

THE HENRY BOX SCHOOL



YEAR 9

CURRICULUM BOOKLET

2017/2018

Dear Parent/Carer

Year 9 at Henry Box

Students in Year 9 follow a varied and stimulating curriculum designed to build on the foundation work of Years 7 and 8 and to prepare for the onset of GCSE courses, some of which begin in the final terms of Year 9. Now at the top of the Lower School, Year 9 students are encouraged to have ever increasing responsibility for themselves in all areas: their learning in the classroom, their homework (via Show My Homework), the extra-curricular activities they undertake and their behaviour around school.

Tutor groups continue to provide a secure base and anchor point for students. Your child's tutor and House Leader will be key contacts for parents and are also supported by the Student Support Team.

PHSE is delivered during Tutor Time supported by suspended timetable days and covers personal relationships, sexuality and drug-related issues, careers and study skills. All students will receive one hour a week of Information & Communication Technology.

Year 9 is also the year in which students select their Key Stage 4 courses. This process occurs in the Spring Term and tutors and subject staff will do all they can to ensure that parents and students have access to the information and advice which will enable them to reach a decision. Information for students and parents/carers will be provided at every step of the way.

Year 9 is a busy and important year in which we continue to offer students a wide range of subjects and activities both within and outside the curriculum in order that they may build on the success of the previous two years and prepare for their transition to the Upper School.

Important dates include:

Progress Reports:	November 2017, February 2018 and July 2018
Choices Evening for Parents:	Monday 22 nd January 2018
Parents' Evening:	Tuesday 6 th March 2018
Choices Submission Deadline:	Tuesday 13 th March 2018

Yours sincerely



Mr S Pritchard
Deputy Headteacher

Summative Assessment and Reporting

Our assessment and reporting model:

- Is focused on developing the key concepts, knowledge and skills needed for success in KS4.
- Is based on high expectations and challenge for all.
- Takes into account each student's starting point for learning and progress.
- Adopts a mastery approach to teaching and learning, and uses proven, effective teaching methods.
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
- Incorporates high quality end of unit/term assessments which help students develop the skills needed to tackle GCSE examinations questions.
- Enables data from assessments to reliably identify what students have/have not understood and informs future teaching and learning, including intervention needs.
- Encourages students to discuss and review their progress with teachers, tutors and parents.

The Progress Report

Parents receive at least two progress reports a year in Key Stage 3.

These contain information on the following areas:

- Progress
- Behaviour
- Classwork effort
- Homework effort
- Attendance

Summative Assessments

Summative assessment is an important part of monitoring student understanding. These are in the form of tests and measures what a student can do, or what they have achieved, against specific criteria. Typically, summative assessments are carried out at the end of a term, unit or module. Grades or marks are not always communicated with the students as they learn more effectively from comment based marking, which help to direct student learning.

Departments standardise assessments across teams of teachers through internal moderation of students' work and by using common assessments to ensure consistency.

Assessment Week

In Years 7 to 9 each year group has an assessment week in which they undertake a formal exam in all of their subjects. The point of this exercise is not just to assess the students' progress, but also to get them used to preparing for a series of exams and the regulations that apply to all external examinations. We believe that this preparation is vital to ensuring that they have the best possible chance of success in their actual GCSE exams in Year 11.

Monitoring progress

The progress of every student is monitored regularly and the role of the tutor, House Leader and the Learning Support Department is central to the success of this process. Students falling behind are identified and support to get them back on track is put in place.

Assessment for Learning

Assessment for Learning covers all those activities which are designed to give students and teachers information about their learning, and promote further development. Assessment for Learning activities may include: teachers' feedback to students (oral or written), asking appropriate questions, sharing assessment criteria, students assessing each other's work etc.

Feedback to Students:

- May be written or oral
- Is as frequent and as immediate as possible
- Identifies strengths and weaknesses, and targets for learning
- Encourages a dialogue between teacher and student
- Motivates students
- Has regard for students' self-esteem, and their image of themselves as learners
- Reflects and rewards students' effort
- Is simple, and easy to understand
- Involves students in the learning process
- Is appropriate to individual students
- Is appropriate to the task.

Involving Students in Assessment

Students are encouraged to take responsibility for their own learning. The following procedures are used to involve students in the assessment process:

- Lessons begin with clear expectations, and learning objectives are shared with students. These are reviewed at the end of the lesson, or series of lessons.
- Assessment criteria are shared with students
- Students are encouraged to assess their own work, and where appropriate, the work of other students
- Students set targets for their own learning as part of the school's review and reporting system.
- Students are encouraged to ask for help and advice in improving their work.

The School Literacy Policy gives further details on the teaching and marking of spelling, punctuation and grammar.

