



BISR Curriculum Guide
YEAR 9

ART & DESIGN

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 concepts and topics covered	<p>Programme of study followed includes three projects:</p> <ul style="list-style-type: none"> • Pop Art portraits (graphical drawing skills) • Architecture (experimenting with colour, form and media) • Observational skills
Contents	<p>Term1 We look into Pop Art and its distinctive characteristics. Chosen famous portraits are turned into A2 paintings.</p> <p>Term 2 Students investigate architectural structures and produce 3D relief artefacts.</p> <p>Term 3 Focusing on observational drawing and the formal elements</p>
Course outcomes	<p>The study of Art & Design encourages students to develop the following skills:</p> <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	<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 level descriptors outlined within the National Curriculum for Art & Design. All Art & Design skills, addressed by the National Curriculum, are taught within the themes outlined above, and assessed both in class and for independent learning homework tasks. Students are encouraged to become involved in the assessment of their own work and that of peers. We discuss marking criteria and lesson objectives thoroughly to ensure that students are aware of what level</p>

	<p>they are working towards and how they are going to achieve this. Self assessment and peer assessment opportunities are also used.</p> <p>There is an exam at the end of Year 9 that mainly tests students' observational skills.</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, paired work, group work, project work and investigations are used to deliver the curriculum.</p>
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> <p>The creative industry http://www.bbc.co.uk/blast/art_design/</p>
Grading policy	<p>Students are given marks that correspond with National Curriculum levels. Students could be awarded a 4, which would be represented as 4c, or 4b, 4a. The letters a & b indicate what sub-level they have reached, for example 3b is half way to 4c and 3a is nearly a level 4c. All homework is graded in this way together with an effort grade of one of the following; (D) poor, (C) satisfactory, (B) good, or (A) excellent. It is hoped that all students will achieve at least a good for effort, which will require at least half an hour's worth of work at home.</p>
Additional expectations	<p>The Art department holds a twice-weekly Art club after school. This is an opportunity for students to continue with class work, ask for help with homework, or use the department's resources, books, computers, printers, paints etc.</p> <p>We encourage students to visit galleries and exhibitions when on holiday. This enables students to gain a better understanding of art and artists' work.</p>

DRAMA

Length of Course	This is the third year of the Key Stage 3 Drama course.
Course description and aims	Students will experience the foundations for GCSE Drama. Units of work are focused and centred on developing a student's knowledge and skills in Drama. Improvisation skills, analysis of a text, solo performance and using a stimuli are some of the areas that the students will focus on. Students will learn to make creative decisions through thematic discussions and explorations. They will communicate within a variety of forums and develop ideas through a rehearsal process. Performance work will focus on physical and vocal skills and allowing the students to recognise their strengths and areas of improvement with the subject.
Main aims	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.
Contents	<p>The year will start by looking at Comedy, to allow the students to build on their ability to improvise and practise theatre conventions. They will learn about various performance techniques and how a successful improvisation can be created and sustained. Students will be encouraged to experiment with characters using a range of vocal and physical expression. There will be a large emphasis on performing throughout this unit.</p> <p>Students will move onto 'using a stimulus'. Students will take a theme and various stimuli's to explore and create a piece of theatre. Students will be expected to make informed decisions, discuss their work and reflect through their journal and group discussions about their development. This will also look at the actor and audience relationship and explore the opportunities a performance can hold.</p> <p>Scripted work will be a focus through year nine as students study a full length text which they will then perform and analyse, applying lighting, costume and the use of props to their performance. Students will also be able to build on their skills to critically review another performance, transferring their verbal skills of discussion into the written word.</p>
Course outcomes	Students will be prepared for IGCSE Drama at the end of this course. They will feel more confident sharing ideas, working with other people and reflecting on their abilities. Their knowledge and range of different theatre techniques will be greater and their ability to research and apply their research to their learning will be evident through their work.
Types of assessment	<p>Students will be assessed throughout the and there will be summative assessments on particular skills at regular intervals. Students will be assessed in three standards set down by the Arts Council UK. The three areas for assessment are:</p> <ul style="list-style-type: none"> • Making • Performing • Responding <p>Students' practical work and written work will be continually assessed. As will their journals and contributions to class work. Students will be aware of differing assessment forms and take part in a self-assessment of their own work. Students</p>

