



YEAR 9  
CURRICULUM  
INFORMATION  
BOOKLET  
2017/18

### **Aims:**

The Art Department aims to offer the students a balanced and structured curriculum. The students will be able to work in a wide variety of media, using two-dimensional and three-dimensional techniques. They will be developing their skills in order to be able to work independently, reviewing and modifying their work. We have developed our schemes of work to give the students a broad experience of art skills as well as developing the understanding and appreciation of different kinds of Art. We expect the students to be able to apply this knowledge to their own ideas and review their work with a developing visual literacy.

### **Content:**

The Art curriculum will cover the elements of art, (line and tone, colour, texture, pattern, shape, form and space) with this year building upon the knowledge and understanding of the previous. In Year 9 the Art curriculum encourages students to continue to progress, develop a greater vocabulary, extend their knowledge of skills and materials and demonstrate a critical awareness as the programme becomes more demanding. Students will work in a range of materials and techniques including drawing, painting, printmaking, multimedia work and sculpture. The research and investigation of other artists' work forms an integral part of each project.

All students in Year 9 will cover two units over the year. Typically these will focus on contemporary art practice and a personal investigation topic exploring social issues. Students will be supported in making individual choices in regards to the direction of their artwork; equipping them with the foundation skills for GCSE standards.

### **Use of ICT:**

Students will be required to produce word processed, illustrated projects linked to the critical studies element of a project. They will access the internet to research visual and written information on artists and their work. In addition, students are able to use image manipulation software to aid the design process and explore photography.

### **Assessment:**

Regular assessment and monitoring ensures progression through the Key Stage. Homework is set on a fortnightly basis and supports the learning tasks undertaken in class projects. Assessment descriptors are used to assess the level of expertise across four assessment objectives; A01 Artist and Contextual Research, A02 Development of Design Ideas, A03 Observational Studies and A04 Final Outcome.

### **Extra Curricular:**

A KS3 Art Club for Year 9 takes place during lunch time focusing on internal and external projects, including competitions and the Art rooms are regularly available during lunchtimes in order to develop work further with additional assistance.

### **Useful Websites:**

[www.artchive.com](http://www.artchive.com)    [www.moma.org](http://www.moma.org)    [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)    [www.npg.org.uk](http://www.npg.org.uk)  
[www.thenewartgallerywalsall.org.uk](http://www.thenewartgallerywalsall.org.uk)    [www.newbritishartists.co.uk](http://www.newbritishartists.co.uk)    [www.royalacademy.org.uk](http://www.royalacademy.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)    [www.tate.org.uk](http://www.tate.org.uk)

**Aims:**

In year 9 we introduce students to *GCSE Computer Science* and cover aspects of the *GCSE* course. This is aimed at stretching the students and introducing them to programming. Students will then be able to make an informed decision over whether to opt to follow a *GCSE* course in key stage 4.

**Content:**

Students have 1 lesson of computing per week.

- Input and Output devices
- Storage Devices
- Introduction to Python programming
- Ethical and Legal Issues

Lessons will contain a mixture of theoretical and practical elements. The work covered in year 9 is part of the actual *GCSE Computer Science* specification for students who follow on to study *GCSE*.

**Assessment:**

Homework is set regularly.

Assessment activities are built into the course at key times.

**Useful Websites:**

Teach-ict: <http://www.teach-ict.com/>

Python: <http://www.python.org/getit/releases/3.3.2>

## DESIGN & TECHNOLOGY YEAR 9

### **Aims:**

Design and Technology lessons provide opportunities for students to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products.

Design & Technology gives students the opportunity to be resourceful and practical and gives them the satisfaction of actually creating something.

### **Content:**

In Year 9 students will study Textiles and Food Technology on a half year rotation. This year they will use their Key Stage Three experience to design products for specific Target Markets. The projects will provide scope for pupils to showcase their skills and achieve or exceed their end of Key Stage Targets.

In Textiles Technology pupils will develop their manufacturing skills by designing and making a bag.

