



**St John Fisher Catholic Voluntary Academy**  
Part of the Blessed Peter Snow Academy

# **Key Stage 3**

## **Year 9**

**Curriculum Booklet**

**2017 - 2018**

## Assessment of subjects at Key Stage 3 – Changes

There have been several major changes in the world of education during the last few years, and there are more changes still to come.

One of the changes that will be most noticeable is the move away from the National Curriculum Levels that have been with us for well over 20 years. The government is directing schools to develop their own ways of recording and tracking pupil progress that do not rely on these levels.

Therefore, in line with governmental guidance, we at St John Fisher have developed our own system to report progress. Therefore, a student's attainment, in all subjects, will be reported using the following statements:

**Exceptional progress** – your son /daughter is currently achieving well and as a result could exceed expectations by the end of Year 9

**Expected progress** – your son / daughter is currently on track to achieve in line with expectations by the end of Year 9

**Working towards expected progress** – based upon current progress, your son/daughter is likely to finish Year 9 slightly below expectations

**Less than expected progress** – based upon current progress, your son/daughter is likely to finish Year 9 below expectations

How do we determine which statement to award your child?

The expected progress for your child is based upon attainment achieved in Year 6. From this a flightpath of skills is generated in each subject area of what your child should be able to achieve within their 'band', as described below.

When you receive your child's first report home you will notice that it states which GCSE band your child is in for English, Mathematics and other subjects. These bands outline which grades we are targeting your child to achieve at the end of Year 11 based upon their prior performance at KS2. These bands are not designed as a limiting factor but will be re-evaluated at the end of each academic year as your child progresses.

The bands are:

**Alpha** = Grades 1-4

**Beta** = Grades 5-6

**Gamma** = Grades 6-7

**Delta** = Grades 7-8 (This would include any exceptional performance Grade 9)

As the year progresses, and if further changes are made, these will be fully explained both to pupils and to parents and carers.

Miss S Wilkinson - Deputy Headteacher

Ms C Hall – Assistant Headteacher, Quality Assurance.



# RELIGIOUS EDUCATION

**Religious studies is part of the Core Curriculum, all students study it and benefit from it.**

The aims of the course are to give students opportunities to:

- Adopt an enquiring, critical and reflective approach to the study of religion.
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally.
- Enhance their spiritual and moral development and contribute to their health and well-being.
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and contribute to social and community cohesion.
- Develop their interest in, and enthusiasm for, the study of religions and relate it to the wider world.
- Reflect on and develop their own values, options and attitudes in light of their learning.

<b>Autumn Term</b>	<b>1 - Judaism – Beliefs &amp; Teachings</b>	Nature of God Messiah Covenant Life of Earth The after life
	<b>2 - Christian Ethics</b>	Life & Death Artefacts Crime & Punishment Redemption
<b>Spring Term</b>	<b>3 - Judaism – Practise</b>	Worship Synagogue Rituals Festivals
	<b>4 - Christian Origins</b>	Creation Evolution Science
<b>Summer Term</b>	<b>5 - Good &amp; Evil</b>	Problem of Evil Christian responses to evil Holocaust Jewish response to evil
	<b>6 - Judaism</b>	Revision Test



# ENGLISH

English is one of the core subjects, which all pupils are required to study throughout their time at St John Fisher and one of the major qualifications looked for by employers when pupils leave compulsory education.

- Students follow our new curriculum which covers the key skills needed to progress through the core programmes of study at Key Stage 3 and 4.
- There is a greater focus in Year 9 on developing students' awareness of the core GCSEs in English Language and English Literature
- This curriculum encompasses the ability to recognise, understand and manipulate the conventions of language, and develop pupils' ability to use language imaginatively and flexibly in both written and spoken English.
- Students will also develop the skills of analysing and evaluating language.
- This important subject will help to develop pupils' communication skills at all levels; this skill is crucial to success in school and life.

