

# **Year 9**

# **Curriculum**

# **and**

# **Assessment**

# **Information**

## Introduction

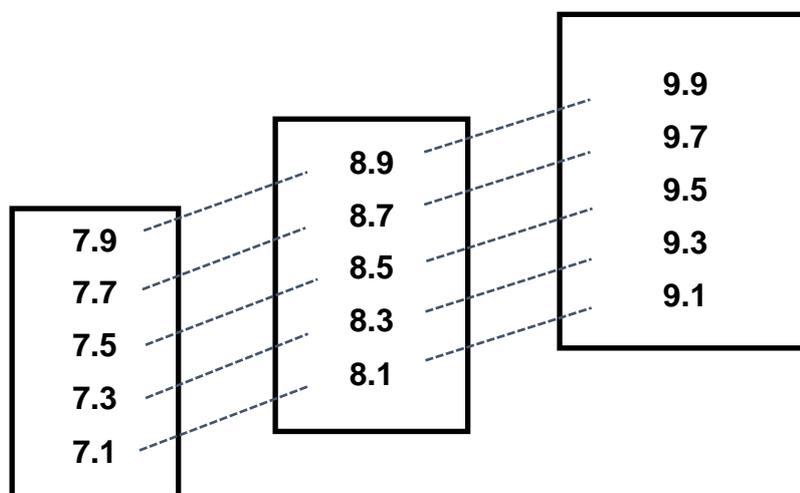
During Key Stage 3 (Years 7, 8 and 9) students study 13 subjects that provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications.

The Key Stage is divided into three yearly blocks each with its own set of knowledge and skills that students need to master. The more fully they master this learning, the better their preparation for the following year's work and the better equipped they will be for Key Stage 4 when they start their exam courses.

As students progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a totally mastery of the year's work. Reports through the year provide information about the grade the student is expected to achieve at the end of Year 7.

In Year 8, students are graded from 8.1 to 8.9 and in Year 9 students are graded from 9.1 up to 9.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will tend to follow a 'flat path' as they move through the Key Stage – in other words a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9. This does NOT mean that the student is standing still in their learning – indeed as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered.



However, progress is rarely exactly linear and parents should not be concerned if at one reporting point there is a slight drop in the grade. Such a drop would just indicate that the student has found that part of the course more challenging and that they therefore may need bit more help and support to understand the work at that time. Teachers will be closely monitoring the progress of students and, if this should occur, will intervene in lessons to help them quickly get back on track.

At the end of Year 9 students will sit their End of Key Stage 3 Assessments in English, Maths and Science. The information from these assessments will provide the basis for setting the targets for their KS4 courses. These expectations will be communicated with parents at the start of Year 10 as the students commence their exam courses.

## Year 9 English Curriculum

During Year 9 students continue to build their fiction and non-fiction reading skills, and their repertoire of writing styles: creative, persuasive and evaluative, modelled by increasingly challenging texts and topics to prepare them for GCSE study.

Students are assessed under 6 Assessment Objectives (AOs) that link to the key skill areas that they must master for GCSE.

- AO1 – Read, understand and respond to texts to maintain a critical style, develop an informed personal response, identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts, using textual evidence/quotations to illustrate interpretations.
- AO2 – Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3 – Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a – Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- A05b – Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Each of the units they study during Year 9 has a key Assessment Objective (AO) that provides the focus for the unit:

### Year 9 Creative Writing: Stranger than Fiction

The Key Assessment Objective for this unit is AO5a – Use some stylistic / aesthetic features to write engagingly, to create an information text/magazine article.

### Year 9 Poetry: Themed Comparisons

The Key Assessment Objectives for this unit are AO1 & AO3 – Compare how writers present themes and ideas across two texts, selecting information from two sources to illustrate comparison.

### Year 9 Narrative Writing

The Key Assessment Objective for this unit is AO5a – Write imaginatively and originally, exploring a range of forms to convey ideas, choosing vocabulary and imagery to achieve effects.

### Year 9 Shakespeare: Much Ado About Nothing

The Key Assessment Objective for this unit is AO1 – Read and respond critically to the characters/ themes of a Shakespeare play, exploring how Shakespeare uses imagery and ideas, using textual evidence/quotation to illustrate interpretations.

Year 9 will also spend 6 weeks revising key objectives for reading and writing in preparation for their end of Key Stage 3 English tests in May. This also includes timed exam practise and revision skills.

**YEAR 9 READING SKILLS GRID**

<b>SKILLS (linked to Assessment Obj)</b>	<b>Grade 1</b>	<b>Grade 2/3 – Improving</b>	<b>Grade 4/5 – Secure</b>	<b>Grade 6/7 – Confident</b>	<b>Grade 8/9 – Crafted and Controlled</b>
<b>AO1</b> I use quotations from texts to support my ideas.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.	I embed quotations skilfully, to create fluent analytical points.	I embed quotations skilfully, to create fluent analytical and evaluative points.
<b>AO2</b> I can refer to quotations to analyse and explore <b>language and structure</b> .	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word and analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use some accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.	I use increasingly accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.	I use an increasingly sophisticated range of accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
<b>AO2</b> I can write about how language and structure <b>influences me as the reader</b> .	I can write about how these choices in language and structure influence me as a reader.	I am able to say how the writers' choices influence me, but also to write about alternative connotations and alternative interpretations of the text.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.	My analysis is increasingly critical and sophisticated. I write fluently about other possible interpretations and meanings.	My analysis is both critical and sophisticated. I can make tentative comments, exploring other possible interpretations and meanings.
<b>AO2</b> I can write about <b>why the writer may have written the text</b> as they did and evaluate its effect and impact on me the reader.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.	I can evaluate with confidence on the writers' intent and influences and evaluate the impact on myself as a modern reader.	I can evaluate with increasing assurance on the writers' intent and influences and evaluate the impact on myself as a modern reader.
<b>AO3</b> I can write about how the <b>time and place influences how the piece was written</b> and what people thought of it.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.	My wider reading helps me to securely evaluate how texts are affected by the social and historical contexts in which they were written.	My wider reading helps me to securely evaluate how texts are affected by the social, historical and cultural contexts in which they were written.
<b>AO3</b> I am able to <b>compare texts</b> .	I can take quotations from two texts and write about how they are similar and different using connectives such as 'in comparison' and 'similarly'.	I can compare the language structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.	My comparative paragraphs are detailed, increasingly thoughtful and show wide depth and breadth of knowledge of both texts studied.	My comparative paragraphs are detailed, increasingly evaluative and show wide depth and breadth of knowledge of both texts studied.

**YEAR 9 WRITING SKILLS GRID**

<b>SKILLS (linked to Assessment Obj)</b>	<b>Grade 1</b>	<b>Grade 2/3 – Improving</b>	<b>Grade 4/5 – Secure</b>	<b>Grade 6/7 – Confident</b>	<b>Grade 8/9 – Crafted and Controlled</b>
<b>AO5a</b> I write with <b>imagination</b> and thought and write for <b>purpose</b> and <b>reader</b> in the correct <b>form</b> .	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.	My writing is flawless, and shows some originality, with assured understanding and engagement with the task and topic.	My writing is flawless, and shows flair and originality, with assured understanding and engagement with the task and topic.
<b>AO5a</b> I select the best and most powerful <b>vocabulary</b> .	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. I do not over-use a thesaurus to make my writing 'flowery' [unless I am trying to deliberately for effect].	My vocabulary is flawlessly chosen and pieces are never over-written.	My vocabulary is becoming increasingly sophisticated, and deployed with some precision.	My vocabulary is sophisticated, and deployed with consistent precision and for a wide range of effects.
<b>AO5a</b> I am able to write my own piece <b>based on</b> another text.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to evaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy mimicking other texts, sometimes even improving upon them!	I engage fully with my own reading and use it to inspire my own ideas for writing in a range of styles.	I engage fully with my own wider reading, exploring a wide range of fiction and non-fiction styles to inspire my own writing.
<b>AO5b</b> I arrange my writing so that it <b>flows</b> in the best order, making sure <b>paragraphs</b> work effectively.	Writing is paragraphed and in a logical order and I often use connectives accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use connectives to help guide my reader.	My work is well planned, and my use of connectives helps it to flow to maintain interest. I use paragraphs deliberately for effect.	My work demonstrates effective use of a wide range of connectives and linking phrases/sentences to create increasingly well structured texts.	My work demonstrates effective paragraph and structural cohesion through a wide range of cohesive devices, to create fluent texts which add to the overall effect I am trying to achieve.
<b>AO6</b> I use the correct <b>spellings</b> .	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones.	Spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are no mistakes in my spellings. Even of highly complex words and homophones.	There virtually no mistakes in my spellings. Even of highly complex words and homophones.	There no mistakes in my spellings. Even of highly complex words and homophones.

