



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

Indices and standard form	Expressions and formulae	Dealing with data	Multiplicative reasoning	Constructions
Equations, inequalities and proportionality	Circles, Pythagoras and prisms	Sequences and graphs	Probability	Comparing shapes

Main Fluency Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Shadow test: Sept End of topic test: Dec Year 9 PPE: Jan End of topic test: April
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
Basics needed for careers and life outside the school setting.	<ul style="list-style-type: none"> Contextual problem solving. 	<ul style="list-style-type: none"> Questions in context, how what is being taught relates to everyday life (statistics, real life graphs, FDP).



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

Gender Through the Ages	'Animal Farm' by George Orwell	Relationship Poetry	The Gothic	'An Inspector Calls'
-------------------------	--------------------------------	---------------------	------------	----------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> George Orwell's life and times. Gothic literature. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures. 	<ul style="list-style-type: none"> Academic vocabulary (tier 2 words). Subject specific words (tier 3 words) Writing Challenge (extended writing) every two weeks. 	



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

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

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Self evaluation pro-forma and gap closing tasks Kerboodle checkpoint tests and end of chapter questions
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Our place in nature Conservation of the natural world Lesson of each topic to be linked to careers where possible 	<ul style="list-style-type: none"> Subject specific key words Command words Graph skills Data handling eg. calculating means Equations 	<ul style="list-style-type: none"> Just a minute competition STEM club Lego League Club Science week competition/activity Guest speakers/trips



Curriculum Overview



SUBJECT:	Art	YEAR:	9
INTENT:	<ul style="list-style-type: none"> • 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. • Motivate our students into wanting to study Art at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. • Ensure students produce art work 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

Art Genres	Transcriptions
------------	----------------

Key Knowledge/Development	Key Skills Development	Assessment
<p>Art Genres Students will explore the work of a range of artists who are associated with a particular genre. They will experiment with a range of media exploring scale, composition, and form. The genres will be investigated through several mediums. Experimenting with composition, scale and the meanings behind each piece.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Drawing Test- start of each term. • End of project assessment. • PPE • Self & Peer assessment
<p>SMSC/British Values/Careers</p> <p>Challenge: The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.</p> <p>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.</p> <p>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.</p> <p>Excellence: Encouraging our students to become excellent practitioners in art through a range of different media and techniques.</p> <p>Links to careers within the Arts; Environmental links through recycled project; Developing an understanding of other cultures' beliefs</p>	<p>Literacy/Numeracy</p> <ul style="list-style-type: none"> • Artist's Fact files and in-depth studies. • Annotation of their work. • Assessments. • Proportion and scale used throughout the drawing tasks. 	<p>Curriculum Enrichment</p> <ul style="list-style-type: none"> • External Art projects- Recycled artwork using waste products. • Art trips. • Art workshops- skills running through each term. <ul style="list-style-type: none"> ○ Clay ○ Printing ○ Sculpture



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 will understand the key concepts of computational thinking and be independent problem solvers. They will use block and text-based programming languages to complete a range of set problems. They should be aware of cyber security threats and issues and be able to suggest ways to protect networks and ourselves against these attacks.		

UNITS OF WORK

Computational thinking	Introduction to Python programming	Python programming with sequences of data
Cyber security	Game making in Scratch	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> • Problem solving • Computational thinking key concepts • Algorithms – linear and binary searching comparison • The value of data • Social engineering • Unauthorised access and the law • Malware • Cyber attacks • Elements of game creation 	<ul style="list-style-type: none"> • Writing algorithms in flowcharts. • Low level programming - mnemonics and machine code. • Sequential programming in Python • Selection and iteration in programming in Python • Explaining social engineering techniques • Identifying malware types and the threats posed to networks • Understanding and creating scrolling backgrounds, co-ordinates, graphics, interactive gameplay, efficient coding. 	<ul style="list-style-type: none"> • Computational thinking skills tracker – self assessed • Computational thinking progress test with teacher feedback • January PPE – teacher feedback • Introduction to Python programming end of unit test • Programming with sequences of data end of unit test – teacher feedback • Cyber security end of unit test – teacher feedback • Game making in Scratch end of unit test.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> • Upholding the Law – cyber security • Programming and game design careers • Network and cyber security careers • Diversity in game design concepts and theme 	<ul style="list-style-type: none"> • Arithmetic, comparative and logical operators in programming. • Key words in computational thinking • Coordinates using positive and negative x and y • Key word definitions in cyber security 	<ul style="list-style-type: none"> • Computational thinking and problem-solving are cross curricular skills. • Cyber security applies to the use of all technology in school and at home.



