THE BEWDLEY SCHOOL

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 9

THE CURRICULUM BY YEAR GROUP

YEAR 9

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 9 - ART AND DESIGN

INTENDED OUTCOMES

In Year 9 students work on a series of assignments based on independent themes.

Students will learn:

- Observational drawing skills, developing an understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of artists, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of media (including paint, pencil crayon, fineliners, mixed media and collage) in the pursuit of designing exciting pieces of art work.
- How to apply their knowledge and skills to create personal and independent final pieces.

COURSE IMPLEMENTATION

Independent Themes: Observational Drawing
Students develop and enhance their observational drawing skills using gridding techniques in order to improve accuracy and independence; they develop their skills in tone, line, texture and form; whilst producing a series of drawings from students' own photographs based on chosen themes to inform independent projects. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

Independent Themes: Cubism
Students study the work of Pablo Picasso and cubism; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and work in a cubist style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Cubism – Experimentation and Design
Students learn how to manipulate a variety of mark making and mixed media techniques whilst exploring different forms of cubism in order to develop their own ideas, designs and compositions; they create links to their artist research and focus on shape, colour, composition and tone. Assessments will be based on the experimentation and design work presented in

students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Cubism – Final Piece
Students develop a personal outcome for their portfolios, consolidating the projects learning with the creation of a final cubist piece based on independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Records of Observation
Students further develop and enhance their observational drawing skills in order to support the development of their projects, improve accuracy and foster independence; they focus on enhancing their skills in tone, line, texture and form. Assessments are based on the development and refinement the drawings presented in students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Contextual Studies
Students choose and study the work of a painter; they learn how to independently analyse and evaluate works of art, develop and justify their opinions, and work in the Artist's medium and style to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Painting – Experimentation and Design
Students learn how to mix and apply paint, in order to develop their own ideas, designs and compositions; they create links to their artist research and focus on colour theory, colour mixing and mark making in their own paintings. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Painting – Final Piece
Students develop a personal outcome for their portfolios, consolidating the projects learning with the creation of a final painting based on independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

LEARNING IMPACT

The development of knowledge and skills across the year 9 curriculum gives our students a great basis for creating dynamic and successful art projects, enhancing their confidence, independence, and ability to communicate and realise their own ideas in a range of media, whilst giving focus insights into the expectations at GCSE.

Students' working at grades for Art & Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes. Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 9 - BUSINESS STUDIES

INTENDED OUTCOMES

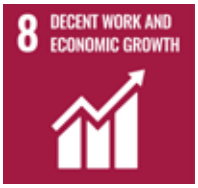
Teaching content will be primarily focusing on the mathematical elements of the GCSE course such as revenue, profit, breakeven, margin of safety and cash flow. Students will also be learning about entrepreneurial activities, market research and beginning to practice the exam style questioning techniques necessary for GCSE.

COURSE IMPLEMENTATION

Enterprise & Entrepreneurship

Students will be learning about the importance of an entrepreneur to a successful business and how they bring in new products while engaging with the customer needs. Students will receive an end of topic assessment which will be comprised of two elements to tackle both extended questions and also multiple-choice questions.

Mathematical Business



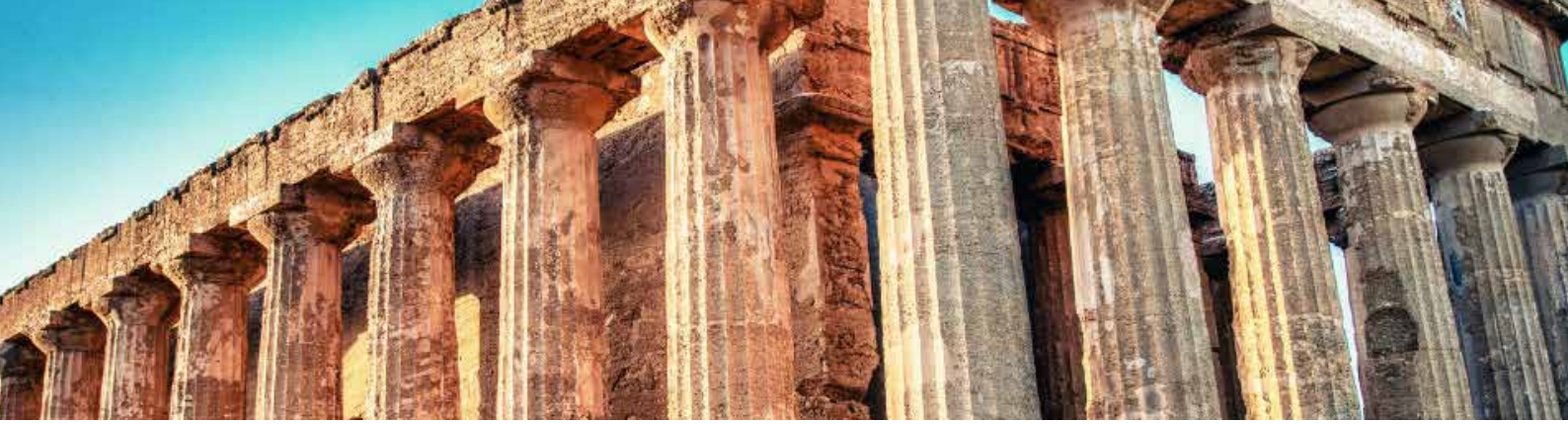
Students will have the opportunity to challenge themselves on the more difficult aspect of the course by learning new mathematical formulae required to run a successful business such as revenue, profit, loss, costs, cash flow, interest rates, breakeven level of output and margin of safety. Students will be tested frequently throughout lessons to ensure they have the correct answers on mathematical questions asked but there will also be an end of unit test where they will have numerous case studies to analyse then answer a series of exam style questions.

Spotting a Business Opportunity

Students will be learning about the importance of market research, market segmentation and the competitive environment for businesses to be able to survive. There will be an end of unit assessment comprising of both multiple-choice and extended exam style questions.

LEARNING IMPACT

Students will be learning the key skills to be able complete the difficult mathematical elements of the course and understand how to complete each type of question step-by-step. Throughout the course of Year 9, students will also be introduced to exam writing structure techniques that will help their analytical thought processes to be able to argue a point with backed up chains of reasoning. Parents will be able to see their child's progress through assessments being completed on Office 365 Teams Assignments at any time they wish to do so.



YEAR 9 - CLASSICAL CIVILISATION

INTENDED OUTCOMES

Year 9 will focus on a wide exposure to the ancient world, ranging from the gods and heroes to the study of epic poetry, such as the works of Homer and the mythic House of Atreus cycle.

Skills acquired during Year 9 Classics will centre around using contextual understanding of antiquity to practise analysing and interpreting visual and literary sources.

COURSE IMPLEMENTATION

Introduction to the Ancient World

This module will look at the chronology of ancient Greece and Rome, with emphasis on how the two civilisations were related, and several case studies from Minoan Crete and Olympia to Livy's Early History of Rome. Students will be assessed using an open-book knowledge retrieval and comprehension test, which will include elements of chronology and Classical terminology.

The Gods
The activities in this module centre around study of the polytheistic theories for the creation of the universe and a comprehensive study of the Greek and Roman pantheon, with emphasis on their representation in Greek and Latin art. Students will be assessed using a closed-book visual source analysis test on the representation of Greek and Roman deities in Classical artwork.

Homer's World of the Hero
This module will look at the select works of Homer's Odyssey, Iliad and the Homeric Hymns, with emphasis on the cultural context of this famous bard and what we can learn about the ancient world from his literature. Students will be assessed using a closed-book literary source analysis test on the world of the hero as represented in Homer's epic poetry.

The Universal Hero: Heracles/Hercules

The activities in this module centre around a comprehensive study of both visual and literary sources pertaining to the birth, life, death and deification of the universal hero, as well as how and why he is remembered as such an iconic Classical figure to this day. Students will be assessed using an open-book literary and visual source analysis test on the universal hero, covering both Greek and Roman conceptualisations.

Myth and the City: Temples
This module will look at the design, decoration and iconography of Greek and Roman temples, using the Parthenon, Temple of Zeus at Olympia, Pantheon and Temple of Portunus as case studies. Students will be assessed using a closed-book visual source analysis test, focusing on the iconography, terminology and cultural significance of temples in the case studies.