Our approach to marking and assessment has been developed to ensure that our focus on teaching is accompanied by effective learning. Marking supports students with their learning and it should identify strengths and help students to improve where there are weaknesses. We recognise regular assessment as an important part of our work and seek to emphasise the positive aspects of a student's achievement combined with indications of how further progress can be made. Students are actively encouraged towards self-assessment and this is reflected in the school reports which specify objectives for all courses in terms of skills and content.

Monitoring and Evaluation of the Assessment Policy

The policy is monitored by Faculty/subject Leads who oversee marking and assessment practice within their departments. Lesson observation and the sampling of student work is part of the process of monitoring, evaluation and review. Members of the Leadership Team who are linked to departments support this work.

The Leadership Team and the governing body will evaluate the success of the policy by asking for feedback from students, teachers and parents. Discussion at Middle Leaders meetings will also inform the review. Any revisions to the policy will be made in the summer term for implementation in the new school year.

FIELD WORK AND LOCALLY SUPERVISED TRIPS IN TERM TIME

From time to time a number of departments will make use of local facilities during lesson time. These might include sketching in the locality, visiting a local building or doing some field work. These are only examples and new opportunities often arise. This type of trip takes place within a timetabled lesson and is supervised by a member of staff.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION PROGRAMME

The Personal, Social, Health and Economic Education Programme is delivered throughout Key Stage 3 and is differentiated appropriately in each year group. The course covers a variety of issues, including: the law regarding, and effects of, drugs and alcohol; conception and family planning; safe use of the internet; advice on relationships and respecting yourself; information on STIs, and general health care issues.

The 1988 Education Act requires that we have your consent for your child to participate in some aspects of this course. Please contact the school at the beginning of the year should you wish for your child to be disapplied from any of these lessons.

ASSEMBLIES

Students attend one assembly a week, typically led by their House Leader, House representatives and/or members of Senior Staff. These assemblies are broadly Christian in tone and encourage students to think through and reflect on a wide range of relevant issues.

Parents have the legal right to withdraw children from both of these forums if wished and should inform the school to enable alternative arrangements to be made.

ENRICHMENT DAYS

Throughout this booklet you will see references to activities beyond the classroom which support and enhance the curriculum. These activities take many forms including theatre trips, field trips, trips to exhibitions and tournaments to name just a few. Some of these activities are directly related to an area of study such as a visit to a museum to look at artefacts from a period under study. Some activities draw out other more personal qualities such as working with others, self reliance and determination. These qualities can themselves enhance students' self image and can also positively affect their approach to study.

All students in Key Stage 3 have the opportunity to experience a variety of activities through Enrichment Days towards the end of the Summer term. Around 50 different activities are offered from short residentials to classroom based extension work. Some activities are free and some activities require payment. It is quite possible to attend a different activity each day with no or minimal payment for the whole week.

We quite understand that a slightly different style of school week such as this can require explanation. We have tried to give a flavour of this above, but would be more than happy to explain the week in detail and the philosophy behind it. Please do not hesitate to contact your child's House Leader or tutor should you wish to discuss Enrichment Days in more detail.

HOMEWORK

Homework is important. It reinforces understanding. It helps build good study habits and encourages students to take responsibility for their own learning. It is also the main way parents and the school work together to support learning.

Our commitment: We will set regular homework which supports learning. We will make sure there is a reasonable amount of time to complete it. We will check that homework is done well. All homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework that has been set and when the deadlines are. Students will also be issued with a planner to take any extra notes.

The role of parents/carers: Parents/carers will check the homework is completed, and will help motivate and organise students. They will log in to SMHW to see what homework is being set.

Students' responsibilities: Students must commit to complete homework to the best of their ability and on time.

How will this work?

- Teachers will set homework using SMHW. Teachers will aim to ensure that there is more than one evening between the work being set and being handed in.
- Homework will normally be completed on the designated day. However, if there are other commitments, e.g. sports training, students will have to spend more time on the homework before or after the designated day.

What type of homework will be set?

Homework varies from subject to subject. Some subjects require short tasks regularly, to revise for tests or prepare for the next lesson. Other subjects set longer deadlines and ask students to complete short projects. On the next page you will see which subjects will be setting projects and how that will work across the year.

Homework will usually be assessed. In some cases, this may take the form of comments (written or oral).

How much homework will I be set?

Year 10/11	Approx. 1 hour per subject (approx. 8 hours per week in total)
Year 9	Approx. 45 minutes per subject plus 1 hour on project work (approx. 6 hours per week in total)
Year 7/8	Approx. 45 minutes per subject plus 1 hour on project work (approx. 4 hours per week in total)

At Key Stage 3, Personal Development and PE do not set homework.

At Key Stage 4, homework is not set for courses which do not lead to a qualification e.g. core PE and Personal Development

Support for Homework

We recognise that some students find it difficult to study at home. All subject teachers are willing to give extra help where it is needed. In addition there is a homework club in the Learning Support room every break time. If students do not have access to suitable resources or a quiet place to work at home, they can use the Learning Resources Centre.

