



BISR Curriculum Guide

YEAR 9

ART & DESIGN

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| Length of Course | The third year of a three year Key Stage 3 course |
| Course description and aims | <p>Art & Design is a crucial element in the curriculum entitlement of every student. Understanding human experience, observing the world around us, having the ability to communicate ideas, to be creative and innovative, as well as a problem solver are all skills demanded by the rapidly evolving global economy.</p> <p>Aim of this programme:</p> <ul style="list-style-type: none"> • To investigate how to express and realise ideas using formal elements. • Draw to express perception and invention • To evaluate and analyse creative works using the language of art, craft and design • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Within the Year 9 Art & Design course pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work. From the start of year 9 students will explore graphical drawing skills while painting a famous portrait of their choice.</p> |
| Main Skills Covered | <ul style="list-style-type: none"> • Drawing as exploration and investigation • Exploring texture and detail using colour • Intermediate portraiture • Sculpture/3D modelling Self directed projects • Intermediate Graphic Design skills • Contextual links |
| Contents | <ul style="list-style-type: none"> • Drawing as exploration and investigation - mark making, line, tone, texture, detail, form, spatial awareness. • Exploring texture and detail using colour- Exploring a variety of materials and techniques to further develop skills in colour techniques. • Intermediate portraiture –exploring portraiture through a mini GCSE style project. Students are encouraged to challenge their skills and creativity to produce personal, independent works. • Sculpture/3D modelling - Designing for 3D modelling, implementing a design, Assemblage, construction, relief using a range of sculpture materials. • Intermediate Graphic Design skills – building on previous knowledge on typography to develop a finished graphic design project. |
| <p>KPI – Key Performance Indicators for Y9 Art and Design These outline the key learning outcomes for the course.</p> | |
| Drawing: | <p>Understand and apply competent drawing skills: investigative: mark making, line, tone, texture, detail, form, spatial awareness.</p> <p>Ability to differentiate between visual and surface texture. Be able to create 2D compositions that give the illusion of 3D form and space. Create representational drawing from direct observation and photographic reference material to develop</p> |

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| Painting: | Is competent in painting and colour techniques; handling of a variety of paints, independent colour work, texture and tonal detail. By mixing pigments is able to create a variety of tints, tones and shades. Be able to use and identify hues, values, complementary, analogous and monochromatic colors. |
| 3D: | 3D - Create an original functional object. Create work which demonstrates the purposeful use of visual elements and design principles to establish a personal |
| Technology: | Use of art applications to modify images and create artwork and as preparatory design. |
| Development of ideas: | Develop own ideas based on observational research. Realise each step of the design process. Ability to describe this design process verbally. Complete projects based on clear organized process. Ability to revise work and describe independent process and style. |
| Record ideas/observations: | Be able to use a range of techniques to record their observations worksheets and other media as a basis for exploring their ideas. Demonstrating a variety of independent research sources. |
| Analyse and evaluate: | Ability to analyse and evaluate their own work and that of others, using unit vocabulary, in order to strengthen the visual impact or applications of their work. Analyze how elements of art and principles of design are used in an artwork. |
| Contextual Links: | Research and link to own work with analysis and evaluation history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day |
| Course outcomes | The study of Art & Design encourages students to develop the following skills: <ul style="list-style-type: none"> • Creativity: Producing images and artefacts that are both original and of value/ taking risks and learning from mistakes/ exploring and experimenting with ideas, materials and tools • Competence: Investigating, analysing, designing, making and reflecting effectively • Cultural understanding: Engaging with a range of images from different contexts, recognising the varied characteristics of different cultures • Critical understanding: Exploring visual, tactile and other sensory qualities of their own and others' work/ identifying how values and meanings are conveyed/ developing their own views and expressing judgement |
| Types of assessment | Student progress is assessed both formatively (as part of an on-going process throughout lessons) and summative (at the end of every topic based or homework project) . Assessment at Key Stage 3 is measured against KPIs (Key Performance Indicators). All Art & Design skills, addressed by the National Curriculum, are included in our KPIs as well as more specific skills. Students are encouraged to become involved in the assessment of their own work and that of peers. PAR – we use the PAR marking model across the senior curriculum. PAR Positive, Action, Response is a three phase assessment model. The first is some positive feedback, the second is an area on which to improve and the third is what the student will implement to improve it. PAR marking in Art can take the form of self assessment, peer assessment on an ongoing basis with regular teacher assessment during and at the end of each project. Sometimes PAR marking can take the form of verbal feedback by the teacher. |

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| Methodology | A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, paired work, group work, project |
| Text and materials | <p>The following websites will provide students with useful information to aid their studies in Art & Design.</p> <p>Drawing techniques http://www.bbc.co.uk/learningzone/clips/topics/secondary/art_and_design/drawing.shtml</p> <p>Easy to understand guide that covers over 40 artistic styles and movements http://www.bbc.co.uk/arts/yourpaintings/</p> <p>Painting Art glossary http://www.bbc.co.uk/arts/yourpaintings/about/schools/art-guide.shtml</p> <p>Artists http://www.bbc.co.uk/arts/yourpaintings/artists</p> |
| Grading policy | Students are given marks that correspond with National Curriculum levels, although this is currently under review and will change next academic year. All homework is assessed through a variety of methods, verbal feedback being one of them due to the nature of the subject. |
| Additional expectations | <p>Students are required to have a basic art set in order to produce homework:</p> <ol style="list-style-type: none"> 1. Set of sketching pencils (minimum of 5 shading pencils) 2. Water Colour pencils – minimum set of 12 3. black fine tip marker <p>Homework is set weekly and requires a minimum of 45 minutes effort. Homework is always linked to classwork and is an important part of the learning experience.</p> |

