

Assessments are made throughout the course, during work in progress and at the end of a task. Pupils often assess their own and each other's work as a process for development.

**Special kit required:-**

Black leotard and tights

Jazz shoes (optional)

Black school T-shirt (optional)

Dances will be videoed regularly throughout the course so that students can analyse and appreciate their own level of performance.

Design and Technology is an inspiring subject, using creativity and imagination to design and make products that solve real and relevant 'problems'. Students acquire a range of knowledge and skills, and draw on subject knowledge across the curriculum. Students consider their own and others' needs, wants and values. They take risks; become resourceful, innovative, enterprising and confident individuals. In solving a variety of needs, students experience the essential contribution that designers make to the creativity, culture, wealth and wellbeing of the nation.

During Key Stage 3 (Years 7-9) students will experience Design and Technology in four areas – Food Technology, Product Design, Graphic Products and Textile Technology.

In each discipline, students will follow the Design and Make Process:

- Investigation and Analysis
- Design and Development
- Making and Modelling
- Testing and Evaluation

**Outlined below are the projects and activities that take place in Year 9.**

### **Graphics and Products – Recycle & Reuse Photo Album**

Students investigate the social, moral and environmental impact of designers on society. They design and make a product using recycled and reused materials for the teenage target market.

#### **Focus**

- Understanding the six R's.
- Reused and recycled material investigation.
- Paper manufacturing.
- Binding methods.
- Planning for manufacture.
- Life-cycle evaluation.

**Assessment: Assessment: Generating Ideas; Developing & Modelling Ideas; Making.**

### **Product Design – Sports Drink Branding & Prototype Bottle Design**

Students investigate the importance of ergonomics when designing products that meet the needs of the majority. They design and model a sports drink bottle, creating the drink's brand identity.

#### **Focus**

- Analysing existing products.
- Developing advanced hand and CAD presentation techniques.
- Creating 2D & 3D designs.
- Block modelling using styro-foam.
- Social, moral & environmental issues.

**Assessment: Assessment: Exploring Ideas; Generating Ideas; Developing & Modelling Ideas.**

## **Food - One off, Batch and Mass Production**

Students investigate commercial manufacturing methods from bespoke to large-scale production. They design and make a range of products that would be appropriate for each scale of production.

### **Focus:**

- Completing Target Market research and using data to inform designs.
- Developing knowledge and understanding of nutritional profiles and healthy eating.
- Designing and making a variety of challenging and creative products based on each type of production method.
- Creating and using a Production Plan, Quality Control Inspection Report and Risk Assessment.

### **Assessment: Exploring Ideas; Generating Ideas; Planning & Making**

## **Textiles - Cushion Project**

Students are introduced to a variety of complex textile techniques. They apply these skills to design and make a soft furnishing product, for the domestic market.

### **Focus:**

- Completing a design specification with justification of their chosen product.
- Students design and make a cushion cover based on a chosen theme.
- Trialling decorative and construction techniques – Tie Dye, Pintucks, Applique and Trupunta.
- Creating a Production Plan of their product using Quality Control check-points.

### **Assessment: Generating Ideas; Developing & Modelling Ideas; Making.**

### **Assessment Procedures**

Classwork and homework will be marked in accordance with the whole school marking policy. Clear comments are provided to help students improve their work. They are then given time to respond and improve their grade.

### **Homework**

All pupils in Year 9 will be set homework of approximately 45 minutes per fortnight. The tasks will include activities such as designing, planning, research and evaluation.

### **Assessment Policy**

At the end of each module, an average grade is given using the three assessment strands.

### **Technology Fund**

A voluntary contribution is requested, to assist in purchasing high quality materials and resources.