The Library

Students are encouraged to use the resources there to help with homework. The Centre stocks a wide range of both fiction and non-fiction and materials to support independent research, including newspapers, magazines, audio books, DVDs and CDs. There are several computers with Internet access. The Centre is open during break and lunchtime and for an hour after school each day.

E-learning

Homework will be set using Show My Homework (<https://www.showmyhomework.co.uk/>) which is an online planner allowing you to see all the homework set and when the deadlines are. You can also access resources and submit homework electronically. There is a link to Show My Homework on the school website. New students and parents are given login details in September. There is a free app for android and smartphones available too.

KS3 Homework

In some subjects, students will complete a project for a subject over a term and spend approximately 1 hour a week on it.

Students will have clear success criteria and an outline of the project on SMHW. This might include an element of choice. Projects will be broken down into smaller tasks to help them stay organised.

The best projects will be rewarded in a range of ways including merits, house points and recognition in assembly. Some subjects will set smaller, more regular homework instead of projects, as this style of homework is best to help students make good progress. These subjects are: **Maths, English, Science, History, RS, MFL, DT, Art, Drama and Music**. This homework is just as important as the projects and must also be completed to their usual high standards. Subjects setting projects may also set short homework tasks at other times of the year to support learning.

Where possible, teachers will avoid setting homework that has to be completed solely during school holidays. 2017-18 schedule:

	Y7	Y8	Y9
1		Geography	
2	History	Computing	Geography
3	Drama		<i>(Assessments)</i>
4	Geography	Drama <i>(Assessments)</i>	Computing
5	<i>(Assessments)</i>		
6			

ART & DESIGN

Subject Leader : Ms E Hallmark

CONTENT

Art in Year 9 is designed to develop individual student's skills, level of interest and enjoyment of art. The course covers more advanced techniques not previously acquired in Years 7 and 8 as well as developing existing skills. Students are encouraged to develop personal solutions to a variety of problems. The course covers different techniques, media and approaches through a selection of topics. They study of the work of artists to develop an understanding of context and appreciation of the work of others. Drawing underpins all projects and learning. The work forms the basis for the End of Key Stage Three Assessment.

Journey

Students develop their observational skills and use their imagination to explore journeys, either physical or emotional. This project challenges students to create personal and meaningful responses. It encourages independent learning and prepares students for study at a higher level.

The Senses 3D Project

Students explore the senses and design and make a 3D response in clay and other materials. They are challenged to think about internal and external spaces and develop thoughtful and meaningful artwork.

Observational Project

Students develop their mark making skills and learn how draw with greater accuracy and sensitivity using a range of source material.

METHOD

Students are taught in mixed ability groups and have 1 hour a week. Each term students will be taught skills and techniques based around a theme. Resources are provided for work. Students are required to bring a pencil and their sketch books to all art lessons. It is helpful if they have access to colouring materials at home. Aprons are provided in class.

SKETCHBOOK WORK

Sketchbooks are used for classwork, homework and independent study. They are very important as they provide a place for students to develop ideas, demonstrate their skill level and commitment to the subject. The sketchbook plays a significant part of the assessment process. Students are encouraged to use their sketchbooks as a means to capture ideas and to be used as a visual diary. Sketchbooks are provided but we encourage students to purchase a hard-backed book from the department and /or a portfolio.

ASSESSMENT

Assessment and evaluation by teachers and students forms an integral part of the course. At the end of each project the work is formally assessed and marked

HOMEWORK

Aims of homework

- to develop skill level
- to develop classwork further
- to encourage independent learning and thinking
- to develop personal responses
- to develop research skills and encourage initiative
- to develop and identify individuality as an artist

Type of homework

Homework is set to support independent learning and foster enjoyment of the subject. Homework involves various tasks, including written and practical work. Homework is usually sketchbook based, but on occasions three dimensional work may be required using various materials. Students may be asked to research in the library, via the internet etc. as part of the homework task. Homework tasks can be accessed via the school website.

Frequency

Homework will be set every two weeks. Students are required to use the weekly time allocation for Art and Design.

Assessment of homework

Individual dialogue between the teacher and student inform learning. Self assessment underpins all artwork and class critique sessions enable students to learn from each other. Homework is assessed regularly, marked and recorded by the teacher.

COMPUTING

Subject Leader : Mr D Kiameso (Acting)

CONTENT

The Year 9 Computing course builds on the skills the students have developed in Year 8 and extends their understanding of computing. Students use a range of subject specific software as well as Microsoft Office 2010.

Topics include:

Representing images	Students will learn how digital images are represented and what affects their quality. They will also discover what steganography is and how it is used in images.
How make a computer appear smart	Students will understand what intelligence is and how computers can be made to appear intelligent.
Python Programming	Students will build on their programming skills from year 7 continuing to use Python 3.
Sorted!	Students will learn how computers sort data, using a variety of algorithms.
Binary	Students will learn the concept of binary, and how computers use this to represent data.
Networks	Students will be introduced to the concepts of Computer Networks. They will also develop the understanding of what networks are and how nodes/workstations communicate with each other.