Curriculum Overview



SUBJECT:	COMPUTING (Carousel)	YEAR:	9
INTENT:	Developing students' understanding of Computing and Digital Literacy, in particular the process of evaluating existing websites, designing a multi-media website, gathering appropriate assets, creating a master page for a consistent appearance and self-evaluation of the result. This is intended to mirror the process of an IT project in a web design organisation.		

UNITS OF WORK

Creating a multi-media website	
--------------------------------	--

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Examining websites in terms of purpose, audience, navigation Organising the design process through a range of strategies Keeping track of assets and understanding that copyright law applies to digital artefacts Understanding how to use a web authoring package to create a multi-media website Self-evaluating success against set criteria and client needs 	<ul style="list-style-type: none"> Create mind maps for a good website Create visualisations of web pages Create a top-down table to show structure Keeping an asset table Using the tools in the web authoring software to: <ul style="list-style-type: none"> create a master page template format background and text Insert a navigation bar, search engine, Google map, external hyperlink, form, rollover 	<ul style="list-style-type: none"> Visualisations are handed in on TEAMS and teacher provides a WWW and an EBI Evidence and evaluation of website is carried out in a booklet/writing frame and handed in.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Careers in web design and digital creation Learning about different countries – culture, places to visit, things to do, food, traditions Adherence to copyright and using images within the law of the United Kingdom 	<ul style="list-style-type: none"> Creating webpages with correct attention to SPAG. Formatting images using dimensions in height and width in pixels. 	<ul style="list-style-type: none"> Researching and evaluating websites for reliability and authenticity. Linking with other subjects – Geography, History, RS



Curriculum Overview



SUBJECT:	DESIGN AND TECHNOLOGY & FOOD & 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 into a certain community which again sharpens their approach to evaluation.		

UNITS OF WORK

PRODUCT DESIGN Pewter cast jewellery and packaging	MATERIALS Sustainable bird box	DESIGN Hats/Prototyping/Cutting	FOOD & NUTRITION Vegetarian and dietary needs
---	-----------------------------------	------------------------------------	--

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Increased independent thought and skills 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 	<ul style="list-style-type: none"> Each project lasts roughly 7 weeks. Within that time there will be either: <ul style="list-style-type: none"> Self-assessment/peer assessment teacher assessment As well as summative marking at the end of the project, in 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
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Measuring Keywords Command words Evaluations to assess literacy 	<ul style="list-style-type: none"> D&T Club D&T competitions

SUBJECT:	DRAMA	YEAR:	9
INTENT:	<ul style="list-style-type: none"> • 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

Fame & Fortune	Romeo & Juliet	Movie Mayhem
Titanic	Soap Operas	Cultural Theatre Practitioners

Key Knowledge/Development	Key Skills Development
<p>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.</p> <p><u>Fame and Fortune</u> 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.</p> <p><u>Romeo & Juliet</u> Students will gain an understanding of the plot, subplot and characters of Romeo & Juliet. Students will 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</p> <p><u>Movie Mayhem</u> 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.</p> <p><u>Titanic</u> 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.</p>	<ul style="list-style-type: none"> • 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.