**Course Content/Skills**

The aims of the Drama curriculum in Year 9 is to stimulate, encourage and develop students' ability to:

- Recap of key stagecraft elements/techniques
- Introduction to key practitioners
- Develop of site specific skills
- Evaluate and Analysis practical work
- Development of characterisation skills
- Evaluate and Analysis practical work
- To move page to stage
- Evaluate and Analysis practical work
- Development of Dramatic Techniques
- Evaluate and Analysis practical work
- Development of performance skills
- Evaluate and Analysis a live theatre performance

**Autumn**

Introduction to Theatre – Moving from Drama to Theatre  
Written Response Examination  
9/11 – Themed based characterisation exploration

**Spring**

Hearts - Scripted Work  
Written Response Examination  
Gangs – Themed based Devising Work

**Summer**

Devising a Performance - Student's choice  
Showcase Evening – Perform to Family and Friends  
Live Theatre Review – Digital Theatre Performance  
Physical Theatre – Frantic Assembly

**Assessment Procedures**

Students' practical and written work is assessed half termly. The Assessment Objective are;  
Making  
Performing  
Responding

**Homework**

Will involve a combination of additional rehearsals, line learning, keeping written logs, completing written examination preparation.

**Marking Policy**

Marking will be carried out in accordance with the whole school's assessment policy. Written comment will suggest how work can be improved as well as a positive comment on success and not there yet

independent development comments. These comments are written on students' yellow assessment sheets and their rubrics sheets.

**Course Content/Skills**

The English course is divided into modules, based on the National Curriculum and developing skills in the three core areas of Speaking and Listening, Reading and Writing.

The main focus of each module is listed below, together with a list of planned assessment tasks. Please note that the order of these tasks may vary according to the teaching group and that teachers may, on occasions, adopt different tasks while assessing the same skills.

**AUTUMN TERM 1**

**Poems from different cultures** – comparative textual analysis.

- Interim test – literary and linguistic terminology connected to poetry unit; spelling.

**AUTUMN TERM 2**

Public speaking

Create own speech to be performed to class – 4-5 minutes

Children's Picture Books

Speech

**SPRING TERM**

**Intro to Globe and Shakespeare**

Formal lit. Essay

(Othello, King Lear, Hamlet, MOV, RIII, Henry V, MND)

Interim test - based on Globe, Shakespeare; apostrophe revision; spelling

**SUMMER TERM 1**

Novel

Travel writing

Discursive essay/Intro to GCSE English P.1

**SUMMER TERM 2**

**Begin GCSE course** – study of set text for GCSE English Literature, e.g. 'Frankenstein'

**Assessment**

At least one main piece of work per half-term will be awarded an attainment grade and an effort grade. Further formative marking will also take place by the teacher and through self- and peer-assessment. In line with whole school procedures, current attainment grades will be reported on a regular basis.

**Homework**

Pupils in Year 9 are set English homework once per week. This may be written work, learning spellings, preparatory reading or research.

In addition to formally set homework, it is expected that pupils should be reading **at least ten books for pleasure during the course of the academic year**. For some pupils, parents and other relatives will need to play an active role in reading to and with pupils until they gain the confidence to undertake this independently. Reading for **at least twenty minutes** each night before bed is recommended. Reading lists will be distributed containing recommendations from teacher and fellow pupils. The librarian will also be able to suggest books during Reading Hub lessons.

## Course Content

The Geography course consists of the following:

1	Ecosystems	The interactions which take place in all the Ecosystems: To consider the problems facing the exploitation of the world's greatest resource, the Rainforest.
2	80:20	What is Development? How can it be measured and how does it influence the quality of life?
3	Comparing Countries:	Looking at two countries in contrasting stages of development
4	Think – Act	On global warming, our global footprint, recycling.
5	Tectonics	A study of earthquakes and volcanoes.

The teaching offers opportunities to stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. The course is designed to foster pupils' sense of wonder at the beauty of the world around them. It also helps pupils to develop an informed concern about the quality of the environment and the future of the human habitat and therefore enhance pupils' sense of responsibility for the care of the earth and its people.

## Resources

The text book Horizons 3 is supported by electronic resources 'Just Click'. In addition we use a wide range of resources, Geography 1, 2 and 3, Key Geography, maps, atlases, internet, newspapers, TV and pupils' own experiences.

## Assessment Procedures

Each unit of work is assessed by a variety of tasks. These range from decision making exercises, investigation or extended project. For example, Ecosystems is assessed by a research project on a biome of choice.