## Course Content

- In Year 9 pupils will study a range of different texts but these will include:
  - 19<sup>th</sup> century fiction
  - non-fiction
  - a full Shakespeare play
  - poetry
  - An author study
- They will review spelling, vocabulary and punctuation work, developing awareness of more advanced issues. They will explore a variety of devices in a range of literary and media texts, producing formal essays and evaluative discussion work. They will further develop awareness of texts from different cultures and traditions.

## Homework

- Homework is set at least once a week 40 minutes on each occasion. This homework may be writing, research, reading or learning. Pupils will receive a reading project booklet to record their reading and complete activities.

## Assessment

- The Year 9 assessments mirror the style of assessments in the new GCSE examination. They will cover formal assessments on Romeo and Juliet; 19<sup>th</sup> Century novel and a final unseen paper. This will allow students to become familiar with the format; the language and the skills needed for their GCSEs.

# LITERACY

Literacy: reading, writing and verbal communication, are the key skills needed to access the whole curriculum and the essential skills needed for the work place. At St. John Fisher we place a strong emphasis on the importance of developing literacy in all areas of the curriculum. As well as development through lesson time, students have the opportunity to develop their literacy skills through form time activities and a range of extra-curricular opportunities.

## Literacy across the Curriculum

At St John Fisher we place literacy at the heart of our curriculum: every subject promotes high standards of reading, writing and verbal communication. All subjects provide the opportunity to develop key literacy skills whether it be extended writing, developing spelling strategies or communicating ideas verbally.

## Reading for Pleasure

Reading for Pleasure is an important part of students' life at St John Fisher. Each week students take part in Drop Everything and Read and each year we run the Readathon.

As part of their English homework students are encouraged to complete a reading log and complete activities on books that they have read outside the curriculum.

## Extra-Curricular

Throughout the year there are a number of different extra-curricular opportunities for students. Throughout the year there are a number of creative writing competitions and the opportunity to get work published through the Young Writers initiative. World Book Day and the Readathon are a high point to the school year where all students are involved in activities to celebrate the joy of reading.

## Assessment

At the start of the year students will complete a baseline test that will assess students' capability in reading and spelling. Their reading and spelling ages will be monitored throughout Key Stage 3 and, where needed, intervention will be put in place to ensure that they are making good progress.





# MATHEMATICS

Mathematics is one of the core subjects, which all pupils are required to study throughout their time at St John Fisher and one of the major qualifications looked for by employers when pupils leave compulsory education. However, it is much more than that. The ability to work confidently with numbers is a key skill, which pupils will use throughout their lives, in an array of situations. This could be estimating the cost of the local shopping bill, understanding the statistics we are bombarded with by media or even completing some DIY successfully! At Key Stage 3 we aim to make lessons as enjoyable as possible and teach with the overall aim of raising the profile of mathematics in school and the community as a whole.

## Key Stage 3 lessons

Key Stage 3 lessons in mathematics follow the renewed Framework that builds on the original Framework for teaching mathematics, which was produced in 2001. It is based on the programmes of study for the new key stage 3 curriculum published in 2015.

The Framework is designed to increase pupils' access to good teaching and engaging, purposeful learning that will enable them to make good progress through Key Stages 3 and 4. Lessons throughout both key stages focus on developing mathematical skills and techniques and using these in a real life context.

The Framework identifies yearly learning objectives that encourage ambition and provide challenge for all pupils, showing progression in the subject. The objectives will ensure full coverage of the programme of study at both Key Stages 3 and 4 and establish a minimum expectation for the progression of most pupils.

These lessons take the following format:

**Mental starter:** This could involve an open-ended discussion of the current topic, a puzzle, or just some mental maths to get the brain warmed up!

**Main activity:** Following an introduction, the pupils use this part of the lesson to work individually or in groups, to develop the main learning of the session.

**Plenary:** This can take the form of an extension question, a challenge or just a discussion and review and evaluation of the learning in the main activity.

