

# Willingdon Community School

## YEAR 9 CURRICULUM 2018-2019

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### KEEPING YOU INFORMED

As part of our aim to keep you informed, we outline here the content of the curriculum studied by students in Year 9. We hope this will help you keep track of what is being taught and assist you in understanding the school curriculum.

# English – Year 9

In **Term 1**, students read a novel as a class to develop a deeper understanding of literary techniques. Students study the way characters are presented, development of setting and how suspense is created. Key chapters will be analysed in detail to develop the students' ability to comment on language and other features of writing. They will also produce their own writing responses.

**Term 1 assessment task: analysing an extract from the novel exploring language and structure.** This links to GCSE Literature Paper 1 Sections A and B

In **Term 2**, students study a range of texts from the Gothic genre, identify their main features, themes and study the language and techniques used by the writer to create a specific effect on the reader.

**Assessment task: a descriptive piece of writing.** This links to GCSE Language Paper 1 Question 5.

In **Term 3**, students are introduced to a range of thematic poetry and descriptive writing.

**Assessment task: a comparative analysis of two poems.** This links to GCSE Literature Paper 2 Section B.

In **Term 4**, students study texts from the nineteenth century including Sherlock Holmes novels. This is designed to prepare them for a GCSE approach to studying texts.

**Assessment task: narrative writing.** This links to GCSE Language Paper 1 Question 5

In **Term 5**, students study a Shakespeare play ('Macbeth'). Students complete an essay response in which they demonstrate their analytical skills by commenting on the language used as well as the structure. They will produce writing responses linked to the themes of the play.

**Assessment task: Shakespeare analysis based on extract.** This links to GCSE English Literature Paper 1 sections A and B.

In **Term 6**, students study a range of non-fiction from the nineteenth, twentieth and twenty first century. This unit gives them a taste of the GCSE Language exam.

**Assessment task: non-fiction writing argumentative speech based on an opinion statement.** This links to GCSE Language Paper 2 Question 5.

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# MATHEMATICS in Year 9

In Year 9 we use our own teaching plan built around stages that is designed to support and develop students from their ability on entry to success at GCSE. The Department subscribes to 'MyMaths' ([www.mymaths.co.uk](http://www.mymaths.co.uk)), an interactive mathematics website. MyMaths allows students to select the level of work they are doing and therefore choose their own learning pathway through the material. Students can work at home on lessons which they have been taught in class, and choose appropriate material for their level, thus encouraging independent learning. This is further complemented by the addition of *MathsWatch* ([www.mathswatchvle.com](http://www.mathswatchvle.com)) to our available resources. *MathsWatch* provides visual and audio lessons to Year 9 Mathematics topics and all students will be provided access to the site.

## **Terms 1 and 2**

Students cover work on patterns, numbers and the number system, calculation, shape and space, algebraic manipulation and fractions.

## **Terms 3 and 4**

Here we look at statistics, equations, probability and symmetry.

## **Terms 5 and 6**

During these terms we study proportion, graphs and measurement.

## **Equipment**

Students are required to be equipped with a scientific calculator and geometry set for every Maths lesson. These can be purchased from the mathematics department through parent pay at no profit to us.

## **Assessment**

Students are assessed on 13 key skills each year. Three fortnightly tests concentrate on the same set of skills, allowing students to improve and consolidate their understanding, before moving on to a different set. In between the key skills tests, students are assessed on their ability to apply their understanding and reason mathematically when faced with longer worded questions. A couple of times a year, students sit longer review papers that help us to make predictions about the likely GCSE grade that might be achieved.

## **Homework**

Homework is set once a week for approximately 90 minutes and will be taken from various sources including online using *MyMaths*.

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## SCIENCE in Year 9

In Year 9 students start studying GCSE courses in Biology, Chemistry and Physics. Our Schemes of Work are based on the AQA 9-1 Collins Schemes. Nine units will be covered in Year 9, Biology 1-3, Chemistry 1-3 and Physics 1-3.