	will be encouraged to 'peer assess' using the appropriate terminology and therefore enhancing their own learning.
Methodology	Lessons will be practical and will combine teacher- led and student- centred workshops, so the students experience as much Drama within the course. Lessons will involve working with a range of people, in groups and also independently. We encourage the students to establish good working relationships with their peers so they can communicate their ideas openly and with confidence.
Text and materials	Scripts and resources will be provided through the year by the teacher.
Grading policy	Students are assessed against the standards and levels recommended by the Arts Council UK. These levels are designed to meet the students' needs and allow them to track their own progress as they move through the year. Levels will be given to the students at the start of the year so they are aware of the areas of assessment.
Additional expectations	We encourage students to enhance their own development in Drama by getting involved in Drama activities. School shows, lighting, set and visiting the theatre are just some of the opportunities the students can experience to enhance their learning.

ENGLISH

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	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.
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>Coursework based on <i>Animal Farm</i> by George Orwell will involve largely independent student study and research.</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,

	<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. National Curriculum levels will be based on a variety of tasks covering a range of skills. This will be a combination of home and class assignments.																														
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>Scripts and resources will be provided through the year by the teacher. Tests used include:</p> <table> <tr> <td>Abomination</td> <td>Robert Swindells</td> </tr> <tr> <td>Chinese Cinderella</td> <td>Adeline Yen Mah</td> </tr> <tr> <td>Clay</td> <td>David Almond</td> </tr> <tr> <td>Does my Head Look Big in This?</td> <td>Randa Abdel- Fattah</td> </tr> <tr> <td>Eden Close</td> <td>Anita Shreve</td> </tr> <tr> <td>Noughts & Crosses</td> <td>Malorie Blackman</td> </tr> <tr> <td>Stone Cold</td> <td>Robert Swindells</td> </tr> <tr> <td>The Woman in Black</td> <td>Susan Hill</td> </tr> <tr> <td>The Hitchhiker's Guide to the Galaxy</td> <td>Douglas Adams</td> </tr> <tr> <td>Victorian Horror Stories</td> <td>Retold by Mike Stocks</td> </tr> <tr> <td>War Horse</td> <td>Michael Morpurgo</td> </tr> <tr> <td>As you Like It</td> <td>The Macmillan Shakespeare</td> </tr> <tr> <td>Julius Caesar</td> <td>Oxford School Shakespeare</td> </tr> <tr> <td>Living with Lady Macbeth</td> <td>Rob John</td> </tr> <tr> <td>Macbeth</td> <td>Shakespeare</td> </tr> </table>	Abomination	Robert Swindells	Chinese Cinderella	Adeline Yen Mah	Clay	David Almond	Does my Head Look Big in This?	Randa Abdel- Fattah	Eden Close	Anita Shreve	Noughts & Crosses	Malorie Blackman	Stone Cold	Robert Swindells	The Woman in Black	Susan Hill	The Hitchhiker's Guide to the Galaxy	Douglas Adams	Victorian Horror Stories	Retold by Mike Stocks	War Horse	Michael Morpurgo	As you Like It	The Macmillan Shakespeare	Julius Caesar	Oxford School Shakespeare	Living with Lady Macbeth	Rob John	Macbeth	Shakespeare
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Grading policy	Timed and coursework pieces are graded using UK National Curriculum Levels.	
Additional expectations	<p>Wider Reading Programme</p> <p>Wider Reading: In conjunction with the library, students are encouraged to participate in our Reading Challenge. This is designed to foster an enjoyment of books and will be active through the academic year. An attempt will be made to introduce students to a wide range of fiction and non-fiction writing. In the course of this reading, the students will have the opportunity to write book reviews, story outlines, beginnings/chapters of different kinds of books, design book jackets, blurbs and make book presentations.</p>	