## Assessment

Pupils can expect to receive homework once a week. Pupils will be tested each term, allowing clear identification of strengths and areas of weakness. There will also be a major assessment at the end of the year involving 2 written papers and mental test to assess overall ability.

## Equipment

Pupils are required to bring the following equipment to all lessons:

- Protractor
- Compass
- Scientific Calculator
- Pen
- Pencil
- Ruler

In Year 9 pupils broach the following topics at a standard appropriate to their Mathematics set.

Each of the 4 strands of mathematics detailed below will be taught in 6 week blocks with a formal assessment at the end of each block.

The descriptors below give an indication of the mathematical skills required to achieve each standard.



# MATHEMATICS

## National Curriculum Assessment Standards

### Lower (ALPHA)

**Number:** Divide whole numbers and decimals by 10, 100, 1000. Add / divide negative numbers. Add / multiply / divide / subtract decimals. Reduce fractions to their simplest form. Solve simple problems involving ratios. Check solutions by estimating.

**Algebra:** Explore and describe number patterns. Write a formula involving two operations using algebra. Use brackets. Plot points on a set of axes. Write coordinates of points

**Geometry and Measures:** Units and estimates of length, mass capacity and time. Choose and use appropriate units. Know approximate metric / imperial equivalents. Make sensible estimates. Area of a triangle, rectangle. Name angles acute, obtuse, or reflex. Calculate angles in a triangle. Measure and draw angles and diagrams accurately

**Data Handling:** Understanding- fair/certain/impossible. Use the probability scale of 0 – 1. Select appropriate methods for probabilities. Understand different outcomes result from repeating experiments. Construct and interpret frequency tables. Group data in equal class intervals. Construct simple line graphs. Compare two sets of data using mean, mode and median.

### Middle (BETA/GAMMA)

**Number:** Use trial and improvement. Express one quantity as a percentage of another. Use equivalence between percentages, fractions and decimals. Add/divide fractions.

**Algebra:** Describe the nth term of a number sequence. Graph the equation of a line using  $y = mx + c$ . Solve equations, including those with brackets

**Geometry and Measures:** Use the formula for the volume of a prism. Find the area and circumference of a circle. Understand angle properties of parallel and intersecting lines and angles in Polygons. Name 3D shapes. Understand the properties of all quadrilaterals. Enlarge shapes by a positive scale factor using centre of enlargement.

**Data Handling:** Group data in equal class intervals. Construct pie-charts. Understand scatter diagrams and correlation. Find mean, mode and median of frequency/tally charts. Find all the possible outcomes of two experiments combined (sample space diagrams, lists). Know that the sum of all probabilities is 1.

### Upper (DELTA)

**Number:** Rounding to significant figures. Understand multiplying by numbers between 0 and 1. Solve number problems with numbers of any size. Understand proportion and proportional change.

**Algebra:** Describe the nth term of a sequence (including a quadratic sequence); multiply bracketed expressions; simplify quadratic expressions; solve simultaneous equations algebraically; solve simple inequalities.

**Geometry and Measures:** Enlarge by whole and fractional scale factor; use Pythagoras Theorem; determine the locus of an object. Understand similarity; recognise limits of whole numbers; calculate length when given area or volume; understand compound measurements eg speed.

**Data Handling:** Specify hypothesis and test; design appropriate methods which do not involve bias; understand scatter diagrams and lines of best fit; find mean, modal class, median class of grouped data; select the best average to use; use relative frequency to estimate probabilities; compare theoretical and estimated probabilities.



## SCIENCE

Equipped with our five senses, we explore the universe around us and call the adventure science.

Science is a core subject of the national curriculum and all pupils must study it at KS3. The study of Science provides pupils with a range of skills that are used in everyday life and allows pupils to explore the world around them.

### Schemes of Learning

The year 9 scheme of learning has been written by the Science Faculty at St. John Fisher Catholic Voluntary Academy to prepare students for the new, more challenging, GCSE curriculum. The scheme is designed around the fundamental subject areas to ensure that pupils finish year 9 ready for the challenge of the new GCSE curriculum.