Curriculum Overview



DRAMA (Continued)

<p>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.</p> <p>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</p>		
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<p>Challenge: The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.</p> <p>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.</p> <p>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.</p> <p>Cultural: Projects offer students varied cultural influences.</p> <p>Social: Students respect the opinions of their peers in the learning environment in every lesson.</p> <p>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.</p> <p>Spiritual: Students respect feelings and values.</p> <p>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.</p>	<ul style="list-style-type: none"> • S7 Following instructions • E1 Listen well to others • E3 Respect the views of others • Group numbers and timings of rehearsal structure • Assessments • Performance timings 	<ul style="list-style-type: none"> • Romeo & Juliet Performance in the Wyvern Theatre KS3 & KS4 • Whole School Performances • Whole School Musical • KS3 Performances • Make Me Laugh Competition • Theatre Trips
		Assessment
		<p>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 pupils are marked according to the whole school policy and levels are attained using the Arts Council's Framework.</p>



Curriculum Overview



SUBJECT:	GEOGRAPHY	YEAR:	9
INTENT:	Students in Y9 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

Tectonic Hazard and Processes: Focus on Nepal earthquake	Weather Hazards and Climate Change: Focus on Typhoon Haiyan	Economic Development
Globalisation – Dominance of TNCs	Coasts	Start GCSE classes – introduction to GCSE skills

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Nepal/Sichuan earthquake comparison</p> <p><u>Weather and Climate Change</u></p> <p>X 3 progress checks</p> <p><u>January</u></p> <p>PPE</p> <p><u>Development</u></p> <p>Comparison of X4 countries at different stages of development</p> <p><u>Coasts</u></p> <p>X3 progress checks</p>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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



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

Active Citizenship	Wider World	Life in Modern Britain
Health & Wellbeing	Political Participation	Relationships

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 personal finance, 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. Refugees, asylum seekers and privilege. 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 understand the Israel/Palestine conflict and Britain's role in a global context. Infertility, medical treatments & ethical questions stemming from these treatments. Life in the womb. Explore family and marriage and understand the reasons people break up, the stages of emotions people can experience when they lose someone they love 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Each topic to have a termly homework Classwork Extended writing Knowledge circles Peer assessment
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Subject specific key words & glossary Graph skills Using appropriate terminology Writing and speaking at greater length 	<ul style="list-style-type: none"> Finance day run by St. James Place. Mock election UN day in conjunction with Malmesbury School.



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

The Making of America 1789-1900 continued from Year 8	America in the 20 th Century – was it a better change?	How did different countries experience World War 2
The Cold War	Progression into GCSE Crime and Punishment	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 the Cold War 	<ul style="list-style-type: none"> 2nd 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 	<ul style="list-style-type: none"> 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	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Key terms (including home work retrieval activities) Development of extended writing and debate Use of statistical information through charts and graphs 	<ul style="list-style-type: none"> WW1/WW2 memorial events Most Able trip to London Dungeons



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: 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

Me, my family and friends	Free time – music, cinema, TV	Free time – food and eating out, sport
Home town, neighbourhood and region	My studies	Life at school

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writing and speaking at greater length and with greater complexity Developing skills in understanding unfamiliar words from their context Using verb tenses more confidently 	<ul style="list-style-type: none"> Weekly low stakes, standardised vocabulary tests Terms 1 -5: Listening and reading Terms 1, 3 & 5: Writing Terms 2 & 4: Speaking PPE exam (practice FW paper)
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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. 	Continued work on: <ul style="list-style-type: none"> Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time 	<ul style="list-style-type: none"> European Day Pause Café



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: 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 KS3 studies and will start their options in Term 6.		

UNITS OF WORK

Me, my family and friends	Free time – music, cinema, TV	Free time – food and eating out, sport
Home town, neighbourhood and region	My studies	Das Wunder von Bern / Life at school

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Writing and speaking at greater length and with greater complexity Developing skills in understanding unfamiliar words from their context Using verb tenses more confidently 	<ul style="list-style-type: none"> Weekly low stakes, standardised vocabulary tests Terms 1 -5: Listening and reading Terms 1, 3 & 5: Writing Terms 2 & 4: Speaking PPE exam (practice FW paper)
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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. 	Continued work on: <ul style="list-style-type: none"> Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time 	<ul style="list-style-type: none"> European Day German exchange Visiting German teacher