FOOD TECHNOLOGY

Length of Course	The third year of a three year Key Stage 3 course
Course description and aims	<p>Food is very much a global issue, which is of everyday importance to everyone around the world and a necessity in life. Everybody is a consumer, user and maker of food. It is our aim to educate our students about food and where it comes from. We aim to provide them with the knowledge and skills to make their own food and have a clear understanding of it, which ultimately impacts directly on their quality of life.</p> <p>Within the Year 9 Food Technology course we look in detail at Food Poisoning Bacteria. During the course in Year 9 we also conduct the International Foods Project, which sees the students researching and planning to make an international dish of their own choice. All of this work is undertaken whilst still reinforcing knowledge of food safety and hygiene learned previously.</p> <p>All of this work continues to build on the foundations laid in Year 7 and 8, and steps up a gear with some very challenging practical work undertaken, increasing our student's skills base further giving them the confidence to plan, order food and cook independently, providing them with the key skills for survival when they come to leave home and go to university. For those continuing on to GCSE level in Food Technology, it gives them a solid base from which they can launch into their GCSE studies.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> - Food Poisoning Bacteria - International Foods Project - Research Methods - Food Hygiene, and Safety - Planning and Organisation - Requisition Orders
Contents	<p>During the 10 week rotation we look in detail at Food Poisoning Bacteria and the conditions for bacterial growth, whilst also looking at the impact of such bacteria on the human body.</p> <p>We move on to the International Foods Project, which sees the students researching and planning to make an international dish of their own choice, giving them full responsibility for planning, ordering food and carrying out the practical task associated with this project.</p> <p>Again we touch upon Food Hygiene and Safety issues, including cross contamination and personal hygiene and its importance in the kitchen environment.</p> <p>Some of the dishes that we make in Y9 include Lasagne, Ravioli (Using own made pasta), Profiteroles (making their own choux pastry) and the students own choice of international dish.</p>
Course outcomes	<p>The study of Food 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

	<ul style="list-style-type: none"> • Food Poisoning Bacteria
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including assessed practical work, assessed theory tasks and homework tasks.</p> <p>Students also perform self assessments by reflecting on their practical work against national curriculum criteria and identifying for themselves what areas they feel they should make improvements in order to progress through the levels. Students also assess each others work, and suggest improvements that could be made.</p> <p>Students are also assessed by the end of year exam which is completed towards the end of the school year.</p>
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 work and investigations are used to deliver the curriculum.
Text and materials	Students will soon be able to access the recipes made in class via the school website.
Grading policy	In Food Technology all grading is done in line with National Curriculum criteria. Students and their teachers constantly review work in line with this criteria in order to ensure progress is being made. Both formative (teacher) and summative (formal test) assessments are undertaken in Food Technology. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting and monitoring through self assessment.
Additional expectations	<p>Year 9 are expected to complete one home work a week lasting approximately 30 minutes. Sometimes larger project based pieces of homework are set, which are spread over more than one week.</p> <p>Students are expected to bring an appropriate container to take their food home in when undertaking practical lessons in Food Technology. All food is provided for students to cook.</p>

GEOGRAPHY

Length of Course	This is the first 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 should also develop an understanding of interaction with the environment, contrasting opportunities and interrelationship between different communities.</p> <p>The syllabus is related to the National Curriculum of England though, modified to suit local requirements.</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>
Main concepts and topics covered	<p>Africa</p> <p>A study of the different aspects of the human and physical landscapes in this vast continent.</p> <p>[1] The Physical Environment [2] The Human Environment [3] Desertification [4] The Food Supply in Africa [5] Water for Life [6] Education & Healthcare [7] Urban Growth [8] A Sustainable Future</p> <p>Saudi Arabia</p> <p>This unit studies the country of Saudi Arabia. The human areas regions, both physical and human areas are covered</p> <p>[1] Where is Saudi Arabia? [2] The Regions of Saudi Arabia [3] Saudi Arabia Climate [4] Cities of Saudi Arabia [5] Agriculture & Water</p> <p>Europe's Weather & Climate</p> <p>The weather across Europe is studied, why weather patterns occur, weather processes and how measurement is taken. Also how people interact and are affected by the weather.</p> <p>[1] What is Weather? [2] Why does it rain? [3] Anticyclones [4] Depressions [5] Forecasting the Weather [6] Europe's Climate</p>