### Topics Studied in Year 9:

- Cell biology
- Organisation
- Infection and response
- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy
- Electricity
- Forces

### Assessment

Students will be assessed through a combination of practical work, written work and end of topic test. In each topic students will be informed of where they have performed well and where their areas for development are.

### Learning methods and materials

A range of teaching techniques are used. These include experiments, problem solving, question and answer, study tasks, thinking skills, investigations, discussion and debate, role play and teacher exposition. ICT is used to enhance the curriculum in all areas of learning where appropriate.



# DESIGN & TECHNOLOGY (DAT)

## Curriculum aims

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

## The Importance of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Key Stage 3

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. When designing and making, pupils should be taught to:

### Design

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

## DESIGN & TECHNOLOGY (DAT)

### Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

### Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

### Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- Understand how more advanced mechanical systems used in their products enable changes in movement and force
- Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators].

### Food, Cooking & Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

### Key Stage 3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes)
- Understand the source, seasonality and characteristics of a broad range of ingredients

## Year 9 – Scheme of Work

In Year 9, pupils will cover specific Design and Technology projects, through a rotation of the 4 strands of Design and Technology

- |  |              |             |
|--|--------------|-------------|
| • Resistant Materials/System & Control | 1-2 projects | 14/13 weeks |
| • Food Technology                      | 1 project    | 7/8 weeks   |
| • Graphic Products                     | 1 project    | 7/8 weeks   |
| • Textiles Technology                  | 1 project    | 7/8 weeks   |

All the above projects are structured to meet the individual needs of pupils. Extension work is available as and when it is required. Projects are delivered in a variety of ways including individual, small group and whole class assignments. Pupils will produce folder/folio and practical outcomes for all projects. Homework will be set on a weekly basis and will mainly cover design and technology as it is the end of key stage 3 and it allows the pupils the opportunity to study GCSE Design and Technology.

### Assessment

Work will be marked and checked regularly by staff in order to help and guide pupils to produce projects to the best of their ability. Formal assessment of pupil work will take place at the end of each project and will look closely at the key concepts and key processes. All assessment will be reported to parents in line with Whole School Assessment Policy.



# FRENCH/SPANISH



*¡Hola! Bonjour!*



## Introduction

In French/Spanish, pupils follow the National Curriculum Programmes of Study. The aims of the course are to use the four skills of listening, speaking, reading and writing to equip pupils to cope with everyday situations in French/Spanish. As they progress through the three year course they will become increasingly proficient in their use of spoken and written language and be able to understand spoken and written French/Spanish in a variety of contexts. The knowledge and application of grammar will also be important in the completion of tasks.

## Importance of Subject

Study of a language is useful if we are to compete in Europe. It is a skill that employers value, as it shows academic ability and promotes communication skills and builds up confidence.

## Course Content Summary (Year 9)

List of topics studied:-

	<b>French</b>	<b>Spanish</b>
<b>Term 1</b>	Holidays	Holidays
<b>Term 2</b>	Crime	Crime
<b>Term 3</b>	Film	Film
<b>Term 4</b>	History	History
<b>Term 5</b>	Spanish	Spanish
<b>Term 6</b>	Sport	Sport

## Learning methods and materials:-

Language lessons require pupils to be actively involved in their learning. There are many opportunities to practise the four skills using a variety of techniques and materials, such as pair work, group work, role-play, tapes, videos, CD ROMs, language laboratory listening and speaking practice with the French Assistant, as well as more traditional work from the textbook. We use a range of materials.

## Homework

Homework is set twice a week, usually one learning homework and one written/preparation.

## Assessment

Work is normally assessed at the end of each topic (half-termly), but there is ongoing assessment taking place informally during lessons, especially in speaking and listening tasks.

Higher ability pupils will also be encouraged to produce longer pieces of writing from memory. This will facilitate their transition into KS4 French/Spanish and provide them with a firm foundation in Modern Foreign Languages in Year 10.