Within Food Technology pupils will focus on healthy eating and learn how to understand food packaging. They will cook a variety of products building on their previous skills. Pupils will also develop their Graphics skills, and use these to design and make Food Products.

### **Assessment:**

Designing and Making skills will be assessed and Levels awarded in both Textiles Technology and Food Technology. Pupils will be predominantly working towards Levels 6 and some will achieve Level 7.

### **Extra Curricular:**

### **Useful Websites:**

[www.technologystudent.com](http://www.technologystudent.com)

## DRAMA YEAR 9

### **Aims:**

Further develop performance skills and knowledge of styles and form, with a focus on characterisation, movement, use of voice and critical analysis of their own and other people's work.

To prepare through assessment and range of practical assessment for KS4-type projects, with a wider scope for independent study, rehearsal and content.

Greater emphasis on a more experimental and less Naturalistic approach to text and subject matter.

### **Content:**

**Baseline** – Initial assessment using a stimulus to generate ideas. Focus on team work, communication and performance skills.

**Physical Theatre: Introduction to Frantic Assembly; a physical theatre company and developing understanding of skills and techniques in order to create performance work.**

**Commedia dell 'arte:** Historical context, characterisation, physical comedy/'Lazzi', group scripted performance.

**Devised:** GCSE-type unit, looking at a range of non-Naturalistic acting styles, group presentations. Pupils explore a range of stimuli in early sessions and then move on to create their own, original performance based on a theme.

**Status improvisation** Development of non-scripted work through techniques to encourage fluency of thought, imagination and creativity.

### **Assessment:**

Apart from Scheme 1, assessed from the list below, according to the task.

Group Skills, Use of Drama Techniques, Performing Characters, Staying in role, Responding to ideas and performances.

### **Extra Curricular:**

Students have the opportunity to participate in weekly Lower School Drama club, which leads towards a Junior show in the first term of the school year.

### **Aims:**

We want to encourage and enable all pupils to achieve their potential in English and to develop their creative skills. We aim to foster an enjoyment of the subject and a pleasure in reading for a range of purposes and for its own sake. We give pupils opportunities to speak with confidence and to listen effectively. We work with students to develop their analytical and critical skills and to express these in spoken and written responses which are clear and accurate. We encourage pupils to write clearly in different forms and for various purposes and audiences.

### **Content:**

Our focus in Year 9 is on developing the skills students will need when they move on to their GCSE studies.

The year begins with an exploration of the conventions of broadsheet and tabloid newspaper writing and presentation. Students' reading is focused on extracts from a novel or short stories from the Literary Heritage. They also examine 'The Language of Warfare', looking at prose and poetry about war. Pupils look at the conventions of formal speech writing and produce their own for assessment. Non-fiction work is focused on writing to advise.

In term two, pupils undertake independent reading of a contemporary novel which is later assessed via a group discussion which focuses on a particular aspect of the novel. Pupils read 'Romeo and Juliet' and also see moving image versions of extracts from the play. Literary essay writing skills are revisited as a comparison of the texts is made. Pupils practise their skills for reading in depth and they examine writing to entertain.

In the final term of Key Stage 3, pupils practise reading and writing skills for the papers they sit in the internal summer examinations. Work in the final part of the term focuses on starting to study some of the poetry for their GCSE course, exploring poets' use of language, structure and form. As part of this, students may do some narrative writing and creative tasks. Students are set a reading challenge for over the summer break which will also be related to their Year 10 GCSE work.

### **Assessment:**

Homework is given once each week and may be reading, writing, research or planning. A reading and a writing task will be set each term which will be the basis of that term's assessment. Speaking and listening assignments are also assessed during the year. There is an examination of reading and writing in the summer term.

### **Extra Curricular:**

We encourage students to participate in writing competitions, reading quizzes, World Book Day and any other suitable activities. Where possible, we take students to the theatre if we can find a performance of the texts they are studying.

### **Useful Websites:**

<http://www.bbc.co.uk/schools/ks3bitesize/>

### **Aims:**

In Year 9 students continue to develop their understanding of our complex and dynamic world. Pupils are encouraged to develop geographical questioning, investigation and critical thinking skills to enable them to assess global issues both now and in the future.