## Year 9 Maths – Curriculum

The KS3 Maths course has been developed to provide students with a strong grounding in the key knowledge and skills that they will need to be successful not only in their GCSE course but also in later life – in further and higher education and employment.

By Year 9 most of the number topics have been covered. Students now consolidate this work and start to explore higher levels topics on surds and standard form. A large part of the algebra foundations are also in place and students now use their knowledge and skills to find solutions to contextual problems as well as developing their understanding of functions through graphs, including linear, quadratic, cubic, reciprocal and exponential graphs. In geometry students will be exposed to Pythagoras' Theorem and trigonometry

Over the course of the Year 9 students will study 7 units of work:

- Algebra  
This unit includes work on linear and quadratic graphs.
- Geometry – Transformations  
This unit includes work on applying and describing the results of, translations, rotations and reflections applied to given figures.
- Geometry – Angles and Constructions  
This unit includes work on scale factors, scale diagrams and maps; congruent and similar shapes; and standard ruler and compass constructions.
- Statistics  
This unit includes work on scatter graphs and correlation as well as finding averages of continuous data presented in a grouped frequency table.
- Probability  
This unit includes work on classical probability theory including work on mutually exclusive events and independent events. Students also learn to draw Venn diagrams and interpret unions/intersections of sets, as well as using sample spaces to calculate theoretical probabilities for combined events.
- Number – Standard Form  
In addition to basic work on writing and reading numbers in standard form and performing simple calculations, this unit also extends to include work on surds and fractional and negative indices.
- Geometry – Pythagoras' Theorem and Trigonometry  
Students are introduced to and then taught to use and apply Pythagoras' Theorem and the three trigonometric ratios to contextual problems.

Year 9 will also spend 6 weeks revising the key learning from Years 7, 8 and 9 in preparation for their End of Key Stage 3 Maths tests in May. This includes timed exam practise and revision skills.

### Year 9 Maths – Assessment

Grades	Number	Algebra	Geometry
1-2	Find the factors of integers. Compare and order fractions using inequalities Find HCF and LCMs of integers. Identify and use equivalent fractions. Simplify fractions. Know and use the order of operations. Recognise powers of 2, 3, 4, 5 and cube numbers to 5.	Understand the meaning of: variable; expression; equation; formula; term; function; and identity. Form expressions from situations described in words. Substitute numerical values into expressions. Simplify and manipulate algebraic expressions. Factorise an expression by taking out common factors Work with coordinates in all four quadrants.	Recognise 2-D polygons and describe the basic properties of a shapes inc regular and irregular polygons. Convert between $\text{cm}^2$ and $\text{m}^2$ . Calculate the area of a trapezium. Calculate the circumference and area of a circle. Construct and interpret plans and elevations of 3-D shapes.
3-4	Round numbers [dp or sf]. Find HCF, LCM and factor trees. Express one quantity as a fraction of another. Convert between mixed numbers and improper fractions. Find a fraction of an amount. Add and subtract any fraction. Express one quantity as a percentage of another. Interpret percentages as a fraction or as a decimal.	Expanding products of two or more binomials. Rearrange formulae to change the subject, where the subject appears once. Solve two-step equations (including the use of brackets) when the solution is a fraction. Find the integer solutions of an inequality. Generate terms of a sequence from a rule. Find the nth term of an arithmetic sequence. Recognise, sketch and produce graphs of Linear and Quadratic functions.	Know and use formulae to calculate and solve problems involving perimeters and areas of 2-D shapes (inc circles). Use the properties of faces, surfaces, edges and vertices to solve problems in 3-D. Convert between $\text{cm}^3$ and $\text{m}^3$ . Draw and describe the results of translations, rotations and reflections applied to given figures. Use scale factors, scale diagrams and maps. Draw and read bearings.
5-6	Find HCF and LCM using Prime Factors Multiply and divide fractions and mixed numbers Find the whole amount, given a fraction of the amount Interpret percentages as operators, with and without a calculator. Interpret and compare numbers in standard form Add and subtract two numbers in standard form	Simplify simple expressions involving index notation Substitute fractional and negative values into an expression Solve linear inequalities in one variable. Factorise quadratic expressions of the form $ax^2+bx+c$ Define a geometric progression Interpret mathematical relationships inc direct and inverse proportion and real-life graphs. Calculate and interpret gradients and intercepts of linear graphs. Use linear and quadratic graphs to find approximate solutions of simultaneous linear equations.	Calculate the circumference and area of a semi-circle and quadrant. Know and use formulae to calculate and solve problems involving perimeters and areas of 2-D shapes (inc circles) involving algebra, fractions, decimals, etc. Know and use formulae to calculate and solve problems involving surface areas and volumes of 3-D shapes Construct congruent triangles, and similar shapes by enlargement Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides Know the formulae for: Pythagoras' theorem; and the trigonometric ratios.
7-8	Find a fractional increase and decrease. Solve problems involving percentage change.	Rearrange formulae to change the subject, where the subject appears twice. Find approximate solutions to contextual problems. from given graphs of a variety of functions, including linear, quadratic, cubic, reciprocal and exponential graphs.	Calculate the area and arc length of a sector. Use the standard ruler and compass constructions. Use Pythagoras' Theorem and the trigonometric ratios to find angles and lengths in right-angled triangles.
9	Understand and simplify basic surds. Evaluate simple fractional and negative indices.	Recognise and generate geometric sequences.	Know the exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and $90^\circ$ . Know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and $60^\circ$ .

## Year 9 Science – Curriculum

In Year 9 pupils are taught 3 units – one in Physics, one in Chemistry and one in Biology. The units build on concepts covered in Years 7 and 8 and link to concepts to be covered in GCSE Science.

### **Biology**

This topic includes work on

- Cell organisation
- Respiration
- Photosynthesis
- Genetics
- Natural selection
- Immune response
- Communication systems in the body

### **Chemistry**

This topic includes work on

- Periodic table
- Atomic structure
- Groups in the periodic table
- Acids and alkalis
- Extending acid reactions
- Rates of reaction
- Organic Chemistry

### **Physics**

This topic includes work on

- Energy
- Quantifying energy
- Work done
- Balanced and unbalanced forces
- Hooke's Law
- Atmospheric pressure
- Waves
- Circuits

## Year 9 Science – Assessment

Assessment is through a combination of written assessments at the end of units, classwork, homework and skills based assessments.

