



# Curriculum Overview

**Subject:** Maths

**Year:** 9

**Intent:** To begin to equip students with the numeracy and problem-solving skills they will need in to succeed in KS3, build on in KS4 and take beyond school.

Units of Work	
1	Indices and standard form
2	Expressions and formulae
3	Dealing with data
4	Multiplicative reasoning
5	Constructions
6	Equations, inequalities and proportionality
7	Circles, Pythagoras and prisms
8	Sequences and graphs
9	Probability
10	Comparing shapes

### Main Fluency development:

Understand and apply the index laws, interpret and compare numbers written in standard form.

Manipulate equations to change the subject of a formula.

Describe, interpret and compare data and charts.

Use compound units to solve problems.

Carry out common constructions.

Use and interpret algebraic notation, simplify and manipulate algebraic expressions.

Solve problems involving Pythagoras and circles.

Plot and recognise different types of non-linear graphs.

Calculate probabilities using Venn diagrams and sample space diagrams.

### Main Application development:

Establish index laws for positive powers, know that any number to the power of zero is 1. Write and order numbers in standard index form.

Solve problems using inverse operations.

Collecting primary data, including considering sample size. Calculate averages from grouped data, interpret scatter graphs considering exceptions and correlation.

Enlarge 2D shapes given positive, fractional scale factors. Solve problems using compound measure, calculate percentage change.

Identify alternate and corresponding angles. Use and interpret maps and scales. Use straight edge and compass to construct different constructions including loci

Construct and solve equations, including simultaneous equations and trial and improvement. Solve inequalities

Use the formulae for area and circumference of a circle. Use and apply Pythagoras theorem to solve problems. Identify and calculate upper and lower bounds.

Generate terms of linear and quadratic sequences. Find and interpret gradient and intercepts from  $y = mx + c$ . Use graphs to solve distance-time problems.

### Assessment

Shadow test: Sept

End of topic test: Dec

Year 9 PPE: Jan

End of topic test: April

### Curriculum enrichment:

Questions in context, how what is being taught relates to everyday life (statistics, real life graphs, FDP).

### SMSC/British Values/Careers

Basics needed for careers and life outside the school setting.

### Literacy/Numeracy:

Contextual problem solving.



# Curriculum Overview

**Subject:** English

**Year:** 9

**Intent:** Our curriculum has been designed to broaden the horizons of our KS3 students – it gives all students, regardless of ability, a strong foundation of knowledge and skills that will enable them to be successful in the future.

## Units of Work

1 - 2	'Animal Farm' by George Orwell.
3 - 4	'The Woman in Black' by Susan Hill.
5 - 6	'Macbeth' by William Shakespeare.

## Key Knowledge:

- George Orwell's life and times.
- Gothic literature.
- Shakespeare's life and times.
- Linguistic and literary terminology.
- Rhetorical devices.
- Structural devices.
- Writer's tone and attitude.
- Effects of setting, character and plot.
- Format of a newspaper article.
- Format of a formal and informal letter.
- Format of a speech.
- Conventions of writing to explain.
- Conventions of writing to describe.
- Conventions of writing to persuade.
- Conventions of writing to argue.
- Conventions of writing to advise.
- Conventions of different forms of poetry.

## SMSC/British Values/Careers:

Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.

## Key Skills development:

- Decoding texts.
- Retrieve information from a text.
- Summarise ideas and information from a single text more confidently.
- Identify relevant quotations in a text.
- Use quotations correctly within writing.
- Make detailed inferences.
- Write analytically.
- Make connections between texts and the contexts in which they were written.
- Compare two or more texts.
- Use linguistic and literary terminology accurately.
- Analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.
- Recognise and use different forms of poetry.
- Select vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.

## Assessment:

For each unit of study, students will complete a reading and a writing assessment. Students will also complete a SPAG test each term.

During Term 5, student will sit an end of year assessment which will help us to determine the set they are placed in for KS4. This change commences from Term 6.

## Literacy/Numeracy:

Academic vocabulary (tier 2 words).

Subject specific words (tier 3 words).

Writing Challenge (extended writing) every two weeks.

## Curriculum enrichment:

*The Woman in Black* 'Surprise Me' competition.

Theatre trip to see 'The Woman in Black'.



# Curriculum Overview

**Subject:** Science

**Year:** 9

**Intent:** To create engaging lessons to promote teaching for understanding and exam success rather than covering fragmented content, thereby equipping students to access and succeed at KS3 whilst laying foundations for progressing on to KS4.

Units of Work	
1	Evolution, inheritance and variation
2	Retrieval and mastery of key concepts in Biology/Chemistry/Physics KS3
3	Retrieval and mastery of key skills from across KS3
4	Implementation of key skills in scientific context as development of rigour needed for required practical work at KS4
5	Biology paper1 content understanding and skills development

### Key Knowledge development:

- Causes and inheritance of genetic variation
- Theory of Evolution driven by natural selection
- Core concepts across KS3
- AQA Biology statements 4.1-4.4 (4.1-4.4 triple)

### Key Skills development:

- Writing a fair and valid scientific plan
- Producing a results table of reliable data
- Collecting valid data in the classroom and in the field
- Accurate graph drawing (bar chart and line graph)
- Identifying trends, patterns and anomalies
- Evaluating limitations and suggesting how to improve