ICT

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| Length of Course | The final year of the three year Key Stage 3 Computing course |
| | <p>Computer systems and the people who build and maintain them play a very important role in our lives. This course helps build the foundations for our students to be not only users of technology but to start to understand how computers work so that they could be the future designers of computer applications to help improve the quality of our lives.</p> <p>In key stage 3 computing, our students follow the national curriculum. In year 9, we build on work done in previous years and begin to prepare students for the GCSE examination. Students have 3 lessons every two weeks. They are equipped to use information technology to create programs, systems and a range of content. Our aim is to ensure that all students can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems. We also aim to ensure that students can present information effectively using a variety of media. We teach our students to be digitally literate, responsible and creative.</p> |
| Main concepts and topics covered | Digital literacy Data Representation Graphics Spreadsheets Programming Web design Input, output and storage devices JavaScript |
| Contents | <p><u>Term 1</u></p> <ul style="list-style-type: none"> ▪ Digital literacy (personal data, how to keep data safe, social media, phishing, smishing and pharming) ▪ Data representation (introduction to binary, hexadecimal and logic gates (how to convert from binary to denary or hexadecimal and vice versa, understand the binary output produced from the AND, NOT, OR, NAND and NOR gates)) ▪ Graphics (bitmap and vector images, colour models, lossy & lossless compression) <p><u>Term 2</u></p> <ul style="list-style-type: none"> ▪ Spreadsheets(IF, NESTEDIF, SUMIF, COUNTIF, AVERAGEIF, Combine functions) ▪ Programming (selection, iteration, built-in functions, functions, string manipulation) ▪ Web design (Web layers, difference between Internet & www, table attributes in HTML & CSS) <p><u>Term 3</u></p> <ul style="list-style-type: none"> ▪ Hardware and Software (What is hardware, types of software) ▪ Input, Output and storages devices (types, uses, advantages and disadvantages – compared to others). ▪ JavaScript (events, functions, HTML DOM) |
| Course outcomes | The course empowers our students to <ul style="list-style-type: none"> ▪ use technology safely and responsibly ▪ be creative users of technology ▪ solve problems by writing computer programs ▪ develop problem-solving skills which could be applied to other subjects |

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| Types of assessment | Formative assessment is carried out by the teacher and involves marking of teacher set tasks, observations, questioning and self and peer assessment for each taught unit. In addition to this there is summative assessment for three of the units during the course of the year and an end of year examination covering all the topics taught for the year. |
| Methodology | A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group activities, research and investigation, and project work to encourage independence and creativity. |
| Text and materials | We encourage students to work through activities on the following websites to support their learning. www.code.org www.codeacademy.org www.codeschool.com www.w3schools.com |
| Grading policy | All formative assessments and summative assessments will be assessed using our working without levels can do statements. Students will be provided with a copy of the assessment sheet at the start of each unit of work. The assessment sheet will have statements for each of the four categories – Master, Secure, Developing and Emerging. Students will be encouraged to set aspirational targets and also self-assess their work before teacher assessment. Teachers will produce a report about student progress once each term to parents. |
| Additional expectations | Homework is provided once each week lasting about 30 minutes. We set homework tasks which may or may not require the use of a computer. Where computers or the software required are not available for students to use at home, they are encouraged to attend one of the lunch time homework clubs in the ICT suite to complete the work. Encourage your child to practice touch typing using software or an online typing tutor. |

DESIGN & TECHNOLOGY

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| Length of Course | The third year of a three year Key Stage 3 course |
| Course description and aims | <p>In Year 9, Design & Technology is made up of three component parts: Cooking and Nutrition, Resistant Materials and Textiles. The work done closely matches that of the Food Preparation and Nutrition and Design Technology, and aims to best prepare learners for the rigors of the courses, should a learner decide to select it as a GCSE option.</p> <p>Each component carefully builds upon skills taught in Year 7 and 8 to engage and challenge all learners. Very challenging practical work is undertaken, increasing our learners' skills base further giving them the confidence to design, plan and complete practical work independently, providing them with valuable skills when they come to leave home and go to university.</p> |
| Main concepts and topics covered | <ul style="list-style-type: none"> - Food Poisoning Bacteria - International Foods Project - Research Methods - Computer Aided Design (CAD) - Computer Aided Manufacture (CAM) - Working to tolerance - A wider knowledge of designers - Modelling of ideas |
| Contents | <p>Cooking and Nutrition, Resistant Materials and Textiles are allocated 11 weeks' curriculum time respectively. Each will be taught consecutively according to the Faculty timetable.</p> <p>In Cooking and Nutrition, learners study a core of theory work that focusses on examining food poisoning bacteria in detail, including the conditions required for bacterial growth as well as the effect on the human body. Skills taught in Year 9 focus on making bread and pasta products through a Food Truck theme, learners produce everything from scratch.</p> <p>Resistant Materials focus on developing learners' own ideas and creativity. They are set a challenge to design a passive amplifier to increase the volume of their mobile phone through acoustics. They research how sound can be amplified, and materials and finishes that can promote this. They design with free reign on the shape, size and aesthetics with their internal composition coming from their research. CAD/CAM is used to create an element of detail with tolerance a focus for these parts to fit together with handmade components. Products are tested and levels of amplification can be recorded and evaluated.</p> <p>CAD/CAM that have been developed in Year 7 and 8. Learners are encouraged to develop original design ideas developed around a theme of the Middle East. Ideas are modelled to scale to allow feedback and analysis of design ideas, and ultimately, the manufacture of ideas sing CAD/CAM.</p> <p>Textiles allows learners to create their own drawstring bag to use at their leisure following a method of construction closely and adding their own individual element of the design.</p> |