Grade	Descriptor	Examples
1-2	Pupils use their knowledge to recognise and describe scientific ideas.	<ul style="list-style-type: none"> <li>In Biology, pupils can identify organs of the body and different types of microorganism.</li> <li>In Chemistry, pupils can identify atoms and compounds from diagrams.</li> <li>In Physics, pupils can identify forces in force diagrams. They can identify the differences between series and parallel circuits.</li> </ul>
3-4	Pupils use their knowledge and understanding to describe and explain some scientific processes. They use abstract ideas and apply their knowledge in unfamiliar situations using given formulae.	<ul style="list-style-type: none"> <li>In Biology, pupils can describe genetic inheritance linking DNA, chromosomes and genes.</li> <li>In Chemistry, pupils can identify sub atomic particles in an atom including recalling charges and relative masses. Pupils can state factors that affect the rate of a chemical reaction.</li> <li>In Physics, pupils can explain how the forces on a parachutist affect its motion. They can calculate quantities such as gravitational potential energy and kinetic energy with the given formula.</li> </ul>
5-6	Pupils describe a wide range of processes and phenomena relating to Science, using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points. Pupils can recall and apply equations with consistent units.	<ul style="list-style-type: none"> <li>In Biology, pupils can explain genetic inheritance using the terms alleles and punnet squares to aid explanation.</li> <li>In Chemistry, pupils can confidently draw electron shells for the first 20 elements. Pupils can explain how the rate of reaction changes using collision theory.</li> <li>In Physics, pupils can calculate energy stores for kinetic and gravitational potential energy. Pupils can confidently explain the difference between potential difference and current in circuits.</li> </ul>
7-8	Pupils describe an extensive knowledge and understanding. They use this and apply this effectively in their descriptions and explanations, identifying links between topics. Pupils can recall and rearrange relationships.	<ul style="list-style-type: none"> <li>In Biology, pupils can explain evolution in plants and animals using the theory of natural selection.</li> <li>In Chemistry, pupils can use the periodic table to make predictions on how elements will react based on their electron structures. Pupils can apply their knowledge to interpret graphical representations of rates of reaction.</li> <li>In Physics, pupils can describe and calculate how energy stores change and relate this to efficiency. They can recall and rearrange relationships for: kinetic energy; gravitational potential energy; pressure; work done and efficiency.</li> </ul>
9	Pupils demonstrate both breadth and depth of knowledge and understanding of Physics, Chemistry and Biology. They can interpret, evaluate and synthesise information from a wide range of sources. They can link concepts together to draw conclusions.	<ul style="list-style-type: none"> <li>In Biology, pupils can link genetic variation and environmental variation to explain the differences in plants and animals effectively linking to DNA, genes and beneficial mutations.</li> <li>In Chemistry, pupils can explain the relative reactivity of elements based on their electron structures – limited to groups 1 and 7.</li> <li>In Physics, pupils can explain potential divider circuits. They can calculate the speed of an object in an energy transfer from gravitational potential energy to kinetic energy.</li> </ul>

## Year 9 Art & Design – Curriculum

The Year 9 Art and Design Curriculum is reflective and designed to challenge students with ideas and concepts. Students are expected to be much more independent and to justify their selections when creating art. Again, students use a sketchbook to document their learning, but more extensive use of folders and multimedia are encouraged. Students are asked to develop work at home and in school.

The Assessment Objectives are used extensively throughout Year 9 to help students develop their work with plenty of time built in to allow for reflection, experimentation and improvement.

The Assessment Objectives (AOs) used in Art throughout Key Stages 3 and 4 are:

- AO1: Investigation
- AO2: Experimentation
- AO3 Recording
- AO4 Personal Responses

Students study the varied of Grayson Perry and look at themes to do with identity. They create a range of work, both 2D and 3D, that reflects upon themselves and their hopes and aspirations. This project is very design led with independent creations. At the end of the project students should have a large glazed ceramic vessel that they may take home. The second project studies an artist who excites the students. They are asked to choose an artist, investigate them and then to create an independent work from their investigations. Work can be of any size, scale and media and students are encouraged to develop their work to full potential.

Throughout the year students are increasingly expected take control of their own work, enabling them to follow their lines of enquiry and create exciting, individual final pieces. By the end of Year 9 students will be adept artists who can discuss imagery and create work independently. The work that they produce should be a culmination of their developing skills, as well as a lot of fun.

## Year 9 Art – Assessment

Grade	Descriptors
1-2	<ul style="list-style-type: none"> <li>• The ability to research into the work of artists/designers/movements which relates to your work and add a personal comment.</li> <li>• The ability to successfully control some materials to a good standard.</li> <li>• Some accurate observation is evident in drawing skills. Your work also demonstrates the ability to add detail and use tone/shading to create some 3D effects. Written notes support your ideas.</li> <li>• Work uses your artist and shows planning.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• A good depth of research into the work of artists/designers/movements which influences your work in some way. Understanding of the ideas is shown.</li> <li>• A very good ability to successfully control a range of materials.</li> <li>• An accurate ability to draw images with detail with effective use of tone to create 3D effects. Written notes explain ideas and use some subject specific vocabulary.</li> <li>• Work produced shows your skills off, is linked to your artist but is personal.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• The ability to select, organise and present relevant information to a consistently good standard, which clearly influences your own ideas.</li> <li>• You show experimentation using a range of materials, selecting the most effective. This is further developed in your work.</li> <li>• Drawing technique is skilful, accurate and detailed with effective use of tone to create 3D effects. Ideas are clearly explained with good use of subject vocabulary.</li> <li>• Work created is personal, skilful and selected from your own research and planning.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Artist research is detailed and highly relevant. A personal response shows understanding in written form, whilst also visually evident in the influence of your artist in your work.</li> <li>• Some of your best ideas are independently identified from experimentation and developed. Materials used are varied, appropriate and effective.</li> <li>• Drawing technique and use of materials is of a high standard, including accuracy in observation. This is demonstrated by an ability to effectively add detail and tone. Written notes explain creative ideas with accurate use of subject specific vocabulary.</li> <li>• Work created is personal, highly skilled and selected from your own research and planning.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Exceptional artist research is in depth and demonstrates personal analysis in written form and investigated to learn techniques.</li> <li>• The best ideas have been independently identified and fully developed. Media is used with sophistication and is appropriate and highly effective.</li> <li>• Drawing technique and use of all media is of an exceptional standard, including high levels of accuracy in detail and use of tone. Written notes fluently explain imaginative and purposeful ideas. Accurate use of subject specific vocabulary.</li> <li>• Ambitious risks are taken on independent work that is presented with consistently high-quality planning. Work created is personal, highly skilled and selected from your research and planning</li> </ul>

## **Year 9 Drama – Curriculum**

During Year 9 students will explore a variety of themes or texts. Lessons will introduce and develop conventions and rehearsal techniques. Students will continue to build their devising skills in response to a given stimulus, as well as being introduced to, and having to interpret texts from a variety of genres.

Students will be required to demonstrate their knowledge and understanding of Drama including: genre, structure, character, form and style, dialogue and stage directions.

In preparation for KS4 students will also begin to have an awareness of the design challenges inherent in a variety of performance spaces. This will cover the design of costume, set and props, as well as the technical world of lighting, sound and projection.

### **The 6 units are:**

#### **Page to Stage - Scripted**

An introduction to technical theatre, asking students to take on the role of the director. Students will begin to explore a variety of performance spaces, lighting, costume, blocking, semiotics and the use of proxemics, and bring them all together to create a scripted performance.

#### **Segregation - Devised**

Re-cap of all prior learning and a scheme that highlights a range of issues, with the theme of 'standing up for what you believe in' being at the core of the work. Exploration of the stimuli to include role-play, cross-cutting, duologues and structuring a devised play in small groups. There is also a focus on accent and the tone of performance.

#### **The Exam - Scripted**

Study of text, character and performance. Students will devise their own interpretation of the script with a strong focus on character, voice, gesture, movement, and stance.

#### **Georgie - Devised**

Explorative strategies and how these are used to develop a play from a fictional stimulus. Students will be using drama mediums, which may include lighting, sound, movement and elements of drama, such as characterisation skills, in order to create a meaningful and believable piece of theatre.

#### **Stage Combat - Devised**

Understanding the role of tension in drama: Students will create a short performance routine which demonstrates Spatial Awareness, Proxemics, Improvisation.

#### **Blood Brothers - Scripted**

Students will have an awareness the social, historical and cultural contexts of the play. They will have knowledge and understanding of how to use explorative strategies, drama mediums and the elements of drama in the process of taking a play from page to stage and creating a believable and engaging performance. They will work in core groups to create their performance and develop their directing skills. They will also further develop their rehearsal and performance skills during this unit.

