



HEART OF ENGLAND
Creating Futures

YEAR 9: CURRICULUM AND LEARNING



Year 9: Curriculum and Assessment

This booklet is to provide an insight into the curriculum your child will study in Year 9 and identify assessment points. Curriculum leaders have listed key topics covered in Year 9, highlighting key knowledge and skills they will develop.

Our curriculum at Key Stage 3 has been designed to focus upon the skills and knowledge that a student needs in order to fully grasp the key concepts and ideas, which will enable deeper appreciation and understanding within each subject area. To this end there will be a greater emphasis upon formative assessment (that is the type of assessment where teachers direct students on how they can improve a particular skill or aspect of understanding) with formal assessments (summative) taking place less often.

Progress Review:

There are two formal assessment points in Year 9, where you will receive a % score and report indicators in each subject for your child via Insight.

SPRING	SUMMER
February 2020	July 2020

In addition to this you will receive Report Indicators during the Autumn term.

What does the percentage tell me?

This indicates the progress your child has made. The assessment model is designed so it increases with difficulty. Therefore, if your child's % remains broadly the same (<5%>) then they are making progress. Any significant changes could indicate a dramatic improvement in progress or highlight a lack of progress.

What do Report Indicators tell me?

These inform you of your child's approach to different aspects of learning: Classwork, Homework, Personal Organisation and Work Ethic. For each subject these are graded in line with the criteria on the next page. They help to identify if there is a problem with homework in a particular subject or if your child is arriving to all lessons with a fantastic approach to learning. 'Excellent' is not given out lightly and therefore should always be celebrated.

Is my child set for all subjects?

No. This is dependent on the subject and indicated by an * in this booklet. Our philosophy at Heart of England is that all groups, no matter their ability, study the same curriculum and content. The groupings allow for teachers to cater more closely to those specific students' skills gaps and needs. There can be a need for these groupings to change during the year as we react to students' individual progress during the year.

Should you have any concerns about your child's progress during the year please contact the class teacher. Alternatively, Mrs Henton as KS3 Academic Co-ordinator will be able to direct you to other suitable contact points.

Report Indicators

	Homework	Behaviour	Personal Organisation	Work Ethic
EXCELLENT	Always completed. Consistently produces homework of the highest standard and quality.	An exemplary student who enhances their own and others' learning and contributes positively to the learning environment. Consistently makes the right choices.	Consistently prepared for learning by bringing all of the necessary equipment all of the time.	Strives to learn, improve and develop in the subject. Conscientious and hungry for knowledge.
GOOD	Always completed. Produced to high standard and quality. but does not necessarily aim for highest standard.	Demonstrates expected high standards in lessons contributing positively to the learning environment. Makes the right choices, showing self-discipline.	Brings all or almost all of the necessary equipment.	Cares about doing well, understanding and improving in the subject. Their effort and attitude is of the expected high standard.
INCONSISTENT	Lapses in punctuality of submission or quality. Quality varies dependent on task.	Behaviour in lessons is variable. Can behave in a way which distracts others in lessons which impacts negatively on the learning environment. Cannot always be relied upon to make the right choices.	Not always prepared for lessons, forgetting the necessary equipment which impacts on learning. Additionally, there might be issues with deadlines and punctuality.	Variable effort and attitude in lessons possibly dependent on task or topic. At times they might do the bare minimum and show little interest in excelling.
POOR	Not always completed or done with care. Completed tasks are below the standard expected.	Behaviour is below the expected standards of the school. Consistently has a negative impact on the learning environment. Rarely makes the right choice.	Consistently not prepared for lessons, not bringing the necessary equipment which impacts negatively on learning. Additionally, there might be issues with deadlines and punctuality.	Rarely shows an interest in learning. Consistently does not try in lessons. Their effort and attitude are below expectations. Passing the time.

English

Key Topics	Skills Covered	Progress Review
The 19th century novel	A close study of the style, language, form and structure of the 19 th century novel with a piece of narrative writing to follow using the conventions studied.	Autumn
The modern novel Closed book essay on an aspect of narrative	Analysis of aspects of narrative – characterisation, theme, structure, narrative perspective etc. Learning of quotations and ability to retain information about the text for use in the assessment	
Non-Fiction writing: letters, speeches, broadsheet articles, essays	Examination of a range of journalism, speeches, letters and discursive essays. Research and writing of a well-crafted influential piece of discursive writing.	Spring
Shakespearean Tragedy	Understanding of the genre characteristics and an analytical essay examining the language, form, structure and dramatic devices of a significant part of the play chosen	
Exam	Reading and writing skills tested in an unseen exam which draws on all of the skills learned in KS3 Writing focuses on comprehension, language analysis, structure analysis and evaluation of the writer's craft in non-fiction	Summer
Modern Poetry Comparison skills	Comparative skills. Ability to analyse, evaluate and compare two important poems of the 20 th century	