ASSESSMENT

Work is assessed against the criteria given to students at the start of each unit of work. During the course students create an e-portfolio in their computer workspace and generally do not print out work unless required. Key terms tests and an end of unit assessment will be completed for every unit and revision is encouraged.

DESIGN AND TECHNOLOGY

Subject Leader : Mr J Bishop

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The aims of the Design and Technology department are to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and develop a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

CONTENT AND METHOD

Design and Technology in Year 9 builds on students' experience gained in Years 7 and 8.

Our students will cover the National Curriculum Designing and Making strands in three of the D&T areas currently offered in the department - Food, Textiles and Technology. They will spend approximately 13 weeks in each of these areas.

SAFETY

Safety is a key consideration in all aspects of Design and Technology. Students are given full instruction in the safe use of appropriate equipment and tools. Students are given H&S tests to ensure a thorough understanding of these pieces of equipment. Personal Protection Equipment, such as aprons, gloves and goggles, are provided in the workshops and food rooms.

ASSESSMENT

Student progress and achievement in Design and Technology is recorded at the end of each module using the schools' assessment and reporting system. They will be assessed on a variety of disciplines including planning, designing, making, testing, evaluating, dietary awareness, tool selection, independence and creativity. Students will also be assessed on the results of modular tests within lessons and the standard of their homework.

HOMEWORK

Aims of homework

Homework is set as appropriate to enable students to gain maximum benefit from their Design and Technology courses. Typically, a Yr9 student will receive 3 pieces of homework in a 13 week module.

Type of homework

A wide range of homework types are used including research, design work, planning, evaluations, finishing work started in class and preparing ingredients for D&T Food practicals.

Assessment of homework

Homeworks are assessed by the class teacher in accordance with whole school policy. At the end of each course/module the class teacher fills in the student's homework grade for that rotation in the schools' SIMS assessment and reporting system. This can be viewed by the subsequent teacher.

DRAMA

Subject Leader : Mrs L Thompson

CONTENT

The structure of the Year 9 course is as follows:

Term 1 – Review of Drama Skills

- Group Games: re-establishing good teamwork and an understanding of Drama rules
- Extended Role Play: imaginative class improvisation
- Extensive Skills & Practitioner Workshops

Term 1 and 2 – Text in Practice – Blood Brothers

- Exploration and study of script – *Blood Brothers* by Willy Russell
 - Exploring the historical and social context of the script
 - Exploring the key themes within the script
 - Considering the original script style and how this could be developed or altered
 - Exploring how to get a script from page to stage
- Performance and study of script – *Blood Brothers* by Willy Russell
 - Focusing on dramatic techniques
 - Preparing an extract from a script for performance

Term 3 and 4 – Devising Drama – The Power of Social Media

- Creating & Devising Drama
 - Learning how to research and find inspiring material
 - Considering the styles of drama in which to create performances
 - Exploring how we create drama from a theme or stimulus
 - Using stimulus material to develop a piece of drama
 - Rehearsing and collaborating to create a piece of drama for performance.

Term 5 – Knowledge and Understanding of Drama – Billy Elliot

- Study of a Live Theatre Performance
 - Focusing on theory and writing skills
 - Exploring how to analyse and evaluate performance
 - Studying theatre makers and practices

Term 6 – Group Projects

- Creating a piece of drama to perform to the class
 - Choice of script or devising
 - Consolidating techniques and skills learnt throughout the year.

METHOD

The emphasis in Y9 Drama is on practical work whilst further developing the theory and written elements of the subject; undertaken individually, in groups and as a class ensemble. Students are given the opportunity to develop their devising skills, performance skills and their knowledge and understanding of scripts in addition to developing their ability to analyse and evaluate live theatre.

ASSESSMENT

We will assess students three times during the year as follows:

Term 1 – Baseline assessment

Term 3 – Devising Drama (during the Y9 assessment week)

Term 4 – Text in Practice

There will also be ongoing assessment of classwork throughout the year.

HOMEWORK

Students are expected to bring a spare pair of clean socks to every drama lesson. Ideally these would be non-slip socks with grips on the soles. We will set small homework tasks throughout the year to support classwork.

ENGLISH

Faculty Leader : Miss H Hawkins

CONTENT

The aim of the Year 9 course is to extend the skills in reading, speaking and listening, and writing which students have developed in Years 7 and 8, and to prepare students for the skills needed in Key Stage Four and external assessment at GCSE. The Year 9 course has been revised and rewritten to cover the requirements of the National Curriculum. Specific units of work covered in Year 9 include:

- Study of a prose text;
- A Shakespeare play;
- Creative Writing;
- Introduction to GCSE topics and skills (at the end of Year 9)

Attention to basic skills (spelling, punctuation, grammar, etc.) is integrated within the scheme of work so students continuously build on and develop these skills at a suitable pace for them.