## Year 9 Drama – Assessment

<b>Grade</b>	<b>A01 - Creating</b>	<b>A02 - Performing</b>	<b>A03 - Knowledge</b>	<b>A04 - Responding</b>
<b>1 - 2</b>	<ul style="list-style-type: none"> <li>• Explore characters and situations using controlled movement and voice.</li> <li>• Use drama specific words to communicate your ideas.</li> <li>• Use at least one drama technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and adapt with extensive range of skills.</li> <li>• Have a clear role.</li> <li>• Maintain your role.</li> <li>• Use relevant conventions in your performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of: performance techniques, acting skills and performing styles.</li> <li>• Basic knowledge of: theatre practitioners, semiotics, proxemics and staging types.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strengths and weaknesses.</li> <li>• Suggest ideas for improvement.</li> </ul>
<b>3 - 4</b>	<ul style="list-style-type: none"> <li>• Demonstrate a high degree of insight and sensitivity in working in a group.</li> <li>• Contribute ideas and direct other students.</li> <li>• Use drama vocabulary.</li> <li>• Include conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Role is essential.</li> <li>• Role experiences more than one emotion.</li> <li>• In role throughout.</li> <li>• Perform a role creatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of: performance techniques, acting skills, performing styles.</li> <li>• Good knowledge of: theatre practitioners, semiotics, proxemics and staging types.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strengths and weaknesses.</li> <li>• Suggest intelligent ideas to improve.</li> </ul>
<b>5 - 6</b>	<ul style="list-style-type: none"> <li>• Show a good sense of organisation and lead and encourage others.</li> <li>• Use drama vocabulary regularly.</li> <li>• Develop character based on a stimulus.</li> <li>• Never distracted.</li> <li>• Use conventions and techniques seamlessly.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a character using a range of practical skills.</li> <li>• Appear confident and stay in character.</li> <li>• Use an extensive range of skills and emotions.</li> <li>• Use relevant conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive range of: performance techniques, acting skills and performing styles.</li> <li>• Good knowledge of: theatre practitioners, semiotics, proxemics, antagonist, protagonist and staging types.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain strengths and weaknesses.</li> <li>• Use subject specific vocabulary.</li> <li>• Critically evaluate.</li> </ul>
<b>7 - 8</b>	<ul style="list-style-type: none"> <li>• Show a good sense of organisation and lead/encourage others.</li> <li>• Use vocabulary regularly.</li> <li>• Create a challenging performance.</li> <li>• Consider the audience.</li> <li>• Use a wide range of conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of clear characters.</li> <li>• Extensive range of skills.</li> <li>• Outstanding focus and concentration.</li> <li>• Extensive range of skills and emotions that are played well.</li> <li>• Used relevant conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive range of: performance techniques, performing styles.</li> <li>• Extensive knowledge of: theatre practitioners, semiotics, proxemics, antagonist and protagonist and staging types.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the strengths and weaknesses.</li> <li>• Knowledge of the social, cultural and historical context.</li> <li>• Extensive range of subject specific vocabulary when explaining.</li> <li>• Critically evaluate.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• Demonstrate leadership and sensitivity in group work.</li> <li>• Create challenging, structured performance.</li> <li>• Awareness of target audience.</li> <li>• Show dramatic styles and social contact and genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and adapt an extensive range of practical skills.</li> <li>• Outstanding focus and concentration.</li> <li>• High degree of originality.</li> <li>• Use relevant conventions with originality in their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive range of: performance techniques, acting skills, multi rolling, and performing styles.</li> <li>• Extensive knowledge of: theatre practitioners, semiotics, proxemics, antagonist and protagonist and staging types.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate performances.</li> <li>• Outstanding knowledge of the social, cultural and historical context.</li> <li>• Extensive range of subject specific vocabulary.</li> <li>• Show awareness of audience.</li> </ul>

## **Year 9 Design & Technology – Curriculum**

In Year 9, students rotate in mixed ability groups through 4 different projects, learning a variety of common design skills as well as practical skills in specific material areas (indicated in brackets). Much of what pupils learn in Year 9 is included within the new GCSE curriculum. The order of the projects will vary from group to group.

### **A. 'Earphone Wraps' (Graphics and CAD/CAM)**

This project raises pupils' awareness of key stages in the design cycle and allows them to develop strong computer aided design skills through the design and manufacture of an earphone wrap. Modelling, development and 'iterative design' allow pupils to manufacture, test and refine their ideas over a number of cycles. Pupils develop independence using 2D-Design and the laser cutter and learn sections of exam theory that help prepare them for the new GCSE course.

### **B. 'Decorative Techniques and Cases' (Textiles)**

In this project pupils study the needs and wants of a specific target market, and design and make a storage container for the chosen user, through the iterative design process. They develop confidence and independence using sewing machines and recognise the use of standard components to enhance their products. Through practical and theory tasks they are introduced to concepts which prepare them for the new GCSE course.

### **C. 'Introduction to GCSE Food and Nutrition' (Food)**

In this project pupils are developing higher level knowledge and skills relevant to the new GCSE. Pupils will explore the function of ingredients they use and begin to consider theory linked to Food Science, Food Choice, Health and Food Safety in more detail. More emphasis is placed on adapting and planning suitable recipes and pupils are encouraged to be responsible for choosing and shopping for their own ingredients.

### **D. 'Wooden Toys' (Woodwork)**

In this project pupils design and make their own push along wooden toy. They research existing products and use their research to inspire their own designs. They learn simple design development and planning techniques, taking into account the materials and equipment available, to help them develop increasing confidence and independence in the workshop. They use a variety of techniques to evaluate their final design and cover sections of exam theory that help prepare them for the new GCSE course.

## Year 9 Design & Technology – Assessment

Throughout Key Stage 3 students are assessed in seven key ‘strands’, common to all the DT material areas. These are:

- Research and Investigation
- Creative Designing
- Practical Skills
- Testing and Evaluation
- Knowledge and Understanding
- Independence, Organisation and Timing
- Written Communication

Pupils are given an overall grade at the end of each rotation taking into account their ability in all areas, according to the bands listed below:

<b>Grades</b>	<b>Description</b>
1 - 3	<p>Pupils in this band...</p> <ul style="list-style-type: none"> <li>• Carry out research with extra guidance, showing awareness of the target market and design specification.</li> <li>• Produce a variety of appropriate design ideas.</li> <li>• Demonstrate safe practical skills, following instructions with some extra support required.</li> <li>• Evaluate their products and suggest suitable modifications to improve their design.</li> <li>• Produce written work which is mainly complete, but the end-of-unit tests highlight some gaps in the understanding of key concepts. Poor handwriting, spellings and grammar errors may impact on the quality of written communication.</li> </ul>
4 - 6	<p>Pupils in this band...</p> <ul style="list-style-type: none"> <li>• Carry out research with little support, showing some discrimination in their choice of material and awareness of the target market and design specification in their annotation.</li> <li>• Produce a variety of well-presented and appropriate design ideas.</li> <li>• Demonstrate accurate and safe practical skills at all times, following instructions with minimal support and taking care to produce high quality work.</li> <li>• Evaluate their products against the design specification, suggesting suitable modifications to improve their design.</li> <li>• Produce mainly accurate and legible written work demonstrating good understanding of key concepts. Booklet tasks are completed and pupils achieve good scores in the end-of-unit tests.</li> </ul>
7 - 9	<p>Pupils in this band....</p> <ul style="list-style-type: none"> <li>• Carry out comprehensive research accurately and independently, showing discrimination in choice of material and clear understanding of the target market and design specification in their annotation.</li> <li>• Produce very well presented, original and creative design ideas.</li> <li>• Demonstrate confident, independent and safe practical skills at all times, taking care to produce high quality work with an exceptional finish.</li> <li>• Evaluate their products in detail using the design specification, suggesting a variety of appropriate modifications to improve their design.</li> <li>• Produce accurate, legible written work demonstrating clear understanding of key concepts, complete all their booklet tasks and achieve the highest marks in the end-of-unit tests.</li> </ul>

## Year 9 Geography – Curriculum

In Year 9 pupils are taught 3 units that continue to build their understanding of the different aspects of the Geography curriculum. The 3 units are:

### **Autumn Term: 'Hot and Bothered'**

Should we be bothered about the climate and global warming?

This unit looks at past natural changes and possible human influences. Key areas considered include:

- What are the local and global consequences?
- Will different places be affected in differing ways? Could anyone benefit? What is my future?
- The USA and Bangladesh.
- What are governments doing? What am I doing? Am I bothered?

Autumn assessment: GCSE style exam questions and larger topic tests at the end of specific sections of learning.

### **Spring Term: 'Coastal Landscapes'**

This unit looks at waves and the effect they have on the coast, including:

- The different types of weathering.
- Mass movement – landslides etc.
- Coastal marine processes – material erosion.
- Transportation and deposition.
- Coastal erosion features.
- Coastal deposition features.

As part of the unit, students undertake a visit to Dawlish Warren to investigate the features of the landscape and the ways in which the coast is being protected.

Spring assessment: GCSE style exam questions and larger topic tests at the end of specific sections of learning.