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| Course outcomes | <p>The study of Design & Technology encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • Enhanced practical cookery skills • Working with a variety of food groups • Research Skills • Planning Skills • Analytical/Evaluation skills • Problem solving • Team and Paired Work • Enhanced practical skills |
| Types of assessment | <p>Student progress is assessed both formatively (as part of an on-going process throughout lessons) and summative (at the end of every topic based or homework project)</p> <p>Assessment at Key Stage 3 is measured against KPIs (Key Performance Indicators). All Design and Technology skills, addressed by the National Curriculum, are included in our KPIs as well as more specific skills. Students are encouraged to become involved in the assessment of their own work and that of peers.</p> <p>PAR – we use the PAR marking model across the senior curriculum. PAR Positive, Action, Response is a three phase assessment model. The first is some positive feedback, the second is an area on which to improve and the third is what the student will implement to improve it. PAR marking in Art can take the form of self assessment, peer assessment on an ongoing basis with regular teacher assessment during and at the end of each project. Sometimes PAR marking can take the form of verbal feedback by the teacher.</p> <p>An end of year exam is undertaken in Design & Technology to assess learners in a summative manner.</p> |
| Homework | Homework is set weekly and requires a minimum of 45 minutes effort. Homework is always linked to classwork and is an important part of the learning experience |
| Methodology | A variety of teaching styles are used to cater to the different learning styles of learners, including Visual, Auditory and Kinesthetic. These are often employed together, allowing learners with different learning styles to all progress as expected during lessons. |
| Text and materials | Learners have access to resources that are currently being uploaded to the VLE. |
| Grading policy | <p>Students are marked using Emerging, Developing, Secure or Mastered in relation to Key Performance Indicators relevant to the current topic or project.</p> <p>In Design and Technology students are marked within each component part.</p> |
| Additional expectations | <p>Learners are expected to bring an appropriate container to take their food home in when undertaking practical lessons in Cooking and Nutrition.</p> <p>All food is provided for learners to cook with.</p> |

DRAMA

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| Length of Course | This is the third year of the Key Stage 3 Drama course. |
| Course description and aims | <ul style="list-style-type: none">  To develop students' understanding of theatre and drama, themselves and the world they live in.  To build their knowledge of a variety of forms of drama and gain satisfaction from working within it.  To build confidence and communication and other life skills.  To develop drama skills and knowledge and how to apply them to create theatre.  To stimulate creativity and problem solving.  To build on the skills and knowledge gained in Year 7 and 8.  To develop the use of technology as a useful resource and learning tool  To prepare for GCSE. |
| Main aims | <ul style="list-style-type: none">  Students will develop their knowledge and application of the conventions of theatre and performance.  Students will gain a knowledge different forms of theatre  Students develop their skills and knowledge of drama strategies and elements of drama and how these are used to create performance.  Students will gain an understanding of theatre practitioners and their ideas and how these are reflected through their work and texts.  Student will develop their knowledge of contemporary theatre and theatre-making. |
| Contents | <ul style="list-style-type: none">  Epic Theatre and Brecht-contemporary practitioner  Devising from a stimulus around a theme  Adapting and interpreting text-individual and group work  Written work to prepare for GCSE course |
| Course outcomes | <ul style="list-style-type: none">  Students will:  Create original pieces of work using a stimulus  Perform in a variety of extract from plays by Brecht and other contemporary writers  Research contemporary practitioners, particularly Brecht  Evaluate their work in written form |
| Types of assessment | <ul style="list-style-type: none">  Oral and written feedback from teacher  Peer and self-assessment  Written and practical assessment |
| Methodology | <ul style="list-style-type: none">  All lessons are practical lessons.  Written work in undertaken to support practical work and to develop an understanding of why something is being done; this creates practical work that is meaningful for both performer and audience. |
| Text and materials | <ul style="list-style-type: none">  A selection of Brecht extracts  A selection of extracts from contemporary plays  A selection of devising images  Relevant videos and images |
| Grading policy |  Students will be assessed using Key Performance Indicators and awarded a level between 1-7 |
| Additional Expectations |  It is really important that students are exposed to Theatre as much as possible so they can develop and apply their skills and talents. Going to the theatre and being involved in school productions will give them another experience of theatre and allow them to develop as a performer and a student of Drama. |

ENGLISH

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| Length of Course | One year Year 9 is the third year of the three year Key Stage 3 English programme |
| Course description and aims | <p>The course is a combined literature and language course. Language objectives are organised into four main areas of English. These comprise the four language strands: reading, writing, listening and speaking, and language study. The literature course is aimed at exposing students to a wide variety of texts covering different literary genres. The course aims to provide progression and continuity so students are prepared to move on to their two year IGCSE courses in Language and Literature. The broad aims are to help students to:</p> <ul style="list-style-type: none"> • Read and understand complex and abstract ideas beyond their personal experience • Recognise the writer's viewpoint, attitude and intention • Understand and appreciate ways in which English is changing and how language is used for different effects • Write in a variety of styles moulding language for effect • Competently use a range of punctuation and vocabulary • Reflect and talk about different genres • Argue a point of view with appropriate supportive detail • Empathise with a character and speak in role • Interpret, analyse and evaluate attitudes, assumptions and arguments |
| Main aims | <p>Building on the student's subject knowledge from previous years. Developing their interpersonal skills, communication, decision making abilities. Students will be able to reflect and evaluate their work and make appropriate decisions to improve and refine their ideas. Through the units of work students will develop their physical theatre skills and explore some stock characters. Using a stimulus will allow students to make creative decisions and experience the process of creating and developing their own performance piece. Scripted work will give the students an opportunity to interpret a character and rehearse it through to a performance. Students will make connections from one experience to another and make informed choices based on their knowledge of the course and their abilities.</p> |
| Contents | <p>The focus will be on the appreciation of the writer's craftsmanship and its impact on shaping meaning. Thematic, formal and stylistic links and variations between texts and an understanding of the impact of cultural contexts on texts will form an important part of this study. In addition to empathy and discursive responses, students will write their own poems and stories in different forms and styles.</p> <p>Language work will include:</p> <ul style="list-style-type: none"> • Writing to persuade, argue, analyse and reflect • Study of how the choice of form, layout and presentation contribute to effect in a writing project on media; • Revision and reinforcement of informative, descriptive, creative, discursive and analytical writing • Vocabulary enhancement, with special attention to usage |
| Course outcomes | <p>Attainment/assessment targets</p> <p>Reading Students will</p> <ul style="list-style-type: none"> • Show ability to make a personal, critical response on a range of texts and recognise how authors achieve their effects through the use of linguistic, |