	<p>S E Asia</p> <p>Students discover the physical and human aspects of the largest continent and about the changes taking place for the people.</p> <p>[1] Asia—A Big Continent [2] The People of Asia [3] Japan MEDC [4] South Korea NIC [5] China [6] The Indian Sub-Continent</p> <p>Urban Change</p> <p>In this unit the urban areas of the world are examined and how they are developing and changing.</p> <p>[1] Changing cities [2] Regeneration of Cities [3] Inner City Issues [4] Urban Regeneration - Sport [5] Rural—Urban Fringe</p> <p>End of Year Project - All students will undertake a Field Study Exercise. They will identify areas within the school to study. They will plan, collect data and produce a report about their findings. This is in preparation for GCSE studies.</p>						
Course outcome	<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 						
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.</p> <table border="1" data-bbox="432 1720 1078 1944"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Assignments</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 	Type of Assessment	% Weightage	Assignments	60	Tests: End of Year 9 Exam taken in May	40
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Methodology	<p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using OHP (slides, DVDs and video cassettes) • ‘Student – centred’ activities like individual presentations • Usage of flipcharts and interactive activities using the Inter Active White Board • Role plays • Projects on relevant topics • Making of charts and models by the students
Text and materials	<p>Geography lessons require standard equipment to be brought every lesson including writing book and planner. They are also expected to bring a black or blue pen, green or red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors.</p> <p>In Geography we use a varied amount of resources, some online and some textbooks. A full list of the textbooks used can be found on the VLE.</p>
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 level, an effort grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are levelled on a scale as published in the whole school assessment policy using National Curriculum levels.</p>
Additional expectations	<ul style="list-style-type: none"> • The students need to carry their own stationery • Maps will be provided as and when required • The students need to carry their writing books and text books for every lesson • All pieces of homework are important – whether reading or writing or researching • Even if a piece of homework is not formally set the teacher expectation would be for students to complete all class work, make a note of any key term and definitions in the back of their books and read through their recent work before next lesson

HISTORY

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. Increasingly, students should develop a lifelong interest in and enjoyment of History.</p>
Main concepts and topics covered	<p><u>Case Study: Who was Jack the Ripper</u> A study of Victorian London, its poverty and crime leading to a historical investigation using various sources.</p> <ul style="list-style-type: none"> • What was the East End like in 1888 • Who were Jack's victims? • The police investigation • The murders • What did Jack look like (Using evidence) • What was Jack's personality like? (Using evidence) • From Hell. Comparing film to historical evidence • Who was Jack the Ripper? A look at the top suspects • Consequences of the murders. Was Jack a social reformer? • Source work assessment <p><u>Causes, events and consequences of World War One</u></p> <p>This unit studies the vast topic of the first world war beginning with causes, weapons used, what trench life was like and ending with the peace treaty of Versailles</p> <ul style="list-style-type: none"> • How did World War I start? • Why did it become a "world" war? • Weapons used in World War One • Life in the trenches of the Western Front • Attempts to break the stalemate • Battle of the Somme • <u>An extended piece of writing on using sources to support your answer 'Was Haig 'Hero or a Butcher?'</u> • The end of the war and its consequences • The TOV; was it fair? • <u>An extended piece of writing on using sources to support your answer – 'Was the TOV fair and just?'</u> <p><u>Dictatorships and the rise of Hitler</u> This unit studies key political ideas and then examines how Hitler was able to gain power in Germany in the 1930's.</p>

