

## **ART & DESIGN**

During Year 9, the Art pupils will build on their experience during Year 8 and:

- develop skills in selecting and extending their own ideas, use of media and research methods, in and out of their sketchbook;
- take more responsibility for selecting materials and developing skills to make more sophisticated pieces of work, working on a larger scale in both 2D and 3D, and develop the use of ICT;
- work in groups to design and make pieces for projects;
- study the history of art and develop critical and analytical skills using appropriate language recording significant changes and development in their own ideas and other artists' work.

These aim to meet the National Curriculum requirements.

Likely topics include: 'Self-image' and a choice of several topics for the Year 9 exam.

## **DESIGN & TECHNOLOGY**

During Year 9, pupils have the opportunity to use a wide range of materials to design and make products. They will work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. They will develop their understanding of designing and making by investigating products and finding out about the work of professional designers and manufacturing industry. They will use computer-aided design and manufacture (CAD/CAM) as an integral part of designing and making. At the end of each session, students will be expected to submit their design folio and/or practical work for assessment.

During the year, students will encounter the following material areas and focuses:

### Graphic Products

DMA based around take away packaging and promotional gifts to develop knowledge of CAD/CAM including 3 D printing.

### Resistant Materials

Product development, types of production, preparation and finishing a range of materials such as aluminium, steel, PVC, acrylic and timber around a project based on items that could be marketed.

### Food Technology

Pupils are expected to apply their knowledge of food preparation and nutrition to produce a range of meals for a variety of dietary needs.

### Textiles Technology

Design and make an item reusing fabric into an upcycled product. Pupils have access to a range of printing/stitching techniques.

Teacher Assessment is based on evidence collected from design folio and practical work. Pupil performance is compared to the level statements of the National Curriculum for Design and Technology.

## DRAMA

The specific aims in Year 9 are to:

- Introduce more advanced theatrical skills and styles of performance e.g. non-naturalism.
- Consolidate and extend improvisation and characterisation skills in preparation for GCSE Drama.
- Encourage pupils to undertake technical and design skills as an option in group work.
- Support the practice of English Key Stage 3 Speaking and Listening skills.

## ENGLISH

During Year 9 areas covered in Years 7 and 8 are reinforced and special attention is also given to:

### Speaking and listening

- Taking an active part in class and group discussions.
- Reading a part in scripted drama, including Shakespeare.

### Reading

- A wide variety of fiction and poetry including pre-20th century literature.
- A Shakespeare text will be studied.
- Giving evidence of personal response and showing an understanding of the author's approach.
- Using a range of reference material.

### Writing

- In a wider variety of forms for a range of purposes – both formal and informal.
- Understanding the differences between spoken and written English.
- Producing well-structured pieces of writing.
- Further exploration of media texts with an emphasis on the language of advertising.

### CATS:

- Common assessment tasks are carried out across the year for continuous assessment and to monitor progress.

## FRENCH

The course aims to provide a firm foundation for the preparation for GCSE studies. Work is based on areas of experience following the National Curriculum requirements, using Expo 3 Rouge.

The year is divided into 6 modules and pupils will be tested twice yearly in November and June. The details of their progress will be reported in their Progress Checks and End of Year Report.