*This subject is set according to ability

Maths

Key Topics	Skills Covered	Progress Review
Graphs and Proportion	Plotting Cartesian coordinates. Exploring linear graphs. Using direct and inverse proportion. Calculating with scales. Using standard form.	Autumn
Algebraic Expressions	Exploring arithmetic and geometric sequences. Algebraic manipulation. Changing the subject of a formula. Expanding and factorising expressions.	
2D Geometry	Construction and loci. Exploring triangles & quadrilaterals (angles on diagonals). Understanding congruence and similarity. Finding angles in polygons.	Spring
Equations and Inequalities	Constructing and solving equations and inequalities. Understanding graphical solutions to simultaneous linear equations. Exploring quadratic and other graphs.	
Geometry	Solving problems using Pythagoras' theorem. Exploring trigonometry with a 30-60-90 triangle. Transformations (translation, rotation, reflection). Using known angle and shape facts to obtain simple proofs.	Summer
Statistics	Calculating probabilities. Finding and estimating the mean of grouped data. Comparing two data sets. Constructing statistical diagrams. Using scatter graphs to compare data.	

*This subject is set according to ability

Science

Key Topics	Skills Covered	Progress Review
Patterns in Chemical Reactions	Structure of the atom, Periodic Table, energy changes in chemical reactions	Autumn
Respiration	Energy from food, aerobic respiration, anaerobic respiration, respiration in micro-organisms	
Sound and Pressure	Sound waves Hearing Balance Pressure and calculations	Spring
Inheritance	Influence of genetics and environment on physical characteristics Structure and function of chromosomes and mechanisms of genetic inheritance	
Earth Science	Structure of the Earth, rock types and the rock cycle, the atmosphere	Summer
Energy 2	Energy efficiency and insulation Energy uses	

*This subject is set according to ability

Art

Key Topics	Skills Covered	Progress Review
Perspective	Observational skills Drawing skills. The rules of perspective, scale and proportion.	Autumn
Masks	Experimental printmaking, fabric work Tie Dye, Batik.	Spring
Portraits	Explore the art of portraiture. Reflect critically on their own and other people's work, judging quality, value and meaning.	Summer

Computer Science

Key Topics	Skills Covered	Progress Review
Baseline	Baseline test – everything you did in Y7 and Y8 and everything you will be doing this year	Autumn
Programming with Python	Using functions, pattern spotting and problem solving Using flowcharts. Debugging	
Binary & Hexadecimal	Converting to and from, adding.	
Storage	Units of storage and why it is important	
Assessment (includes Y7 & 8 foundation work)	Everything studied this term.	
Database	Using SQLiteBrowser and SQL to manage databases. Different kinds of data	Spring
Low-stakes test CPU	A small test on databases Fetch-Decode-Execute and RAM. Logic Gates and RAM	
Low-stakes test Spreadsheets	A small test on CPU, FDE & Logic Gates + prev work Review from Y7 & Y8 IF THEN ELSE, and NAMING cells for VLOOKUP, AND/NOT/OR logic	
Revision time	Everything we've done this year– joined together thinking	Summer
Everything studied in Y7, Y8, and Y9	Everything studied this year, including some practical tasks	
EOY review	Troubleshooting period – resolving issues that the EOY assessment has disclosed	

Drama

Key Topics	Skills Covered	Progress Review
Artaud	We are introduced to practitioner Artaud and his influences on modern theatre and use of semiotics, which we explored in year 8.	Spring
Blood Brothers	We explore this iconic Willy Russell text through use of conventions and look at the effect of the playwright's decisions. Here we develop our knowledge of script by bringing the page to stage combining all production elements.	
Comedy	An introduction to comedy through the texts of John Godber. We look at the techniques employed in the genre as well as the performance skills required.	
Devised project	Here students are required to demonstrate all the skills and knowledge they have acquired in the past 3 years in a final devised unit of work. This not only is a summative assessment but also introduces those who have chosen Drama as a GCSE option to the requirements of the exam board.	Summer

Geography

Key Topics	Skills Covered	Progress Review
Geohazards Tectonic hazards: causes, effects and management Case study: Asian tsunami	Effective research Communication Making connections Justification Evaluation	Spring
Development: Why are we not all equal? Poverty and development around the world Causes, effects and solutions Enquiry: Are wealth and health connected?	Communication Making connections Perspectives Effective research Map skills Justification	
Economic World Employment structure, changing jobs types and globalisation Enquiry: How have job types changed over time?	Communication Making connections Perspectives Evaluation justification	Summer
Climate change (GCSE topic) Causes, effects and management of climate change	GCSE knowledge and skills	
Resource management (GCSE topic) Our use of food, water and energy. Provision and impact of our energy resource choices	GCSE knowledge and skills	