### **Content:**

There are a number of key concepts that underpin the study of Geography. In year 9, particular attention is paid to interdependence, environment interaction and sustainable development, space, place and cultural understanding and diversity.

Main topics include:

Cold environments - The study of such contrasting environments to our own encourages students to explore the environmental issues associated with the Antarctic and tundra regions.

Crime and GIS - Pupils will use geographical and ICT skills to explore patterns of UK crime and the impact that it has on society.

Development and Globalisation - This unit encourages pupils to consider the reasons for global inequalities and the implications for individual populations. Pupils explore international links and possible solutions from a range of viewpoints. The final section of the unit explores rapidly advancing economies and the impact on the social, economic and environmental development of these countries.

National Parks - A visit to Dovedale puts this unit into context for students. We investigate the physical landscape and human uses of limestone scenery and discuss the implications of national park management strategies.

### **Assessment:**

Pupils are assessed through the use of end of unit tests and extended investigation tasks. Homework tasks are set regularly and an end of year exam assesses overall progress.

### **Extra Curricular:**

Pupils are encouraged to participate in fieldtrips and the fair-trade activities that frequently run in school. The department also organises international trips which pupils may wish to consider.

### **Useful Websites:**

[http://www.bbc.co.uk/schools/websites/11\\_16/site/geography.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml) - BBC Geography education site.

<http://mapzone.ordnancesurvey.co.uk/mapzone/> - Some fun games to help improve map skills.

<http://kids.nationalgeographic.co.uk/kids/games/geographygames/> - A range of fun Geography games.

<http://www.bbc.co.uk/bitesize/> - Great revision material for all topics studied this year.

## HISTORY YEAR 9

### **Aims:**

In Year 9 we aim to inspire, challenge and move students with the dilemmas, choices and beliefs of people in the **twentieth century**. We encourage pupils to ask and answer questions of the present by engaging with the recent past. They develop a chronological overview that enables them to make connections within and across different periods and societies.

As students develop their understanding of the **twentieth century**, they will continue to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past. Most importantly, they will build on their capacity to substantiate any arguments and judgements they make.

### **Content:**

#### **'The twentieth century world'**

- The First World War: including its causes, trench warfare, key battles, 'shot at dawn', remembrance, the Treaty of Versailles
- Britain and Germany 1939 - 45: including steps to war, key battles of the Second World War, life on the Home Front in Britain, the journey to the Final Solution, D Day and victory for Britain.

### **Assessment:**

Homework is issued in line with the School's timetable and should only take up to a maximum of 30 minutes per week. Furthermore, students complete at least three assessments, one in each term, and an end of year examination.

### **Extra Curricular:**

All students take part in a visit to the Imperial War Museum, Manchester, where they interact with exhibits and films within the museum. Furthermore, students attend workshop in which they handle artefacts from the Second World War.

### **Useful Websites:**

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

[www.spartacus.schoolnet.co.uk/history](http://www.spartacus.schoolnet.co.uk/history)

[www.bbc.co.uk/learningzone](http://www.bbc.co.uk/learningzone)

[www.schoolshistory.org.uk](http://www.schoolshistory.org.uk)



### **Aims:**

In Mathematics we aim to develop mathematical knowledge and higher order thinking skills in a way which encourages confidence and provides satisfaction and enjoyment.

### **Content:**

In Year 9 we will be delivering the GCSE curriculum and will mainly study topics which will include:

Number - indices and standard form, surds.

Algebra - changing the subject of the formula, co-ordinate geometry and inequalities.

Shape and space - trigonometry, bearings, cones, spheres, similarity.

Data handling - cumulative frequency diagrams, probability.

By the end of Year 9 a substantial proportion of the GCSE should have been taught and students should be able to look at GCSE papers and problems and complete these with a high degree of success.

### **Assessment:**

Homework is given once a week. Assessments will be set each term and mini tests will happen throughout the year.

### **Extra Curricular:**

Maths Enrichment Club will still take place each week and will be open to all girls.