LEARNING IMPACT

At the conclusion of Year 9 study, students will sit a two-part assessment; the first section will assess student knowledge across all five units with a series of retention and comprehension questions. The second part of the test will assess the skills which students have acquired over the course of the year in critical interpretation through analysis questions of varied literary and visual sources. This will be reported to parent/carers through termly data drops and Parents' Evenings, with half-termly communication of assessment data for students who are under-performing or exceeding expectations.

YEAR 9 - COMPUTER SCIENCE

INTENDED OUTCOMES

Students will have the chance to bring together all of their knowledge from the previous two years and apply it to learning to program in Python, everything from basic inputs to reading and writing to text files, computing theory, physical programming and 3D modelling all feature also.

COURSE IMPLEMENTATION

Python Programming
Students will have the chance to consolidate their programming knowledge from the previous two years, with an emphasis on more advanced concepts such as data structures, iterative loops and reading and writing to text files. Students will spend time skill building, ultimately working towards challenges to real world problems, to aid their progress towards this, students will have weekly verbal feedback and complete regular multiple-choice quizzes.

Advanced Computing Theory
Students will build upon previous knowledge from their last two years, looking deeper into hardware, software, binary, text, images, networking, binary logic and sorting algorithms. Students will be completing weekly theory tasks and developing specific Computing theory knowledge, to aid their progress towards this, students will have weekly verbal feedback and complete regular multiple-choice quizzes.

3D Modelling in Blender

Students will be exposed to the creative side of Computing and be exposed to advanced skill building in a 3D environment, skills in box modelling, texturing, rendering, animating and working to client briefs will all be developed so students can apply these skills in a future media industry. Students will be completing weekly theory tasks and developing specific Computing theory knowledge, to aid their progress towards this, students will have weekly verbal feedback and complete regular multiple-choice quizzes.

Physical Computing

Students will further embed key programming concepts, utilizing sequence, selection and iteration to apply them to a real-world environmental activity, ensuring responsible use of electricity as a power source. Students will gain further physical computing experience utilising the Microbits. Students will be working towards completing a challenge to an environmental brief and skill building along as they go, to aid their progress towards this, students will have weekly verbal feedback and complete regular multiple-choice quizzes.

LEARNING IMPACT

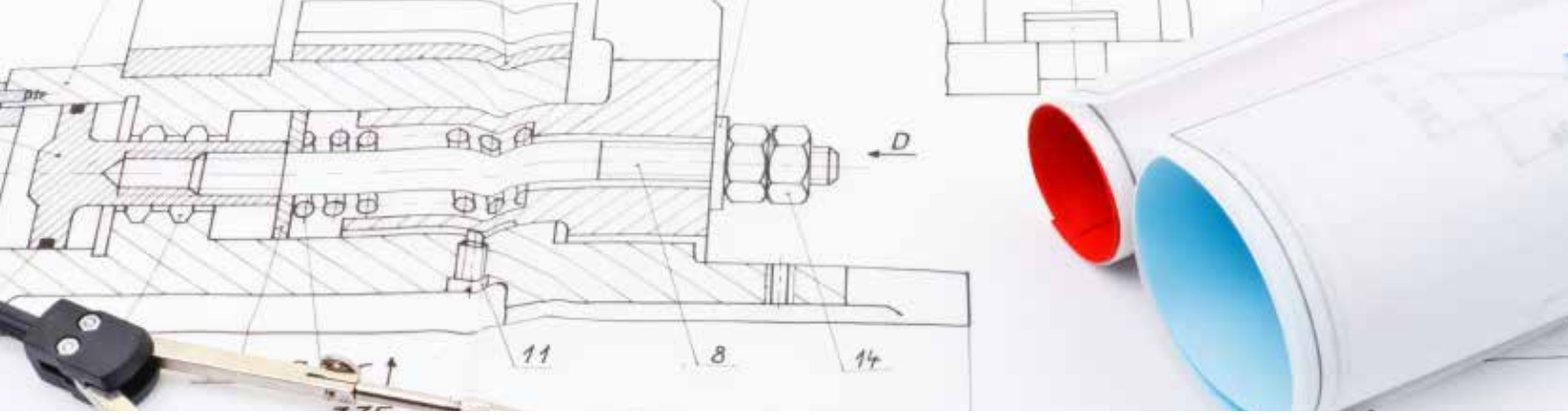
Python programming brings programming knowledge gained from the previous two years and embedded and builds upon this knowledge, students skills are assessed and encouraged through weekly challenges which progressively become more difficult. This is teacher marked with individual written feedback provided.

Computing theory aims to develop Computing knowledge through more developed understanding of key topics from previous years, this is developed over time and adds to knowledge weekly. This is teacher marked with individual written feedback provided.

3D modelling in Blender is designed as a skill building course which progressively adds more challenge in a manageable way, usually through exposure to one or two skills a week which are embedded and continually developed through weekly challenges. This is teacher marked with individual written feedback provided.

Physical computing gives students the chance to tackle problem solving from a real-world perspective, this is a larger project that takes several weeks to complete. This is teacher marked with individual written feedback provided.

Parents will be informed through the use of a mix of school reports, parents evenings and intervention from the classroom teacher as needed.



YEAR 9 - DESIGN AND TECHNOLOGY

INTENDED OUTCOMES

Pine Container: Draw accurately to scale using CAD to produce orthographic drawings and use CAD to model materials and textures; use various tools and equipment skilfully and safely, including sanding disc, pillar drill, and brazing forge for heating and casting pewter; to understand some simple theory regarding materials, finishes and some process relevant to this project including tools, equipment and machinery.

Seasonal Ornament: Students will understand how to create a simple electronic circuit in parallel, through the use of CAD, CAM and hand making techniques to create a bespoke seasonal ornament, and by utilising simple soldering and joining techniques.

Drawing skills and Pencil box: Students will know how to draw using CAD and by hand, to enable them to design and develop a simple desk tidy, and to design and make a simple pencil box from pine, plywood and acrylic.

COURSE IMPLEMENTATION

Pine Container: CAD CAM
Students will use 2D Design CAD package to create an orthographic drawing of their first practical project, a pine, hand cut container with lid and pewter cast handle and a design of their casting moulds, to be produced via CAM. Students progress for their pine containers will be recorded in their books and be based on effective and correct use of the CAD package, creativity, functionality and complexity when compared to Year 07 and 8 CAD work.

Pine Container: Practical
Students will create a finger jointed, pine container with lid and bespoke pewter cast handle that attaches via 6mm cut thread. Students progress for their practical will be recorded in their books on the assessment criteria sheet and be reflective of effective and correct use of materials and equipment, quality of finish and consistency of applying close tolerances.

Pine container: Knowledge and understanding
Students will complete a range of homework's that reflect the learning in the classroom and sometimes prepare them for the classwork with regard to softwoods, hardwoods, jointing methods and tools and equipment. Students will be able to identify all tools and equipment used and know how to use them safely to create simple corner joints, cast in pewter and to

be able to use knowledge and understating work to answer questions relating to this project. Marks will be recorded in books.

Seasonal ornament: CAD/CAM
Students will use 2D Design CAD package to create a range of silhouette designs to be cut on the Laser cuter for their seasonal ornament. This will involve using imagery from the internet, the tools within the CAD package and working to restrictive dimensions to ensure all pieces fit. Students progress through their design work and print off their designs to be glued into their books. This will be assessed against the marking rubric and compared to progression based on designs in Year 07 and 8.

Seasonal ornament: Componentry—Building the circuit.
Students use breadboards to establish knowledge of basic electronic componentry like; Batteries, resistors, LDR's, Thermistor, LED's and SPST switches. Students complete a short quiz (Microsoft form) as homework identifying which components are which and what their role is in a circuit.

Seasonal ornament: Manufacture

Students will complete a range of practical elements including the soldering of the simple series circuit (3 LEDs and a better clip) using a flying lead method. Students also use fret saws and coping saws to cut the background design of their projects. Students will be able to produce a seasonal ornament using a range of tools and equipment. Their simple circuit should work and illuminate their designs from below.

Drawing skills: Hand drawing and CAD
Students will use isometric, two point perspective and orthographic techniques by hand and then on computer in 2D Design to draw initially, basic objects and then more complex, such as items we are making in Year 09, 10 and 11. Students progress for their drawing skills will be recorded in their books and be based on effective and correct use of the hand skills and CAD package, and an end of module test for drawing techniques.