Curriculum Overview



SUBJECT:	MUSIC	YEAR:	9
INTENT:	To create engaging lessons that inspire students 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

Pop History 1 - musical styles and socio-political contexts; technological development and timbre	Pop History 2 – Riffs, Musical structures; Music for special occasions	Dance Music – Music technology and DAWs; Loops & samples; structuring music
Song Writing - developing musical ideas; lyric writing; chord patterns; lead sheets; Melody writing	The Music Industry and Musical Futures - collections societies, Record/publishing companies; copywrite law; application of listening skills; ensemble skills; performance skills	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Listen with increasing discrimination to a wide range of music from different historical contexts. Use staff and other relevant notations appropriately and accurately. (Notation, TAB, chord diagrams, Lead sheets) Develop an understating of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts Performing using the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<ul style="list-style-type: none"> Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL Each topic to be formally assessed at the end of the topic. Assessments will take the forms of: <ul style="list-style-type: none"> An individual or ensemble performance of a piece of music, A showcase of a self-made composition Electronic submission of a recording or score through music technology
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> 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 (Advertising, Performing, composing) 	<ul style="list-style-type: none"> Subject specific key words Oracy skills development Evaluation skills 	<ul style="list-style-type: none"> Extra curricular clubs Performance opportunities Community links Peripatetic teaching and learning



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

Develop more advanced fielding skills	Explore directional hitting while batting	Outwitting the batter with variation of bowling
Fielding strategy and tactical play	Develop reaction catching and positioning	Game play / Implementation of all rules and regulations

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> • Basic rules and regulations in small-sided games <ul style="list-style-type: none"> ○ Key terminology ○ Application of rules in game situations • Application of Fundamentals in game play <ul style="list-style-type: none"> ○ Bowling – pace/direction/line/length ○ Picking the ball up on the run ○ Shot selection • Introduction to tactical situations <ul style="list-style-type: none"> ○ Bowling variety ○ Changing fielding positions depending on the batter • Introduction to positions <ul style="list-style-type: none"> ○ Movement in the field ○ Movement of the ball between posts/wickets 	<p>Technical development:</p> <ul style="list-style-type: none"> ○ Pupils use key terminology ○ Shot selection ○ Bowling variation <p>Physical development:</p> <ul style="list-style-type: none"> ○ Speed ○ Balance ○ Coordination ○ Suppleness <p>Psychological</p> <ul style="list-style-type: none"> ○ Decision making in different scenarios ○ Confidence and competence ○ Spatial awareness in the field/batting 	<ul style="list-style-type: none"> • APP • Self-assessment • Peer-assessment • Observation • Verbal and written feedback
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> • Mutual Respect/Tolerance (Social): <ul style="list-style-type: none"> ○ Teamwork ○ Resilience ○ Communication (various) • The rule of law/democracy (Moral) <ul style="list-style-type: none"> ○ Abide by laws of the game ○ Leadership within games to self-govern their games/challenges within the game • Career <ul style="list-style-type: none"> ○ Links to sporting profession 	<p>Numeracy</p> <ul style="list-style-type: none"> • Addition/multiplication of scoring systems <p>Literacy</p> <ul style="list-style-type: none"> • Key words • Vocational skills with peers • Reading/analysing images • Peer assessment • Word of the week 	<ul style="list-style-type: none"> • Swindon Schools competitions • Afterschool clubs (recreational and preparing for competition) • Lunchtime clubs (recreational) • Interhouse competitions • Visits to professional matches/open training sessions



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

Recap main rules and develop service action	Develop shot selection on attack	Develop shot selection on defence
Develop spatial awareness to outwit opponents	Develop positional play in singles/doubles/formational play	Assessment game play; singles and doubles