## Homework

Homework is set to complement the work being studied in class. One half of the term pupils will have the Choices' booklet. Here they will have six pieces of homework from which they will make a choice. These are graded in relation to challenge. The homework will be written in their planners in the appropriate sections as will the deadlines.

The tasks set are varied and will include some of the following:

- the presentation of a research assignment
- a practical exercise
- written task
- using data and ICT

In the other half term the homework will take the form of a research assignment. Again there are choices in the content and presentation.

## Marking Policy

Classwork and Homework are marked in line with whole-school policy. Attainment grades are awarded at various stages throughout the course.

## Incentives

The department uses a variety of incentives. Department merit stamps, stickers and certificates, which are monitored to provide recognition of effort and achievement. We will keep you in touch with exceptional performance by writing home.

## **Course Content/Skills**

In Year 9, pupils study the Twentieth Century world. The modules in Year 9 cover historical issues which will be developed further in the GCSE and A-level courses. The topics covered are outlined below:

### **Term 1**

- Britain and Europe 1900-1914
- The War to End Wars 1914-18

### **Term 2**

Europe 1919-39

- Social Change in the Inter War Years

### **Term 3**

- The impact of the Second World War
- Europe After 1945
- Social Change After The War

## **Assessment Procedures**

Pupils will be assessed on their classwork and homework completed throughout the year. The end-of-year examination will test work done throughout the year.

## **Homework**

All Year 9 pupils are set one homework per fortnight. The homework tasks are varied and are designed to develop historical skills and to complement the work done in class. The homeworks are usually handed in as a project and all homeworks are collected towards the end of half-term.

## **Marking Policy**

Marking will be carried out in accordance with the whole-school's marking policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made.

## **Text Books**

The History department use a variety of textbooks. The main books are "The Twentieth Century World", "The First World War" by Aylett and "The Era of the Second World War" by Robson. Some homeworks require research into particular topics and it is therefore recommended that pupils have access to reference material. There are some good reference computer programs available to complement work done for classwork and homework.

Historical novels related to topics studies in Year 9:

- Fireweed by J P Walsh - (Novel set in blitz London)
- Friedrich by H P Richter - (Persecution of the Jews 1925-1942)

## **Course Content**

The Computing course follows standards from the National Curriculum for Key Stage 3. It is about developing skills and knowledge to enable Key Stage 3 pupils to use computing securely, creatively and independently. Year 9 topics allow pupils the freedom to choose their context to increase engagement and independent working.

Year 9 pupils have two lessons a fortnight for computing. The units of work are:

- Scratch
- Game Marketing
- Html and website development
- Python
- Networks
- Understanding computers

## **Assessment procedures**

Key assessment focuses to be met over Key Stage 3 are:

- planning, developing and evaluating
- handling data, sequencing and modelling
- finding, using and communicating information

Criteria to meet these focus areas are given to the pupils in the form of a WILF list, which is used for self, peer and teacher assessment. Pupils are expected to evaluate their progress and show awareness of areas of success and improvement. They are given grades for pieces of work which they record in the back of their books for tracking purposes.

## **Resources**

In Year 9 Computing lessons we use Microsoft Word; Microsoft Access; Microsoft Excel and Dreamweaver and Fireworks for web authoring.

- Pupils also have the opportunity to use their computer skills in a number of subjects across the curriculum.
- The Computing suite is available for pupils to use for research or the production of school work, during lunch time and after school.

**Course Content/Skills**

The Year 9 scheme closely follows the National Numeracy Strategy Medium Term Plans and the National Curriculum. The course consists of the following modules:

**AUTUMN TERM**

Algebra 1/2	sequences, functions and graphs
Number 1	proportional reasoning; fractions, decimals and percentages; ratio
Algebra 3	equations, formulae and identities
Shape, space and measures;	geometrical reasoning; construction and loci
Handling Data 1	collect, organise and interpret data

**SPRING TERM**

Shape, space and measures 2	measures, circles, area and volume
Number 2	fractions, decimals and percentages, methods
Algebra 4	properties of number; functions of graphs
Handling Data 2	probability; Venn diagrams and data sets
Shape, space and measures	transformations; proportional reasoning
Number 3	Errors and bounds