### Assessment

- Green sheet evaluation of LAT
- Blue sheet self-evaluation of topic
- Synoptic KS3 exam
- KS4 topic to have 2 forms of assessment. 1 to always be an end of topic past paper exam. The other will be self-assessment via:
  - Self evaluation pro-forma and gap closing tasks
  - Kerboodle checkpoint tests and end of chapter questions

### Literacy/Numeracy:

- Subject specific key words & glossary
- Exam Command words
- Maths to solve science problems
- Graph skills
- Equations

### Curriculum enrichment:

### SMSC/British Values/Careers:

- Our place in nature
- Conservation of the natural world
- Lesson of each topic to be linked to careers where possible



# Curriculum Overview

**Subject: History**

**Year: 9**

**Intent:** To create and deliver engaging lessons that cover a wide range of historical topics and skills from British and World History. This will be to enable a 'mastery of learning' from Year 7 right through to Year 11.

## Units of Work

1	The Making of America 1789-1900 continued from year 8.
2	America in the 20th century – was it a better change?
3	How did different countries experience World War II?
4	How did different countries experience WW2 continued
5	The Cold War (Term 4/5)
6	Progression into GCSE

## Key Knowledge development:

- The causes and consequences of the 'discovery' of America
- The impact and reasons for the slave trade
- The Westward expansion of the American nation
- The consequences of Westward expansion
- The development of fascism in Europe and the causes for WW2
- The development of Cold War

## Key Skills development:

2<sup>nd</sup> order concepts; change, continuity, causation, consequence, diversity and significance

Demonstration of specific key knowledge

Source and Interpretation analysis and evaluation

Use of chronology and episodic sequencing of significant events

## Assessment

Topic assessment (termly) based on GCSE structured questions.

Term 1 – 9 and 10 mark knowledge questions

Term 2 – 9 and 10 mark knowledge questions and 7 mark inference question

Term 3 – 10 mark knowledge, 7 mark inference and 15 mark COPT

Term 4 – 10 mark knowledge, 18 mark knowledge, 7 mark inference and 15 mark COPT

Term 5 – 'Mastery' of all of the above

## SMSC/British Values/Careers:

Human Rights

History of human development

Britain's role in the expansion of Empire and the development of abolition principles

The wider role of diplomats, statesmen and key significant reformers

## Literacy/Numeracy:

Key terms (including homework retrieval activities)

Development of extended writing and debate

Use of statistical information through charts and graphs

## Curriculum enrichment:

WW1/WW2 memorial events

Y9 More Able trip to London Dungeons



# Curriculum Overview

**Subject:**

**Geography**

**Year: 9**

**Intent:** Students in Year 9 will be utilising the skills they have learnt and developed in lower Key Stage 3. There will be a continued study of themes that invoke debate and discussion. Students are embedding decision making skills through both physical and human themes. There will also be an emphasis on resource-based skills where students need to show an understanding of the geographical content presented to them.

Units of Work	
1	Tectonic Hazard and Processes: Focus on Nepal Earthquake
2	Weather Hazards and Climate Change: Focus on Typhoon Haiyan
3	Economic Development
4	Economic development/Coasts
5	Coasts
6	Globalisation: Focus on Social Media and McDonalds

**Key Knowledge development:**

- Physical process
- Tectonic plate theory/Continental Drift
- Working with geographical evidence
- Weather processes
- Impacts of physical process on people and the environment
- Human sphere of influence
- Changing human world
- Geology
- Coastal Processes
- Development indicators

**Key Skills development:**

- Analysing evidence
- Interpreting data
- Map work
- Interaction between physical and human environment
- Exam based questions
- Using geographical figures
- Assessing responses
- Enquiry
- Focus on key terminology
- Identification of geographical processes
- Utilising data for a range of topics

**Assessment**

Nepal/Sichuan Earthquake Comparison

**Weather and Climate Change**

x3 Progress Checks

**January**

PPE

**Development**

Comparison of x4 countries at different stages of development

**SMSC/British Values/Careers:**

- Nepal Earthquake case study
- Resilience in the face of disaster
- Respect
- Caring communities
- Global connections
- Cultural differences between countries
- Role of democracy in development
- Impacts of oppressive pasts on modern day development

**Literacy/Numeracy:**

- Extended writing tasks
- Use of graphical data
- Presenting data
- Comparative analysis
- Numerical data to show geographical development
- Link development indicators to other issues – how does the data help us and why?

**Curriculum enrichment:**

- Research at home to promote independent study
- Documentary on Nepal Earthquake
- Links to UK based hazard events
- Connecting issues relating to climate change to students' own lives

**Coasts**

x3 progress checks



# Curriculum Overview

**Subject: Religious Studies**

**Year: 9**

**Intent:** To create engaging lessons to promote deeper understanding, thereby equipping students to access and succeed at KS3, laying foundations for progression into KS4.

## Units of Work

1	Does God exist (philosophical arguments)
2	Does God exist (philosophical arguments) PPE
3	Making moral decision (ethics)
4	Religion and Human Rights (GCSE)
5	Religion and Human Rights – GCSE Theme
6	New GCSE AQA option course – Christianity Beliefs and Teachings. The nature of God – religious and philosophical teachings.