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| | <p>structural and presentational devices</p> <ul style="list-style-type: none"> • Select and synthesise information from a variety of sources • Relate texts to their social, cultural and historical traditions <p>Writing Students will:</p> <ul style="list-style-type: none"> • Write with confidence showing appropriate and imaginative choices of style in a range of forms • Develop character and setting in narrative writing and coherently present clear points of view in non-fiction writing • Use grammatical features and vocabulary accurately and effectively; use paragraphing and punctuation to make the sequence of events or ideas coherent and clear to the reader • Present work neatly and legibly <p>Speaking and Listening Students will</p> <ul style="list-style-type: none"> • Use standard English confidently in a range of situations adapting as necessary • Structure talk clearly, using apt vocabulary and appropriate intonation and emphasis in a range of contexts | | | | | | | | | | | | | | | | |
| Types of assessment | A combination of formative and summative assessments will be used. NC levels will be based on a variety of tasks covering a range of skills. This will be a combination of home and class assignments. GCSE-style exam questions will be set for the progress/end-of-year exams to bridge the transition between KS3 and KS4. | | | | | | | | | | | | | | | | |
| Methodology | <ul style="list-style-type: none"> • Use of multi-media • Independent research by students • Oral Presentations • Debates, Group and panel discussions on relevant issues • Dramatisation of scenes from texts • Cross curricular links • Critical thinking tasks | | | | | | | | | | | | | | | | |
| Text and materials | <p>Novels</p> <table border="0"> <tr> <td>Of Mice and Men</td> <td>John Steinbeck</td> </tr> <tr> <td>Dr Jekyll and Mr Hyde</td> <td>Robert Louis Stevenson</td> </tr> <tr> <td>Guantanamo Boy</td> <td>Ana Perera</td> </tr> <tr> <td>The King of the Castle</td> <td>Susan Hill</td> </tr> <tr> <td>Woman in Black</td> <td>Susan Hill</td> </tr> </table> <p>Plays</p> <table border="0"> <tr> <td>All My Sons</td> <td>Arthur Miller</td> </tr> <tr> <td>An Inspector Calls</td> <td>J.B. Priestley</td> </tr> <tr> <td>Blood Brothers</td> <td>Willy Russell</td> </tr> </table> <p>Shakespeare</p> <p>Much Ado About Nothing Merchant of Venice</p> | Of Mice and Men | John Steinbeck | Dr Jekyll and Mr Hyde | Robert Louis Stevenson | Guantanamo Boy | Ana Perera | The King of the Castle | Susan Hill | Woman in Black | Susan Hill | All My Sons | Arthur Miller | An Inspector Calls | J.B. Priestley | Blood Brothers | Willy Russell |
| Of Mice and Men | John Steinbeck | | | | | | | | | | | | | | | | |
| Dr Jekyll and Mr Hyde | Robert Louis Stevenson | | | | | | | | | | | | | | | | |
| Guantanamo Boy | Ana Perera | | | | | | | | | | | | | | | | |
| The King of the Castle | Susan Hill | | | | | | | | | | | | | | | | |
| Woman in Black | Susan Hill | | | | | | | | | | | | | | | | |
| All My Sons | Arthur Miller | | | | | | | | | | | | | | | | |
| An Inspector Calls | J.B. Priestley | | | | | | | | | | | | | | | | |
| Blood Brothers | Willy Russell | | | | | | | | | | | | | | | | |

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| Grading policy | Summative pieces will be assessed using Key Performance Indicators. |
| Additional expectations | Students are encouraged to participate in the Faculty's annual House Activities Week. Furthermore, in conjunction with the Library, students should benefit from interactions with the Visiting Author. In addition, they should be encouraged to participate in various challenges such as the PTA Poetry Contest and the International Week story competition. |

GEOGRAPHY

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| Length of Course | This is the third year of the Key Stage 3 Geography course. |
| Course description | <p>Geography will encourage students to develop a sense of place and an understanding of the world on a local, regional and global scale. It also develops an understanding of interactions between people and their environments through enquiry based investigations of geographical issues.</p> <p>The syllabus is based on the National Curriculum for England with an international twist which is tailored to our student community.</p> |
| Course Aims | <p>The aim of the Year 9 Geography course is to further broaden the Human and Physical Geographical knowledge of the students at a world scale. The topics aim to look at real world issues, and explore the future of some of the emerging nations in the world.</p> <p>Skills at this level now explore in depth the concept of sustainability. Students are encouraged to learn to think about their place in the world, and to critically evaluate the roles of others, whether they be national governments or individual members of society.</p> <p>Students also further enhance their understanding of the geographical enquiry process.</p> |
| | <p>Resources Student learn about resources, their uses, resource issues and sustainability.</p> <p>[1] The stuff we use [2] Resources Forever [3] Power to the people [4] Black gold Russia's oil [5] Something fishy going on [6] A net result [7] Diamonds are forever? [8] Sierra Leone's resource curse [9] Made to last? [10] Costing the earth</p> <p>Glaciation Students study some of the most influential physical processes that have shaped our planet.</p> <p>[1] Glacial scale [2] Moving the earth [3] Go with the snow flow [4] Life in the extreme [5] The ups and downs of our climate [6] Erratic evidence [7] The impact of ice [8] Destination deep freeze [9] Arctic arguments [10] Ice-free implications</p> |
| Main concepts and topics covered | <p>Development Students study a range of issues globally associated with development.</p> |