### **Useful Websites:**

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.nrich.maths.org](http://www.nrich.maths.org)

[www.emaths.co.uk](http://www.emaths.co.uk)

[www.mangahigh.com](http://www.mangahigh.com)

## MODERN FOREIGN LANGUAGES YEAR 9

### **Aims:**

In this last year of the KS3 curriculum we aim to consolidate pupils' knowledge and understanding of the foreign language in order to provide them with a good base for success at GCSE in one or two languages.

### **Content:**

In Year 9 we cover the remaining language topics required at KS3 which are of practical use when visiting the foreign country. We also consolidate and build on pupils' knowledge of grammar to ensure confidence both in the understanding and production of more complex sentence structures. At the end of KS3 pupils will also be able to understand and use a variety of tenses and more complex opinions.

### **Assessment:**

Homework is given once a week and should take about 40 minutes to complete. Formal assessments are set in the middle of each term. The end of year examination assesses overall progress.

### **Extra Curricular:**

We have a mentoring programme open to girls who are experiencing difficulties or who would like any extra help. All pupils take part in a cultural project/experience at the end of the year.

### **Useful Websites:**

<http://www.languagesonline.org.uk/>, <http://www.linguascope.com/>,  
<http://atantot.com/menu.htm>, <http://www.jpf.org.uk/language/exercises/list.php>

### **Aims:**

- To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing.

### **Content:**

The course is delivered through 3 main projects that last approximately 1 term each:  
Reggae, Ostinato patterns, Variations.

Each unit incorporates:

- Listening and Appraising skills
- Composing Music - individual & small group
- Performing - solo, small group & whole class (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in other instruments that they are able to play where appropriate)

### **Assessment:**

- Each project incorporates a number of teacher assessments that contribute towards an overall project grade.
- Informal peer group assessment in class
- Ongoing Self assessment
- External grade examinations (ABRSM or Guildhall)

### **Extra Curricular**

- Choir
- Orchestra (grade 3+)
- String ensemble (grade 3+)
- Training Band (grades 1 - 3)

### **Useful Website:**

- [Qmmusic.info](http://Qmmusic.info)

## PHYSICAL EDUCATION YEAR 9

### Aims:

The aim of the Physical Education Department is to develop each pupil's physical competence and to help promote physical development of the individual through the experience and enjoyment of a wide range of physical activities.

In Physical Education we strive for students to become:

- successful learners who enjoy learning, make progress and achieve,
- confident individuals who are able to live safe, healthy and fulfilling lives,
- responsible citizens who make a positive contribution to society.

### Content:

During Year 9, pupils are offered a variety of opportunities within PE that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject. Pupils are given the opportunity to:

- get involved/ participate in a broad [range of activities](#) that develop the whole body (mentally and physically),
- experience a range of roles within a physical activity (performer, leader & official),
- perform as an individual, in a group or as part of a team in competitions or performances to audiences,
- use [ICT](#) as an aid to improving performance and tracking progress,
- make links between PE and other subjects and areas of the curriculum.

Physical Activities pupils participate in during Year 9 include:

- Health related fitness - create own workout, muscular endurance using weights.
- Dance - choreograph group performance using a stimulus.
- Netball - umpiring a game, tactical play.
- Cricket - variation on batting, wicket keeping, umpiring a game, tactical play.
- Athletics - track and field events, safety.
- Indoor athletics - fields events, fitness for athletics.

**In Year 9 pupils are expected to achieve a Level 6.**

### Assessment:

Assessment will take place during each unit covered in Key Stage 3 and a record will be put into the pupils' PE assessment booklet at the end of each unit of work.

Each pupil's self assessment booklet is to be filled in at the end of every activity module. It is hoped that pupils will use the criteria to set themselves targets, to help them improve and make them more aware of assessment standards.