### **Summer Term: 'River Landscapes'**

This unit focuses on changes in rivers and their valleys including:

- Fluvial processes – erosion, transportation and deposition.
- River erosion landforms, river erosion and deposition landforms, (using the River Tees as a case study).
- Factors affecting flood risk; managing floods – hard engineering vs soft engineering (using the River Exe at Exeter as a case study).

Summer assessment: GCSE style exam questions and larger topic tests at the end of specific sections of learning.

## Year 9 Geography – Assessment

Grade	Knowledge	Understanding	Geographical enquiry and skills
1 – 2	Has <b>begun to develop</b> knowledge, including of places in the local area, UK and wider world, and some globally significant physical and human features.	<b>Limited and incomplete</b> understanding of places; how and why they are similar and different, and how and why they are changing.  Some understanding of the links between places, people and environments.	Able to investigate places and environments with <b>limited accuracy</b> , by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.  Can express their opinions and recognise that others may think differently.
3 - 4	Has <b>more detailed</b> knowledge of the world, including globally significant physical and human features.	<b>Accurate and appropriate</b> understanding of places; how and why they are similar and different, and how and why they are changing.  Clear understanding of the links between places, people and environments.	Carries out more <b>accurate investigations using a range</b> of geographical questions, skills and sources of information including a variety of maps, graphs and images.  Can construct coherent arguments to draw conclusions supported by evidence.  Explain their opinions, and recognise why others may have different points of view.
5 - 6	Has <b>extensive</b> knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	<b>Relevant and comprehensive</b> understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places.  Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with <b>increasing independence</b> , to choose and use a <b>wide range</b> of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems.  Can construct sustained and convincing arguments and express and engage with different points of view.
7 - 8	Has a <b>broader and deeper</b> understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	<b>Deeper and more perceptive</b> understanding of the processes that lead to geographical changes and the multi-linked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding.	Able to plan and undertake <b>independent enquiry</b> in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.
9	Accurately <b>recall</b> the precise characteristics of physical and human environments across a <b>variety of spatial settings</b> , using detailed knowledge of case studies <b>supported</b> by comprehensive terminology.	Demonstrate an understanding of <b>more complex</b> geographical <b>processes</b> , with consideration towards unfamiliar contexts.  Understand how human processes <b>interact</b> with physical processes to develop more complex geographical patterns.  <b>Assess</b> the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably.  Appreciate the need for a more <b>sustainable approach</b> to the planning and management of environments, and <b>evaluate</b> the costs and benefits.	Plan and conduct an <b>independent</b> geographical enquiry, <b>identify</b> appropriate hypotheses or key questions, and provide <b>detailed supporting predictions</b> .  Accurately collect primary and secondary data, <b>collate</b> and <b>present</b> their findings, <b>analyse</b> their data, <b>interpret</b> the results and substantiate their <b>conclusions</b> with precise links to <b>geographical theories</b> .  Understand how to <b>critically evaluate</b> their enquiry and make suggestions for <b>improving the limitations, reliability and validity</b> of the conclusions.  Demonstrate an extensive range of <b>sophisticated cartographical</b> maps and graphs and use <b>statistical calculations</b> to analyse the data displayed, recognising why anomalies might exist.

## **Year 9 History – Curriculum**

Each half term is based around a 'big' question which the students then investigate further throughout the course of their lessons. They gain knowledge on the various time periods and use it to challenge themselves in various assessed tasks. These assessments link directly to building the skills they will need for KS4. A number of the topics also build an initial platform for the subjects that they will study at later on for their GCSEs.

### **Winter Term:**

#### **Was World War 2 inevitable?**

This topic looks at what happened in Europe during the inter-war period. It starts with the impact of WW1 and the ramifications of the Treaty of Versailles for those countries involved in it. It then moves on to look at Hitler's foreign policy and its links to the Treaty. The students are asked to examine each step and decide from this whether or not World War 2 was always inevitable or whether there were opportunities to stop the eventual outcome and any stage of Hitler's steps to war.

#### **What was the key turning point in World War 2?**

This topic explores some of the key battles and events of World War Two. They look at what happened, why it happened, what the consequences of this were and then eventually how significant they think the event was in leading to the eventual Allied victory.

### **Spring Term:**

#### **How could the Holocaust happen?**

The students investigate anti-Semitism in the Third Reich and how this eventually led to the Final Solution. The key focus is looking at how something like this could happen and the steps Hitler took within Germany to achieve his aims of at first alienating and then finally removing the Jews from German society. This look at the early stages of Jewish persecution in Germany links into their studies for GCSE Weimar and Nazi Germany.

#### **What impact did World War 2 have at home?**

The students spend some time looking at the impact that World War 2 had on life in Britain. They concentrate on the idea of World War 2 being a total war where all aspects of society became involved either through the blitz and evacuation, taking on new responsibilities for the safety of those on the home front or keeping the factories and fields working. They will also spend some time looking at the impact that it had on everyday life with aspects like rationing.

### **Summer Term:**

#### **Life in Nazi Germany – Start of the GCSE course**

The students will start the GCSE course by looking at life in Nazi Germany. They will examine the impact the Nazi regime had on various areas of German Society including women, youth, workers and the economy, minority groups and the church before consolidating their knowledge by considering how successful Hitler and the Nazis were in keeping these people obedient to the Third Reich.

## Year 9 History – Assessment

Grade	Knowledge	Understanding and Skills
1 – 2	<ul style="list-style-type: none"> <li>• Sound historical knowledge using key terms confidently within different situations although with some minor errors at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited narrative using some supporting evidence but with minimal detail and organisation.</li> <li>• Simple descriptions of different interpretations and recognition that history is made up of different stories.</li> <li>• Recognises the need to interrogate sources to find out about the past as well as the concept of hindsight.</li> <li>• Simplistic identification and description of some changes in the period. Identifies a range of causes and can start to categorise them in a separate and unconnected way with consequences seen as the only possible outcome of the causes.</li> </ul>
3 – 4	<ul style="list-style-type: none"> <li>• Good historical knowledge with confident use of historical terms used mainly in the correct context. Occasional confusion when moving between time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive narrative with some development and begins to introduce supporting evidence.</li> <li>• Appreciates the difference between sources but with a limited understanding of reliability and a basic approach to handling provenance.</li> <li>• Selects and describes key features of interpretations, starting to consider the message and the purpose of the source.</li> <li>• Categorises causes with some confidence and can make links in a simple manner with a simple understanding of significance.</li> <li>• Change described using specific period features.</li> </ul>
5 – 6	<ul style="list-style-type: none"> <li>• Excellent recall of taught subject knowledge and shows some evidence of independent research.</li> <li>• Consistent and correct use of historical terms and an awareness of contextual use.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of analysis within narrative with accurate use of supporting evidence.</li> <li>• Starting to talk about the extent and pace of change and starts to discuss its significance but still seeing it in a linear fashion or see it going beyond their time period.</li> <li>• Can at a simple level consider the type, authorship and purpose of interpretations and analyse them at a very basic level.</li> <li>• Simple inference about the past made based on evidence with some basic interrogation of source made.</li> </ul>
7 – 8	<ul style="list-style-type: none"> <li>• Confidence in handling of new historical periods and a pre-existing chronological picture in which they can place new knowledge.</li> <li>• Assumptions made about new time periods based on previous knowledge and knows that language must be adapted depending on period or country.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create sound analytical narratives with mostly relevant supporting knowledge but question focus can be lost at times.</li> <li>• Greater confidence in discussion of change and continuity, some recognition of varying influencing factors.</li> <li>• Starting to distinguish between utility and reliability and that 'unreliable' sources can have use. They begin to use both content and provenance to support comments but use remains generalised particularly in relation to construction of interpretations.</li> <li>• Can create arguments about causation based on knowledge with attempts to formalise significance of factors or show impact of a range of factors.</li> <li>• Greater confidence in using the language relating to change.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Historical knowledge and language is accurate and adapted according to period, country and historical context.</li> <li>• Specific and relevant language used relating to both knowledge and historical skills being used.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs analytical narrative accounts, mainly focused on question, with some selection of relevant knowledge.</li> <li>• Understands concepts of change, continuity, cause and consequence over longer periods of time. Developing arguments of significance with mostly relevant supporting evidence although often evidence is discrete and fixed.</li> <li>• Can start to judge sources based on their value for specific enquiries. Judgement of provenance is developing and valid historical questions asked of source but support still needed.</li> <li>• Understands interpretations are based on evidence and opinions, assertions made but not always fully justified.</li> </ul>

## **Year 9 ICT – Curriculum**

In Year 9 pupils are taught 6 units which build upon and extend their understanding of ICT from Years 7 and 8, and prepare them for KS4. The 6 units are:

### **Understanding Computers**

This topic includes work on:

- How numbers are represented on a computer system using Binary and Hexadecimal.
- Representing text on a computer system using Character sets, ASCII & Unicode.
- Representing images on a computer system including work on pixels, image size and resolution, and colour depth.
- Binary calculations including addition and binary shifting.