# GEOGRAPHY

Geography is the study of the earth's landscape, people, places and environments. At Key Stage 3 we follow the National Curriculum for Geography. The aims of this course are:-

- to provide students with knowledge and understanding of the world's features and processes at different scales.
- to make students aware of different societies and cultures.
- to develop geographical skills and the skills of investigation and problem solving.
- to prepare students for adult life and employment.

Geography is an essential subject as it inspires students to think about their own place in the world, their values and responsibilities to other people and the environment. Geography makes us aware we must think globally and informs pupils about the great issues affecting us today, such as climate change, resource depletion and social tensions in cities.

## **Course Content**

- Development
- Ecosystems
- Hazard Geography
- Geography of the USA

## **Learning Resources**

Students have a core range of text books to use at school, but we also use a wide range of resources: photographs, map packs, video and ICT to allow for full differentiation. A wide range of learning approaches are used such as fieldwork, role-play, enquiry and decision making.

## **Homework**

Homework is set in a homework booklet.

## **Assessment**

Pupils are given one prescribed assessment every half term – either by way of a formal test or a task.



# HISTORY

**George Santayana –**

***"Those who cannot remember the past are condemned to repeat it."***

The study of History is essential for an understanding of pupils' own cultural traditions and heritages and an appreciation of the diversity and richness of others. It systematically develops literacy and use of language.

## Scheme of Work

**CHANGING BRITISH SOCIETIES:** From without and within

**CHALLENGES TO POWER:** The Old and The New

**CHANGING WORLD:** A Wider Context

## Course Aims

- to provide pupils with a study of how the expansion of trade and colonisation, industrialisation and political changes affected the United Kingdom
- to provide pupils with a study of some of the significant individuals, events and developments from across the Twentieth Century
- to provide a solid foundation for the GCSE History course

## Subject definition

History is a systematic record of past events, people and changes

## Course content summary

### **Britain: 1750 – 1900**

Health and Population

Landscape of Britain

Technological change

Children in the Mills depth study

### **The Twentieth Century World 1900 - 1945**

World War I and the Home Front

The Treaty of Versailles

The Rise of Hitler & Nazi Germany

World War II and the Home Front

The Holocaust

## Learning methods and materials

These include activities from pupil textbooks, timelines, source work (interpretations, analysis and evaluations), child labour handbills, role plays, map work, trench warfare, projects, extended writing, use of ICT for research and investigations, videos (interpretation), guest speakers, trips and visits.

## Homework requirements

Pupils are usually set homework weekly – half-hour reading and half-hour written

## Assessment

Pupils are given one prescribed assessment every half term – either by way of a formal test or a task.



# MUSIC

In line with our Mission Statement, all pupils have a right to realise their creative potential. People of every culture have always felt the need to express and share their feelings, thoughts and ideas through patterns of sound. Music is often taken for granted, yet it is a powerful focus for creative energy and learning. This subject can be an opportunity to stimulate and guide the imagination, either individually or in a group.

Music is a subject which can strengthen the powers of concentration and reinforce skills in literacy, numeracy and ICT.

## How is Music taught in Year 9?

At St John Fisher, all pupils have the opportunity to experience the basic elements of music education within a wide repertoire. They gain an understanding of the language and notation used in music through practical work. Lessons incorporate performing, composing, listening and appraising in group, whole class and individual activities.

Music is taught for 50 minutes per week in classrooms equipped with keyboards, audio facilities and computers. The course is divided into six modules, each based on the National Curriculum requirements and lasting for half a term as follows:

<b>Term 1</b>	Rock & Roll	Musicals
<b>Term 2</b>	Variations	Sound Tracks
<b>Term 3</b>	Music & Space	

Pupils are encouraged to learn instruments with visiting teachers from Kirklees Music School and a range of extra-curricular activities are available within the department.

Homework is set weekly and this consists of either a written, practical or research exercise.

## How is Music assessed?

Assessment is a continuous process in music. It includes teachers' observations, discussion, listening to performances and compositions, as well as written exercises.