	<ul style="list-style-type: none"> • Differences between a democracy and a dictatorship • Different types of dictatorships • How did Hitler become Chancellor of Germany? • How did Hitler go from Chancellor to Fuhrer? • What was life like in Hitler's Germany? <p><u>World War Two</u> Students study the causes and events of the Second World War with an emphasis on key battles. They then complete an investigation into whether the Atomic Bomb was justified.</p> <ul style="list-style-type: none"> • Pearl Harbour • The Holocaust <p><u>The Atomic Bomb. Can it be justified?</u></p> <ul style="list-style-type: none"> • What was "the Bomb"? • Why was the Bomb dropped on Japan? • What were its effects? • Was it justified? 						
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 • Decision making • Presentation skills • Critical thinking 						
Types of assessment	<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 • Board displays by students • Tests • Use of ICT in the learning process (presentations, interactive educational websites and worksheets) <table border="1" data-bbox="432 1787 1337 2024"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Assignments Jack the Ripper, World War 1 (Hague) (Treaty of Versailles), World War 2 (Hiroshima)</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 9 Exam taken in May</td> <td>40</td> </tr> </tbody> </table>	Type of Assessment	% Weightage	Assignments Jack the Ripper, World War 1 (Hague) (Treaty of Versailles), World War 2 (Hiroshima)	60	Tests: End of Year 9 Exam taken in May	40
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Assignments Jack the Ripper, World War 1 (Hague) (Treaty of Versailles), World War 2 (Hiroshima)	60						
Tests: End of Year 9 Exam taken in May	40						

Methodology	<p>The methodology used in Year 9 is interactive and varied.</p> <p>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-centred activities like debates, group discussion, oral and power point presentations by students, role plays and project work.</p>
Text and materials	<p>History lessons require standard equipment to be brought every lesson including writing book and planner. They are also expected to bring a black or blue pen, green or red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors.</p> <p>In History we use a varied amount of resources, some online and some textbooks. A full list of the textbooks used can be found on the VLE.</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</p> <p>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>
Length of course	1 school year

ICT

Length of Course	The final year of the three year Key Stage 3 Computing course
Course description and aims	<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	<p>E-safety, responsible use of social networking and cyber bullying</p> <p>Graphics</p> <p>Web design</p> <p>ActionScript Animation</p> <p>Spreadsheets</p> <p>Python programming</p> <p>The Internet</p> <p>Databases</p>
Contents	<p><u>Term 1</u></p> <ul style="list-style-type: none"> • E-Safety and cyber bullying (how to stay safe online, how to use social networking responsibly, how to prevent cyber bullying) • Graphics (Graphics theory, layers, applying filters to images, using the pen, blur and lasso tools) • Web design (HTML, tables and div tags, CSS) <p><u>Term 2</u></p> <ul style="list-style-type: none"> • ActionScript Animation (Event handlers, Event listeners, drag and drop, fade in fade out, collision detection, loops) • Spreadsheets (Charts, basic formulae, Functions – COUNT, COUNTIF, SUM and NESTED functions) • Python programming (Variables, Conditional statements, Loops, 1D Arrays) <p><u>Term 3</u></p> <ul style="list-style-type: none"> • The Internet (Web 2.0, Blogs, Wikis, Social networking, Phishing, Pharming, SPAM, security of data transfer) • Databases (Data types, creating tables, using queries with one or more criteria, using AND, OR and NOT and <, <=, >, >= in searches)
Course outcomes	<p>The course empowers our students to</p> <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
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 and summative assessments are given a level for each unit of work using a levels assessment sheet related to the national curriculum. Students are given the assessment sheet at the start of each unit of work and are encouraged to set a target and self assess their work before the teacher assesses it. Teachers report student's levels 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 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.