| | <p>[1] Defining development [2] Measuring development [3] Varying development [4] Development factors [5] Changing development [6] Equal development [7] The scale of development [8] Cost-effective development [9] Supporting development [10] Development roles</p> <p>Geographical Enquiry Process</p> <p>Based on the Royal Geographical Society's Young Geographer of the Year Competition</p> <p>[1] Identification of question [2] Pre- research planning [3] Research design [4] Primary and secondary fieldwork collection [5] Data presentation [6] Analysis and conclusions [7] Evaluating the process [8] Results</p> | | | | | | |
|--|---|--------------------|----------------|--|----|---|----|
| <p>Course outcome</p> | <p>Besides acquiring a set of skills the pupils learn to appreciate the world around them and understand the way it affects their decision making abilities.</p> <p>Skills Acquired</p> <ul style="list-style-type: none"> • Source analysis including data and graphical interpretation • Spatial understanding of phenomena • Time Management • Decision making • Critical thinking • Ability to draw conclusions from the information • Ability to support my conclusion with facts and reasons • Independent thought and critical evaluation in all my work | | | | | | |
| <p>Types of assessment</p> | <p>Assessment will be an on-going process and the overall grade at the 3 different data collection points will include formative and summative assessments.</p> <table border="1" data-bbox="416 1648 1008 1921"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Example assignments; Sustainable Fishing essay End of unit assessments</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 9 Exam taken in May</td> <td>40</td> </tr> </tbody> </table> <p>Examples of work to be assessed:</p> <ul style="list-style-type: none"> • Written assignments including essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Class work and home work | Type of Assessment | % Weightage | Example assignments; Sustainable Fishing essay End of unit assessments | 60 | Tests: End of Year 9 Exam taken in May | 40 |
| Type of Assessment | % Weightage | | | | | | |
| Example assignments; Sustainable Fishing essay End of unit assessments | 60 | | | | | | |
| Tests: End of Year 9 Exam taken in May | 40 | | | | | | |

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| | <ul style="list-style-type: none"> • Board displays by students • Summative assessments • Models and charts made by students • Use of ICT in the learning process (presentations, interactive educational websites and worksheets) |
| Methodology | <p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Group based enquiries • Interactive activities • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using (PowerPoints, videos, websites) • ‘Student – centred’ activities like individual presentations • Role plays • Projects on relevant topics • Making of charts, models and videos by the students. |
| Grading policy | <p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher’s termly projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a descriptor (Emerging, developing, securing, mastery), and a praise and action comment to which the student’s must respond. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are given a descriptor on a scale as published in the whole school assessment policy.</p> |
| Additional expectations | <ul style="list-style-type: none"> • The students need to carry their exercise books and laptops for every lesson. • All pieces of homework are important – whether reading or writing or researching. • Homework will be set via the school’s VLE, submission of this may be online or in class printed out depending on the work set. |

HISTORY

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| Length of Course | This is the third Year of the three year Key Stage 3 History course |
| Course description | <p>The learning of History at this stage encourages students to respect and understand the world around them. This is achieved through the study of individuals, societies and environments in a historical context: with the interplay of contemporary, geographical, political, social, economic, religious, technological and cultural context.</p> <p>The syllabus is closely related to the National Curriculum for England, though modified to suit local requirements.</p> |
| Course aims | <p>The aim of History in Year 9 is to give the students a sound understanding of key issues, events and perceptions and concepts which have shaped History of the 20th century.</p> <p>Students gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills as well as communication skills, contributing to the development of the student as a whole.</p> <p>Increasingly, students should develop a lifelong interest in and enjoyment of History.</p> |
| Main concepts and topics covered | <p><u>World War I</u></p> <ul style="list-style-type: none"> • Causes – long term and immediate; results – special emphasis on Treaty of Versailles • Trench Warfare – creative project on life in the trenches • Dragons Den Weapons group work • Battle of the Somme – critical enquiry based on the role of General Haig <p><u>Hitler's Rise to Power and World War II</u></p> <ul style="list-style-type: none"> • Links to the Treaty of Versailles • Different forms of government and further investigation into dictatorship. • Hitler's early life and rise to power • Home Front during the war – in some years this will take the form of cross curricular project with Year 4 • Source based enquiry into whether the Atom Bomb was justified in Hiroshima. <p><u>The Civil Rights Movement</u></p> <ul style="list-style-type: none"> • Introduction to the Sixties • Protest songs, culture and popular movements • Significance project into an individual of importance <p><u>Jack the Ripper</u></p> <ul style="list-style-type: none"> • What were the social conditions of 19th Century Whitechapel? • Who were the Ripper's victims? • Who might the Ripper have been? |
| Course outcomes | <p>The development of skills is an ongoing process in Key Stage 3 and the students learn, practice, combine, develop and refine a wide range of skills. The key tools to enhance/teach these skills that we focus on are:</p> <ul style="list-style-type: none"> • Discussion • Debate • Source analysis • Chronological understanding • Time management skills • Exam taking skills • Note making skills • Concept mapping • Hands on approach |