Pupils will be assessed against their targets using the following:

- Exceptional progress
- Expected progress
- Working towards expected progress
- Less than expected progress



## PHYSICAL EDUCATION

In year 9 pupils are becoming more competent in their skills and techniques, and learn how to apply them in different activities. Our curriculum offers pupils the opportunity to have a direct impact on what they are taught. In year 9 pupils are placed into a "performance" group or "Sport for Life" group based on their flightpaths and performance in years 8 and 9. Within both of these groups, pupils will continue to work towards their flightpath target which will range from A-H. Pupils who have scored highly in year 8 PE will have a higher flightpath of A-C, with pupils who find the practical element of the subject difficult attaining a lower flightpath of D-H. This allows all pupils to work along a challenging, achievable flightpath. The aim is for pupils to achieve their flightpath grade in Performance, Theory and Analysis and Leadership.

In both groups, pupils still experience a broad curriculum but the approach will differ for each group. They will perform a variety of outwitting-opponent activities (individual and team based) including traditional activities and non-traditional activities. Pupils will also take part in creative and fitness related activities along with option blocks, where the pupils can choose what activity to do.

In the performance route, the main focus is achieving the highest flightpaths possible in preparation for Key Stage 4. In the Sport for Life route, the focus switches to promoting lifelong physical activity and understanding the importance of a balanced, healthy, active lifestyle. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

	Performance	Sport for Life
Term 1	Outwitting Opponents (Football/Rugby/Netball/Basketball) & Trampolining	Gym/Trampolining, Dance/Aerobics, Outwitting Opponents (Football/Rugby/Netball/Basketball)
Term 2	Leadership & GCSE	Options & Outwitting Opponents (Volleyball, Table Tennis, Badminton)
Term 3	Health Related Fitness, Leadership, Striking & Fielding & Athletics	Health Related Fitness, Leadership, Striking & Fielding & Athletics

# PSHCE



Personal, social, health and citizenship education at Key Stage 3 helps pupils to lead confident, healthy and responsible lives as individuals and members of society.

Through work in lesson time (50 minutes per week) and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHCE develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers. Citizenship develops the pupils' sense of moral and social responsibility, awareness of their vital role in the community and knowledge of politics.

## Topics

**Drugs & Alcohol**  
**Parliament**  
**Relationships and Sexual Health**  
**Finance**  
**Crime and Punishment**  
**Peace and Conflict**  
**Bereavement**  
**Road Safety**

**Setting Targets**  
**Decision Making**  
**Career Guidance**  
**Options**



## ART & DESIGN

Everything visual in our world is conditioned by art and artists. Through the study of art pupils learn to develop problem solving skills, lateral thinking skills and critical thinking skills; additionally fine motor skills and hand-eye coordination are enhanced. During years 7, 8 and 9 pupils are introduced to a range of skills and uses of materials that build on their existing knowledge and experience. As they gain more experience they will be able to deal with more challenging tasks and deeper investigations. They will also be made aware of how art has influenced our history and contributed to our culture and, ultimately, to our economy.

During KS3 **drawing skills** will be an essential part of the art experience. Pupils are encouraged to:-

- Draw from imagination
- Draw from observation
- Draw in order to understand
- Use a wide range of media – pencil, pen, charcoal and other less obvious media such as string, wire or thread
- Look at established artists drawings and see how their own work connects
- Continually develop drawing skills through practice

### SKETCHBOOKS

All pupils in Y7, Y8 and Y9 have sketchbooks. This resource enables pupils to collect, record and display their ideas. They are encouraged to view the sketchbook as a useful tool both in class and for homework. Uses might include:-

- drawing from observation
- practising a skill or technique
- experimenting with media
- researching a topic and presenting information
- note-making – information, annotation, thoughts, opinions, analysis
- storing images including photographs

The sketchbook will show the pupil's development in art and can be used for teacher led topics or to develop their own work.