LANGUAGES AND CULTURE

ARABIC

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 6. Shopping <ul style="list-style-type: none"> • Different types of shops

	<ul style="list-style-type: none"> • 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) • How you get on with family and friends and give reasons
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

Text and materials	Mastering Arabic 2 Arabic in your hands CDs Flashcards Worksheets Information Technology Websites DVDs Realia
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.</p> <p>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	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

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

	<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 • 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
Text and materials	Text book Tricolore Total 3 series from the United Kingdom Workbook CDs Flashcards Worksheets

	<p>Information Technology Websites DVDs Realia</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.</p> <p>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>

SPANISH

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>

	<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 • 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,

	<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

Length of Course	The third year of a three year Key Stage 3 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 Key Stage 3 pupils in mathematics follow the National Numeracy Strategy. Pupils are encouraged to develop and practice 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.</p> <p>Year 9 students are taught in ability sets and they have six mathematics lessons per fortnight.</p>
Main concepts and topics covered	Number and Algebra Geometry and Measure Statistics Mathematical processes and applications
Contents	<p>Term 1 Limits of sequences, percentages and compound interest, equations involving fractions and x^2, loci and construction, time series graphs, volume and surface area of prisms.</p> <p>Term 2 Powers of 10, factorization, square roots and cube roots, estimates of probability, congruent triangles.</p> <p>Term 3 Quadratics expansion, graphs from linear equations, quadratic factorization, change of subject in formulae.</p>
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,3D shapes • Handling data • Estimation • Problem solving • Logical reasoning • The ability to think in abstract ways
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of mini white boards, quick 10 questions, 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 two formal written texts during the year. With a final year exam in the summer term.</p>
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, group work, project work and investigations are used to deliver the curriculum.
Text and materials	<p>New Maths Frameworking Year 9. Students are issued with a text book and practice book suitable for their ability. These texts are available electronically through the BISR VLE. https://vle.bisr.com.sa/</p> <p>Students also have access to MyMaths http://www.mymaths.co.uk/</p>

	<p>These materials are supplemented by a wide variety of teacher's personal favourite work sheets, games and activities.</p> <p>Useful websites:</p> <p>http://www.bbc.co.uk/schools/ks3bitesize/maths/ http://nrich.maths.org/students http://www.emaths.co.uk http://www.bbc.co.uk/bitesize/ks3/maths/</p>
Grading policy	<p>Both formative (teacher) and summative (formal test) assessments are referenced to the criteria in the National Curriculum levels. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting.</p>
Additional expectations	<p>Year 9 are expected to complete two sets of home work a week, each home work should last approximately 40 minutes. One of the tasks may be from MyMaths.</p> <p>Activities to do at home: Encourage your child to practise mental arithmetic- working out change and discounts in shops, to play number, board and card games, estimate speed and distance and to discuss house hold budgets and holiday finance.</p> <p>Students are expected to bring: a ruler, geometry set, calculator, pen, pencil and their mathematics books to every lesson.</p>

MUSIC

Length of Course	1 academic year
Course description and aims	Year 7 students will learn about all aspects of music through a journey that promotes understanding of Western Classical Music from C16th to the present focusing on the “Building Blocks” and “Syntax” of the Western “notated” musical tradition to draw a connection between the past and modern musical genres.
Main concepts and topics covered	<ul style="list-style-type: none"> • The Baroque Period • The Classical Period • The Romantic Period • The Modern Period
Contents	A historical appreciation from the Baroque era onwards seeks to clarify how our musical language is developed in context with social and cultural circumstances.
Course outcomes	Students will gain an understanding of how the Western musical language has developed from the “notated” tradition of music and how it relates to modern musical language.
Types of assessment	Assessment is based on <ul style="list-style-type: none"> • Written work • Performance • Creative / Compositional tasks
Methodology	A combination of taught elements and autonomous research orientated tasks are fused with practical and creative activities throughout the course.
Text and materials	Mixture of teacher prepared materials and online multimedia resources Instrumental resources from the department.
Grading policy	Reflective of the expectations as outlined in the National Curriculum of England and Wales.
Additional expectations	Development of general musicianship.