**SUMMER TERM**

Number 4	Set theory
Algebra 5	equations, formulae and identities; graphs; revision
Algebra 6	Exponential graphs and solutions
Handling data 3	Bivarial data
Problem-solving	investigation
Key stage 4 preparation	

**Additional Content**

Number	Error bounds/intervals
Number	Set theory, different sizes of rational numbers
Algebra	Approximating solutions on exponential graphs
Probability	Venn Diagrams and data sets
Statistics	Describing and illustrating bivariate data

There is a core section, which all pupils cover to a depth appropriate to their ability. Additional sections are covered to give supplementary practice or extended challenges. Using and applying activities, games and ICT are used throughout the course to develop mathematical thinking. Mental and pencil and paper calculations are practised throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

**Assessment Procedures**

Tests are completed at half term. Investigative tasks are undertaken for assessment using and applying mathematics. The final end-of-year attainment grades are based on the module tests, the investigative tasks and the end of year test.

**Homework**

All students are set one homework per week. Each homework should take approximately 45 minutes to complete. Homeworks will be based on a set of problems, an investigative task, revision or a piece of research.

## **Marking Policy**

All tests and investigational work is given an attainment grade. Teachers make constructive comments about pupils' work. These comments refer to the standard of the work, areas of success and points for improvement, effort and presentation.

## **Text Books**

The main text used is "Maths Frameworking" published by Collins. There are three books used, aimed at different ability levels.

A Revision Guide for Key Stage 3 Mathematics.

Geometers sketchpad, Excel, Autograph, Omni graph, Logo and other software will be used throughout the course. A list of useful Internet sites is available from the Mathematics Department.

## **Equipment**

A scientific calculator, compasses, protractor, set square and ruler are required. A calculator can be purchased from the Mathematics Department.

**Course Content/Skills**

**French** - We cover the following topics:

- Leisure activities
- The future
- Healthy living
- Sport
- A region of France
- Young people's rights

The course involves intensive practice of the present, future and past tenses of regular and irregular verbs. The imperfect and conditional tenses are introduced to more able students. There is emphasis on the use of reflexive verbs. The uses of adjectives, adverbs, pronouns, and prepositions are also developed and extended.

**German** - German in Year 9 reflects the students' interests. They learn how to talk about:

- Recent holidays
- Life at home
- Relationships
- Pocket money and jobs
- Clothes and social life
- Meeting friends
- Shopping
- Healthy and unhealthy lifestyles

Grammar studied will include the past tense, reflexive, separable and modal verbs, comparative and superlative adjectives and the future tense.

**Latin** - In Latin we follow the Cambridge Latin Course, aiming to complete Unit ii by the end of the year. Students will study comparatives and superlatives, pronouns and verbs in the present, perfect, imperfect and pluperfect.

**Text Book**

Cambridge Latin Course Unit II (CUP)

**Spanish** - Pupils who have chosen to study Spanish in Year 8 will continue with this subject in Year 9.

The grammatical structures studied in Year 9 include using the preterit tense to talk about the past; a range of irregular verbs in the present tense; the use of adjectives, adverbs, pronouns and prepositions and asking questions.

The objectives of the course are: to enable pupils to write simple grammatically correct sentences; to understand more complex spoken and written text; to express themselves accurately and authentically and to learn about Spain and other Spanish speaking countries.

**Assessment Procedures**

Regular testing takes place. On an informal level this may include a short vocabulary test, a conversation about a particular topic or as the year goes on writing from memory. Following the completion of a particular topic, a test will be given on all of the different Attainment Targets [ATS]: AT1 - Listening, AT2 - Speaking, AT3 - Reading and AT4 - Writing. Each part of the test is equally weighted at 25% and a total is given. The tests provide information on the pupils' progress so far and show them what they need to do to make further progress.

## **Homework**

Learning a Modern Foreign Language successfully requires disciplined self-study skills. Set homework may include a reading or writing exercise, or the preparation of a piece of spoken language. Thorough learning of vocabulary and grammatical structures is essential on a regular basis for progress to be made.