Drawing skills: Practical experience – Pencil case
Students will use their drawings to create a simple pine, plywood and acrylic pencil case that they can use throughout their DT careers at Bewdley. Students will be assessed on their ability to utilise their drawings, to enable them to use all relevant tools and equipment, to create a simple, bespoke pencil case.

Drawing skills: Drawing for designing
Students will design their own desk tidy through a combination of hand sketches, isometric drawings and orthographic drawings, both by hand and by utilising CAD. Students progress for their designs will be recorded in their books on the assessment criteria sheet and be reflective of effective and correct use of hand daring skills and CAD.

LEARNING IMPACT

Developing students' knowledge and skills across this Year 09 SOW will give our students a basis for future Design & Technology projects; affording students with the opportunity to complete more complex drawings using CAD, the ability to use various drawing techniques such as isometric, orthographic and two point perspective, and to enable students to have a good understanding of how to make simple practical projects from various materials.

Student's working at grades for Design & Technology will be taken from an average of the main assessment objectives covered across the this SOW: CAD designs & hand drawings, practical work, and an end of module test. This will be reported to parents based on the whole school assessment calendar for that year and recorded in their book as well as fed back to parents in reports and via parents evening.

YEAR 9 - DRAMA

INTENDED OUTCOMES

Devising – Students will learn how to take a stimulus (starting point) and devise (create) their own performances, encompassing a range of styles, structures, genres and conventions in order to understand how to communicate a chosen intention through their performances.

Scripted (DNA) – Students will understand how to practically explore and analyse a text as a whole, considering how we use vocal and physical skills as well as stage space and direction to communicate essential elements of story, character and atmosphere drawing on and developing knowledge of various theatre roles and design elements.

Skills and styles – Through a range of workshops students will work to develop a range of skills and styles in order to accumulate an 'actor's toolkit' that can be drawn on in future creative work, also looking at existing live theatre in order to apply knowledge gained to analysis and evaluation.

COURSE IMPLEMENTATION

Devising
Students will be given a stimulus and, working in small groups, will take part in a range of exploratives activities and workshops, leading to the development and performance of their own pieces of theatre with their own performance intentions making informed decisions as to the style, genre, form and structure of their pieces. This will be assessed through a practical performance at the end of the term, a written devising log and pieces of extended writing explaining their creative process.

Scripted (DNA)

Students will take on a character from the script and practically stage the text as a whole, taking on the roles of actors, directors and designers, working as a class or in groups with the support of the teacher to understand the context, themes, narrative and intentions behind

the play and how this can be communicated on stage. This will be assessed through practical performance throughout the topic, questioning and discussion and extended writing exploring decisions made when staging the text.

Skills and Styles
Students will take part in short workshops exploring a range of skills, practitioners, styles and conventions applying these to a range of devising and scripted tasks, developing a 'toolkit' to be drawn on in future drama work. This will be assessed through regular performances of work and extended writing exploring understanding of the skills and styles explored and what their effect is on the audience.

LEARNING IMPACT

Impact of learning on development of knowledge and skills will be assessed though teacher observations, regular performance to the class and a range of extended writing activities. This will be fed back to parents through school data drops, reports and parent's evenings.

YEAR 9 - ECONOMICS

INTENDED OUTCOMES

Teaching content will be learning the basic economical problems that governments, consumers and producers face when dealing with unlimited wants and limited resources. Students will also be introduced into the difficult topics of how supply and demand curves can shift and move along the line to change pricing and quantity provided.

COURSE IMPLEMENTATION

Main Economic Groups
Students will be learning the differences between a good and a service, the three economic groups of people including consumers, producers and government and how they interdepend on one another. Students will be given an end of unit multiple-choice questions test as well as creating an online resource explaining the three main economic groups worked on in lesson time.

Factors of Production
Students will be exploring the factor inputs of producing a good or a service through CELL (capital, enterprise, labour, land) and how these might be combined. Students will complete an end of unit multiple-choice questions test on the factors of production as well as completing data response questions in lesson time.

The Basic Economic Problem

Students will be learning what is meant by scarce resources, opportunity costs, sustainability and unlimited wants through exploring the basic economic problem questions asked of what to produce, how to produce and for whom to produce for. Students will have the opportunity to answer 2 and 6 mark questions during this topic's assessment which will be teacher guided step-by-step as well as multiple-choice questions on the topic of the basic economic problem.

The Role of Markets and Money
Pupils will explore the definition of the term 'market' and also how the three economic sectors

of primary, secondary and tertiary play an important role within the economy which will lead onto the concept of specialisation and how this impacts the main economic groups. Students will have an opportunity to answer a series of multiple-choice questions as well as tackling a 6-mark question on the benefits of specialisation for a country/region.

Demand
Students will learn about what consumers are willing and able to buy at a specific price at a specific point in time and the factors behind why demand may change for certain industries along with practising demand curve shifts and movements to challenge the most mathematically inclined pupils. Students will frequently practice the drawing of demand curves to particular case studies and calculating price elasticity of demand addressing any misconceptions as to why a demand curve may shift or move along the line. There will also be a summative assessment consisting of multiple-choice questions and an opportunity to tackle a 6-mark question of why PED would be considered important for railway companies.

Supply
Students will learn about what producers are willing and able to sell at a specific price at a specific point in time and the factors behind why supply may change for certain firms along with practising supply curve shifts and movements to challenge the most mathematically inclined pupils. Students will frequently practice drawing supply curves and why they may shift/move along the line as well as mathematical calculations involving price elasticity of supply. Pupils will also be assessed summatively through multiple-choice questions and a 6-mark question on why price elasticity of supply might be important for supermarkets.

LEARNING IMPACT

Students will be introduced to the basic economic problem that consumers, producers and governments face whilst building upon their mathematical problem-solving skill base through the supply and demand chapters. Pupils will learn and practice their exam style answering technique through numerous end of topic assessments consisting of multiple-choice questions and 6-mark questions necessary for the GCSE exam.

YEAR 9 - ENGLISH

INTENDED OUTCOMES

Key Focus: Voice

Focus on expressing a viewpoint, having empathy and understanding others: analysis begun in Year 8 develops; reading supports a stronger awareness of perspective and GCSE style texts and tasks; opportunities are given for oral presentation.

COURSE IMPLEMENTATION

Modern Author Study: Steinbeck or Miller

Developing understanding of 20th century prose fiction in preparation for GCSE Language and Literature: explicit exploration of ideas around prejudice; expressing ideas around feelings and attitudes; continuing to develop awareness of themes and writers' contexts; explicit teaching of GCSE skills, including research, analysis, planning and writing creatively with a stimulus text. Ongoing formative assessment of analytical reading skills.

Creative Reading and Writing: Dystopian Texts

Developing awareness of genre and context: focus on range of texts from 19th, 20th and 21st Centuries; creative writing opportunities are offered, writing with a specific imaginative concept in mind. Universal Writing Assessment with links to dystopian texts and/or modern writers.

Non-Fiction Viewpoints and Perspectives
Focus on how non-fiction writers use language and structure differently to fiction writers;

emphasis on comparing ideas and viewpoints in preparation for GCSE English Language. Ongoing formative assessment of analytical reading skills and creative writing.

Relationships Poetry
In depth poetry analysis, exploring and comparing poems that consider the breadth of human relationship: developing skills in preparation for GCSE English Literature; in addition, some focus on writing skills, enabling students to learn how to create analytical essay plans. Formative Assessment: Reading – Analysis of an unseen text.

Looking for Adventure
Extending engagement with non-fiction texts, with some cross-curricular links to History and reference to pre-1900 texts, this module allows pupils to engage with exploration, considering the adventures of others, and imagining their own; there is a strong emphasis on evaluating purpose and viewpoint, in preparation for GCSE English Language. Ongoing formative assessment of analytical reading skills and creative writing.

Shakespearean Tragedy
In preparation for GCSE English Literature, pupils explore the characters, perspectives and themes that drive one of Shakespeare's best–known tragedies; pupils view and study an entire abridged work in performance; an introduction to Cornell notetaking is offered, in preparation for GCSE. Formative Assessments: Walking Talking mock, GCSE Paper 1. Key focus: the GCSE exam experience. End of Year Literacy assessment.