### **YEAR 9 THEMES – OBSERVATIONAL STUDIES, FOOD, UNDER THE MICROSCOPE**

The schemes of work focus on the imaginative and individual interpretation of the themes in preparation for the GCSE curriculum. Pupils will be encouraged to refine their artistic skills and draw on past experiences in the development of their work. They will be introduced to new approaches of sketchbook presentation and the importance of artistic 'journaling' in recording ideas and insights. This year pupils' art learning will be carried out through projects both in and out of the classroom. The study of artists, designers and craftspeople links directly with the pupils' practical work.

### **OBSERVATIONAL STUDIES**

Formal drawing and observational skills in a variety of media will be used to create a piece of work for the corridor gallery space. Pupils will need to refine their observational drawing skills and apply these to a 2D piece of work.



## **FOOD**

This involves an understanding of the role of conceptual art and how sculpture, objects and images portray meaning. Artists to look at include Claes Oldenburg, Wayne Theobald, Slinkachu who all use the topic of food to show ideas and concepts. Using a variety of media pupils will then produce a 2D or 3D piece of work as their response to the theme 'food'.

## **UNDER THE MICROSCOPE**

This topic aims to make the pupils aware of how, in the past, artists and scientists collaborated on art projects. It aims to show how artistic inspiration comes from a variety of sources. Pupils will need to revisit the techniques they have been using over the three year programme. The pupils will explore how photography is used in different fields and how artists have responded to advances in medical technology. Artists to explore include Rob Kessler, Ernst Haeckel, Dale Chihuly and Mark Francis. Using techniques and skills that have been practised during KS3 the pupils will produce a 2D or 3D abstract composition that explores colour and creates a fine art outcome.

## **ART ASSESSMENT**

Within 4 weeks of the start of September these base line tests are carried out:

- Formal test of still life drawing
- Formal elements
- Mark making

Marking is in line with the department matrix. Sketchbooks are then marked every half term along with student self/peer assessment. This is also marked against the department matrix.



# COMPUTER SCIENCE

In Year 9, schemes of work in Computer Science are a continuation of those developed in house during Year 8 using a combination of the legacy National Curriculum for ICT and the new Programme of Study for Computer Science to develop their skills in Key stage 3 and to undertake the demands of a more rigorous computational thinking and development programme. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. On top of this, units of work covering the Microsoft Office Specialist qualification are delivered with pupils expected to complete at least one unit through to examination. Students are encouraged at this stage to think about options in Year 10 and whether a Computer Science or more traditional ICT course is the next step for them.

Students are further encouraged to develop their skills in the design, writing and debugging of programs to accomplish specific goals by using modeling scenarios of real-world problems and physical systems. The ability to work confidently with computer technology is a vital skill, which pupils will use throughout their lives. ICT and Computer Science underpin the development of e-learning and students have access to a variety of activities which explore how hardware and software components make up the computer system. Students will examine in more depth data representation using binary and hexadecimal. They will also have the opportunity to use an alternative programming language from the two used in Year 7 and 8

In Year 9, students continue to develop and use their skills in a more topic-based environment, which allows them to work with a degree of independence to effectively plan, organise and complete each assignment.

## Scheme of Work

- Unit 1 - Text based programming with Python
- Unit 2 - MOS specialist #1
- Unit 3 - Physical computing with the Raspberry Pi
- Unit 4 - MOS specialist #2
- Unit 5 - E-Safety

## Resources

Pupils study ICT in one of the three main ICT suites. These are well-equipped rooms of at least 25 modern PCs, with fast internet and network access. Rooms have good printing facilities. A wide range of software is also available from programming languages to word processors. Work is stored centrally on the curriculum server; however students are actively encouraged to back up their work using removable USB memory stick or similar. Students will also have opportunity to work on the school's newly developed 'pinet' Raspberry Pi Server.

## Homework

It is an expectation that homework will normally be set once every 3 weeks. This will usually include the completion of worksheets, research, planning, revision or development and completion of coursework.