## SMSC/British Values/Careers:

- Moral issues explored, e.g. the value and importance of human life.
- Spirituality – issues affecting life and death, the nature of reality, creation of the world.
- The nature of suffering and the human quest for happiness
- Value of human rights – implications of these.
- Careers – Public Services, Law, Teaching, Caring services, International development/charities

## Key Knowledge development:

- Definitions of technical terms and philosophical concepts.
- Exploring a range of philosophical arguments – religious and non-religious views on these.
- Understanding of religious traditions and rituals.
- Reflecting on how teachings are put into practice by believers.
- Considering differences and similarities within and between different denominations and religions.

## Literacy/Numeracy:

Technical and subject specific terms – the development of religious literacy. Using Pali terms in Buddhism, translations.

Glossaries for EAL

Etymology – word roots

Command words

Interpreting data on religious traditions in the UK and worldwide and drawing conclusions based on this.

## Key Skills development:

- Understanding the 'bigger picture' and how each unit contributes to this.
- Description of different religious practices.
- Enquiry into different religious and philosophical arguments using a variety of sources. For example: Bible passages and parables, and other religious texts.
- Analysis of different religious responses.
- Reflection on beliefs and practices and their impact on individuals, communities and society.
- Literacy writing coherently and accurately about religious beliefs and practices and evaluating their impact on believers and non-believers.
- Interpretation of different religious texts

## Curriculum enrichment:

Challenge projects – extended research – with a range of responses.

Exploring religious, philosophical and ethical ideas through wider reading and film.

Guest speakers

## Assessment

Retrieval practice

Spelling tests

Graded tasks.

End of unit assessments

PPE's



# Curriculum Overview

**Subject:** French

**Year:** 9

**Intent:** Students embark on the GCSE course (initially at Foundation level) to build on the knowledge and skills gained in Years 7 and 8. We follow the AQA 3 year GCSE scheme of work, with some alterations to suit our students. Term 5 is not assessed as students are almost at the end of their KS3 studies and will start their options in Term 6.

Units of Work		Key Knowledge development:	Key Skills development:	Assessment
1	Me, my family and friends	<b>Key Knowledge development:</b> Describing family and family relationships Preferences; choice of media; verb tenses Comparing different types of sport Describing town and home Discussing school, school rules and comparing French and English systems School uniform and rules	<b>Key Skills development:</b> Writing and speaking at greater length and with greater complexity Developing skills in understanding unfamiliar words from their context Using verb tenses more confidently	<b>Assessment</b> Weekly low-stakes, standardised vocabulary test 3 times annually (just before data capture): Listening, Reading, Writing, Speaking PPE exam (practice foundation writing paper) Term 1: Listening, Reading, Speaking, Writing Term 2: Listening, Reading, Writing (PPE January) Term 3: Listening, Reading, Speaking Term 4: Listening, Reading, Writing Term 5: TBA Term 6: Vocabulary tests
2	Free time—music, cinema, TV			
3	Free time—food and eating out; sport			
4	Home town, neighbourhood and region			
5	My Studies			
6	Life at School			
<b>SMSC/British Values/Careers:</b> Development of knowledge and appreciation of a different culture (Francophone). Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. Students encouraged to embrace “difference” from their culture. Discussing and challenging stereotypes within a national and international context.		<b>Literacy/Numeracy:</b> Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	<b>Curriculum enrichment:</b> European day Pause Café	



# Curriculum Overview

**Subject:** German

**Year:** 9

**Intent:** Students embark on the GCSE course (initially at Foundation level) to build on the knowledge and skills gained in Years 7 and 8. We follow the AQA 3 year GCSE scheme of work, with some alterations to suit our students. Term 5 is not assessed as students are almost at the end of their Key Stage 3 studies and will start their options in Term 6.

## Units of Work

1	Me, my family and friends
2	Free time—music, cinema, TV
3	Free time—food and eating out; sport
4	Home town, neighbourhood and region
5	My Studies
6	Das Wunder von Bern / Life at School

## Key Knowledge development:

Describing family and family relationships  
 Preferences; choice of media; verb tenses  
 Comparing different types of sport  
 Describing town and home  
 Discussing school, school rules and comparing German and English systems  
 School uniform and rules

## Key Skills development:

Writing and speaking at greater length and with greater complexity  
 Developing skills in understanding unfamiliar words from their context  
 Using verb tenses more confidently

## Assessment

Weekly low-stakes, standardised vocabulary tests

Three times annually (just before data capture): listening, reading, writing, speaking

Term 1:  
 Listening, Reading, Speaking, Writing

Term 2:  
 Listening, Reading, Writing (PPE January)

Term 3:  
 Listening, Reading, Speaking

Term 4:  
 Listening, Reading, Writing

Term 5:  
 no assessment

Term 6:  
 vocabulary tests

## SMSC/British Values/Careers:

Development of knowledge and appreciation of a different culture.

Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.

Students encouraged to embrace “difference” from their culture.

Discussing and challenging stereotypes within a national and international context.

## Literacy/Numeracy:

Continued work on:

Nouns  
 Articles  
 Adjectives  
 Adverbs  
 Quantifiers and intensifiers  
 Pronouns  
 Verbs  
 Prepositions  
 Clause structures  
 Conjunctions  
 Number, quantities, date, time

## Curriculum enrichment:

European day  
 German exchange  
 Visiting German teacher



# Curriculum Overview

**Subject: PE - Aesthetics: Dance, gymnastics, parkour, trampolining**

**Year 9**

**Intent:** To create engaging lessons to develop dance and gymnastic technique. Students will experiment in a specific genre and develop skills through improvisation and experimentation.