Students are encouraged to make notes on the questions, phrases or grammatical structures that they will need in a variety of situations. The notes should be made in French, German, Latin or Spanish with the English equivalent. These should then be thoroughly learnt and committed to memory. Even if you have no previous knowledge of the language, you can help by asking your child what they have recently been learning, taking their class book or textbook and reading out to them the English phrases while the child supplies the equivalent in French, German, Latin or Spanish. You can also help them to practise by getting them to write from memory.

## **Marking Policy**

The marking policy is in accordance with the whole-school's policy incorporating strategies from assessment for learning.

We should like to encourage all pupils to have their own bi-lingual dictionary. We use the Collins Easy Learning Dictionary, but excellent online dictionaries such as [wordreference.com](http://wordreference.com) can be used. Additional vocabulary practice can be done on [linguscope.com](http://linguscope.com) and [quizlet.com](http://quizlet.com). The use of online translators is strongly discouraged. For extra grammar practice, use [languagesonline.org.uk](http://languagesonline.org.uk).

The Internet is an invaluable tool for Languages learning. A variety of sites can be found through [Lingu@net](mailto:Lingu@net) at <http://www.ncet.org.uk/linguanet/>

**Course Content/Skills**

The course is organised in the following units:

**COMPOSING SKILLS**

- ♪ Using "Sibelius".
- ♪ Structure – Theme and Variation Form
- ♪ Style – idiomatically and expressively for different instruments
- ♪ Based on techniques learnt from studying orchestral scores

**PERFORMING SKILLS**

- ♪ Ensemble Performing skills for inclusion in school Music concerts
- ♪ Individual performances within the class

**LISTENING SKILLS**

- ♪ Identification of Composing resources and techniques through studying orchestral scores of Music from different eras.
- ♪ Acquisition of knowledge related to the development of contrasting styles of Music and Instruments in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**Assessment Procedures**

Assessments are made throughout the course, during work in progress and at the end of each task. Pupils often evaluate their own and each other's work as part of the learning process.

**Instrumental Lessons**

Additional instrumental lessons are available in school at an extra cost. Pupils interested in receiving instrumental tuition should discuss the matter with their Music teacher.

Homework is set once per fortnight.

**Course Content/Skills**

The Music course is organised in the following units:

**UNIT ONE: BLUES/JAZZ/RAGTIME**

- ♪ Knowledge and understanding of 'Blues'/'Jazz'/Ragtime Music
- ♪ Improvisation
- ♪ Scales
- ♪ Structure
- ♪ Blues composition

**UNIT TWO: REGGAE**

- ♪ Knowledge and understanding of key elements of Reggae Music
- ♪ Composing in a Reggae style

**UNIT THREE: SONG WRITING AND SONGS FROM THE MUSICALS**

- ♪ The Musical
- ♪ Popular song
- ♪ Composing a song

The course content is realised through:

- Performing
- Composing
- Listening and Appraising

Most of the tasks are practically based. Good practical behaviour skills are expected at all times. Presentation of work is very important. Communication skills are extremely important as much of the work is done in pairs or groups.

**Assessment Procedures**

Assessments are made throughout the course during work in progress and at the end of each unit. Pupils often evaluate their own and each other's work as a part of the learning process.

**Instrumental Lessons**

Additional instrumental lessons are available in school at an extra cost. Pupils interested in receiving instrumental tuition should discuss the matter with the Head of Music.



**Course Content/Skills**

Pupils who have chosen this subject have four lessons per fortnight as well as their four core lessons of PE.

The course will consist of practical PE and theory-based work in a classroom, learning about the basics of physiology, psychology and sociology of sport. Pupils will gain knowledge that will help them if they decide to take up BTEC Sport or GCSE in Year 10.

Pupils learn skills such as teamwork, leadership, organisation and communication as well as sporting skills.

Pupils participate in the following range of activities that are, in most cases, different to the normal core lessons:

Trampolining

Handball

Table Tennis

Volleyball

Tennis

Ultimate Frisbee

Athletics

Striking games – rounders, stoolball, cricket.

Pupils will also be taught the following:

**PE theory work** – this will take the form of a project, with topics linked to the BTEC Sport course.

In most cases, two activities are undertaken each half-term.