### **Go Babby**

This topic includes work on

- How HTML is used to make webpages.
- Planning and designing a website.
- Constructing a website.
- How Search Engines work.
- Publishing a website.

### **Computer Hardware and Software**

This topic includes work on:

- The difference between Hardware and Software.
- Hardware - Input and Output hardware; Storage devices; Processing hardware; Communication devices.
- Software - Application software; Operating system.

### **Micro:bit Music**

This topic builds on previous work in this area

- Using inputs on the Micro:bit.
- Creating audio output on the Micro:bit.
- Developing the use of sequencing; iteration; and conditionals.

### **Safety and Security**

This topic includes work on:

- Keeping data safe - the use of backups and backup routines, and Cloud vs local storage.
- Keeping data secure.
- Keeping users safe online.

### **Video Tutorial**

This topic includes work on

- How to capture video from an external device and using screen capture software.
- Designing and creating a video tutorial.
- Adding and controlling audio in video files.
- Exporting videos in a suitable format.

## Year 9 ICT – Assessment

Grade	Descriptors
1 – 2	Students can.... <ul style="list-style-type: none"> <li>• Convert binary numbers (0000 – 1111) to denary.</li> <li>• Explain the difference between hardware and software.</li> <li>• Write a simple program to create audio.</li> <li>• Understand the need for backing up data.</li> <li>• Describe how to stay safe online.</li> <li>• Capture basic video.</li> </ul>
3 – 4	Students can.... <ul style="list-style-type: none"> <li>• Convert between binary and denary (0-15).</li> <li>• Create a basic web page using HTML.</li> <li>• Identify the features of common types of application software.</li> <li>• Describe a basic backup routine.</li> <li>• Describe a range of security measures.</li> <li>• Capture video from a range of sources.</li> </ul>
5 – 6	Students can.... <ul style="list-style-type: none"> <li>• Convert between binary and denary up to 255.</li> <li>• Design a basic website.</li> <li>• Identify major hardware components in a computer system.</li> <li>• Program the micro:bit using inputs and outputs.</li> <li>• Describe suitable backup routines for a range of situations.</li> <li>• Describe the legal implications of using computer systems.</li> <li>• Create a video using a range of editing techniques.</li> </ul>
7 – 8	Students can.... <ul style="list-style-type: none"> <li>• Convert between binary, denary and hexadecimal.</li> <li>• Create and publish a website.</li> <li>• Be able to identify the main features of System Software.</li> <li>• Write an efficient audio program using a range of programming techniques.</li> <li>• Fully describe a range of methods to keep data safe and secure.</li> <li>• Describe a range of techniques users can use to stay safe online.</li> <li>• Create a good quality instructional video using a wide range of techniques.</li> </ul>
9	Students can.... <ul style="list-style-type: none"> <li>• Add binary and carry out binary shifts.</li> <li>• Explain how computers communicate using TCP/IP.</li> <li>• Explain in detail the laws concerning the use of computers.</li> <li>• Create and publish a professional quality instructional video.</li> </ul>

## **Year 9 Modern Foreign Languages (French) – Curriculum**

In Year 9, students study the following topics:

### **Chez moi, chez toi**

This topic includes work on local area, describing where you live, your house and where you would like to live.

Through this unit we focus on using 3 tenses, prepositions to describe rooms of the house and giving justified opinions.

Assessment: reading assessment.

### **Paris, je t'adore**

This topic includes work on holidays, including describing a past holiday and revision of countries, transport, accommodation, activities and cultural awareness.

Through this unit we focus on the use of the past tense, forming and answering questions and developing speaking skills.

Assessment: listening and speaking assessment.

### **L'environnement**

This topic includes work on the environment, including weather, global and social issues and activities people do to help the environment.

Through this unit we focus on opinions and comparisons, the conditional tense and a wide range of new vocabulary.

Assessment: writing assessment.

### **Le média**

This topic includes work on the media, including types of film, TV and music, as well as activities with mobiles and computers.

Through this unit we focus on reinforcement of justified opinions, time phrases and extending sentences using a range of tenses.

In addition to the assessments indicated students are also assessed continuously in lessons. They will also have vocabulary and phrases to learn as home learning, which will also be tested.

## Year 9 Modern Foreign Languages (French) – Assessment

Grade	Description
1 – 2	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Be aware of different time frames and be able to talk/write in 1 tense.</li> <li>• Talk/write accurately about themselves.</li> <li>• Learn and produce a small number of words within a variety of topics.</li> <li>• Correct mistakes with clear support and identify some of own when prompted.</li> <li>• Give and understand a simple opinion.</li> <li>• Use approximate spelling but there may be some words that can't be deciphered.</li> <li>• Translate simple sentences into the target language.</li> </ul>
3 – 4	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Have working knowledge of 1 to 2 tenses.</li> <li>• Talk/write about themselves and at least one other.</li> <li>• Confidently recognise a variety of words and phrases on each topic.</li> <li>• Identify and correct mistakes with some prompting.</li> <li>• Give and justify simple opinions with connectives.</li> <li>• Use approximate spellings.</li> <li>• Translate short sentences and meaning is clear but language is not always accurate.</li> </ul>
5 – 6	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Be able to use at least 2 tenses.</li> <li>• Talk/write about themselves and at least two others.</li> <li>• Use a variety of linguistic structures and good range of vocabulary/connectives.</li> <li>• Identify and correct own mistakes.</li> <li>• Give opinions and reasons in 2 different ways.</li> <li>• Spell more accurately than inaccurately.</li> <li>• Translate more accurately than inaccurately from memory into target language.</li> </ul>
7 – 8	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Use at least 3 tenses confidently.</li> <li>• Use accurate verb forms to talk/write about themselves and others.</li> <li>• Use a wide variety of language and structures.</li> <li>• Identify and correct own mistakes.</li> <li>• Give and explain high level opinions in a variety of ways and use a wide range of connectives.</li> <li>• Use accurate spellings.</li> <li>• Translate accurately into the target language from memory.</li> </ul>
9	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Use at least 4 tenses confidently.</li> <li>• Use very accurate verbs to talk/write about themselves and others and apply patterns to unknown verbs.</li> <li>• Use high level structures and a wide range of vocabulary.</li> <li>• Identify and correct their own mistakes.</li> <li>• Give and explain complex opinions in a range of tenses.</li> <li>• Use very accurate spellings.</li> <li>• Translate very accurately and precisely from memory into the target language.</li> </ul>

## **Year 9 Modern Foreign Languages (German) – Curriculum**

In Year 9, students study the following topics:

### **Essen und Trinken**

This topic includes work on food and drink, including ordering in a restaurant/market, traditional German food and discussing eating and drinking habits.

Through this unit we focus on reinforcement of gender and plurals, word order using time phrases and incorporating up to 3 tenses in written work.

### **Gesundheit**

This topic includes work on healthy living, including New Year's resolutions, fitness and sport, illnesses and daily routine.

Through this unit we focus on the use of frequency words, forming and answering questions and using the conditional tense.

Assessment: speaking assessment.

### **Die Medien**

This topic includes work on the media, including types of film, TV and music, as well as activities with mobiles and computers.

Through this unit we focus on reinforcement of justified opinions, time phrases and extending sentences using a range of tenses.

Assessment: listening and writing assessment including translation.

### **Familie und Freizeit**

This topic includes work on talking about pets, family members, physical description, birthdays and free time activities with time phrases.