METHOD

Lessons are skills based and vary in the types of activity used. Students are encouraged to be independent in their learning and to reflect on their needs, with appropriate guidance from the teacher. Reading, speaking, listening and writing skills are interrelated and classroom practice reflects this view. Speaking and listening skills are developed through regular participation in activities ranging from story-telling and role play to group discussion or class debate. Writing is seen as a process with emphasis placed on students planning, drafting and re-drafting their work. English 'work books' are used for a range of written tasks. Some work is re-drafted into progress books for assessment purposes (see below). Students read a variety of texts. Independent reading is seen as important way for students to follow their interests and engage with different text types, so students are expected to bring a reading book to every lesson, and to read regularly at home. Students are expected to move towards a style of learning designed to maximise their potential at GCSE so teachers will include assessments in controlled conditions and will teach students how to prepare for these as well as increasing the level of students' independence over the year.

ASSESSMENT

At the end of Year 9, students receive an end of Key Stage Teacher Assessment level. The Teacher Assessment is based on work which has been completed during the course. Throughout Years 7 to 9, students have built up a progress book of written work that shows their achievements in all areas of English. Teachers then use this to determine an overall Teacher Assessed level. Students themselves are expected to reflect on their learning and are given or devise targets to help their progress. It is anticipated that students will begin preparing for the GCSE course from Easter of year 9, after which their work will also be assessed in line with GCSE assessment objectives.

SETTING ARRANGEMENTS

Year 9 students are taught in mixed ability groups. All groups in Year 9 follow the same course and have access to the full range of grades available.

HOMEWORK

Aims of homework

To allow students to

- : develop their skills in reading or writing
- : complete work in their own time
- : prepare for the next lesson.

Type of homework

- Reading or research tasks
- Independent thinking and reflecting on the previous class content
- Learning spellings
- Producing drafts of written work

Organisation of homework collection

Teachers will set deadlines for all homework activities to allow appropriate time for completion. Some tasks may be spread over a couple of weeks. The homework deadline will always be written in the student planner and recorded on Show My Homework.

Assessment of homework

Assessment will vary, according to the type and purpose of the task:

- Final drafts of written work will always be assessed by the teacher.
- Drafting and preparatory notes may be proofread and checked by the student (the teacher will monitor progress with this).
- Spellings will be tested by either the teacher or another student, usually weekly.
- Parents' support is valued in monitoring the learning of spellings and students' progress in independent reading.

GEOGRAPHY

Subject Leader : Mr M Brown

INTRODUCTION

Geography at Key Stage Three teaches pupils to value the world around them and allows them to appreciate the changing nature of the world in which we live. The culmination of the Key Stage Three Geography course will also effectively prepare pupils for the G.C.S.E. Geography course.

Geography in Year 9 is divided into five units of work which take students from their locality to some of the world's most amazing locations. In Year 9, pupils will receive three lessons per fortnight and each unit of work should be completed in approximately 12 lessons. The current units for Year 9 are:

1. Am I a fashion victim?
2. Why does extreme weather happen?
3. The Geography of mobile phones
4. Amazing places
5. Sustainable development - Fieldwork Unit

As can be seen from the above list, pupils will study a variety of different places during the year (ranging from the local to the global). Fieldwork forms an important part of the Key Stage 3 Geography course and all pupils will have the opportunity to conduct fieldwork at least once during the academic year.

Pupils mainly work from A5 exercise books and are encouraged to bring a range of equipment to their Geography lessons. All pupils will be issued with a world map at the outset of their studies and they will slowly build up a coloured map of the world to highlight those locations studied in Year 9.

At the beginning of each unit, pupils will be given a checklist of important geographical terms that they will use which will assist them with their literacy. Linked to this, pupils will also have a spelling grid attached to the back of their exercise books where they will need to correct any spelling errors that occur within their written work.

Pupils will have access to ICT in lessons and will use iPads in order to assist their geographical understanding. Many cross-curricular links are also established, ranging from the use of Drama and Music in practical group-work tasks, to applying individual written methods that are used in subjects such as English and History.

ASSESSMENT

Assessment will be consistently applied throughout the Year 9 course, allowing subject teachers to build up a detailed portfolio of the progress that pupils make in lessons. Students will be given clear criteria for each assessment so that they are aware of how to improve in the subject. Furthermore, individual tracking sheets will be attached in the front of their assessment books so that pupils can see how they are progressing throughout the year. Pupils are encouraged to act upon any written comments within their exercise books in order to improve upon the work that has been marked.

HOMEWORK

Homework will be set as per the school homework policy and will be marked and feedback given to students, the task can be viewed on Show My Homework. Much of the homework will be set in the form of an extended project in term 2. The department sets homework both to assist in the development of geographical understanding and knowledge. Homework is compulsory and sanctions will be issued to those who do not complete it.