### Extra Curricular:

PE run a variety of extra-curricular clubs throughout the academic year, including netball, fitness, rounders, dance, cross country running, football, dodgeball, cricket and athletics. Pupils have the opportunity to represent the school in inter school competitions including netball, cricket, cross country running, sports hall athletics, football and athletics. Clubs are offered to all pupils to improve their performance and learning in the above activities. Pupils also have the opportunity to represent their house in intra house competitions - netball, benchball, rounders, dance, cricket and athletics.

### Useful Websites:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239086/SECONDARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf)

<https://www.englandnetball.co.uk/my-game/schools/>

<https://twitter.com/QMHSPE>



## PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE) YEAR 9

### Aims:

- Education for Citizenship aims to equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Personal wellbeing aims to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### Content:

The PSHCEE programme is broken down into three key components: personal wellbeing, economic wellbeing and citizenship. Throughout Key Stage 3 PSHCEE students will have the opportunity to develop the following essential skills and processes as part of these 3 components:

**Personal wellbeing:** Critical reflection, decision making and managing risk, developing relationships and working with others.

**Economic wellbeing:** Self-development, exploration, enterprise and financial capability.

**Citizenship:** Critical thinking, enquiry, advocacy, representation and taking informed and responsible action.

The key concepts outlined in the three main components of PSHCEE are delivered through the following topics:

**My economic wellbeing - Managing money**

**Me and my future - GCSE options and my future**

**SRE - Sex and relationships education**

**Liberties and freedoms - Human rights**

### Assessment:

Assessment occurs through a range of methods, including pupil self-evaluation and assessment tasks contained within each unit of work.

### Extra Curricular:

- Personal health and wellbeing is promoted by extracurricular sports.
- The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.

## RELIGIOUS STUDIES YEAR 9

### Aims:

In Year 9 we aim to continue developing high order thinking skills through the rigorous study of Philosophy and Ethical Morality. The girls are given an opportunity to study elements of GCSE content to ensure challenge and enable them to have an informed choice about the commitment needed to further their study into KS4.

### Content:

In Year 9 the work will consolidate levels 7 and 8 of our Locally Agreed Walsall syllabus and prepare the students for GCSE RS

The main areas of study are:

- An introduction to Life After Death- Philosophy module
- The next unit is a study of Ethics and morality (Moral philosophy).
- An introduction to Buddhism.
- An introduction to Religious Experience which is a Philosophy module.

### Assessment:

Homework is set weekly and should take about 50 minutes; the girls will also undertake an Independent Learning Project based on their Buddhism Visit. Midterm assessment and a summer examination to assess their end of KS level will be conducted.

### Extra Curricular:

The girls can join a Year 9 debating philosophy club lead by Sixth form A level students.

The girls can also become a Fair Trade/Eco Form Representative. They also have the opportunity to attend a Buddhism Vihara visit.

### Useful Websites:

[www.biblegateway.com](http://www.biblegateway.com)

[www.birminghambuddhistvihara.org](http://www.birminghambuddhistvihara.org)

## SCIENCE YEAR 9

### Aims:

To stimulate interest in and enjoyment of the study of science.

To develop essential knowledge and understanding of the concepts of science, and the skills needed for the use of these in new and changing situations.

To develop students' ability to:

- Select and use information from a variety of sources
- Form hypotheses, predict outcomes and to solve problems
- Collect, present and interpret experimental and empirical data
- Communicate scientific ideas and arguments logically and concisely.

### Content:

Students will begin working towards GCSEs in Biology, Chemistry and Physics

Specification followed is Edexcel GCSE (9-1) in Biology, Chemistry and Physics. These are three year courses that will continue into years 10 and 11. The students will be expected to carry out 8 core practicals for each subject during their three year course. Their practical skills will not be assessed formally, but their knowledge, skills and understanding of the procedures they have followed during their GCSE will be examined within the body of the two written papers they will sit in each subject.

### Assessment:

Regular testing at the end of topics

There will also be an end of year examination in May.

### Extra Curricular:

Weekly subject clinics where students can receive support from staff and 6<sup>th</sup> form Science Ambassadors.

### Useful Websites:

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.docbrown.info/ks3science.htm>

<http://www.edexcel.com/quals/igcse/edexcel-certificate>