## Units of Work

1	Introduction to a set routine/motif in dance. Further developing skills in gymnastics. Introduction to trampolining
2	Exploring/extending skills. Linking moves.
3	Introduce formations/partner/groupwork Developing choreography. Combining moves
4	Create sequences/ developing choreography skills
5	Performing To peers and whole class
6	Assessment – Peer, self and teacher

## Key Knowledge development:

- Sequencing
- Motif development
- Use of Rhythm
- Accurately replicate individual rock and roll/gymnastic movements.
- Can link / gymnastics movements into a sequence.
- Apparatus work

## Key Skills development:

### Technical development:

- Rock and roll movements: Step patterns, lifts, turns, twists, formations, partner work
- Gymnastic skills: rolls, jumps, turns, flight, vaulting
- Trampoline skills: jumps, turns, twists, landings: front, back and seat

### Physical development

- Co-ordination
- Agility, control and fluency
- Movement to music
- Body awareness
- Spatial awareness

### Psychological

- Decision making in different scenarios
- Confidence and competence
- Self-confidence/resilience

## Literacy/Numeracy:

- Key words
- Counts/ multiples

## SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
  - Groupwork (Respect)
  - Individual Responsibility
  - Communication (various)
- **The rule of law/democracy (Moral)**
  - Leadership within groups to self-govern their performance (challenge)

## Curriculum enrichment:

- Dance club
- Primary Gymnastics festival
- Links to dance and gymnastics clubs

## Assessment

- APP
- Peer assessment
- Self-assessment
- Verbal feedback
- Teacher assessment



# Curriculum Overview

**Subject:** PE – Health Related Fitness

**Key Stage 3**

**Intent:** Developing an understanding of the importance of different fitness testing and exercises in sport and wellbeing.

Units of Work		Key Knowledge Development	Key Skills Development
1	Training zones (including warm up/downs)	<ul style="list-style-type: none"> <li>• Understanding of the components of fitness</li> <li>• Why exercise is important for the human body</li> <li>• The importance of a warm up and cool down</li> <li>• An understanding of heart rate                             <ul style="list-style-type: none"> <li>○ Measuring heart rate</li> <li>○ Training zones</li> <li>○ Awareness of individuals maximum heart rate</li> </ul> </li> <li>• Awareness/acknowledgement that your body has worked hard</li> <li>• Developing a training programme for specific needs</li> <li>• Reliability and validity in fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>• Safe techniques when exercising</li> <li>• Be able to warm up / cool down</li> <li>• How to differentiate an activity                             <ul style="list-style-type: none"> <li>○ How to regress an activity</li> <li>○ How to increase challenge on an activity</li> </ul> </li> <li>• Mental and physical preparation to exercise                             <ul style="list-style-type: none"> <li>○ Dynamic stretches</li> <li>○ Static stretches</li> </ul> </li> <li>• How to measure heart rate</li> <li>• Awareness of different fitness testing</li> </ul>
2	Fitness testing		
3	Circuit Training		
4	Strength and conditioning		

**SMSC/British Values/Careers:**

- **Mutual Respect/Tolerance (Social):**
  - Teamwork
  - Individual Responsibility
  - Communication (various)
  - Aspiration
  - Excellence in attitude
- **The rule of law/democracy (Moral)**
  - Challenging self to reach full potential
  - Motivation to support others to succeed

**Literacy/Numeracy:**

- Numeracy**
- Addition/multiplication of scoring systems
- Literacy**
- Key words
  - Vocational skills with peers
  - Peer assessment
  - Word of the week

**Curriculum enrichment:**

- **Swindon Schools competitions**
- **North Wiltshire Schools competitions:** Gittleton House, Bath University (county/regional trials and schools competition)
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**

**Assessment**

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal feedback



# Curriculum Overview

**Subject:** PE - Invasion Games

**Year:** 9

**Intent:** Position specific roles and responsibilities in game related situations.

Units of Work		Key Knowledge Development	Key Skills Development
1	Assessment in games (recap on rules and regulations) – age specific games	<ul style="list-style-type: none"> <li>• <b>Basic rules and regulations in small-sided games</b> <ul style="list-style-type: none"> <li>○ Restarts e.g. goal kicks, side-line, backline, throw in, kick off, corners</li> </ul> </li> <li>• <b>Application of FUNdamentals in game play</b> <ul style="list-style-type: none"> <li>○ Decision making when using a technical skill in different scenarios</li> <li>○ Make the pitch as big as possible (create space) during attacking phases</li> <li>○ Make the pitch as small as possible (compactness) during defensive phases</li> </ul> </li> <li>• <b>Recap on tactical situations</b> <ul style="list-style-type: none"> <li>○ Game management: time and scorelines</li> </ul> </li> <li>• <b>Roles and responsibilities of different positions</b> <ul style="list-style-type: none"> <li>○ Pupils to explore different positions</li> <li>○ Develop an understanding in possession</li> <li>○ Develop an understanding when out of possession</li> </ul> </li> </ul>	<p><b>Technical development:</b></p> <ul style="list-style-type: none"> <li>• Variation of distances when passing, shooting/ goal scoring, dribbling, running with the ball and defensive techniques.</li> </ul> <p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• ABC'S</li> <li>• Power</li> <li>• Reaction time</li> <li>• Acceleration and deceleration</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Decision making in different scenarios</li> <li>• Confidence and competence</li> <li>• Spatial awareness</li> </ul>
2	<b>In Possession:</b> roles and responsibilities in different positions		
3	<b>In Possession:</b> developing creativity in attacking set plays		
4	<b>Out of Possession:</b> roles and responsibilities in different positions		
5	<b>Out of Possession:</b> defending set plays (including game management)		
6	Assessment – game play in age specific games.		