HISTORY

Faculty Leader (Humanities) : Mr T Allen

CONTENT

The Year 9 course covers the major events and turning points in the Twentieth Century. The curriculum is designed with a view to enable students to understand the modern world and the way in which it has been shaped by past events. Topics we cover span across the 20th Century and include events such as World War I, the rise of Hitler and life in Nazi Germany, World War II and the dropping of the Atomic Bomb. By covering these areas we are empowering students to develop their skills they have developed in Years 7 and 8 as well as helping them to make an informed decision about whether GCSE History is the right step for them.

METHOD

The department deploys a range of teaching methods with an emphasis on student-centred learning. We deliver the curriculum using methods such as individual, paired and group work, using ICT, forming cross-curricular links to highlight the wider value of History, role plays, debates, essays, the use of audio and visual resources as well developing opportunities outside of the classroom. History is delivered in this way as we believe that it provides an inclusive curriculum that is accessible and exciting for all.

ASSESSMENT

As a department we strive to provide students with focussed support and feedback that enables them to progress confidently throughout their time studying our subject. Assessment takes place in a number of ways by standardised and non-standardised tests and the marking of both class work and homework. Written feedback containing clear targets for improvement is used to raise the students' attainment in History. Key assessment tasks are also undertaken throughout the year.

HOMEWORK

Aims of homework

To assess the students' understanding of work covered in class, to consolidate their knowledge and application of skills in addition to extending their interest and passion for History beyond the classroom.

Type of homework

Students in Year 9 will undertake a variety of homework tasks on aspects of the Year 9 curriculum. There may also be additional homework which will directly support assessments.

Assessment of homework

All homework will be marked according to department policy with specific feedback providing clear guidance and targets for improvement.

MATHEMATICS

Faculty Leader : Ms L Dasgupta

The Year 9 course aims to develop the mathematical knowledge, skills and processes acquired so far. Time is also spent exploring mathematical thinking and reasoning. Students are grouped in two parallel bands for timetable purposes. Each group works towards mastering cohort specific key concepts. The emphasis is on the formalisation of ideas and establishing a good foundation for the GCSE work to follow in Years 10 and 11.

METHOD AND CONTENT

Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability and Statistics are the strands for study in the New National Curriculum. The programmes of study include investigative tasks, practical work, ICT tasks and Functional tasks. Reasoning, communication, numeracy skills and the efficient use of the calculator are key features of the course.

ASSESSMENT

Students are assessed regularly and group changes made where necessary. An end of year assessment in term 6 allows us to monitor progress across the Key Stage. On the basis of this and other teacher assessment from the year, students are put in GCSE groups.

EQUIPMENT

It is essential that the items on the basic equipment list be brought to every lesson: pen, pencil, rubber, ruler and a scientific calculator. Confidence with a calculator is an important theme and each student needs to be able to use his/her model efficiently. It is desirable for students to have their own protractor/angle measure and pair of compasses for geometry work.

INTERMEDIATE MATHS CHALLENGE

This is a national competition held in February, designed to encourage previously high attaining students to exercise their problem solving skills under pressure. Bronze, silver and gold certificates can be won. Very high scoring students may gain access to the next round in the competition.

HOMEWORK

Aims of homework

To promote students' understanding of mathematics and their ability to use it.

Type of homework

Varies, could include:

- Learning specialist language, definitions, routines
- Consolidation exercises
- Investigations and research
- Revision for tests
- Problem solving activities.

Organisation of homework collection

Set weekly usually for the next lesson

MODERN LANGUAGES

Faculty Leader: Mrs C Blois

INTRODUCTION

In Year 9, the majority of students study French or German as a single language. We have 1 dual linguist set per year half, enabling students who have shown a particular aptitude and enthusiasm for MFL to continue with both French and German. Classes are broadly grouped according to ability and it is our aim to ensure that each student works at the most appropriate level and pace and builds on the progress made in Years 7 and 8.

COURSE CONTENT & METHOD

FRENCH – Topics covered include personal and regional identity, the role of learning languages, famous French speakers, everyday life in France including meals. Students' knowledge of the structure of the language is extended, e.g. moving between present, past and future tenses and adjectival agreement.

FRENCH ENTRY LEVEL CERTIFICATE – Some students, who are not expecting to continue with French at GCSE level, follow the OCR Entry Level Certificate in French, which is a nationally recognised qualification. On successful completion, students will be awarded a certificate by the examination board.

GERMAN – Topics covered include holidays, weather, food and drink and clothes. Grammar is also extended e.g. past & future tenses and cases.

We continue to create an atmosphere that is as stimulating as possible for our students by incorporating a wide range of tasks and activities into our lessons. Our aim is to build on the confidence and enthusiasm inspired in our students in Years 7 and 8 to make sound progress in Year 9.

TERM 6

In order to prepare students effectively for their KS4 courses, we aim to regroup students for the final term of Year 9. Those who have chosen to continue with a language at GCSE complete a transition course to help prepare them for the GCSE course; those not continuing with French or German continue to have language lessons, with a particular focus on cultural work.