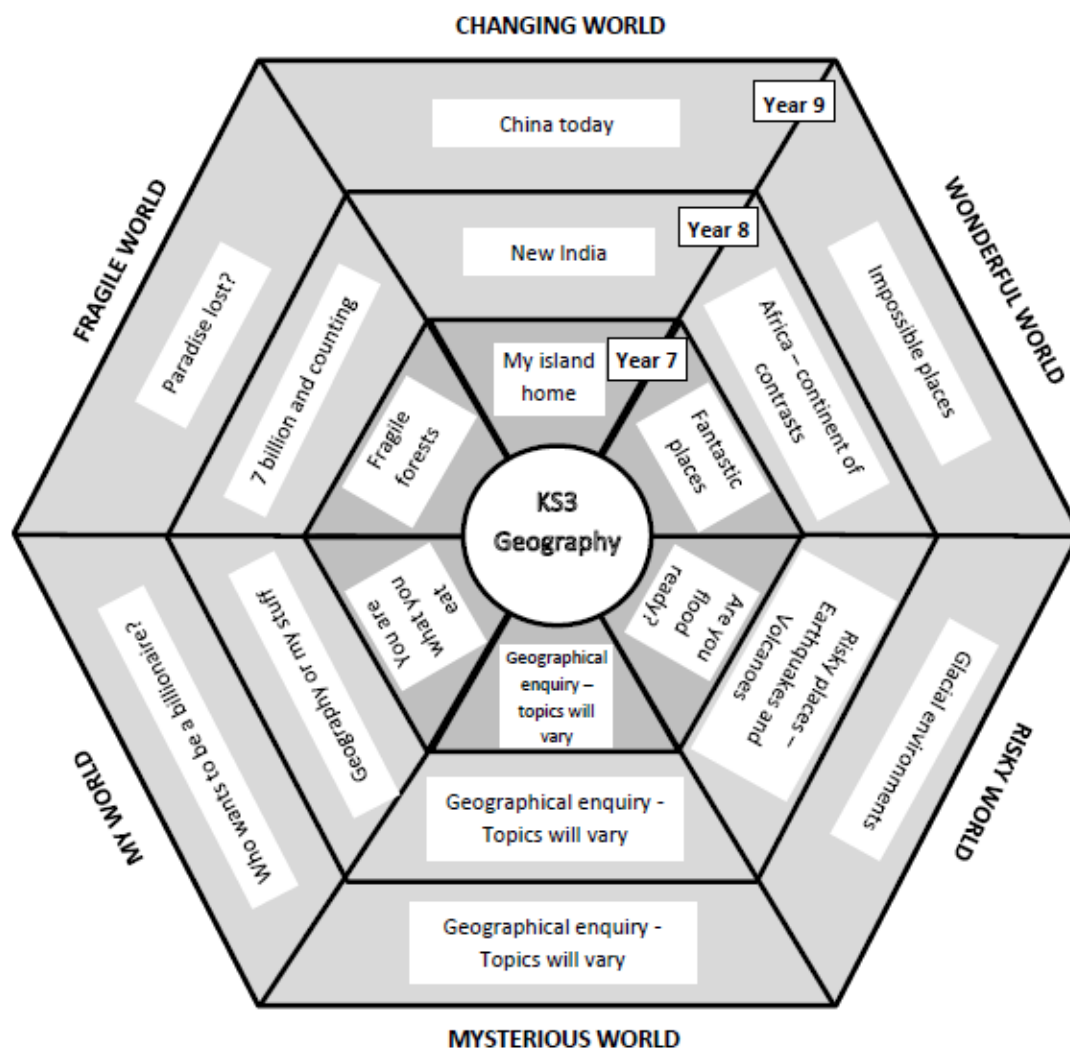
1. Free time and leisure
2. Where you live
3. Family
4. Food and fitness
5. Fashion
6. Young people's problems

## GEOGRAPHY

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Our KS3 course is summarised in this diagram. The Year 7 programme of study is shown in the inner ring, Year 8 in the middle ring and Year 9 in the outer ring. Each wedge represents half a term.



## GERMAN

During their second year of learning German pupils consolidate and extend their capabilities in the four language skills. The year is divided into 7 modules and pupils will be tested twice yearly in November and June. The details of their progress will be reported in their Progress Checks and End of Year Report.

1. Staying with a German family
2. Talking about your town
3. Transport
4. Future plans
5. Past events/holidays
6. Free time and daily routine
7. House and home

## HISTORY

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgments they make. They appreciate why they are learning what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

In Year 9, these themes are explored through addressing key questions such as:

- How were ordinary British people's lives affected by the First World War?
- How and why did Hitler come to power?
- How far did the ideas and beliefs of the Nazis change the lives of the German people?
- What was life like in the USA in the 'Roaring' 20s?
- How were ordinary British people's lives affected by the Second World War?
- How should we remember the 1980s?

The key skills and processes that are assessed are:

- Chronology
- Change and continuity
- Use of sources
- Interpretations
- Diversity
- Significance
- Historical enquiry
- Using evidence
- Communicating about the past

## INFORMATION & COMMUNICATION TECHNOLOGY

In Year 9 we invite students to work towards gaining the industry recognised Microsoft Office Specialist qualification (MOS). Students will use computer-based training and assessment materials and works towards examination in the following units:

- Microsoft Word 2013 specialist
- Microsoft PowerPoint 2013 specialist
- Microsoft Outlook 2013 specialist
- Microsoft Excel 2013 specialist
- Microsoft Excel 2013 specialist

It is expected that students will take this course over two years and that Year 9 students should aim to complete the Microsoft PowerPoint 2013 and Microsoft Word 2013 specialist courses in Year 9 and complete the remaining courses in Year 10 to earn the qualification.