Grammar and core skills
Grammar and core skills for writing are taught throughout all units, with discrete lessons focussing upon elements at germane points in the curriculum; especial focus on shaping individual responses for analysis and self-expression; use of colons and semi colons is considered; an introduction to discourse markers is given. Ongoing formative assessment of spelling, punctuation and grammar, along with targets given to hone core skills.

LEARNING IMPACT

Through formative assessment each term, fundamental skills for crafting more sophisticated fiction and non-fiction will have been assessed; advice on ways to improve will have been given; improvement of deeper analytical skills will have begun in preparation for GCSE; pupils will develop KS3 skills from Year 8, and continue to develop their understanding of fundamental concepts for future GCSE study in Language and Literature.

YEAR 9 - FRENCH

INTENDED OUTCOMES

In Year 9 French, students continue to develop their ability to understand and respond to written and spoken language around new topics: “My world”, “Future plans”, “Music”, “Environment” and “The French-speaking work”.

They continue to acquire new vocabulary, grammar and phonics, which will help them master the skills necessary for GCSE. They learn about how to manipulate three tenses and when discussing each topic area. Students are finally introduced to the first module of the GCSE course at the end of Year 9.

COURSE IMPLEMENTATION

My world
Students learn to discuss what they like in their life, as well as the extra-curricular activities they do in school. They learn to discuss relationships with family and friends in more depth. They reinforce their ability to use the past and future tenses when narrating a previous birthday and an upcoming party. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module “My world”, students have been assessed in listening, reading, dictation and reading aloud skills.

Future plans

Students learn about a range of jobs and job descriptions, which will allow them to start reflecting on their own future aspirations. Students are introduced to the simple future tense. They consider the pros and cons of a range of jobs and they reuse the past tense to discuss what they have done to earn pocket money. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Future plans”, students have been assessed in dictation and speaking.

Music
Students learn to express specific opinions about music. They consolidate their reading skills

when exploring the musical lives of refugees in France. They reuse their knowledge of a djectives and negatives when comparing styles and artists. They practise combining three tenses when discussing their musical tastes and experiences. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about "Music", students have been assessed in listening, reading and grammar.

Environment

Students learn to apply their knowledge of modal verbs and negatives to discuss global issues and how to protect the planet. They also learn about healthy lifestyles and diets and how to improve the world that they live in, by using simple expressions in the conditional tense. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module "Environment", students have completed grammar and writing tasks as part of their assessments.

The French-speaking world

Students develop their ability to use the conditional tense to discuss where they would like to go. They explore a range of French-speaking countries and prepare a presentation where they can include the teaching points learnt during their three years of learning French. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module "The French-Speaking World", students have completed a speaking task (presentation) as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 9 - GEOGRAPHY

INTENDED OUTCOMES

In Year 9 students will continue develop contextual knowledge of location of globally significant places and the physical and human interactions. In addition to identifying the processes which create the physical and human features of the world. Student will then progress into GCSE Geography in the January.

COURSE IMPLEMENTATION

Rivers

To identify the key physical processes which occur in rivers (erosion, transportation and deposition). River land forms and a link to a named location which also links into the GCSE. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments.

Geographical Skills Unit
Geographical skills including the UK and World map. Grid references (4-6) Height, scale and distance, Types of graph, TEA paragraphs, Field sketches, Photo analysis, OS maps and Symbols. Verbal responses assessed, Monitoring of classwork. Monitoring of end of unit assessments.

OCR Geography A – Environmental Challenges of the UK

Environmental Challenges of UK. Including UK Climate, Air Masses, Extreme weather in the UK, Somerset Levels Case Study, Human Modification of the Environment (Including Fracking, Water transfer schemes), Changing UK Energy Demand over time, Renewable Energy in the UK and Sustainable energy strategies. Verbal responses assessed, Monitoring of classwork.

Monitoring of end of unit assessments in the guidelines of OCR.

LEARNING IMPACT

Revision homework are always set in preparation with reminders about upcoming assessments on Satchel One, parents evenings and assessment grades.

YEAR 9 - HISTORY

INTENDED OUTCOMES

Year 9 students will investigate the causes and consequences of WW1. They will use historical sources, investigating life in Nazi Germany; after Xmas students will start the GCSE OCR explaining the modern world A: Non British depth study the USA 1945-1975 and the civil rights era and the War and British Society unit.

COURSE IMPLEMENTATION

Challenges for Britain, Europe and the wider world 1901 to the present day: Causes and impacts of WW1

Enquiry Focus: How was Britain challenged by WW1? Short and Long term causes of WW1, Trench conditions for soldiers, the home front and propaganda plus identify how the war ended, evaluation of sources and interpretations. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

Challenges for Britain, Europe and the wider world 1901 to the present day: Peace settlements, the rise of Hitler and the Nazis and causes of WW2
Enquiry focus: What were the challenges for Britain, Europe and the wider world 1919 – WW2? The Big 3 and the Treaty of Versailles, the differences between dictatorship and democracy, rise of Hitler and the Nazis party, life in Nazi Germany and causes of WW2, evaluation of political cartoons. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

OCR Explaining the modern world A: Depth study: The USA 1945 – 1975
GCSE depth study focuses on the relationship between the people and the state in the USA from 1945 – 1974. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

OCR Explaining the Modern World A: War and British Society c.790 to c2010; Paper 2, British Thematic study

Second order historical concepts such as causation, change and historical significance to demonstrate knowledge and understanding of the relationship between war and society over a long period of British history, this includes a broad sweep of time which covers the impact of different types of warfare, attitudes and responses to war, impacts of the war on people and impacts of the war on government and politics. Review of student's work, hinge questions, quizzing, homework and online quizzes created by the history dept.

LEARNING IMPACT

Assessments will focus on knowledge recall, source evaluations, explanations and analysis as well as the writing of structured answers, culminating in substantiated judgments; this will evolve into GCSE style questions when we commence the GCSE.

Reports will indicate how well students can recall and apply knowledge, analyse ideas, evaluate sources and make substantiated judgements in line with their knowledge of WW1, rise of Hitler, causes of WW2 and the start of the GCSE course American Civil Rights and War and Society unit.

YEAR 9 - HOSPITALITY AND CATERING

INTENDED OUTCOMES

Students will increase their knowledge of nutrients in the diet, nutritional needs of different groups of people, meal choices, menu planning and food related causes of ill health.
A range of dishes are made using new skills, increasing levels of skills involving adapting individual set recipes and choosing and adapting their own choices.

COURSE IMPLEMENTATION

Nutrients and Healthy Eating

Macronutrients and micronutrients, sources and functions and their importance in a balanced diet. Homework tasks, assessed knowledge test, marked planning tasks.

Individual dietary needs and special diets

Looking at the different nutritional needs of groups of people to include personal choices, medical reasons and religious dietary needs. Completion of planning tasks which are teacher marked.

Adapting Recipes

Adapting standard recipes to meet individual needs and to improve the nutritional content.

Recipe adaptation task linked to practical work, both written and practical work assessed/ marked.

Menu Planning

Looking at a range of different meal and menu types and being able to choose suitable dishes for the occasion and the client. Class and homework task planning dishes for a practical lesson.

Food related causes and preventative control of ill health

Looking at different types and sources of food poisoning, safe storage, preparation and cooking of food, cross–contamination and the creation of HACCP plans. End of module test which is graded and added to the student marksheet.

Food allergies

Being aware of signs and symptoms of food induced ill health by considering the 14 main allergens, control measures and food labelling. In class task, teacher marked.

The Environmental Health Officer

Investigating the role of the Environmental Health officer, their importance for keeping food premises compliant and food hygiene ratings. Exam style question completed and graded, marked with students.

Practical food skills

Introducing a range of medium and complex skills into a selection of recipes including main meal dishes with a variety of protein sources, bread, pastry and pasta making; also introducing more detailed dish reviews. Dishes are self and teacher assessed, skills identified, and improvements included for future work.

LEARNING IMPACT

End of module tests will ensure that subject knowledge becomes established by students enabling them to compete a variety of planning and practical tasks showing progression in both theory and practical aspects of the subject.

Work completed throughout the year will be placed on a database which will average marks to provide clear information to parents showing how the student is progressing throughout the year.