ASSESSMENT

Students' progress in the four language skills is monitored throughout the year by end of unit tests. They are given regular feedback and advice as to how to further improve in their language learning.

HOMEWORK

Homework is used to consolidate and extend learning that has taken place in class. It often provides vital preparation for classwork and is also an opportunity for students to hone study skills. Some examples of homework tasks are written exercises, practice or learning, ICT based tasks and research. Learning homeworks are assessed in class tests and written homeworks are commented on with advice to help students further improve. Work is marked by staff or, when appropriate, by the students themselves or a partner in class. Activelearn software is used to monitor and provide feedback on ICT based reading and listening exercises.

MUSIC

Subject Leader : Mrs C Russ

Class music is delivered for one lesson per week during Year 9 and aims to be enjoyable and stimulating for all students whether they have previous experience or not. The National Curriculum for Music has a high emphasis on practical and creative work through performing and composing and is supported by listening work, theoretical knowledge and on-going assessment. Throughout each term students will improvise and compose, perform on instruments and with their voices, and appraise recordings of both their own work and that of other people. Students will also be using Music Technology in their lessons throughout the year.

CONTENT

Students will study 6 set works during the year, giving them an insight into music with which they may not be familiar. Each piece will be linked with modern music and will focus on different composition techniques.

'Pirates of the Caribbean' by Zanelli – film music, triple time, ostinato, staccato, sequence

'Night on a Bare Mountain' by Mussorgsky – programme music, motif, ostinato, sudden changes in dynamics

'Hallelujah' from "Messiah" by Handel – choral, soprano, alto, tenor, bass, unison, sequence

'Mambo' from "West Side Story" by Bernstein – call and response, syncopation, clave rhythm, unison, ostinato

'Connect It' by Anna Meredith – body percussion, echo, pulse, ostinato

'Symphony No 5, Movt 1' by Beethoven – motif, imitation, unison, chord, sudden change in dynamics

Using these set works as a basis, students will

- Perform on keyboards, tuned and untuned percussion
- Sing and use their voices in other ways, such as beat boxing
- Improvise
- Compose
- Learn basic theory including score reading, the names and rhythms of notes, recognising instruments of the orchestra, use technical musical language when talking and writing about music

HOMEWORK

Homework will be set as a termly project based on the set work being studied. It is intended to extend their knowledge of the context of the music being studied beyond that which will be covered in the lesson.

ASSESSMENT

Students will be assessed every term in line with the school's assessment policy.

INSTRUMENT AND SINGING LESSONS

If your child is interested in starting lessons on an instrument, he/she should contact their music teacher to find out more information. We offer violin, viola, cello, double bass, flute, clarinet, oboe, bassoon, saxophone, trumpet, trombone, french horn, guitar, drum kit, piano and singing. Students who receive instrument or singing lessons at school are strongly encouraged to join school-run ensembles to help them develop their musical talent and also to support the school.

PHYSICAL EDUCATION

Subject Leader : Mr N Hill

INTRODUCTION

The Physical Education programme follows a similar pattern to Year 8. Learning in Year 9 is still based on short courses and it is anticipated that students will continue to improve their level of skills, knowledge and understanding in a variety of team games, racket sports and individual movement activities. There is slightly greater emphasis this year on health and exercise and all students will experience a specific fitness course.

Key Concepts

Competence, Performance, Creativity and Healthy Active Lifestyles

Key Processes

Developing skills in physical activity (DS)

Making and Applying decisions (MA)

Developing physical and mental capacity (DPMC)

Evaluating and improving (EI)

Making informed choices about healthy, active lifestyles (HAL)

CONTENT

All students complete units in Fundamental Skills, Basketball, Football, Handball, Table Tennis, Hockey, Badminton, Athletics and Outdoor and Adventurous Activities.

Boys complete the above plus rugby, HRE, and Cricket. Girls complete the above plus Netball, Dance, Gym and Rounders. (4 hours per fortnight).

Athletics - Students will continue to experience and develop skills/techniques in running, jumping and some throwing events. Students are given the opportunity to measure, time-keep and judge some events.

Games - Students are encouraged to acquire competence in games playing related to specific techniques, rules, laws, scoring systems and game tactics. Students are taught basic skills in passing, receiving, dribbling, marking, intercepting, throwing, hitting, bowling, striking, catching, retrieving, feeding, serving and returning. On occasions, students are also given an opportunity to organise and create their own games. Students are also encouraged to officiate if and when it is appropriate to do so.

Health Related Exercise

A course is devised so that students will understand some basic principles of training and to know some training methods used to develop specific fitness components. The course is designed to increase students' awareness and understanding of aerobic capacity, strength, speed, flexibility, agility, skill and to reinforce the importance of warming up and cooling down. Some fitness testing will take place as part of the course.