**Course Content**

The Year 9 Religious Education course consists of:

**PERSONAL RESPONSE TO GOD'S CALL**

- The Human Community – developing our relationship with God
- Sacrament of confirmation
- Social justice/the problem of evil and suffering – responding to current events
- Explore two social issues

**MARRIAGE**

- The Sacrament of Marriage
- The importance of marriage in wider society
- The spiritual context of the family

**THE PASCHAL MYSTERY**

- God the Son
- Holy Week – Jesus as King, Suffering Servant, Sacrificial Lamb
- Resurrection – Triumphant God

**THE MASS (part of Deep Learning Day)**

- Sacrament – the Mass
- The new covenant

**Skills**

As well as being taught the fundamental skills of all education, there are three specific skills in Religious Education that students will be taught to show. These skills are: knowledge, understanding and evaluation. In future years students will develop these skills into looking at religious beliefs and actions. Students are encouraged to 'learn about' in order to 'learn from'.

**Assessment Procedures**

Students will be tested on two occasions during the year. In addition students will be required to produce work that will be assessed as part of monitoring their progress, often this will be through homework or short projects. Assessment will be when students complete sections or are ready for the assessment. Homework tasks will count towards interim reporting during the year.

**Homework**

One unit of homework of 45 minutes duration is set each fortnight. The work is usually written though it may be revision in preparation for a test or research for coursework. Students are encouraged to produce work using ICT and to email it to teachers.

**Marking Policy**

All work is marked using attainment grades, which can be seen on the mark feedback sheet and on the department website. Students are expected to make a self-assessment of their work prior to it being marked by a teacher.

**Textbooks and Resources**

Students use a wide range of resources which will be supplemented by the Departmental website and school's Moodle. Students may be given their own copy of 'The Way, the Truth and The Life' which they are expected to look after and sign out. Damage or loss of the book would seriously impair learning and a contribution to its replacement would be sought. It is assumed that all students have easy and permanent access to a text of the

bible for use at home (Catholic versions such as the 'Good News Bible', 'Jerusalem Bible' or 'NRSV' are all suitable).

## **Course Content/Skills**

The course consists of the modules listed below:

- Ecology
- Thermal energy
- Elements, mixtures and compounds
- Rocks and Weathering
- The active body
- Using forces
- Matter
- Variation

Each module lasts between 3-4 weeks and is practically based. During the course students will undertake practical investigations. These are important activities which require special effort in planning and reporting. Good laboratory practice is expected from all students at all times. Presentation of work is very important. Rulers and pencils should be used for all diagrams and tables.

## **Assessment Procedures**

Each module includes a graded written or practical assessment, along with a revision lesson and a short end-of-module test. Teachers and students record all module test scores. The final end-of-year grades are based upon the average module test score and end of year tests.

## **Homework**

All Year 9 students are set two homeworks per fortnight. Most homework will be a written piece of work but may also be a revision exercise or a piece of research.

## **Marking Policy**

Marking will be carried out in accordance with the whole-school policy. Written comments will suggest how work can be improved. Self-assessment and peer-assessment will also be used.

## **Text Books**

A useful reference book throughout Key Stage 3 (Years 7-9) is: "Key Stage 3 Science - The Revision Guide" - P Gannon. Currently available from the Science Department, price £2.50 or The Science Co-ordination Group, Kirby-in-Furness, Cumbria LA17 7WZ.

It is also recommended that students have access to a variety of reference texts at home or through the school/public library.

For those pupils who have access to PCs, the internet will also be of benefit.

## **Equipment**

Protractors and calculators are useful items.

Study Skills is designed specifically to meet the needs of students with Special Educational Needs. It is part of their planned provision and is therefore available for selected students only. It enables staff and students to focus on individual needs with particular emphasis on literacy and the key process skills that underpin the formal curriculum. Students have more time to cope with demands of their other subject areas in that there are no exams for this option and no homework is set.

Tuition aims to be in small groups to ensure that each student achieves progress in their specific area of difficulty. In Year 9 the focus is on improving the ability of students to access and use verbal and non-verbal information in a variety of contexts. In addition, literacy, language and social skills are developed.