| | <ul style="list-style-type: none"> • Decision making • Presentation skills • Critical thinking | | | | | | |
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| Types of assessment | <p>Assessment will be an on-going process and the overall grade at the 3 different data collection points will include formative and summative assessments. Different teachers may use different assessments throughout the year but the end of year</p> <table border="1"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Example Assignments Causes of WWI essay using sources, Haig investigation, Trenches project, Causes WW2 essay in comparison, Atom Bomb essay using sources, significant Civil Rights individual.</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 9 Exam taken in May</td> <td>40</td> </tr> </tbody> </table> <p>Examples of work that are assessed:</p> <ul style="list-style-type: none"> • Written assignments and Extended Response Tasks • Source Analysis • Oral presentations e.g. debates and discussions • Quizzes e.g. Kahoot • Role-plays | Type of Assessment | % Weightage | Example Assignments Causes of WWI essay using sources, Haig investigation, Trenches project, Causes WW2 essay in comparison, Atom Bomb essay using sources, significant Civil Rights individual. | 60 | Tests: End of Year 9 Exam taken in May | 40 |
| Type of Assessment | % Weightage | | | | | | |
| Example Assignments Causes of WWI essay using sources, Haig investigation, Trenches project, Causes WW2 essay in comparison, Atom Bomb essay using sources, significant Civil Rights individual. | 60 | | | | | | |
| Tests: End of Year 9 Exam taken in May | 40 | | | | | | |
| Methodology | <p>The methodology used in Year 9 is interactive and varied. The methods used for teaching History in Year 9 include interactive class discussion, explanation of concepts by the teacher, evaluation of sources, both written and visual, movie dramatisations, documentaries, learner-centered activities like debates, group discussion, oral and power point presentations by students, role plays and project work.</p> | | | | | | |
| Text and materials | <p>A key text is Aaron Wilkes' 'War, Technology and Identity' although we do not use it exhaustively. Other resources such as multimedia and online materials are used selectively.</p> | | | | | | |
| Grading policy | <p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p> | | | | | | |
| Additional expectations | <p>Homework Homework is set each week and involves students in a variety of tasks. They may be asked to practice skills learnt in class, undertake research or work on a long-term project for example.</p> | | | | | | |

LANGUAGES AND CULTURE

ARABIC

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| Length of Course | This is the third year of a Three Year Key Stage 3 course |
| Course description and aims | <p>During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Arabic. Students will develop knowledge of the culture of Arabic-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p> |
| Main concepts and topics covered | <ol style="list-style-type: none"> 1. My school <ul style="list-style-type: none"> • School subjects, opinions and reasons • Talking about timetable • Describe the school • School uniform 2. Healthy lifestyle <ul style="list-style-type: none"> • Parts of the body, illness and remedies • Identify healthy /unhealthy food and drink • To suggest ways of improving lifestyle • To describe aspects of their lifestyle 3. Free time & Media <ul style="list-style-type: none"> • Describe what you have done in your free time • Describe what you are going to do in your free time • Talk about daily routine • TV programmes and types of films • Talking about films • Describe famous actor 4. In the future ! <ul style="list-style-type: none"> • Planning what you will do • Talking about jobs • Jobs preferences • Future careers 5. Visit around the world <ul style="list-style-type: none"> • Identify different types of holidays • Arrange your flight bookings • Booking into a hotel • Describe your holidays and others • Activities people may do on holiday • Transport that tourist could use |

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| | <p>6. Shopping</p> <ul style="list-style-type: none"> • Different types of shops • Clothing items you would like to buy • Describe presents you bought or you are going to buy • In a restaurant <p>7. Relationships with family and friends</p> <ul style="list-style-type: none"> • Identify family members and pets • Describe family members and friends(name/age/appearance/personality) |
| Content | <ul style="list-style-type: none"> • First person singular • Past,present,future tenses • To make difference between feminine and masculine when asking questions • Use of Adjectives • Connectives in extended writing • Demonstrative pronouns • Prepositions • Personal pronouns • Singular and plural of numbers • To use a variety of questions types • Interrogative pronouns • 2nd and 3rd personal pronouns • Verbs of making order • Singular,Dual,Plural of nouns • Using adverbs • Comparative and superlative |
| Course outcomes | <p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Arabic</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Arabic</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Arab nations</p> |
| Types of assessment | <ul style="list-style-type: none"> • End of unit tests • Level assessments each term • End of year exam |
| Methodology | <p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • Group work • Pair work • Individual work • Games • Different kinds of listening activities such as selective and detailed listening • Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations • Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. • Using Information Technology |

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| Text and materials | Mastering Arabic 2 Arabic in your hands CDs Flashcards Worksheets Information Technology Websites DVDs Realia |
| Grading policy | All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher’s projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy. |
| Additional expectations | For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription. |

FRENCH

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| Length of Course | This is the third year of a Three Year Key Stage 3 course |
| Course description and aims | <p>During the course of the year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p> |
| Main concepts and topics covered | <p>1. De jeunes francophones</p> <ul style="list-style-type: none"> • Find out about the French-speaking world • Exchange personal information • Discuss technology and the internet • Talk about families • Describe people • Discuss aspects of daily life <p>2. Bienvenue à Paris</p> <ul style="list-style-type: none"> • Find out about sights and places in Paris • Describe places of interest • Understand tourist and travel information • Talk about what you have done <p>3. Ça me passionne</p> <ul style="list-style-type: none"> • Talk about leisure activities • Talk about when you were younger • Compare past and present • Find out about some famous people <p>4. Notre monde</p> <ul style="list-style-type: none"> • Find out about Quebec • Talk about your own town and region • Recommend places to see and things to do • Give reasons • Discuss the climate • Discuss the environment <p>5. Au travail!</p> <ul style="list-style-type: none"> • Understand information about school life • Describe your school and a typical school day • Discuss subjects and options • Discuss different careers • Discuss future plans • Use future time expressions <p>6. Au parc d'attractions</p> <ul style="list-style-type: none"> • Find out about Futuroscope theme park • Discuss hotel facilities • Report problems |