History

Key topics	Skills covered	Progress Review
Why was the world a different place by 1900?	Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. Significance Source analysis Comparing interpretations	Spring
How <i>great</i> was the First World War?	Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. Significance Source analysis Comparing interpretations	
How did the world change after World War One?	Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. Significance Source analysis Comparing interpretations	Summer
How different was the Second World War?	Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. Significance Source analysis Comparing interpretations	
Why was the Holocaust able to happen?	Knowledge and understanding. Chronological understanding. Cause and consequence. Change and continuity. Significance Source analysis Comparing interpretations	

ICT

Key Topics	Skills Covered	Progress Review
Baseline testing	Baseline test – everything ICT based you did in Y7 and Y8 and everything ICT based you will be doing this year	Autumn
Presentation software (this topic will be revisited during the year to cover all the topics required in stages)	Sound, video, animation, transition, master pages design and changing, ppt 'show' for security Aesthetics, use of white space, printing in different formats	Autumn/ Spring/ Summer
Spreadsheet software (this topic will also be revisited during this year)	Basic functions, plus vlookup, sum, concatenate, abs refs, linking worksheets, what if, hide/unhide,	Spring/ Summer
Database software	Using MS Access, creating a form, simple queries and reports	Autumn
DTP/Word Processing	Extending skills learnt in year 7 and year 8	Autumn/ Spring/ Summer
Practical Assessment Two tasks from the work studied in Y9	Summative test for all work completed this year. Students are given one compulsory task and a choice from 2 other tasks.	Summer
DTP/Word Processing/ Mail Merge	Writing a document and linking it to a data source	

(MFL) French (full)

Key Topics	Skills Covered	Progress Review
Healthy Living/Music & Celebrity culture/Fashion & clothes	<p>To recall gender rules with a/the/some To use 'depuis + number of years', to know the future tense endings, To know the conditional tense endings, to construct 'si' clauses using conditional, imperfect or present & future</p> <p>To recall how to form the conditional tense, To recall how to use comparatives/ superlatives To understand that they are able to use verbs in 4-5 tenses from the infinitive – present tense, perfect tense, imperfect tense, future tense & conditional tense</p>	Spring
Holidays	To know how to describe disastrous holidays, to know at least 6 irregular past participles, to recall the 13 verbs that go with être in passé composé	Summer

*This subject is set according to ability

(MFL) German (full)

Key Topics	Skills Covered	Progress Review
Healthy Living/Music & Celebrity culture/Fashion & clothes	To learn parts of the body & talking about injuries, to use “seit + number of years” To understand how to form the future tense with ‘werden’, To understand how to use structure: ‘wenn ich...’, To recall the endings of the imperfect tense To recall how to form the conditional tense, To recall how to use comparatives/superlatives To understand that they are able to use verbs in 4-5 tenses from the infinitive – present tense, perfect tense, imperfect tense, future tense & conditional tense	Spring
Holidays	To know how to describe disastrous holidays To understand how to use the perfect & imperfect tenses together	Summer

*This subject is set according to ability

(MFL) German (1 year)

Key Topics	Skills Covered	Progress Review
Personal ID/Family/Likes and dislikes/School	Phonetics Haben Sein Family members Physical appearance opinions Adjectives Alphabet School subjects Mögen + INF Connectives Adjectives to describe a teacher Days of week School buildings Time Triggers for present and Perfect tenses Regular and irregular verbs in the perfect tense Using familiar language of family and school subjects to imbed the perfect tense	Spring
Jobs & Future Plans	Future tense Future plans after GCSE Frequency phrases Wenn in the future Jobs Opinions on future life & future plans Re-cap topics from past 3 half terms.	Summer

*Set 1 and 2 students can choose to study this alongside their main language

(MFL) French (1 year)

Key Topics	Skills Covered	Progress Review
Personal ID/Family/Likes & dislikes/School	Jouer, faire, 'er' verbs Infinitives Using negatives Gender Numbers Forming questions Using 'être' with all pronouns Family members Physical appearance opinions Adjectives Alphabet School subjects Adjectives to describe a teacher Days of week Time	Spring
Jobs & Future Plans	Future tense Future plans after GCSE Frequency phrases Jobs Opinions on future life & future plans Re-cap topics from past 3 half terms.	Summer

*Set 1 and 2 students can choose to study this alongside their main language

(MFL) Spanish (1 year)