Biology, Chemistry and Physics GCSE's are assessed at the end of Year 11. Students will sit two papers for each science.

### Year 9 Areas of Study

#### **Biology**

B1 Cell Biology

B2 Photosynthesis

B3 Moving and Changing

#### **Chemistry**

C1 Atomic Structure

C2 Structures, Bonding and  
Properties of Matter

C3 Quantitative Chemistry

#### **Physics**

P1 Energy

P2 Electricity

P3 Particles

## MODERN LANGUAGES in Year 9 - FRENCH

In Year 9 students will continue to develop and extend work on topics from years 7 and 8, as well as preparing new topic areas. All sets follow the Studio Course (Foundation and Higher), sets 1&2 work with the higher course whereas set 3 follow the foundation course.

Grammar work will concentrate on the development of the use of tenses. Students of all sets will also develop their learning skills in preparation for the new GCSE requirement.

Sets 1 and 2 especially will be expected to present work orally in front of the class, as well as developing their written skills in order to produce essays in French in Year 10 and 11.

### **Homework**

Homework will be set once a week. There will be a variety of tasks from a website directly linked to the textbook used in class where they will be able to access reading tasks, and listening tasks. They will also be set speaking and written tasks to prepare for their assessments.

### **Assessment**

Assessments will be in the form of regular vocabulary tests, where spelling will matter, and more formal tests based on reading, writing, speaking and listening. They will be assessed on two skills per term: speaking/ reading and writing/ listening.

**Topics studied:**

**Module 1** : My social life (discussing Facebook/ music events/ going out/ music festivals around the world)

- ❖ **Assessment 1**: writing (Say how often you go on the internet, how long you spend on it and what you are going to do on the internet in the future) and listening.

**Module 2** : Being healthy (parts of the body/ sport/ healthy eating/ making plans to get fit)

- ❖ **Assessment 2**: speaking (Say what you must do to get fit, what you think about sport, what you do to keep fit, what you eat and drink which is healthy/ unhealthy, and what you will do in the future to keep fit) and reading

**Module 3** : My future (jobs/ learning languages/ using the future and the past)

- ❖ **Assessment 3**: writing (mention two things that interest you, say what kind of pupil you are, say what kind of work interests you and mention what two of your friends want to do, mention three things you will do when you leave school) and listening.

**Homework**

Homework will be set once a fortnight. Students will be set homework from <https://www.pearsonactivelearn.com> website where they will be able to access reading tasks, and listening tasks. They will also be set speaking and written tasks to prepare for their assessments.

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## **MODERN LANGUAGES IN YEAR 9 – Spanish**

Year 9 students will be the first cohort to take Spanish. The 1-lesson-a-week programme will follow a new programme of study focussing on communication, sentence building and basic grammar to help them discover a passion for languages and giving them the basic skills in the language to be able to take it for GCSE. Students will be encouraged to use online resources to support their learning and become more independent learners. There will also be opportunities for students to do project work and to learn about Spanish and Latin American culture.

During Year 9, studies include the following topic areas:

Introduction:

- Learning the numbers, alphabet, pronunciation
- Understanding teachers' instructions

- Knowing how to say the items in the classroom and school equipment

#### Module 1: Mi Vida/My Life

- Introducing yourself (name, age, how you are feeling)
- Describing your personality
- Talking about animals and pets
- Understanding dates
- Writing skills

#### Module 2: Mi Tiempo Libre/My Free Time

- Giving your opinion
- Describing the weather
- Talking about sports and leisure activities
- Using the Present Tense to talk about hobbies
- Speaking Skills

#### Module 3: Mi Instituto/My School

- Giving your opinion on school subjects
- Describing your school
- Present Tense (-er and -ir verbs)

#### Homework

Homework will be set once a week. There will be a variety of tasks to practice reading, listening, speaking and writing skills as well as vocabulary lists for students to learn.