YEAR 9 - LATIN

INTENDED OUTCOMES

To introduce students to the language and life of the ancient Romans, whilst instilling a sense of self-knowledge through an ongoing comparison of ancient and modern societal practices and attitudes. Translate increasingly complex English sentences into Latin, showing mastery of appropriate case and verb endings. Acquire an extensive vocabulary and use a full range of strategies to assist in the learning of Latin vocabulary.

COURSE IMPLEMENTATION

Amphitheatre and Gladiators. Nominative and Accusative
1st and 2nd declensions. Translations on the Vivarium, Amphitheatre, Gladiators and Emperor Commodus. Vocabulary tests with word derivations. Mod 1 word list provided on SMHW. Quizlets on Module 1 Civilisation and noun declensions with translation.

Amphitheatre and Gladiators continued. Adjectives and agreement
Retrieval & consolidation of 1st and 2nd declensions. Singular adjectival agreement. Translations on Gladiatorial life. Vocabulary tests with word derivations. Mod 2 word list provided on SMHW. Quizlets on Module 2 Civilisation and noun declensions with translation.

Roman Education. Conjugation of regular verbs from an Infinitive
Retrieval & consolidation of 1st and 2nd declensions. Singular adjectival agreement. Translations on Gladiatorial life. Vocabulary tests with word derivations. Mod 3 word list provided on SMHW. Quizlets on Module 3 Civilisation and noun declensions with translation.

Rewards, Punishments and Greek education. The imperative and vocative
Formation and use of positive and negative imperatives plus recognition of the vocative. Translations on Roman versus Greek education. Vocabulary tests with word derivations. Mod 4 word list provided on SMHW. Quizlets on Module 4 Civilisation and noun declensions with translation.

Fables and Slavery. Plurals and prepositions
Rationale of preposition usage and formation of plurals. Translations on Roman slaves and further fables. Vocabulary tests with word derivations. Mod 5 word list provided on SMHW. Quizlets on Module 5 Civilisation and noun declensions with translation.

Commodus' advisors. Accusative plurals
Consolidation and retrieval of all modules blended with Module 6 content. Recognition of

accusative plural nouns with their declensions. Translation of more intricate paragraphs. Getting to know more about Commodus. 1st formal half termly assessment taken from the Latin Excellence Programme platform, combining grammar, word derivation, translation and reading comprehension.

Roman theatre 1. Perfect and imperfect tenses
Recognition of both tenses and the rationale / nuances of their usage. Learning about the Roman theatre and its Greek influences with related translation work (Orpheus). Vocabulary tests with word derivations. Mod 7 word list provided on SMHW. Quizlets on Module 7 Civilisation and noun declensions with translation.

Roman theatre 2: Atellan Farce. Perfect & imperfect tenses 2
Retrieval of both tenses. Introduction to "-ux, -s" stems of perfect tense verbs. Further learning about the Roman theatre with emphasis on Atellan farce. Vocabulary tests with word derivations. Mod 8 word list provided on SMHW. Quizlets on Module 8 Civilisation and noun declensions with translation.

Roman dinner parties 1. Prepositions and the ablative case 1
Rationale, formation and recognition of the ablative case in all taught declensions. Translation and comprehensions on The Triclinium, including the ablative and prepositions in context. Vocabulary tests with word derivations. Mod 9 word list provided on SMHW. Quizlets on Module 1 Civilisation and noun declensions with translation.

Roman dinner parties 2. Prepositions and the ablative case 2
Further exploration and practice with the ablative and prepositions. Multi-clause sentences. Translations incorporating new grammar based around stories about Emperor Augustus. Vocabulary tests with word derivations. Mod 10 word list provided on SMHW. Quizlets on Module 10 Civilisation and noun declensions with translation.

Cleopatra, Augustus and Antony. Irregular verbs "sum / possum / eram / poteram"
Recognition and recall of the irregular verbs "sum / possum / eram / poteram".

Translations and reading comprehensions involving this new type of verb centering around the lives and loves of Cleopatra, Marcus Antonius and Caesar Augustus. Vocabulary tests with word derivations. Mod 11 word list provided on SMHW Quizlets on Module 2 Civilisation and adjectives with translation.

The death of Cleopatra & Commodus. "Sum / possum / eram / poteram" Part 2
Consolidation and retrieval of Modules 7-11 including further practice with the above verbs. Translations of even more intricate paragraphs focusing on the deaths of both Cleopatra and Commodus. 2nd formal half termly assessment taken from the Latin Excellence Programme platform combining grammar, word derivation, translation, reading comprehension and civilisation.

LEARNING IMPACT

2 half termly formal assessments. Data capture twice termly. Students informed verbally and in written form on how to improve. Student subject reports and parents' evenings. Phone calls and emails home where necessary, either positive or negative.

YEAR 9 - MATHEMATICS

INTENDED OUTCOMES

Year 9 is the start of the GCSE course, and we use this year to recap, consolidate and then extend material taught in Years 7 and 8, covering the GCSE content for each module, including some Higher Tier only content (Set 1 and 2 only).

SET 1 AND 2 COURSE IMPLEMENTATION

Number
The number topics taught in Year 7 are recapped and then extended to ensure fluency in the GCSE content, and new content – Indices and Standard Form – are introduced. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Angles
Work from Years 7 and 8 is recapped and extended to cover the GCSE content with the new topic of Bearings being taught. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Perimeter, Area and Volume
This module recaps and then extends previous work on perimeter, area and volume, extensions to previous work include arc length and sector area for circles and finding the volume of spheres and cones. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra
This module develops the work previously covered and now introduces algebraic factorisation with non-integer and algebraic factors and the use of algebraic order of operations; we also teach the expansion of double brackets and, for some students, the expansion and simplification of cubics. Assessment will be via continual assessment of classwork and homework.

Surds
Surds are a Higher Tier only topic and are the square root of non-square numbers; students will be taught to calculate exactly with surds and to simplify surds including rationalising the denominator with compound surds. Assessment will be via continual assessment of classwork and homework.

Equations

This module takes the previous work on solving equations and extends it into solving equations involving expanding brackets and having the unknown on both sides of the equation, whilst the unknown value is non-integer. Assessment will be via continual assessment of classwork and homework and includes a more formal test on this and the previous two modules.

Recurring Decimals and Accuracy
These two topics are Higher Tier only and involve being able to change recurring decimals into their equivalent fractions, and vice versa, and being able to apply and interpret limits of accuracy including upper and lower bounds to solve problems. Assessment will be via continual assessment of classwork and homework.

Sequences
Building upon the work in Year 8, we now cover generating sequences from term to term and position to term rules and look at both geometric and quadratic sequences. Assessment will be via continual assessment of classwork and homework.

Constructions and Loci
This module is a formal look at the pencil, ruler and compass constructions that are required at GCSE and then develops these skills into solving problems involving the use of loci. Assessment will be via continual assessment of classwork and homework.

SET 3 AND 4 COURSE IMPLEMENTATION

Number
The number topics taught in Year 7 are recapped and then extended to ensure fluency in the GCSE content, and new content – Indices and Standard Form – are introduced. Assessment will be via continual assessment of classwork and homework and includes more formal tests.

Angles
Work from Years 7 and 8 is recapped and extended to cover the GCSE content with the new topic of Bearings being taught. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Perimeter, Area and Volume
This module recaps and then extends previous work on perimeter, area and volume, extensions to previous work include arc length and sector area for circles and finding the volume of spheres and cones. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Algebra
This module develops the work completed previously by considering factorising algebraic expressions where the factor is non-integer, using this process to solve equations, again with non-integer solutions and being able to generate and describe sequences from both term to term and position to term rules, geometric and quadratic sequences are also introduced. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Constructions and Loci
This module is a formal look at the pencil, ruler and compass constructions that are required at GCSE and then develops these skills into solving problems involving the use of loci. Assessment will be via continual assessment of classwork and homework.

LEARNING IMPACT

End of module assessments will test students factual recall of basic skills as well as the ability to apply these skills to solve problems.

Marked test papers with both the student's result and class average will be kept in the Knowledge Organiser to facilitate communication with parents and to use for revision for the end of year examination.

YEAR 9 - MEDIA STUDIES

INTENDED OUTCOMES

Introduction to what Media is and the impact this has on its intended audiences, reflecting on the decisions made by differing industries and sectors.

COURSE IMPLEMENTATION

Media Audience

students will have an opportunity to understand how media industries tailor products to the desires of an individual and/or group by investigating how audiences are grouped, categorised as well as view by the media industry. Assessment will vary from classwork, to exam-based questions through to homework's which focus on prior and future learning of the module.