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| | <ul style="list-style-type: none"> • Discuss the weather • Use expressions of time • Describe a recent event <p>7. En forme</p> <ul style="list-style-type: none"> • Discuss healthy lifestyles and fitness • Talk about problems • Identify parts of the body • Visiting the doctor and the chemist <p>8. Vive les vacances!</p> <ul style="list-style-type: none"> • Understand holiday information • Talk about holiday plans and accommodation • Revise countries • Discuss what to take on holiday |
| Content | The present tense of regular and irregular verbs, adjectives, reflexives, perfect tense with avoir and être, imperfect tense, making comparisons, superlative, using devoir, pronouns, using il faut, aller+ infinitive, negatives, future tense, using y, adverbs, imperative, perfect tense of reflexives, using qui and que, using object pronouns |
| Course outcomes | <p>Listening and Responding To understand longer sequences of speech and to respond quickly to authentic language in a variety of different situations.</p> <p>Reading and Responding To identify and summarise evidence from different types of text.</p> <p>Speaking To interact with others by sharing key points of information in French</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in French</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Francophone nations</p> |
| Types of assessment | <ul style="list-style-type: none"> • End of unit tests • KPI assessments each term • End of year exam |
| Methodology | <p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • Group work • Pair work • Individual work • Games • Different kinds of listening activities such as selective and detailed listening • Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations • Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. • Using Information Technology |
| Text and materials | <p>Text book Tricolore Total 3 series from the United Kingdom</p> <p>Workbook</p> <p>CDs</p> <p>Flashcards</p> <p>Worksheets</p> |

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| | Information Technology Websites DVDs Realia |
| Grading policy | All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy. |
| Additional expectations | For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription. |

SPANISH

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| Length of Course | This is the third year of a Three Year Key Stage 3 course. |
| Course description and aims | <p>During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Spanish. Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p> |
| Main concepts and topics covered | <p>1. Me presento Introduce other people Describe your house or flat Describe the place where you live Express opinions and make comparisons</p> <p>2. En el cole Talk about your school Describe what you do at school My daily routine Talk about free-time activities</p> <p>3. De vacaciones Book a table and order a meal Ask for tourist information Describe what you did on holiday Read about holidays</p> <p>4. En ruta Get travel information Find your way around and buy tickets Deal with accidents and breakdowns Describe what happened</p> <p>5. ¿Qué te ha pasado? Say why you feel ill and take advice Describe what has happened Book hotel accommodation and arrive at a campsite Find out information and complaining</p> <p>6. En casa y en el trabajo Say what you do to help at home and why Talk about how you spend your money and work experience Describe your lifestyle Talk about TV programmes and films</p> <p>7. De compras Buy food in the market Buy clothes Shop in a department store Complain about problems with purchases</p> <p>8. De juerga</p> |

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| | <p>Make plans Spanish-speaking stars Say what you thought of a film or event</p> <p>9. Yo Describe personality Describe problems at home and at school Talk about environmental issues</p> <p>10. El futuro Talk about future plans Talk about career choices Make a job application</p> |
| Content | <ul style="list-style-type: none"> • Use the verbs <i>estar</i> and <i>ser</i> • Use possessive adjectives • Use comparatives and superlatives • Use stem-changing verbs • Use <i>se puede</i> • Use verbs in future tense • Use verbs in preterite • Use <i>-ísimo</i> to emphasize meaning • Use verbs in imperfect tense • Use verbs in perfect tense • Use personal object pronouns • Use impersonal verbs • Use <i>ir a</i> + infinitive • Understand demonstrative adjectives • Use <i>sober</i> + infinitive • Use verbs in the passive voice • Use negative commands |
| Course outcomes | <p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Spanish</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Spanish</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Spanish speaking nations</p> |
| Types of assessment | <ul style="list-style-type: none"> • End of unit tests • KPI assessments each term • End of year exam |
| Methodology | <p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> • Group work • Pair work • Individual work • Games • Different kinds of listening activities such as selective and detailed listening • Different kinds of oral work such as conducting surveys, role plays, songs, |

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| | <p>interviews and presentations</p> <ul style="list-style-type: none"> • Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. • Using Information Technology |
| Text and materials | <p>Text book ¡Listos! 3 Verde and ¡Listos! 3 Rojo from the United Kingdom</p> <p>Workbook</p> <p>CDs</p> <p>Flashcards</p> <p>Worksheets</p> <p>Information Technology</p> <p>Websites</p> <p>DVDs</p> |
| Grading policy | <p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group. Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p> |
| Additional expectations | <p>For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.</p> |

MATHEMATICS

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| Length of Course | The first year of a three year GCSE course. |
| Course description and aims | <p>Mathematics is important in everyday life and the study of mathematics enables students to apply their knowledge, skills and understanding to relevant real world situations.</p> <p>In Year 9 pupils in mathematics follow the new Edexcel GCSE (1-9) course. Pupils are encouraged to develop and practise their mental arithmetic skills and formalise their recording of mathematics by developing standard methods. The work covered in Year 9 builds on the work covered in Year 8 and pertains to the Edexcel GCSE course. Year 9 students are taught in Higher and Foundation ability sets and they have six mathematics lessons per fortnight.</p> |
| Main concepts and topics covered | Number and Algebra Geometry and Measure Statistics Mathematical reasoning and applications |
| Contents | <p style="text-align: center;">Higher</p> <ul style="list-style-type: none"> • HCF, LCM, Surds, Indices, Standard form • Equations, Formulae, Sequences, Simplifying Expressions • Interpreting and Representing Data • Fractions, Ratio and Percentages • Angles and Trigonometry • Graphs • Area and Volume <p style="text-align: center;">Foundation</p> <ul style="list-style-type: none"> • HCF, LCM, Surds, Indices, Standard form • Equations, Formulae, Sequences, Simplifying Expressions • Interpreting and Representing Data • Fractions, Ratio and Percentages • Equations, Inequalities and Sequences • Angle Properties • Averages and Range |
| Course outcomes | <p>The study of mathematics encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • mathematical reasoning • increasing fluency of computation • developing a competence with formal algebra • developing an understanding of 2D and 3D shapes • handling data • estimation • problem solving • logical reasoning • the ability to think in abstract ways |