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## **GEOGRAPHY in Year 9**

The syllabus in Year 9 split into three units. Firstly, we focus on 'Urban Studies' in higher income countries with a particular focus on the UK. As part of this, we take students through a practical exercise based on local fieldwork in order to model the requirements of the GCSE. This is followed up with an evaluation assessment. We then compare the challenges and opportunities presented by an increasingly urbanised world. Secondly, we explore how and why populations change over time and look at different types of migration. This is a contemporary issue and we use up to date case studies as exemplars. Thirdly we examine 'Development' in geography with a

focus on globalization and urban issues. This topic considers the gap between higher and lower income countries, how that gap can be reduced and the link to the economic activities of primary, secondary, tertiary and quaternary sectors. These units will be assessed through formal exams and practice fieldwork assessments. This year's study and assessments are designed to help prepare students who opt for Geography GCSE particularly in elements of Papers 2 and 3 of the new GCSE specification. The scheme of work is adapted to suit different learning styles and abilities.

### Assessment

- **Term 1** - Urban Studies GCSE Assessment. This is an exam based assessment which test student knowledge and understanding of the pre released skills materials which are a key component of Geography GCSE study.
  - **Term 2** - Fieldwork Evaluation Assessment. This assessment is adapted to prepare students for the new specification GCSE
  - **Term 3** – Population Assessment. This is also a GCSE style paper with a mixture of question types testing knowledge, skills and understanding of command words.
  - **Term 4** – Migration Assessment. This is a GCSE style paper with a mixture of question types testing knowledge, skills and understanding of command words.
  - **Term 5** - Development Assessment. This is a GCSE style paper with a mixture of question types testing knowledge, skills and understanding of command words.
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## HISTORY in Year 9

History in Year 9 focusses for the most part on 20<sup>th</sup> century British and world History in order to lay the best possible foundation for the GCSE course.

We begin with a look at Britain at the turn of the last century when Winston Churchill said he saw no glory in '*a country that could rule the waves, but couldn't flush its own toilets*'. Topics will include the work of social reformers and the campaign for votes for women.

Students will look in depth at the causes of WW1 and how trench warfare developed. We will look at how total and propaganda affected the Home Front, why women got the vote in 1918 and the attitudes of the British public towards Germany by the end of the war.

There is a depth study of America in the 1920s with a particular focus on intolerance and prohibition. We then look at the inter-war years from the Treaty of Versailles to the German Invasion of Poland in 1939. We look at aspects of the Home Front during WW2 including evacuation and the Blitz. All students will study the events of the Holocaust.

In term 6 we look at some of the changes in post-war Britain in the 1950s and 60s including immigration and youth culture.

During the year students will experience a variety of teaching and learning activities. There will be a field trip to Belgium in term 3 to compliment our studies of WW1.

Homework is set fortnightly to consolidate and extend class work. Students are set a variety of tasks appropriate to their ability and level of progress. The Department encourages students to carry out extended research to increase their knowledge.

**Assessments in Year 9 are modelled on GCSE questions and marking done in accordance to GCSE mark schemes.**

**Term 1** The causes of WW1

**Term 3** USA in the 1920s

**Term 4** The causes of WW2

**Term 5** Was America's use of the atomic bomb justified?

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## **ETHICS & PHILOSOPHY in Year 9**

In Ethics and Philosophy students develop their independent study skills and complete a research project tailored to their interests. Students work with their peers to explore concepts that challenge their view of the world and appreciate the alternative viewpoints of others. The development of critical thinking, reflection and the building of confidence is strengthened as students research one of the following topics and produce an exhibition for their peers; Animal Ethics, Life After Death, Evil and Suffering or Buddhism.

Students are given an opportunity to explore themes covered in the GCSE and challenge themselves, developing intrinsic motivation and passion for a well-established subject.

We investigate contemporary ethical issues and fundamental questions of human existence, relevant to the individual in his or her personal development. In year 9 such questions include- What happens when we die? Do animals have rights? Are some people evil?