ASSESSMENT

Students are assessed at the end of each course and the department reviews student progress on a regular basis. Students are also encouraged to analyse and assess their own performances as well as the performances of others.

EXTRA CURRICULAR SPORT

To complement the curricular programme there is a full range of inter-school matches, school clubs, lunchtime activities and some inter-form competitions. Practice, clubs and activities are not just for the best players and exclusive. They are available to all and the only criterion is that students want to learn more about their chosen activity. A list of all fixtures, clubs, practices and activities is placed on the PE noticeboard at the beginning of each term.

KIT REQUIREMENT

All Students:

Red polo shirt with HBS crest - boys and girls options*
Black Response shorts *
Black/red reversible Multisports top *
Red/Black socks with HBS lettering *
Games bag
Towel

White ankle length socks
Shin pads (for Hockey & Football)
Gum shield (for Hockey & Rugby)

Optional Extras: Netburn Black Skort *
Black Microfleece with HBS crest *
Black Trinity Trackpants *
Boot bag

Plain black trackpants are permitted.

*Uniform is only available direct from the supplier. See school website.

Sports Footwear

Boys

Please choose either Option 1 or Option 2

- Option 1: Football boots *and* normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

Girls

Please choose either Option1 or Option 2

- Option 1: Normal trainers
- Option 2: Rubber multiple studded trainers (Astro Turf style)

In the summer in sunny weather only, plain navy blue hats and caps are allowed to be worn outdoors only. A small designer logo is allowed (e.g. Nike or Adidas), but football hats or those with large logos are not permitted. If hats are worn inappropriately or are of an unacceptable design or colour, they will be confiscated.

Students who need to wear spectacles for P.E./Games are asked to consider obtaining toughened lens glass for safety.

HOMEWORK

Aims of homework

- to monitor students' progress
- to give students opportunity to develop knowledge, skills and understanding
- to fulfil statutory requirements

Type of homework (examples)

- design gymnastic layout for particular theme (optional ICT link)
- produce appropriate formation for Invasion game
- design 5 minute warm-up/cool down for racquet sport

Organisation of homework collection

Work observed or collected in by teacher

RELIGIOUS STUDIES

Subject Leader : Ms C Clarke

THE PURPOSE OF RELIGIOUS STUDIES

Religious Studies provides opportunities for students to:

- Explore major moral and religious questions and the issues they raise
- Learn about and understand religious beliefs and practices
- Form their own opinion on the significance of religious concepts
- Assist students in their own search for meaning, purpose and values

The main aim of the subject is **not** to promote one particular religious outlook but **to promote understanding and appreciation of different religious beliefs and practices.**

CONTENT

In Year 9, students begin studying for Full Course GCSE RS. The syllabus is AQA Religious Studies A.

Students in Year 9 will study the following units from the Christian tradition:

- Christian Beliefs and Teachings
- Relationships and Families

They will also study the following unit from Christian and Islamic perspectives, along with exploring non-religious views:

- Christian practices

METHOD

The Department uses a wide variety of teaching methods. These include individual assignments and group work, writing, project work, discussion, study of religious artefacts and video material.

SETTING

All students in Year 9 are taught in mixed ability groups.

ASSESSMENT

Students are formally assessed three times over the course of the academic year. Assessments are based on the structure of GCSE RS questions to help students develop the skills required for success in Key Stage 4.

HOMEWORK

Aims of homework

To extend and enhance the learning which takes place in the classroom.

Type of homework

Students are expected to revise the work studied in class on a weekly basis, using revision guides supplied by the department. They will also be required to prepare for class assessments at key points during the year.

SCIENCE

Faculty Leader : Mr S. Davies

In **Year 9** the curriculum covered is designed to prepare students to begin the GCSE Science course in term 3. Students have 3 Science lessons per week, in mixed ability groups.

CONTENT

3 modules are taught in Year 9:

1. Earth – Climate and Earth's resources
2. Genes – Evolution and inheritance
3. Waves – wave effects and properties

The above topics are completed before the end of Key Stage 3 test in December. Students then begin studying the GCSE Science course for the rest of Year 9.

METHOD

We encourage students to adopt an investigative approach towards science, thus developing their practical and analytical skills. A variety of teaching techniques are used incorporating research projects, use of I.C.T. and problem-solving.

ASSESSMENT

Each topic will involve 3 key pieces of assessment: self-assessment both before and after the topic is taught, a skills assessment during the topic and a summative end of topic test. Feedback will be provided on each task.

HOMEWORK

Aims of homework

- To consolidate and extend the learning in class
- To develop independent analytical skills
- To develop research skills

Type of homework

Variety including analysis of class practical work, analytical questions and research tasks.

Organisation of homework collection

Tasks will be set in science lessons. Details and collection dates will be uploaded to Show My Homework.

Assessment of homework

Homework will be assessed by various means, often involving peer and self-assessment to help students improve their understanding of their own progress.