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Rules of the game, scoring systems, grip and court dimensions. Develop an understanding of how 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 	<ul style="list-style-type: none"> Technical development: <ul style="list-style-type: none"> Forehand and backhand shots (serve, drive, push, lob, clear, smash, drop shot, volley, spike, set, dig) Application of slice/spin Physical development <ul style="list-style-type: none"> Power and accuracy Reaction time and agility Hand eye coordination Psychological <ul style="list-style-type: none"> Decision making in different scenarios Confidence and competence Spatial awareness 	<ul style="list-style-type: none"> APP Self-assessment Peer-assessment Observation Verbal and written feedback
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Mutual Respect/Tolerance (Social): <ul style="list-style-type: none"> Teamwork (Respect) Individual Responsibility Communication (various) The rule of law/democracy (Moral) <ul style="list-style-type: none"> Abide by laws of the game Leadership within games to self-govern their games (challenge) Careers <ul style="list-style-type: none"> Officiating, coaching and playing 	<ul style="list-style-type: none"> Numeracy <ul style="list-style-type: none"> Addition/multiplication of scoring systems Literacy <ul style="list-style-type: none"> Key words Vocational skills with peers Reading/analysing images Peer assessment Word of the week 	<ul style="list-style-type: none"> Swindon Schools competitions Afterschool clubs (recreational and preparing for competition) Lunchtime clubs (recreational) Interhouse 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



Curriculum Overview



SUBJECT:	PE – Invasion Games	YEAR:	9
INTENT:	Position specific roles and responsibilities in game related situations		

UNITS OF WORK

Assessment in games (recap on rules and regulations) – age specific games	In possession: roles and responsibilities in different positions	In possession: developing creativity in attacking set plays
Out of possession: roles and responsibilities in different positions	Out of possession: defending set plays (including game management)	Assessment – game play in age specific games

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Basic rules and regulations in small-sided games <ul style="list-style-type: none"> Restarts eg. goal kicks, side-line, backline, throw in, kick off, corners, drop kick, centres, scrums Application of FUNdamentals in game play <ul style="list-style-type: none"> Decision making when using a technical skill in different scenarios Make the pitch as big as possible (create space) during attacking phases Make the pitch as small as possible (compactness) during defensive phases Recap on tactical situations <ul style="list-style-type: none"> Game management: time and scorelines Roles and responsibilities of different positions <ul style="list-style-type: none"> Pupils to explore different positions Develop an understanding in possession Develop an understanding when out of possession 	<ul style="list-style-type: none"> Technical development: <ul style="list-style-type: none"> Variation of distances when passing, shooting/ goal scoring, dribbling, running with the ball and defensive techniques. Physical development: <ul style="list-style-type: none"> ABC'S Power Reaction time Acceleration and deceleration Psychological <ul style="list-style-type: none"> Decision making in different scenarios Confidence and competence Spatial awareness 	<ul style="list-style-type: none"> APP Self-assessment Peer-assessment Observation Verbal and written feedback
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Mutual Respect/Tolerance (Social): <ul style="list-style-type: none"> Teamwork (Respect) Individual Responsibility Communication (various) Aspiration Excellence in attitude The rule of law/democracy (Moral) <ul style="list-style-type: none"> Abide by laws of the game Leadership within games to self-govern games/challenges within the game 	<p>Numeracy</p> <ul style="list-style-type: none"> Addition/multiplication of scoring systems <p>Literacy</p> <ul style="list-style-type: none"> Key words Vocational skills with peers Reading/analysing images Peer assessment Word of the week 	<ul style="list-style-type: none"> Swindon Schools competitions Afterschool clubs (recreational and preparing for competition) Lunchtime clubs (recreational) Interhouse competitions Visits to professional matches/open training sessions



Curriculum Overview



SUBJECT:	PE – Aesthetics: Dance, Gymnastics, Trampolining	YEAR:	9
INTENT:	To create engaging lessons to develop dance, parkour, trampoline and gymnastic technique. Students will experiment in a specific genre and develop skills through improvisation and experimentation.		