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| Types of assessment | <p>Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of ActiveLearn interactive digital resources, mini white boards, 10 quick questions, unit assessments, observation and the marking of written work.</p> <p>Students are encouraged to make self-assessments by reflecting on their work and completing the student appraisal before the Student Led Conferences (SLC). There are three formal written assessments during the year including a final year exam in the summer term.</p> |
| Methodology | <p>A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, group work, project work, flipped learning and investigations are used to deliver the curriculum.</p> |
| Text and materials | <p>Edexcel GCSE (9-1) Higher / Foundation Student Book. Students have access to the Pearson Digital Platform called ActiveLearn. The link to the website is available through the BISR VLE.</p> <p>Students also have access to MyMaths (www.mymaths.co.uk), MathsWatch (www.mathswatchvle.com).</p> <p>These materials are supplemented by a wide variety of teacher's personal favourite work sheets, games and activities.</p> <p>Useful websites: www.pearsonactivelearn.com http://nrich.maths.org/students www.emaths.co.uk</p> |
| Grading policy | <p>Both formative (teacher) and summative (formal test) assessments are referenced to the criteria of the Edexcel GCSE (1-9) exam board.</p> <p>Teachers report a grade to parents 3 times a year. Students are encouraged to be aware of their progress through self-assessment and gap analysis to set their personal target.</p> |
| Additional expectations | <p>Year 9 are expected to complete two sets of homework a week, each homework should last approximately 40 minutes. One of the tasks will be an on-line homework.</p> <p>Activities to do at home: Review the work covered in Year 7 and Year 8. Complete additional activities from the available resources.</p> <p>Students are expected to bring: a ruler, calculator, pen, pencil, geometry set, BYOD and their exercise books to every lesson.</p> |

MUSIC

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| Length of Course: | The first year of a three year Key Stage 3 course. |
| Course description and aims: | <p>Year 9 pupils will build on their previous knowledge and skills through performing, composing and listening.</p> <p>They will develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.</p> <p>They will listen with increasing discrimination and awareness to inform their practice as musicians. They will use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> |
| Main concepts and topics covered | <ul style="list-style-type: none"> • Rock Anthems • Four Chord Songs • Band Skills • Guitar and Ukulele skills • Keyboard and Drum Skills. • Music Technology. |
| Contents: | <ul style="list-style-type: none"> • Rock Anthems - Pupils will sing some Classic Rock songs such as 'Livin' on a Prayer' and learn how to play chords on keyboard, guitar and ukulele. They will learn the structure of Rock Anthems and practice playing on various instruments.. • Four Chord Songs – In this unit, pupils explore the genre of popular song, in particular those with a 4 Chord structure, learning how different artists and groups have created different musical arrangements of the same sequence. Pupils work together to rehearse, perform, assess and improve songs with a 4 Chord structure. • Band skills – skills on Guitar, Ukulele, Drums, Keyboard and Voice, will develop through listening, practising and performing a variety of songs. • Music Technology – VIP and Sibelius programs to compose and arrange music. |
| Course outcomes | <p>Students will be able to:</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble • improvise and compose; and extend and develop musical ideas • use staff and other relevant notations appropriately and accurately • listen with increasing discrimination to a wide range of music |
| Types of assessment: | Assessment is carried out by the teacher and involves marking of teacher set tasks, observations and self and peer assessment for each taught unit. In addition to this there is an end of year examination covering all the topics taught for the year. |
| Methodology: | A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group activities, research and investigation, and project work to encourage independence and creativity |
| Text and materials: | Mixture of teacher prepared materials and online multimedia |

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| | resources. Instrumental resources from the department. |
| Grading policy: | All formative assessments will use our working without levels 'can do' statements. Students will be made aware of the assessment statements for each of the four categories – Mastered, Secure, Developing and Emerging. Students will be encouraged to set realistic targets and also self-assess their work before teacher assessment. |
| Additional expectations: | Involvement in extra curricula music. |

Science

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| Course Description and Aims | The first year of a three year GCSE course. Year 9 covers the fundamental topics that lead into either single award GCSE or the Trilogy course. This is particularly relevant for chemistry as the year 9 material covers topics that underpin both CIE chemistry and AQA chemistry. Students attend 6 lessons of Science over the two weeks. They work on a six week rotation meeting subject specialists who are best placed to lead them towards success at GCSE. Classes are set across Year 9 to cater for different abilities and learning styles however, all children will study the same course content. |
| Main Topics | <ul style="list-style-type: none"> • Biology Rotation 1 – Cells and Microscopes • Biology rotation 2 – Transport in Plants and Animals • Chemistry rotation 1 – States of Matter • Chemistry rotation 2 – Compounds Mixtures and Bonding • Physics rotation 1 – Energy • Physics rotation 2 – Waves |
| Course Outcomes | <ul style="list-style-type: none"> • |
| Types of Assessment | Students will be assessed using past paper questions after three weeks and six weeks of each rotation. Their results are available on the VLE for parents via live feed. There are important practical opportunities threaded throughout the course that form part of a suite of 'required practicals' that may be included in their final examination. |
| Methodology | Pupils will be taught science in a variety of different teaching styles that incorporates Visual, Auditory and Kinaesthetic activities. There will be times when pupils work individually, in pairs or in groups hence developing their communication skills. Self and peer assessment will be undertaken throughout the lessons, enabling pupils to understand how to improve. Videos of many key lessons and practical's are available on the VLE for remote learning. |
| Text and Materials | Students will have a text book for each subject. They will be issued with a separate jotter for each subject. Your child will also have access to the virtual textbook online through the VLE. |
| Grading Policy | Students will be graded A-E which represents the level they would be expected to achieve for that topic at GCSE. Although the grading system for GCSE has changed from 1-9 for AQA examinations, CIE IGCSE remains A-G and as we use both exam boards at GCSE we have kept with the A-E system. |
| Additional Expectations | All the teaching resources used by the teacher are on the VLE and students are expected to access these at home to supplement the three 40 minutes homework set every 2 weeks. |