**SMSC/British Values/Careers:**

- **Mutual Respect/Tolerance (Social):**
  - Teamwork
  - Individual Responsibility
  - Communication (various)
  - Aspiration
  - Excellence in attitude
- **The rule of law/democracy (Moral)**
  - Abide by laws of the game
  - Leadership within games to self-govern their games/challenges within the game

**Literacy/Numeracy:**

- Numeracy**
- Addition/multiplication of scoring systems
- Literacy**
- Key words
  - Vocational skills with peers
  - Reading/analysing images
  - Peer assessment
  - Word of the week

**Curriculum enrichment:**

- **Swindon Schools competitions**
- **After school clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**
- **Visits to professional matches/open training sessions**

**Assessment**

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



# Curriculum Overview

**Subject: PE - Net Games (table tennis, tennis, badminton and volleyball)**

**Year: 9**

**Intent:** To create engaging lessons for pupils to be able to demonstrate consistency and fluency in the execution of strokes and demonstrate essential elements of attack and defence with the intention of outwitting their opponents. Pupils will be able to officiate, coach and score games.

## Units of Work

1	Recap main rules and develop service action
2	Develop shot selection on attack
3	Develop shot selection on defence
4	Develop spatial awareness to outwit opponents
5	Develop positional play in singles, doubles/ formational play
6	Assessment-game play; singles and doubles

## Key Knowledge development:

- Rules of the game, scoring systems, grip and court dimensions.
- Develop an understanding of how and why to hit the shuttle/ ball and apply spin/slice.
- Develop an understanding of shot /spin selection.
- Develop an ability to place the ball/shuttle in order to outwit opponents
- Develop tactical awareness and positional play
- Develop the ability to evaluate theirs and opponent's performances in singles and doubles

## Key Skills development:

### Technical development:

- Forehand and backhand shots (serve, drive, push, lob, clear, smash, drop shot, volley, spike, set, dig)
- Application of slice, spin

### Physical development

- Power and accuracy
- Reaction time and agility
- Hand eye coordination

### Psychological

- Decision making in different scenarios
- Confidence and competence
- Spatial awareness

## SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
  - Teamwork (Respect)
  - Individual Responsibility
  - Communication (various)
- **The rule of law/democracy (Moral)**
  - Abide by laws of the game
  - Leadership within games to self-govern their games (challenge)
- **Careers**
  - Officiating, coaching and playing

## Literacy/Numeracy:

### Numeracy

- Addition/multiplication of scoring systems

### Literacy

- Key words
- Vocational skills with peers
- Reading/analysing images
- Peer assessment
- Word of the week

## Curriculum enrichment:

- **Swindon Schools competitions**
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Inter house competitions**
- **Visits to professional matches/open training sessions**
- **Links with local sports clubs to develop skill level for all**
- **Player development pathway for elite athletes**

## Assessment:

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



# Curriculum Overview

**Subject:** PE - Striking and Fielding

**Year:** 9

**Intent:** To create engaging lessons to promote increased decision making and creativity within game play.

Units of Work		Key Knowledge Development	Key Skills Development
1	Develop more advanced fielding skills	<ul style="list-style-type: none"> <li>• <b>Basic rules and regulations in small-sided games</b> <ul style="list-style-type: none"> <li>○ Key terminology</li> <li>○ Application of rules in game situations</li> </ul> </li> <li>• <b>Application of Fundamentals in game play</b> <ul style="list-style-type: none"> <li>○ Bowling – pace/direction/line/length</li> <li>○ Picking the ball up on the run</li> <li>○ Shot selection</li> </ul> </li> <li>• <b>Introduction to tactical situations</b> <ul style="list-style-type: none"> <li>○ Bowling variety</li> <li>○ Changing fielding positions depending on the batter</li> </ul> </li> <li>• <b>Introduction to positions</b> <ul style="list-style-type: none"> <li>○ Movement in the field</li> <li>○ Movement of the ball between posts/wickets</li> </ul> </li> </ul>	<p><b>Technical development:</b></p> <ul style="list-style-type: none"> <li>• Pupils use key terminology</li> <li>• Shot selection</li> <li>• Bowling variation</li> </ul> <p><b>Physical development:</b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Balance</li> <li>• Coordination</li> <li>• Suppleness</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Decision making in different scenarios</li> <li>• Confidence and competence</li> <li>• Spatial awareness in the field/batting</li> </ul>
2	Explore directional hitting while batting		
3	Outwitting the batter with variation of bowling		
4	Fielding strategy and tactical play		
5	Develop reaction catching and positioning		
6	Game play Implementation of all rules and regulations		

**SMSC/British Values/Careers:**

- **Mutual Respect/Tolerance (Social):**
  - Teamwork
  - Resilience
  - Communication (various)
- **The rule of law/democracy (Moral)**
  - Abide by laws of the game
  - Leadership within games to self-govern their games/challenges within the game
  - **(Career)** – Links to sporting profession

**Literacy/Numeracy:**

- Numeracy**
- Addition/multiplication of scoring systems
- Literacy**
- Key words
  - Vocational skills with peers
  - Reading/analysing images
  - Peer assessment
  - Word of the week

**Curriculum enrichment:**

- **Swindon Schools competitions**
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**
- **Visits to professional matches/open training sessions**

**Assessment**

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



# Curriculum Overview

**Subject:** Art

**Year 9**

## Intent:

- Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our pupils.
- Motivate our pupils into wanting to study Art at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all pupils.
- Ensure students produce artwork to a high standard and develop a lifelong love of Art
- Share good practice within the faculty and to work as a strong team which supports and motivates each member.