Media Language and representation
Following the audience component, students will see how groups/ individuals are portrayed by the media as well as the impact language has on society using real-life examples to support and aid learning, which will allow students the opportunity to reflect on their own media consumption. Assessment will vary from classwork, to exam-based questions through to homework's which focus on prior and future learning of the module.

Media industry
Building upon prior learning, students will focus on how different media industries are controlled, investigating ownership and their portrayal of news and information, which provides ample opportunities for students to look at how the media 'control' the messages/ news stories we see and/or hear. Assessment will vary from classwork, to exam-based questions through to homework's which focus on prior and future learning of the module.

LEARNING IMPACT

Throughout the year, students will be given a variety of methods to develop their knowledge and skills both in and away from the classroom. Students will be exposed to exam based questions which are part of the taught topics, and will also undertake Socrative quizzes which provide opportunities for both pupil and staff, to reflect upon their own development.

YEAR 9 - MUSIC

INTENDED OUTCOMES

As the first year of the music option choice, it is an opportunity for pupils to work with more like-minded individuals and develop their instrumental, musical and ensemble skills and knowledge. They will begin to pick apart the key elements of What Makes a Good Song and develop their understanding of key musical features and conventions, followed by a song writing task to culminate this learning and allow them to demonstrate it through performance or production. Following this they will begin their BTEC course content in earnest, encompassing a multitude of musical styles and individualised technical development.

COURSE IMPLEMENTATION

What Makes a Good Song?
Pupils will analyse key features of a variety of songs, developing understanding and importance of key and time signatures, chord progressions and sections. From this they will then perform and produce a song from a set list, using music technology to identify and demonstrate those components. To be assessed through recorded individual or group performances, as well as individual arrangement tasks using music technology and a written review of learning.

BTEC C1 Popular Styles
In this component, pupils will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Pupils will also practically explore the key features of different styles of music and music theory and apply knowledge and understanding to developing their own creative work. Popular music styles:

o group 1: 50s and 60s, e.g. rock 'n' roll, British invasion, folk revival, Motown and soul, psychedelic

o group 2: 70s and 80s, e.g. heavy metal, prog, punk, disco, reggae, synth pop, hip-hop, post punk, hardcore

o group 3: 90s to present, e.g. grunge, Britpop, rave, techno, house/techno,

drum and bass, nu-metal, pop punk, dubstep, reggaeton, grime, trap.

To be assessed through recorded individual or group performances, as well as individual

composition tasks using music technology and a written review of learning.

BTEC C1 Other Styles

In this component, pupils will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Pupils will also practically explore the key features of different styles of music and music theory and apply knowledge and understanding to developing their own creative work. Other music styles:

o group 4: world music and fusion, e.g. samba, bhangra, African drumming, gamelan

o group 5: music for media (film, TV or computer games), e.g. jingles, theme tunes, soundscapes, ambient music, Foley, diegetic, non-diegetic, motifs and leitmotifs, thematic development

o group 6: western classical styles of music, e.g. baroque, classical, romantic,

orchestral, leitmotif, minimalism, serialism

o group 7: jazz and blues, e.g. delta blues, trad jazz, bebop, swing/big band, modal jazz.

To be assessed through recorded individual or group performances, as well as individual composition tasks using music technology and a written review of learning.

BTEC C2 Developing Technique
In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. To be assessed through recorded individual or group performances or production using music technology and an end of unit test.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade shown will be a combination of the most recent assessments undertaken by pupils.

YEAR 9 - PERSONAL DEVELOPMENT

INTENDED OUTCOMES

Personal Development is a programme aimed to prepare our students for a safe, healthy and successful adult life. We have divided our programme into 4 strands: Health and Wellbeing, Relationships, Living in the wider world and Citizenship. Year 9 receive one lesson of Personal Development each week and further units are embedded throughout the curriculum and tutor programme. Here are a list of the main units covered throughout Year 9.

COURSE IMPLEMENTATION

Skills, Values and Goals – Tutor programme
A unit looking at their skills, qualities and attributes and getting them to write smart targets for the year ahead. There are no formal assessments in the tutor programme. Student progress is monitored in lessons verbally and through completion of reflective writing.

Healthy relationships – Tutor programme

A unit looking at Racism, Sexual Harassment and Assault. There are no formal assessments in the tutor programme. Student progress is monitored in lessons verbally and through completion of reflective writing.

Mental Health and Wellbeing – Tutor Programme

A unit looking at some of the more common mental health conditions including depression, anxiety and stress. We will examine the symptoms and treatment including CBT and where people can go for help and advice. There are no formal assessments in the tutor programme. Student progress is monitored in lessons verbally and through completion of reflective writing.

Promoting Mental Health-Tutor programme

Students will examine ways to look after the mental health including the importance of sleep, mindfulness and meditation as well as coping with exam stress. There are no formal assessments in the tutor programme. Student progress is monitored in lessons verbally and through completion of reflective writing.

Managing risk – Tutor programme

This unit will examine gangs and knife crime. We will look at the reasons why people join gangs and the dangers of gangs as well as the laws behind carrying knives in public. There are no formal assessments in the tutor programme. Student progress is monitored in lessons verbally and through completion of reflective writing.

LEARNING IMPACT

The full impact of our Personal development programme will not be assessable during their time at school but we do use a range of methods to measure the impact of what we are doing where possible. This takes the form of google forms after most workshops, guest speakers or other activities involving external agencies.

YEAR 9 - PHILOSOPHY AND ETHICS

INTENDED OUTCOMES

Students will establish a baseline of historical and cultural knowledge needed to access the content of the course, and then proceed to explore Christian beliefs and the theme of religion, crime and punishment.

LEARNING IMPACT

Introduction to Philosophy and Ethics

Students will discover how Christianity started, spread and split in the Roman Empire and developed throughout the Middle Ages, in addition to exploring the birth of Islam, and the later development of humanism and atheism in the age of enlightenment. There will in-class formative assessments which will equip students for their summative end of topic assessments.

Christianity: beliefs and teachings

Students will learn about the Christian understanding of the nature of God, the different Christian beliefs regarding creation and afterlife, in addition to teachings about Jesus and the concept of salvation. There will in-class formative assessments which will equip students for their summative end of topic assessments.

Theme E: Religion, crime and punishment

Students will explore contrasting religious, philosophical and ethical arguments on corporal punishment, treatment of criminals, death penalty and forgiveness. There will in-class formative assessments which will equip students for their end of year assessment.

LEARNING IMPACT

A series of knowledge tests and end of topic exams will be used to assess knowledge throughout the year. This will be accompanied with low stake quizzing and in-class purple pen marking.

This will be reported to parents by following school data drop policy and calendar.

YEAR 9 - PHYSICAL EDUCATION

INTENDED OUTCOMES

Students will build on the knowledge, skills, tactics and strategies that they have learnt across their learning journey and apply them in full context, taking ownership of their learning through developing the role of official, coach and choreographer in invasion games (football, basketball, handball, netball), striking and fielding (rounders, softball, cricket), net and wall games (badminton), trampolining and OAA. Competitive and recreational pathways are offered to meet preferred learning styles.

COURSE IMPLEMENTATION

Trampolining & Dance

Students will develop basic skills into combinations to build six bounce routines whilst maintaining form, height, body tension, control and extension. Whilst in dance, students will building phrases and routines using a range of stimuli, such as poetry. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Games (football, netball, handball, basketball)

Students will apply previously developed techniques within the full context alongside developing officiating, coaching, analysis and organisational skills. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort,

dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Outdoor and Adventurous Activities

This unit focuses on developing communication, collaboration, cooperation and leadership skills plus technical skills (compass and map reading) alongside responding effectively to problems and physical challenges. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Net and Wall Games: Badminton

Students will focus upon developing their serving action, overhead clear, drop shot and smash, will be introduced to rules and regulations and further experience challenges that will encourage them to make the correct shot choice in competitive situations. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Athletics

Students will further understand the technical demands of athletics activities in order to perform at maximum levels and achieve a personal best, whilst using the ESAA award scheme to motivate and understand the value of evaluating their own and others' performance. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Striking and Fielding: Cricket/Rounders/Softball

Students will apply catching, throwing and hitting in full sized rounders/softball matches and pairs/quick cricket matches, whilst developing these skills into specific batting, bowling and fielding techniques, students will be responsible for officiating their own matches and analyse the performance of their peers. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

LEARNING IMPACT

Through their Year 9 learning journey students will further develop their strategic, tactical and organisational knowledge, alongside further development of specific skills, enabling them to become more confident performers both in adapted and competitive situations across a range of activities. This will be reported in line with our head, heart, hands assessment model.