SCIENCE

Course description and aims	Key Stage 3 Science includes three main units of study: Biology, Chemistry and Physics. There are usually four topics within each unit which are taught in a specific order throughout the year. Along with learning the subject content, pupils will also be developing certain skills to help them become more independent learners in science. These skills include; Practical experimentation, thinking scientifically, communicating and collaborating, working critically with evidence and understanding the applications and implications of Science.														
Main concepts and topics covered (in order taught through the year)	9D Crime Scene investigations 9C On the Farm 9I Buying Energy 9L Dam it 9E+F Building for the future + Sculpture park 9A Science and Fiction 9B Model Career 9J Satellites and Science 9K Record Breakers 9G Cleaning up														
Contents	As above														
Course outcomes	<ul style="list-style-type: none"> • To develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics • To develop understanding of the nature, processes and methods of science through different types of science enquiries that helps them to answer scientific questions about the world around them • To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future 														
Types of assessment	<p>Pupils will be completing 6 written tests throughout the year where they will be assessed on their knowledge and understanding of the topics they have covered. As a department we wanted to make sure the pupils have the best opportunities to complete their work to the highest standard. Therefore we have included when the examinations are due to take place so the pupils can prepare in plenty of time:</p> <table border="1" data-bbox="432 1317 1050 1733"> <thead> <tr> <th>Due to take place</th> <th>Topics tested</th> </tr> </thead> <tbody> <tr> <td>End of September 2014</td> <td>9C + 9D</td> </tr> <tr> <td>Beginning of November 2014</td> <td>9I + 9L</td> </tr> <tr> <td>Middle of January 2015</td> <td>9E + 9F</td> </tr> <tr> <td>End Of February 2015</td> <td>9A + 9B</td> </tr> <tr> <td>End of March 2015</td> <td>9J + 9K</td> </tr> <tr> <td>End of May 2015</td> <td>End of year exam All topics</td> </tr> </tbody> </table> <p>Pupils will also be assessed on Science skills through Assessing Pupil Progress (APP) tasks that will be set throughout the year. These will be marked and written constructive feedback will be given back to the pupils.</p>	Due to take place	Topics tested	End of September 2014	9C + 9D	Beginning of November 2014	9I + 9L	Middle of January 2015	9E + 9F	End Of February 2015	9A + 9B	End of March 2015	9J + 9K	End of May 2015	End of year exam All topics
Due to take place	Topics tested														
End of September 2014	9C + 9D														
Beginning of November 2014	9I + 9L														
Middle of January 2015	9E + 9F														
End Of February 2015	9A + 9B														
End of March 2015	9J + 9K														
End of May 2015	End of year exam All topics														
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.														

Text and materials	<p>Textbooks will be assigned to each pupil and should be brought into school every day they have a science lesson, or they can be left at school in the teacher's classroom. Please make sure that your child handles the textbook responsibly. Your child will also have access to the virtual textbook online through the VLE or can download a version onto a USB drive from a CD ROM.</p> <p>Each pupil will also be allocated a class folder. These folders will be kept in the teacher's classroom and pupils will be expected to keep these organised. Each Pupil will be keeping test assessments and APP assessments in these folders; also any other important documentation that proves that the student has successfully completed any skills based activities.</p>
Grading policy	<p>Test and APP assessments will be graded using the UK's traditional levelling system. Only tests and APP tasks will be levelled in this way but will both contribute towards the overall assessment of your child within science.</p> <p>The test levels awarded will reflect the level of learning and understanding of the subject content.</p> <p>The APP assessment level awarded will reflect the time and effort put in from the pupil but will also assess their science skill ability.</p>
Additional expectations	<p>Homework will be set following the schools Homework policy, which is 3x 40 minutes every 2 weeks for year 9 science. Homework's will range from worksheets that may take ½ an hour to complete to the APP activities which should take longer. Appropriate time frames will be given for the completion of the larger homework tasks. Pupils are expected to organise their homework time appropriately and not leave homework to the last minute.</p> <p>The science classroom is set up to encourage student-centred learning. Of course, there will be teacher instruction, but a main portion of your child's learning is his/her responsibility. Therefore we expect all homework's and APP activities to be completed to the highest standard and handed in on time.</p>