## Units of Work

1	Environment Art
2	Transcriptions
3	Pop Art

## Assessment

- Drawing Test – each term
- End of project assessment
- PPE
- Self and peer assessment

## Key Knowledge development:

### Environmental Art

The project's aim is to develop greater depth when researching a topic. The students will start off by researching environmental issues faced by the planet. They will then be looking at specific artists that have made a response, looking at how recycled materials and illustration has been used as a vehicle for these artists

### Transcriptions

The Art of Transcription. ... In the art world, transcription is the modern term used to describe the reinterpretation of another artist's work. It involves reproducing the artwork from scratch.

Students will be developing their design skills through a series of 2D designs inspired by the work of a specific artist/designer.

The project aims to link with the world of work and how working as a commercial artist you sometimes must work to a brief.

### Pop Art

Students will be looking at this iconic art Movement researching the main practitioners and creating their own piece of Pop art.

The options will be-

1. Sculpture for the Garden.
2. Soft Sculpture.
3. Repeated Stencil

**Literacy/Numeracy:**

- Artist's Fact files and in-depth studies.
- Annotation of their work.
- Assessments.
- Proportion and scale used throughout the drawing tasks.

**Key Skills development:**

- Research skills – mind-maps, collecting information.
- Experimenting with a range of different materials such as found materials, collage, clay, cardboard sculptures, stencilling and paint.
- Record and explore ideas from first-hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

**SMSC/British Values/Careers:****Challenge**

*The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.*

**Aspirations**

*We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education.*

**Respect**

*Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions and viewpoints across different societies.*

**Excellence**

*Encouraging our students to become excellent practitioners in art through a range of different media and techniques.*

- Links to careers within the Arts
- Environmental links through recycled project.
- Developing an understanding of other cultures' beliefs.

**Curriculum enrichment:**

- External Art projects- Recycled artwork using waste products.
- Art trips.
- Art workshops- skills running through each term.
  - Clay
  - Printing
  - Sculpture



# Curriculum Overview

**Subject: Drama**

**Year 9**

**Intent:**

- Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.
- Motivate and challenge our students into wanting to study Drama at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.
- To achieve high standards and a love of drama
- To develop student's confidence within themselves and develop greater empathy, understanding and respect for difference and diversity

**Units of Work**

1	Fame & Fortune
2	Macbeth
3	Movie Mayhem
4	Titanic
5	Soap Operas
6	Cultural Theatre Practitioners

**Assessment**

Assessment in Drama is split in to four areas, Creating, Performing, Responding and Evaluating. The assessment of learning takes place at the end of each scheme of work. The students are marked according to the whole school policy and levels are attained using the Arts Council's Framework.

**Key Knowledge development:** In Year 8 students were introduced to key performance skills, dramatic techniques, text analysis's, performance skills to mention a few, it is expected that students will build upon and develop their use of these skills and techniques through Year 9 Schemes of Work. Students will be assessed on their use of performance skills as well as their evaluating and creative skills through the devising process when producing role plays based on given information/stimuli.

**Fame and Fortune**

Teamwork skills, creative and reflective learners, performance, evaluation skills and devising. Students will develop their skills in spontaneous improvisation and devising from different types of stimuli, this connects and highlights the with Component 2 in GCSE Drama.

**Macbeth**

Students will gain an understanding of the plot, subplot and characters of Macbeth. Students will to explore the language of Shakespeare. Students will use the knowledge of explorative strategies gained over the last two years and use them to explore the Shakespearean text. Students will explore social, historical and cultural themes by working from texts and using Drama elements in that exploration

**Movie Mayhem**

Students will develop their understanding and use of media in creating a film; they will focus on the roles needed in creating a film. Students will research the different types of genres in the industry. They will plan, develop and instigate their films, cutting and formatting them.

**Titanic**

Students will research and develop their understanding of the historical, social and cultural background to the crashing of the Titanic. Students will use role play, role on the wall, cross cutting and multi rolling to explore the tragic effects of the Titanic. This will develop their own apathy and understanding of the impact of such a disaster.

**Soap Operas**

Students were work together to create a whole class performance showing all of their understanding about naturalistic acting and soap operas. Students will draw upon their physical and vocal skills to create a soap opera of a level 5 standard by the end of the year. They will incorporate cliff hangers (Y7 study), music, dramatic tension, sub plots and performance skills overall.

**Cultural Theatre & Practitioners**

Students will develop their understanding of theatre in Japan, Africa, India and France. They will experiment with different types of styles and use these styles in a final performance of all the historical, cultural and social areas of the theatre they have learned from those countries. Students will study the methods and styles used by Brecht, Stanislavski and Artaud. They will bring these styles and elements into a final performance.