Key Topics	Skills Covered	Progress Review
<p>Physical and character descriptions of family members and friends</p> <p>The use of regular – ar verbs</p> <p>Opinions on school subjects</p> <p>What you and others do in lessons</p>	<p>Spanish pronunciation</p> <p>Physical & personality description</p> <p>Ser, tener & estar</p> <p>Present Tense & translations</p> <p>School subjects & using comparisons</p> <p>Preterite Tense (ar, er, ir verbs)</p> <p>Using two tenses together to contrast time frames</p> <p>‘Tener, hacer & estar’ in present & preterite</p> <p>Present tense and preterite formation</p> <p>Comparatives</p> <p>‘gustar’ and ‘encantar’</p>	Spring
<p>Future plans and life hopes</p>	<p>Talking about what you hope to do in the future</p> <p>Using structures with the infinitive to talk about the future.</p> <p>‘tener’, ‘hacer’ & ‘ir’ in past, present and future reflexive verbs</p>	Summer

*Set 1 and 2 students can choose to study this alongside their main language

Music

Key Topics	Skills Covered	Progress Review
Musical elements: Theme & Variation	Revision of key musical elements. Compose in theme and variation structure.	Spring
Harmony: 4 Chords	Revision of how to interpret notation for piano, ukulele, guitar, bass and drums. Develop ensemble skills. Arrange own performance.	
Rock & Roll	Learn conventions of song writing. Understanding links to other genres. Play fluently within an ensemble.	
Film Music	Composes an effective piece of music which responds to the brief using appropriate imaginative ideas.	Spring
Making Arrangements	Develop song analysis. Develop production techniques using available technology.	
Hooks & Riffs	Understand the use of repetition in music across classical and popular genres.	Summer
Song writing	Composes an effective piece which use appropriate harmonic and melodic devices.	
Video Game Music	Compose using musical conventions of video game music. Use technology to realise ideas in sound.	

Physical Education

Key Topics	Skills Covered	Assessment Procedures
Team Games A selection from: Volleyball Football Netball Rugby Basketball Hockey Cricket Softball Rounders	Advanced Attacking/ Batting Skills Advanced Defensive/ Fielding Skills Rules and Regulations Officiating and Umpiring Sports Leadership Application of skills, tactics and strategy for success Performance Analysis	Throughout the year students are assessed in their performance across two strands: Competence in Performance (60%) and Character in Action (40%). For all sports and activities completed, students will be scored out of 10, and from these their top 6 performance scores will be taken to create a total from 60.
Individual Activities A selection from: Badminton Tennis Table Tennis	Advanced Attacking shots Advanced Defensive shots Advanced Serving Skills Rules and Regulations Tactics and strategy for success in competition Application of skills in game scenarios	Character in Action is marked out of 10 for student's ability to show: Their Personal Best Sportsmanship Teamwork Leadership
Gym Dance Fitness to music Fitness	Larger group choreography Advanced gymnastics and dance skills Methods of training including weight Training Basic Anatomy and Physiology	
Athletics	Leadership in Athletics Event Specialism. Tactics and Strategy in Track and Field Competition for success	

*Students are set in single sex ability groups from year

Religious Studies

Key Topics	Skills Covered	Progress Review
What does it mean to forgive? Crime and Punishment /reconciliation (war) All religions	Knowledge, explanation and evaluation. Emphasis on 4 and 5 mark questions with introduction to 12 markers. <i>30 minute exam</i>	Autumn EoY 9
How do Christians apply Bible texts to the world today? Christianity		
GCSE Religious Studies commences after Christmas for Year 9 pupils.		
What is the relationship between science and religion? All religions and other (non-religious viewpoints).	Knowledge, explanation and evaluation. Embedded 4 and 5 mark questions with increasing difficulty on 12 mark responses. <i>40 minute exam</i>	Spring
Christian faith (Holy Trinity, Christian practices).	Knowledge, explanation, evaluation, essay writing, communication <i>60 minute exam</i> based on GCSE exam questions. Emphasis on 4, 5 and 12 mark questions. Students complete one section from a GCSE paper.	January onwards

Product Design

Key Topics	Skills Covered	Progress Review
Product Design	CAD/CAM skills are further developed and enhanced during a project centred around iterative design. Students are encouraged to use feedback and the opinions of others to become a more independent and creative designer.	Autumn
Mechanisms.	More traditional workshop skills are developed through practical tasks that focus on accuracy and precision when designing and making. Relevant theory is taught alongside to enhance students' knowledge and understanding.	Spring
Designers and Design styles.	Students will develop their creativity and knowledge of designers and design styles. They will look at iconic designs and their impact on others.	Summer

Food

Key Topics	Skills Covered	Progress Review
Healthy Eating rules	Understanding the importance of food and personal safety within the food environment, whilst applying them to make products using arrange of technical skills, exploring finishing techniques and food safety. The eight healthy eating rules are being applied to the practical making and the theory behind each rule understood.	Autumn
Vegetarian diets	The eight healthy eating rules have been taken and applied to a vegetarian diet. Practical work supports the enhancement of technical skills and applying the theoretical knowledge.	Spring
Food Provenance	Knowing where and how our food is farmed is the focus, whilst continuing to make products of further complexity.	Summer