Through this unit we focus on reinforcement of gender and plurals, the verbs 'to have' and 'to be', personal pronouns and a range of connectives and opinions.

Assessment: reading assessment.

In addition to the assessments indicated students are also assessed continuously in lessons. They will also have vocabulary and phrases to learn as home learning, which will also be tested.

## Year 9 Modern Foreign Languages (German) – Assessment

Grade	Description
1 – 2	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Be aware of different time frames and be able to talk/write in 1 tense.</li> <li>• Talk/write accurately about themselves.</li> <li>• Learn and produce a small number of words within a variety of topics.</li> <li>• Correct mistakes with clear support and identify some of own when prompted.</li> <li>• Give and understand a simple opinion.</li> <li>• Use approximate spelling but there may be some words that can't be deciphered.</li> <li>• Translate simple sentences into the target language.</li> </ul>
3 – 4	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Have working knowledge of 1 to 2 tenses.</li> <li>• Talk/write about themselves and at least one other.</li> <li>• Confidently recognise a variety of words and phrases on each topic.</li> <li>• Identify and correct mistakes with some prompting.</li> <li>• Give and justify simple opinions with connectives.</li> <li>• Use approximate spellings.</li> <li>• Translate short sentences and meaning is clear but language is not always accurate.</li> </ul>
5 – 6	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Be able to use at least 2 tenses.</li> <li>• Talk/write about themselves and at least two others.</li> <li>• Use a variety of linguistic structures and good range of vocabulary/connectives.</li> <li>• Identify and correct own mistakes.</li> <li>• Give opinions and reasons in 2 different ways.</li> <li>• Spell more accurately than inaccurately.</li> <li>• Translate more accurately than inaccurately from memory into target language.</li> </ul>
7 – 8	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Use at least 3 tenses confidently.</li> <li>• Use accurate verb forms to talk/write about themselves and others.</li> <li>• Use a wide variety of language and structures.</li> <li>• Identify and correct own mistakes.</li> <li>• Give and explain high level opinions in a variety of ways and use a wide range of connectives.</li> <li>• Use accurate spellings.</li> <li>• Translate accurately into the target language from memory.</li> </ul>
9	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> <li>• Use at least 4 tenses confidently.</li> <li>• Use very accurate verbs to talk/write about themselves and others and apply patterns to unknown verbs.</li> <li>• Use high level structures and a wide range of vocabulary.</li> <li>• Identify and correct their own mistakes.</li> <li>• Give and explain complex opinions in a range of tenses.</li> <li>• Use very accurate spellings.</li> <li>• Translate very accurately and precisely from memory into the target language.</li> </ul>

## Year 9 Music – Curriculum

In Year 9, students look at five areas of study with a particular focus on building performance and composition skills, and introducing them to listening/appraising music.

### Details of the Year 9 units of work

#### **Pachelbel's cannon**

Students learn how to play the different parts of the piece and fit them together using the music score only. This provides students with the opportunity to practice their performance skills as well as building their confidence with notation. The unit also includes short assessments on listening/appraisal of music.

#### **Skills Unit**

The aim of this unit is to consolidate and further extend students' reading and playing skills – this will include class TAB activities, scores, piano and guitar chords.

#### **Build-a-Band 1**

In this unit students will develop a song in small groups (the same one for each group) using a variety of instruments and then perform different version of the same song.

#### **Build-a-Band 2**

In this unit students will analyse performances from previous year groups. They will then, in groups, choose a piece to perform and work on this to perform it as an effective ensemble.

#### **Arranging**

Building on their learning from 'Build-a-Band 2' unit, students will rearrange a piece of music either as an individual or group (either using Mix Craft software or organically).

#### **Solo/Paired Composition**

Students will explore composition techniques using Mix Craft software, including looping, layering, texture, timbre, recording and writing for more than one part.

The GCSE is assessed through three strands, **Listening and Appraising, Performing and Composition** – these are the skills that are assessed as part of each unit of work in KS3. These assessments take many forms, including performance, listening tests, as well as written or recorded composition using technology.

## Year 9 Music – Assessment

Grade	Listening & Appraising	Performing	Composing
<b>1</b>	Responds using some musical language when evaluating music. Recognises differences in pitches, tones and rhythms. Points out differences between tuned instruments.	Performs in groups or partners and can perform short, set sequences with notation/chord chart. Rehearse own part and suggest improvement to another groups work.	Uses computer or instruments to create a short melody/rhythm/chord sequence. Composes in more than one style.
<b>2</b>	Recognises distinctions in timbre/cultural context. Recognises musically successful performances. Recognises treble clef, small TAB riffs, drum patterns and limited chord symbols.	Performs short sequences with notation/chord chart. Rehearses with a group, and is able to respond to other people's suggestions. Rehearses in parts with one other.	Creates a short, coherent rhythm/chord/melody sequences for film, musical and TV. Uses Mix Craft to create parts that may not necessarily work in time, but are successful in idea.
<b>3</b>	Uses some musical language when discussing music. Identifies differences in instrument families. Able to point out differences in timing, pitch, timbre and articulation. Recognises a variety of notation (inc duration).	Performs in a variety of ensembles, accompanying with an assured sense of timing and direction. Rehearses parts and respond to other's suggestions. Able to take lead at times but not yet comfortable doing so.	Creates coherent rhythm/chord/melody sequences. Refines compositions with awareness of musical elements. Writes composition using annotation or lead sheets.
<b>4</b>	Defines different musical families, a range of instruments and ensembles. Recognises and uses the treble clef notation, chord symbols, and duration up to quavers. Recognises musical devices used in music to create mood and feeling.	Tries a range of instruments using a range of notation Shares ideas and takes lead moments, although rehearsal technique is not yet secure.	Starting to compose using contrast and awareness of sections/order and context. Able to refine composition with strong awareness of musical elements. Annotates composition and identifies devices that are being used.
<b>5</b>	Recognises and uses a variety of scores. Justifies ideas and recognises musical devices and elements used to create mood and feeling.	Comfortable sharing ideas and taking lead moments Makes good progress in rehearsal time.	Manipulates musical elements to create a soundtrack. Annotates compositions and identifies devices used. Starting to create work responding to stimuli.
<b>6</b>	Regularly uses musical terminology in correct context. Uses treble clef and chord notation, with observance of chord extensions and dynamic markings. Working around ABRSM Grade 1 standard.	Starting to perform as soloist with clear, well thought out response to accompaniment/others in ensemble. Performs with accuracy and expression although intonation and rhythm may lack consistency. Manages time effectively when rehearsing.	Attempts composing a whole piece that features different sections, is mostly fluent and shows some harmonic understanding. Develops and extends work with guidance.
<b>7</b>	Uses treble clef, some bass clef and chord notation. Attempts to play chord extensions and dynamic markings.	Performs as soloist around ABRSM Grade 1-2. Performs with accuracy and expression although intonation may lack consistency at times. Rehearses with focus and good time management.	Composes a whole piece that features different sections, technological adjustments, fluency and harmonic understanding.
<b>8 – 9</b>	Excellent understanding of theory, notation and language demonstrating this in all work. Likely to have passed ABRSM Grade 3 and above. Plays and understands both clefs well, and produces considered, justified responses. Could sit some GCSE questions at this point and pass well.	Accomplished performer that has a strong technical practice, and rehearses and performs regularly. Can support others and performs solo equally well Plays a range of styles with flair, and produces high quality work at all times. Likely to have passed ABRSM Grade 3 or higher.	Composes a whole piece that features different sections with well thought out technical adjustments, fluency and harmonic understanding. Develop and extends work, using musical elements and has some knowledge of how to score for a variety of parts.

## Year 9 Physical Education – Curriculum

The Year 9 PE curriculum is made up of a range of sports and physical activities. Through these pupils will be taught and encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- Develop their skills, techniques and performance in other competitive sports [for example, athletics and gymnastics].
- Develop their dance technique and perform dances using a range of dance styles and forms.
- Take part in additional activities and competitive sport through our extensive extra-curricular programme and/or through outside community links or sports clubs.