**Literacy/Numeracy:**

S7 Following instructions  
E1 Listen well to others  
E3 Respect the views of others  
Group numbers and timings of rehearsal structure  
Assessments  
Performance timings

**Key Skills development:**

- Research skills – mind-maps, collecting information.
- Skills to plan and perform by improvising with clarity and confidence.
- Develop use of tone of voice, with pitch, volume, pace and clarity.
- Develop physical skills; gesture, facial expression, gait, physicality, eye contact, nonverbal communication.
- Sound Collage
- Physical Theatre
- Health and safety within the theatre for physical theatre.
- Develop understanding of the historical, social and cultural background to the Titanic.
- Exploring different historical, social and cultural theatre from areas around the world.
- Research, identify, apply their knowledge of theatre practitioners in a live performance.

**SMSC/British Values/Careers:**

**Challenge:** *The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.*

**Aspirations:** *We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.*

**Respect:** *In every Drama lesson, students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers' performance and showing respect when watching each other's work.*

**Cultural:** *Projects offer students varied cultural influences.*

**Social:** *Students respect the opinions of their peers in the learning environment in every lesson.*

**Moral:** *Students recognise the difference between right in wrong. Students have the opportunity to give an opinion, which is reasoned and backed up with evidence.*

**Spiritual:** *Students respect feelings and values.*

**Resilience:** *Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.*

**Curriculum enrichment:**

- Romeo and Juliet Performance in the Wyvern Theatre KS3 & KS4
- Whole school; High School Musical Performance KS3 & KS4
- Blood Brothers performance for KS3 students
- Make Me Laugh Competition
- Woman in Black trip for Year 9.



# Curriculum Overview

**Subject: Music**

**Year: 9**

**Intent:** To create engaging lessons that inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Units of Work		Key Knowledge development:	Key Skills development:	Assessment
1	<b>Pop History 1</b> - musical styles and socio-political contexts; technological development and timbre	<ul style="list-style-type: none"> <li>• Listen with increasing discrimination to a wide range of music from different historical contexts.</li> <li>• Use staff and other relevant notations appropriately and accurately. (Notation, TAB, chord diagrams, Lead sheets)</li> <li>• Develop an understating of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts</li> <li>• Performing using the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>	<p>Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL</p> <p>Each topic to be formally assessed at the end of the topic.</p> <p>Assessments will take the forms of:</p> <p>An individual or ensemble Performance of a piece of music,</p> <p>A showcase of a self made composition</p> <p>Electronic submission of a recording through music technology</p>
2	<b>Pop History 2</b> – Riffs, Musical structures; Music for special occasions			
3	<b>Dance Music</b> – Music technology and DAWs; Loops & samples; structuring music			
4	<b>Song Writing</b> - developing musical ideas; lyric writing; chord patterns; lead sheets; Melody writing			
5	<b>The Music Industry and Musical Futures</b> - collections societies, Record/publishing companies; copywrite law; application of listening skills; ensemble skills; performance skills			
		<b>Literacy/Numeracy:</b>	<b>Curriculum enrichment:</b>	
		<ul style="list-style-type: none"> <li>• Subject specific key words</li> <li>• Oracy skills development</li> <li>• Evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Extra curricular clubs</li> <li>• Performance opportunities</li> <li>• Community links</li> <li>• Peripatetic teaching and learning</li> </ul>	

**SMSC/British Values/Careers:**

- Developing an understating of music's cultural links and influence from, and on, society both today and throughout history
- Links to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing)



# Curriculum Overview

**Subject: Computing**

**Year: 9**

**Intent:** Building on earlier schemes of work, students are encouraged to explore computational thinking in deeper terms and solve a range of different problems. They also revisit number bases and add further understanding in the form of hexadecimal. Using number bases they consider how a computer stores all data, how a computer and encoding are used to sort and present data and logical operations. An introduction to game design ends Year 9 Computing.

## Units of Work

1	Computational thinking.
2	GUI design with python.
3	Data representation.
4	Back to the Future.
5	Game making in Scratch.
6	

## Key Knowledge development:

- Problem-solving.
- Programming techniques.
- Understanding base 2 and 16, colour images.
- Codebreaking.
- HTML.
- Boolean logic.
- Sorting algorithm.
- Game design.

## Key Skills development:

- Writing algorithms in flowcharts.
- Writing programs in mnemonics and machine code.
- Creating a GUI, adding widgets, buttons, data entry and adding images.
- Convert between binary and hexadecimal, colour depth.
- HTML tags, interpret logic gates and complete truth tables
- Bubble sort.
- Scrolling backgrounds, co-ordinates, graphics, interactive gameplay, efficient coding.

## Assessment

A computational thinking baseline assessment.

Algorithms progress test self-assessed.

Computational Thinking skills tracker – self and teacher assessed.

GUI design skills tracker self and teacher assessed.

Simple calculator hand in – teacher feedback.

January PPE – teacher assessed.

Binary & hex worksheets – self-assess.

Back to the Future assessment – teacher assessed.

Game build hand in – teacher assessed.

## SMSC/British Values/Careers:

History of British Computer scientists.  
Programming and game design careers.

## Literacy/Numeracy:

Arithmetic, comparative and logical operators in programming.

Number bases.

Co-ordinates.

Key word definitions.

## Curriculum enrichment:

Programming a GUI encourages students to think more widely on user interfaces, first introduced in Y7 primary calculator task.



# Curriculum Overview

**Subject: Computing (carousel)**

**Year: 9**

**Intent:** Developing students' understanding of Computing and Digital Literacy, in particular how the difference between the internet and the World Wide Web, how the internet works, what's behind a webpage and staying safe and legal using the WWW.