UNITS OF WORK

Introduction to a set routine/motif in dance. Further developing skills in gymnastics. Introduction to trampolining	Exploring/developing skills. Linking moves.	Introduce formations/partner group work Developing choreography/combining moves
Create sequences/ developing choreography skills	Performing to peers and whole class	Assessment – Peer, self and teacher

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Sequencing Motif development Use of rhythm Accurately replicate individual rock and roll/gymnastic movements. Can link dance/gymnastics movements into a sequence. Apparatus work 	<p>Technical development:</p> <ul style="list-style-type: none"> Rock and roll movements: Step patterns, lifts, turns, twists, formations, partner work Gymnastic skills: rolls, jumps, turns, flight, vaulting Trampolining skills: jumps, turns, twists, landings: front, back and seat <p>Physical development</p> <ul style="list-style-type: none"> Co-ordination Agility, control and fluency Movement to music Body awareness Spatial awareness <p>Psychological</p> <ul style="list-style-type: none"> Decision making in different scenarios Confidence and competence Self-confidence/resilience 	<ul style="list-style-type: none"> APP Self-assessment Peer-assessment Verbal and written feedback Teacher assessment
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Mutual Respect/Tolerance (Social): <ul style="list-style-type: none"> Groupwork (Respect) Individual Responsibility Communication (various) The rule of law/democracy (Moral) <ul style="list-style-type: none"> Leadership with groups to self-govern their performance (challenge) 	<ul style="list-style-type: none"> Key words Counts Multiples 	<ul style="list-style-type: none"> Primary Gymnastics festival Links to gymnastics and dance clubs



Curriculum Overview



SUBJECT:	PE – Health Related Fitness	YEAR:	KS3
INTENT:	Developing an understanding of the importance of different fitness testing and exercises in sport and wellbeing.		

UNITS OF WORK

Training zones (including warm up/downs)	Fitness testing	Circuit Training	Strength and Conditioning
--	-----------------	------------------	---------------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> • Understanding of the components of fitness • Why exercise is important for the human body • The importance of a warm up and cool down • An understanding of heart rate <ul style="list-style-type: none"> ○ Measuring heart rate ○ Training zones ○ Awareness of individuals maximum heart rate • Awareness/acknowledgement that your body has worked hard • Developing a training programme for specific needs • Reliability and validity in fitness testing 	<ul style="list-style-type: none"> • Safe techniques when exercising • Be able to warm up / cool down • How to differentiate an activity <ul style="list-style-type: none"> ○ How to regress an activity ○ How to increase challenge on an activity • Mental and physical preparation to exercise <ul style="list-style-type: none"> ○ Dynamic stretches ○ Static stretches • How to measure heart rate • Awareness of different fitness testing 	<ul style="list-style-type: none"> • APP • Self-assessment • Peer-assessment • Observation • Verbal and written feedback
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> • Mutual Respect/Tolerance (Social): <ul style="list-style-type: none"> ○ Teamwork ○ Individual Responsibility ○ Communication (various) ○ Aspiration ○ Excellence in attitude • The rule of law/democracy (Moral) <ul style="list-style-type: none"> ○ Challenging self to reach full potential ○ Motivation to support others to succeed 	Numeracy <ul style="list-style-type: none"> • Addition/multiplication of scoring systems Literacy <ul style="list-style-type: none"> • Key words • Vocational skills with peers • Peer assessment • Word of the week 	<ul style="list-style-type: none"> • Swindon Schools competitions • North Wiltshire Schools competitions: Grittleton House, Bath University (county/regional trials and schools competition) • Afterschool clubs (recreational and preparing for competition) • Lunchtime clubs (recreational) • Interhouse competitions



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

Does God exist (philosophical arguments)	Does God exist (philosophical arguments) PPE	Making moral decision (ethics)
Religion and Human Rights (GCSE)	Religion and Human Rights – GCSE Theme	New GCSE AQA option course – Judaism and Teachings. The nature of God – religious and philosophical teachings.

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Retrieval practice Spelling tests Graded tasks. End of unit assessments PPEs
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Moral issues explored, eg. the value and importance of human life. Spirituality – issues affecting life and death, the nature of reality. 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Challenge projects – extended research – with a range of responses. Exploring religious, philosophical and ethical ideas through wider reading and film. Guest speakers