Students who also demonstrate a high level of aptitude for the subject will also have the opportunity to take the advanced units:

- Microsoft Word 2013 Expert and
- Microsoft Excel 2013 Expert

This opportunity is available to any student who completes the specialist course in less than the allotted time.

## MATHEMATICS

The mathematical knowledge gained so far is consolidated and developed further within the areas of number, algebra, shape and space, and data-handling. In each of the following categories of the National Curriculum, the pupils learn to use their oral, written and practical skills in a wider range of problem-solving contexts.

### Using and applying

Solve more demanding problems and investigate in a diversity of contexts. Identify the necessary information to solve a problem in an algebraic, geometric or graphical form. Use logical argument to establish the truth of a statement.

### Number

The areas covered are multiples, factors and indices, decimals and estimation, percentages.

### Algebra

The areas covered are expressions and sequences, expanding brackets and factorising, solving linear equations.

### Shape and space

The areas covered are angles and polygons, measure, congruence, symmetry and similarity, area and volume, constructions and loci.

### Data-handling

The areas covered are collecting and recording data, averages and range.

Mental arithmetic is tested at regular intervals throughout the course and practised using the computer packages.

### ICT is integrated into all areas of the Mathematics curriculum in particular:

- Use of the Internet, of subscription software such as Mymaths and Supermathsworld, also of those in the Mathematics section of the Intranet, which includes Autograph, a graph drawing program;
- The application of the Office suite, namely Word, Excel and PowerPoint;

Teacher assessments are based on class work, homework, and investigative tasks completed during the year and the final examination.

## MUSIC

Students develop skills in Performing, Composing and Listening in line with National Curriculum requirements, covering the following topics:

- Minimalism
- Covers
- Song-writing
- Film Music
- Stomp

Assessment is completed at the end of each topic, details of their progress will be reported in their Progress Checks and End of Year Report.

## **PERSONAL, SOCIAL & HEALTH EDUCATION/CITIZENSHIP**

A programme of Personal, Social and Health Education is arranged for all girls in Years 7 to 11. This is delivered by the Heads of House, with outside speakers being also involved in specialist areas. The course aims to give the girls the skills required to face modern life, allowing them to focus on the positives in order to fulfil their potential. The programmes are under constant review and scrutiny. Homework will be set occasionally.

In Year 9 the following topics are covered:

- Values and virtues
- Project Midas –setting up and running a business, culminating in a trade fair
- Careers and GCSE choices
- Self-esteem and personal wellbeing, including relaxation techniques
- Sex Education
- British values
- Disability awareness
- Sexual orientation

## **PHYSICAL EDUCATION**

The Curriculum in Year 9 includes gymnastics, trampolining, basketball, netball, dance, football, health related fitness, athletics, rounders and tennis.

In addition the following clubs are available to girls in Year 9, these run either during lunchtimes or after school:

- athletics
- badminton
- basketball
- football
- gymnastics
- netball
- dance
- rounders
- sports acrobatics
- table tennis
- tennis
- trampolining

School teams are run in the following sports: netball, basketball, gymnastics, athletics, football, rounders, trampolining and tennis.

In addition, there are yearly inter-house netball, football, rounders, tennis and gymnastics competitions and Sports Day.

## RELIGIOUS STUDIES

To complete the study of the main world faiths, the Year 9 course begins with a term studying Islam, and then beginning the GCSE course from January with a study of Buddhism, including the life and teachings of Siddhartha Gautama, Buddhist beliefs and teachings, and the Buddhist community and worship.

### Knowledge

Key beliefs of both Islam and Buddhism, including the concept of god, worship, work in the community, modern interaction both within the religion and with the wider community.

Evaluation: Looking at religious responses to questions such as: What does it mean to be enlightened? What truths did the Buddha discover? Is Buddhism a religion? Is Buddhism closer to Atheism than traditional definitions of religion?

### Assessment

Common Assessment Tasks, two-three per term. These test papers are laid out in the style of the GCSE exam paper, with the same weighting for the skills being assessed (Knowledge/Understanding & Evaluation). Throughout the year, classwork will be looked at and students will be guided through a process of reflection and target setting based on their learning and the work in their exercise books. Time will be spent by students thinking and commenting on their work, followed by further comments and discussion from their class teachers in their exercise books.

## SCIENCE

Students will begin studies in their science courses in Biology, Chemistry and Physics (AQA).

The GCSE course in Year 9 will comprise of the following units:

### Biology

1. Cells
2. Organisation

### Chemistry

1. Atomic structure and the Periodic Table.

### Physics

1. Forces
2. Electricity