The list below shows the range of sports and activities most classes will cover over the course of the year:

- |            |                          |                 |
|------------|--------------------------|-----------------|
| • Football | • Cricket                | • Badminton     |
| • Netball  | • Athletics              | • Basketball    |
| • Hockey   | • Health Related Fitness | • Tennis        |
| • Rugby    | • Gymnastics             | • Cross Country |
| • Rounders | • Dance                  |                 |

In Year 9 pupils will be assessed across 5 key strands that run across these sports and activities. They are:

1. Developing Skills.
2. Decision making.
3. Evaluating and improving.
4. Health fitness and wellbeing.
5. Physical and mental capacity.

Lessons are focused on pupils remaining physically active over a sustained period of time and working across the full range of strands. Assessments take place at the end of each block, and although pupils will have worked across all 5 strands, they will only be formally assessed on the most relevant 2-3 strands. These grades are then recorded in their planners.

Pupils are actively encouraged to attend extra-curricular clubs to increase their practice time in each sport or activity.

## Year 9 Physical Education – Assessment

Grade	Developing Skills	Decision Making	Health, Fitness and Wellbeing	Mental Capacity	Analyse and Evaluate
1	The quality of my technique is maintained for a few skills however it often deteriorates in more challenging practices. When facing opposition some skills may be less effective.	I am able to apply basic strategies and/or ideas demonstrating some success in small sided games or performance. I am able to apply most of the basic rules.	Application to a sporting or H&F context is accurate but limited. I use basic terminology but struggle to describe it. The level of work is generally good but often lacks detail.	I approach most activities with confidence and participate with enthusiasm some of the time. I fairly implement rules and can cope with disappointment. At times I give up too easily.	I compare and comment on some skills, techniques and decisions and understand how these have an impact on the performance. I have limited use of specific terminology.
2					
3	I am able to choose and link together skills, techniques and ideas showing some accuracy and control. I struggle to adapt when faced with progressively challenging situations.	I am able to safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. I understand and am able to independently apply rules.	I have basic understanding and can use basic terminology. My knowledge is generally accurate although it lacks detail. Application to a sporting or H&F context is generally clear and valid. The level of my work is generally good.	I approach all activities with confidence and participate with energy and enthusiasm. I am able to fairly implement rules and cope with disappointment. I am determined to beat my previous best. I encourage others.	I am able to analyse the quality of performance but lack depth in my explanation. I have started to use some specific terminology although it is often used imprecisely. I can start to prioritise areas for improvement.
4					
5	I am able to safely apply a range of techniques, strategies and/or ideas to produce a controlled performance. The quality of my technique is maintained for most skills but may deteriorate at times. I am able to show some technique in set plays but there are inconsistencies in open play.	I have the ability to make tactical and strategic decisions but there are weaknesses and inconsistencies in their relevance to the position I am playing. My contribution is evident but infrequent throughout the game. I understand and am able to independently apply rules with fluency.	My knowledge is generally accurate although it can lack some detail. Application to a sporting or H&F context is accurate and I can explain using relevant terminology. The detail and level of my work is generally strong.	I always perform with determination. I approach activities and situations with confidence. I have the mental strength to consistently perform at my best and encourage others. I am able to mentally push myself and persevere when faced with complex tasks or intense competitions.	I have good understanding of performance. I am able to analyse my own and others' skills, tactics and performances and can discuss how they are used. I regularly use specific terminology in the correct context and as a result I can modify and refine my skills to make my performance better.
6					
7	The quality of my technique is maintained for all skills in practices and game play. I make more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors but I am quick to react to this. I generally produce the intended results/accuracy.	I have the ability to make successful and effective decisions but there may be some obvious weaknesses. My contribution is effective and significant but it is not always sustained. I can maintain technique and accuracy in the performance of most skills but it is not always consistent.	My knowledge is accurate and detailed across all areas. Application to a sporting or H&F context is clear, precise and effective. Discussion is strong, making good links to topics and questions. The detail and level of my work is generally very strong. At times I require extension material.	My performances are consistently strong, showing confidence, quick thinking and determination. I can manage my emotions to secure consistently strong performances. I can lead and inspire those around me.	I understand how skills, tactics, composition and fitness relate to the quality of performance. I am able to accurately use specific terminology when analysing performance. I can plan ways to improve my own and others' performance and act on these decisions in order to bring about improvements.
8					
9	The quality of my technique rarely deteriorates. I make effective decisions in most situations. There may be occasional errors but I am quick to react to them. I am able to adapt when faced with challenging situations.	I make successful and effective decisions that are relevant to my playing position. My contribution is effective, significant and sustained. I maintain technique and accuracy in set play and in open play.	My knowledge is consistently accurate and detailed across all areas. Application to a sporting or H&F context is clear, precise and effective. All work is thorough, making links and connections and using appropriate terminology.	In highly competitive situations I always perform to my best. I use own and others' emotions to produce strong performances. I am not fazed when performing/competing at a high level and thrive on competition and pressure.	I am able to evaluate my own and others' work showing I understand how skills, strategy, tactics and fitness relate to performance. I am able to judge how our work can be improved by changing tactics, skills or techniques.

## **Year 9 Religious Education – Curriculum**

In Year 9, students study three units of work before we begin the GCSE programme of study after Easter:

### **Biblical Literacy**

This unit will give students the opportunity to explore some of the key Christian ideas, stories and teachings that form the basis for our society's culture, laws and beliefs through studying key stories and events from the Bible.

### **Wealth and Poverty**

This unit is designed to get students thinking about how religion and religious beliefs affect life in today's society and will consider the issue of poverty in today's world and how two of the main world religions respond to this issue.

### **Big Questions**

The final unit of the Year 9 curriculum focuses on the philosophical elements of belief and will introduce students to a series of 'big' questions. The unit is designed to develop students' thinking skills helping them to form ideas, arguments and feel more confident in how they present different arguments.

### **Assessment:**

There are four assessment points in Year 9:

- Just before October half term, students will complete an assessment where they will be awarded a grade 9.1-9.9. This will enable teachers to identify their starting points and put support in place to help students to make progress.
- At the end of the 'Biblical Literacy' unit, students will complete an assessment where they will be awarded a grade 9.1-9.9.
- At the end of the 'Wealth and Poverty' unit, students will complete their final written assessment of Year 9 where they will be awarded a grade 9.1-9.9.
- At the end of the 'Big Questions' unit, students will prepare and present a group presentation in response to a philosophical question. They will receive verbal feedback on their knowledge and presentational skills.
- Once students begin the GCSE course after Easter, they will receive feedback in the form of end of unit tests where they will be awarded a score out of 24 for each component.

All graded assessments in Key Stage 3 will follow the same structure. Assessments will be completed in assessment books which will be shared with parents at parents' evening.

## Year 9 RE – Assessment

Grade	Descriptor	Examples
1 – 2	Ability to define keywords and ideas and to express own opinion in response to these.	Students can.... <ul style="list-style-type: none"> <li>• Use keywords accurately in context</li> <li>• Explain own opinion on an issue giving a range of reasons to support that view that are based on evidence.</li> </ul>
3 – 4	Ability to explain the beliefs of religious believers and express own opinion/contrasting opinions in response to this in a balanced and fair way.	Students can.... <ul style="list-style-type: none"> <li>• Explain how a religious person would respond to an issue giving a range of reasons to support that view that are based on evidence.</li> <li>• Explain two contrasting responses to an issue giving a range of evidence based reasons to support these responses.</li> </ul>
5 – 6	Ability to analyse and evaluate religious beliefs/ideas, understanding how religious believers might be influenced by the beliefs that they hold and articulating the religious ideas behind these opinions.	Students can.... <ul style="list-style-type: none"> <li>• Select appropriate religious teachings and explain how they support or challenge an issue.</li> <li>• Explain how a religious person would respond to an issue giving a range of reasons to support that view that are based on the evidence.</li> <li>• Critique an idea, belief or response giving a range of reasons for and against and coming to a reasoned conclusion.</li> </ul>
7 – 8	Ability to explain why there are differences in views/actions of 'believers' both within and between religions, generating a personal response to these views.	Students can.... <ul style="list-style-type: none"> <li>• Identify similarities and differences in the ways that religious believers address moral issues explaining the teachings and beliefs that sit behind different responses within and between religions.</li> </ul>
9	Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading.	Students can.... <ul style="list-style-type: none"> <li>• Include a conclusion that sums up a holistic line of argument, drawing on arguments presented and demonstrating a sense of analysis, evaluation and originality.</li> </ul>