Units of Work	
1	Website creation in HTML & CSS.
2	Cyber smart.
3	
4	
5	
6	

### Key Knowledge development:

- Difference between the internet and the WWW.
- How web servers and search engines communicate.
- The parts of a web page
- How HTML/CSS are used to create a web page.
- Website evaluation.
- What copyright is.
- What cyberbullying is.

### Key Skills development:

Using HTML tags to create and add content to a web page.

Using CSS to format the appearance of a web page.

Judging the reliability of a website against set criteria.

Searching the WWW efficiently.

Understanding how to use images and other content legally.

Steps to take to stay safe online.

### Assessment

An assessed HTML page to represent a news story. Set criteria/grade descriptors.

A booklet explaining what copyright is and how it applies. Teacher feedback.

### SMSC/British Values/Careers:

Contribution of Sir Tim Berners-Lee to humanity in gifting hyperlink technology, the foundation of the World Wide Web.

History of the WWW and search engines.

Moral and legal aspects of copyright, cyberbullying and authenticity.

### Literacy/Numeracy:

Creating a news article with correct attention to SPAG.

Formatting images using dimensions in height and width in pixels.

### Curriculum enrichment:

Researching news story examples on the WWW.

Researching and evaluating websites for reliability and authenticity.

Staying safe online.



# Curriculum Overview

**Subject: Design and Technology & Food and Nutrition**

**Year: 9**

**Intent:** Year 9 students are given the opportunity to build on the skills they have learnt in order to engage with and complete briefs that not only test their key skills and problem-solving ability but also their evaluation. Students assess how well a product or food type fits best in to a certain community which again sharpens their approach to evaluation.

Units of Work	
<b>PD</b>	Pewter Cast Jewellery and Packaging
<b>MT</b>	Sustainable Bird/Bug Box
<b>DES</b>	Hats/Prototyping/Pattern Cutting
<b>FD</b>	Vegetarian and Dietary needs

**SMSC/British Values/Careers:**

Multicultural Britain, Cultural aspects investigated in Textiles

Recycling in Product Design

Designing for a specific Target Market in Materials Technology

Link to appropriate and relevant careers

**Key Knowledge development:**

- Focus on creativity
- USP – designing for Target Market/Client
- Designing for specific cultures
- Increased knowledge of materials, ingredients, tools, processes
- Widening Students views on what constitutes healthy food

**Literacy/Numeracy:**

Measuring

Keywords

Command words

Evaluations to assess literacy

**Key Skills development:**

Increased independent thought and flexibility

Increased rigour and demand in practical sessions

Focus on students “owning” their work

Focus on resilience in projects

Taster of what KS4 would be like

**Curriculum enrichment:**

D&T Club

D&T competitions

**Assessment**

Each Project lasts roughly 7 weeks.

Within that time they will be either:

Self-assessment/peer assessment

Teacher assessment

As well as summative Marking at the end of the project., which the students will actively engage with how to improve

Each Year has a PPE – this covers what they have learnt throughout the Design and Technology carousel



# Curriculum Overview

**Subject: Global Citizenship**

**Year: 9**

**Intent:** Global Citizenship is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Global Citizenship SOW is designed to encourage them to develop the skills and understanding to do this effectively.

Units of Work	
1	Active Citizenship
2	Wider world
3	Life in modern Britain
4	Health & wellbeing
5	Political participation
6	Relationships

**SMSC/British Values/Careers:**

Explore beliefs and experience, offer reasoned views, resolve conflict, celebrate diversity.

Working as a team/an individual

Looking at different jobs/qualifications

Core British values-mutual respect, liberty, democracy tolerance, democracy, tolerance

**Key Knowledge development:**

- Investigate the UK's role on the global stage.
- To understand what the UN is & what impact it has globally.
- Explore which skills would be useful for varied career choices
- Think about earnings and costs in the future.
- How to recognise, deal & avoid potentially dangerous situations.
- Understand why people migrate and the impact it has on communities.
- The importance of self-esteem and how to build it.
- To understand the complexity of eating disorders and their possible causes & where to get help.
- To identify some of the causes and symptoms of mental and emotional ill health & to identify strategies for recognising, preventing and addressing these in themselves and others.
- To know what is meant by anti-Semitism and the Holocaust and to reflect how anti-Semitism led to the Holocaust.
- To reflect on the stories of Holocaust victims and survivors and understand what can be learned from these.
- Infertility, medical treatments & ethical questions stemming from these treatments.
- Understand the reasons people break up, the stages of emotions people can experience when they lose someone they love

**Literacy/Numeracy:**

Subject specific key words & glossary

Graph skills

Using appropriate terminology

Writing and speaking at greater length

**Key Skills development:**

Develop policies using research and prioritise them.  
 Critical thinking  
 Know strategies to manage mental health  
 Recognise "group think" & develop strategies for managing it.  
 Recognise personal strengths, interests, skills & qualities including value to future employability  
 Explain viewpoints, giving examples.  
 Develop conclusions with increasingly detailed justification.  
 Use a variety of key words and highly relevant topic concepts.

**Curriculum enrichment:**

Finance day run by St. James Place.

Mock election

UN day in conjunction with Malmesbury School.

**Assessment**

Each topic to have a termly homework

Classwork

Extended writing

Knowledge circles

Peer assessment