YEAR 9 - PSYCHOLOGY

INTENDED OUTCOMES

Students will develop their knowledge of fundamental scientific skills used in psychology, before exploring their uses in specified studies within the memory unit.

COURSE IMPLEMENTATION

Introduction to Psychology

This unit will introduce students to key words and concepts explored in psychology. Students will get an understanding of key studies in psychology and develop an understanding of factors impacting on human behaviour. There is no formal assessment for this unit but there will be mini knowledge test as the content learnt now will be needed for the rest of the course.

Research Methods
Students will systematically learn the fundamental elements of research methods and designs that make up Psychology experiments; ranging from writing 'aims' to exploring 'ethical implications. There will in-class formative assessments which will equip students for their summative end of topic assessments.

Memory
The memory unit covers both the structure and function of memory in the human mind, offering fruitful tips for students on how they can apply this subject knowledge about memory to their own practice. Students will be assessed through formative assessments which will equip students for their summative end of topic assessments.

LEARNING IMPACT

Knowledge and skills will be assessed through a series of mid-term and half-term assessments will be used to assess knowledge throughout the year. This will be accompanied with low stake quizzing. This will be reported to parents through the schools data drop policy and calendar.

YEAR 9 - RELIGIOUS EDUCATION

INTENDED OUTCOMES

Students in Year 9 will be gaining knowledge in the topics of Buddhism, suffering and its potential solutions, the positivity and challenges of being a British Muslim and how Sikhs put their teachings into practice. Through this they will be acquiring and improving upon the skills of; explanation, description, comparing and contrasting, giving reasons and examples to support, offering a coherent account and evaluation.

COURSE IMPLEMENTATION

The Buddha: how and why do his experiences and teaching have meaning for people today?

Study the life of the Buddha and how it led to his teachings, then study the Buddhist dhamma, comparing different traditions in relation to the dhamma; considering how and why Buddhists put their beliefs into action and how Buddhists teachings guide them in doing this; studying what difference it makes that anyone can overcome dhukka and achieve enlightenment; considering how all of this can help students make sense of the world and their own experience. Assessed by a Knowledge test on the Buddha.

Why is there suffering? Are there any good solutions?
Study religious views of why humans suffer and solutions religious traditions have offered; linking these ideas to how religious and non-religious beliefs affect how people respond to suffering; studying how far it is the case that religions exist to help humans cope with suffering. Assessed by a written test on Buddhism and Suffering.

What is good and what is challenging about being a Muslim teenager in Britain today?

Consider the importance of key beliefs for Muslim ways of living in Britain today, how they guide them when responding to challenges in life; studying how and why Muslims put their beliefs into action in different ways (Sunni and Shi'a); studying the challenges and opportunities of being a Muslim teenager in Britain today. Assessed by a knowledge test on Islamic traditions and law, and a written test on Islam.

How are Sikh teachings on equality and service put into practice today?

Study the key beliefs and teachings of Sikhism, how the Mool Mantar is interpreted and what it tells Sikhs about God, life and how to live; studying how and why Sikhs put their beliefs into action in different ways; considering the challenges and opportunities of being a Sikh teenager in Britain today. Assessed by a knowledge test on Sikh teachings, written test on Sikh faith and service and an End of year assessment.

LEARNING IMPACT

Year 9 students will be assessed regularly on their ability to make sense of belief, make connections and understand the impact of the topics studied, in line with the Agreed Syllabus. A written report will be sent to parent during the year.

YEAR 9 - SCIENCE

INTENDED OUTCOMES

The KS3 Science course is designed to develop students' scientific knowledge and conceptual understanding, understand the nature, processes and methods of science through scientific enquiries, learn to apply observational, practical, modelling, enquiry and problem-solving skills and develop their ability to evaluate claims through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

COURSE IMPLEMENTATION

Genetics and Variation
Students will learn that the causes of variation are by inheritance and interaction with the environment, the meaning of continuous and discontinuous variation, artificial selection and its comparison with natural selection; the knowledge of natural selection will then be linked to the concept of evolution, developing an appreciation of how different species change over time, with a final look at extinction, reflecting on how human activity is accelerating the rate of extinction. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Respiration and Photosynthesis

Students will learn about aerobic and anaerobic respiration and apply this to what happens in the body during, and after, exercise; the applications of anaerobic respiration; the chemical reaction of photosynthesis and where it takes place in plant cells; adaptations of plants to obtain the reactants needed for photosynthesis; non-photosynthetic plants that are often parasitic, and considering both respiration and photosynthesis by looking at biomes. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Reactivity

Students will about the differences between physical and chemical reaction, energy changes in reactions, writing chemical equations, the reactions of metals with acids and oxygen, the Law of Conservation of Mass, thermal decomposition reactions, metal displacement reactions and how they are used in metal extraction, and rusting and its effect on metals. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Rocks, Earth and Atmosphere

Students will learn about the 3 types of rock, how thy are formed and can be changed via the rock cycle; the processes that occur on the Earth's surface and atmosphere and how this shapes the Earth's surface and climate. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Electricity

Students will learn about the different models of electric circuits, which will then be linked to an understanding of what are complete and incomplete circuits; the path of a current in series and parallel circuits; current, voltage and their units, drawing and building circuits using circuit symbols. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

Space

Students will study how objects are kept in orbit because of gravity, including natural and artificial satellites, as well as the arrangement of bodies in the solar system and the relative sizes of the Earth, the Moon and the Sun; how the movement of these objects results in eclipses; the differences between solar and lunar eclipses; how the Earth rotates on its axis to produce day and night and how its tilted axis produces seasons, and the effect this has on the length of days and the different seasonal temperatures. Assessment will be on-going, including retrieval practice homework via Seneca , in topic quizzes and End of topic tests followed by feedback.

PD Unit – Drugs

Students will learn about the various types of drugs, the effects of drugs and alcohol on the body; describe some of the health risks associated with occasional and problematic substance

use and recognise and challenge myths related to drug use and drinking alcohol. This unit is not assessed.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the KS3 curriculum will allow students to progress into GCSE with the ability to analyse more complex scientific ideas; an end of year assessment covering a range of topics learned in Year 10 will allow students to demonstrate the progress they have made in Science.

Students' Working At grades will be produced using an average of the End of Topic assessments; this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 9 - SOCIOLOGY

INTENDED OUTCOMES

Students will start to understand the basics of sociology by applying newly learnt knowledge to the real world, specifically to Family and Education.

COURSE IMPLEMENTATION

Introduction to Sociology
Students will be introduced to foundational sociological knowledge by exploring key concept and key thinkers. There is no formal assessment for this but there will be mini knowledge test as the content learnt now will be needed for the rest of the course.

Families and Households

Students will begin exploring why families are the way they are and consider the sociological reasons used to explain what role the family has in society. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

Education (Part 1)

Students explore why education works the way it does and what sociologists believe is the purpose of education in society today. This unit is started in year 9 and completed in year 10. Mini knowledge quizzes and writing tasks that lead to an end of unit assessment.

LEARNING IMPACT

This year will focus on getting the basics correct so much of the assessment will be around key concepts with an ability to apply it to real life. This will be done via quizzes, recall tests and writing activities.

This assessment will be reported by following school data drop policy and calendar.

YEAR 9 - SPANISH

INTENDED OUTCOMES

In Year 9 Spanish, students continue to develop their ability to understand and respond to written and spoken language around new topics: “My life”, “Future plans”, “Healthy Living”, “Environment” and “Holidays in Madrid”. They continue to acquire new vocabulary, grammar and phonics, which will help them master the skills necessary for GCSE. They learn about how to manipulate three tenses and when discussing each topic area. Students are finally introduced to the first module of the GCSE course at the end of Year 9.

COURSE IMPLEMENTATION

Module 1 “My Life”
Students learn to discuss what they like in their life, such as sports, hobbies and their weekly routine. They learn to discuss films and birthday celebrations. They reinforce their ability to use future tense when narrating an upcoming birthday. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module, students have been assessed in listening, reading, dictation and reading aloud skills.

Module 2 “Future plans”

Students learn about a range of jobs and job descriptions, which will allow them to start reflecting on their own future aspirations. Students are introduced to the simple future tense. They consider the pros and cons of a range of jobs and they reuse the past tense to discuss what they have done to earn pocket money. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Future plans”, students have been assessed in listening, reading and writing.

Module 3 “Healthy living”
Students learn to use negatives to talk about diets. They learn to discuss healthy lifestyles, by using reflexive verbs and modal verbs. They learn to give advice on how to be healthy, by using

the imperative. Students have to learn between 10-15 words every week and they are tested on these every week.

By the end of the module about "Healthy living", students have been assessed in listening, reading and grammar.

Module 4 "Environment"

Students learn to apply their knowledge of modal verbs and negatives to discuss global issues and how to protect the planet. They also learn about rights and how to improve the world that they live in, by using simple expressions in the "we" form. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module "Environment", students have completed grammar and writing tasks as part of their assessments.

Module 5 "Holidays in Madrid"
Students develop their ability to give information about a trip to a Spanish City, by using three tenses. Narrate a trip in the past, by using irregular verbs in the past tense. They also explore Madrid through a range of authentic texts. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module "Holidays in Madrid", students have completed a speaking task (presentation) as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 9 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 9 students work on a series of assignments based on independent themes.

Students will learn:

- Observational drawing skills, developing an understanding of tone, line and form and how to improve accuracy.
- How to research and analyse the work of textile artists, visually and in written form, in order to inform ideas.
- How to experiment with variety of textile techniques (including applique, sewing and batik) in the pursuit of designing exciting pieces of art work.
- How to apply their knowledge and skills to create personal and independent final pieces.

COURSE IMPLEMENTATION

Independent Themes: Observational Drawing
Students develop and enhance their observational drawing skills using gridding techniques in order to improve accuracy and independence; they develop their skills in tone, line, texture and form; whilst producing a series of drawings from students' own photographs based on chosen themes to inform independent projects. Assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

Independent Themes: Sophie Standing
Students study the work of Sophie Standing and learn about her applique and embroidery techniques; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and consider how pattern might be used to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Textile Experimentation and Design
Students learn how to manipulate a variety of textiles media (notably fabric dyes, tie dye and brusho) whilst exploring different types of stitching in order to develop their own ideas, designs and compositions; they create links to their artist research and focus on shape, colour and pattern. Assessments will be based on the experimentation and design work presented in

students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Applique – Final Piece
Students develop a personal outcome for their portfolios, consolidating the projects learning with the creation of a patterned applique piece based on independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Records of Observation
Students further develop and enhance their observational drawing skills in order to support the development of their projects, improve accuracy and foster independence; they focus on enhancing their skills in tone, line, texture and form. Assessments are based on the development and refinement the drawings presented in students' portfolios and their independent application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Contextual Studies
Students study the work of Marcia Baldwin and learn about the origins and application of batik; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and consider how Marcia Baldwin's application of colour and layers might be used to inspire their own creative ideas. Assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside practical skills and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Batik – Experimentation and Design
Students learn about resist processes and how to build a batik safely, effectively layering colours in order to accurately realise their intentions, whilst developing their own ideas, designs and compositions; they create links to their artist research and focus on colour theory, colour mixing and line. Assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught, with final assessments representing the accumulative development of students' portfolios.

Independent Themes: Batik – Final Piece
Students develop a personal outcome for their portfolio, consolidating the projects learning with the creation of a final batik based on independent themes. Students will be assessed on the quality of their final piece and their application of the key skills taught, with final assessments representing the accumulative development of students' portfolios.

LEARNING IMPACT

The development of knowledge and skills across the year 9 curriculum gives our students a great basis for creating dynamic and successful art textile projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of textile media, whilst giving focused insights into the expectations at GCSE.

Students' working at grades for Textile Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research,

experimentation and designing and final outcomes.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.


ARGENTINA
Drake Passage
BELLINGSHAUSEN SEA
WEDDELL SEA

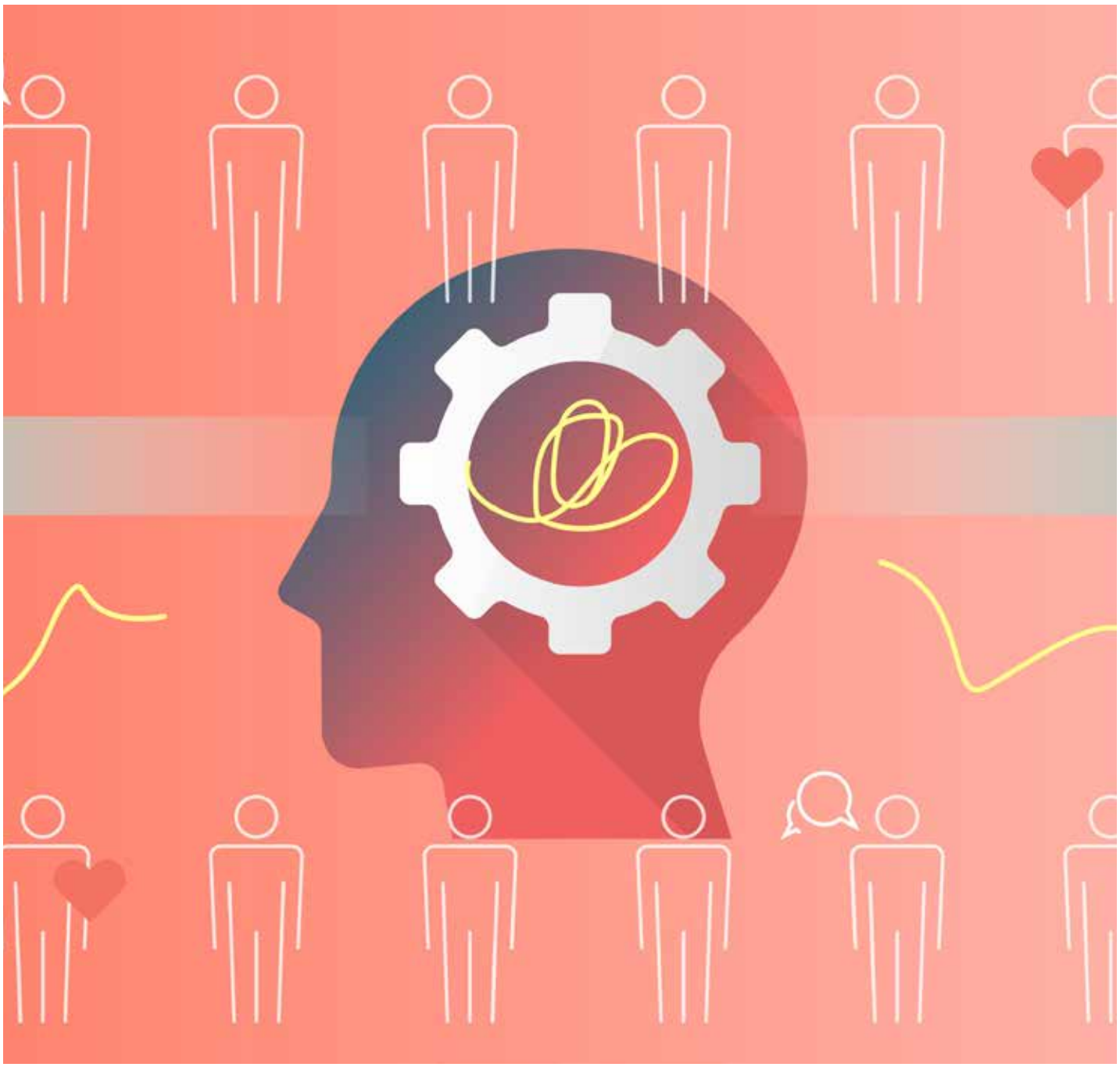
The Bewdley School
Stourport Road
Bewdley
Worcestershire
DY12 1BL

Tel:
01299 403277

Email:
office@bewdley.worcs.sch.uk

Web:
www.bewdley.worcs.sch.uk

Admissions:
www.worcestershire.gov.uk



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We fly with our own wings

THE BEWDLEY SCHOOL FOUNDATION
Alis volamus propriis