## Assessment

Students will present on their own topic which will include:

- Life After Death
  - Animal Ethics
  - Evil and Suffering
  - Buddhism
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## PHYSICAL EDUCATION in Year 9

PE will be set in single sex groups and set on ability. Students will study activities from the following programme:

- Netball
- Sports leadership
- Gymnastics
- Gaelic football
- Badminton
- Football
- Rugby
- Athletics
- Mountain Biking
- Dance
- Basketball
- Table tennis
- Striking and fielding
- Athletics
- Tennis

## Assessment

1. Demonstrate, apply and analyse the factors that underpin performance and involvement in physical activity and sport.
  2. Demonstrate and apply relevant skills and techniques in physical activity and sport.
  3. Analyse and evaluate own performance to identify areas of improvement.
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## DRAMA in Year 9

Drama at Willingdon Community School aims to develop students' skills as creative individuals, independent learners, and also effective group workers. The Drama curriculum builds distinct opportunities for students to develop key skills such as communication, negotiation, compromise and self-assertion. Students are encouraged to show confidence when speaking and their vocabulary is extended when they adopt roles and characters. Students will gain an understanding of subject-specific vocabulary and will also acquire a growth mindset through reflecting on and appraising their own work and the work of others. All of these skills are again highly transferable across other subjects and into employment.

In Year 9 we begin exploring different performance texts; the 'Grimm Tales and 'DNA'. We explore both texts of using a GCSE style approach ending in an assessed performance.

### **The Grimm Tales**

We begin Year 9 by exploring the characters within the 'Grimm Tales'. The students will develop skills in storytelling and textual analysis. They will examine how fairy tales have developed / changed over time and explore how these stories can be deconstructed to create new versions.

### **DNA**

For the rest of the Drama rotation the students develop their knowledge of the play 'DNA'. They will gain experience of transferring script from page to stage and develop an awareness of social and cultural issues/themes explored within the play. They will be able to create more complex characterisation and introduce more challenging drama techniques when structuring a performance.

### **Assessment**

Students will be assessed in the following three areas:

1. Creating
2. Performing
3. Evaluating

At the end of both schemes, students will develop their evaluative skills through an extended writing task.

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## ART in Year 9

Students in Year 9 will be building upon and refining their skills developed in year 7 and 8 whilst gaining a strong understanding of the expectations at KS4 in GCSE Art and Design. Drawing and observational skills will continue to feature in the curriculum alongside painting, printing, collage and paper manipulation art. Students will be further developing their research skills, looking at contemporary and historical artists and designers and using the artists' work to inspire their own responses. Students will be guided more closely on how to present work at GCSE standard in order to prepare those who have the aim of taking art as an option.

Students will continue to learn how to analyse art works and be encouraged to express their own observations and opinions. They will also build upon previous experience by learning how to analyse and evaluate their own work and that of their peers, using the evaluation process to help them to make further progress in their art work. Literacy will be a key focus at times, with the aim of encouraging students to be able to articulate their own ideas in writing. Homework is set weekly to fortnightly; students are expected to spend a minimum of 30-40 minutes on homework tasks. Often the homework tasks may be ongoing as students develop a long term drawing or project which may extend over a number of weeks but will be monitored each week. For the home work tasks, students will require a basic set of watercolour paints and a brush as well as a set of basic colouring pencils. These pieces of equipment will be discussed with students at the start of the year. The following explains what will be the key objectives which students will be assessed on throughout the year.

Assessment objectives:

- 1. Contextual research** - To develop ideas using research of historical and contemporary artists, designers and craftspeople.
- 2. Media** - To use a range of media, materials, techniques and processes to explore and refine your ideas.
- 3. Drawing and recording ideas** - To record ideas and use a range of drawing and recording techniques (including pencil, pen, painting, printing and photography and image manipulation)
- 4. Final response** - To complete a final, personal response in conclusion to the project in connection with your studies and research.

Projects usually span from 1-2 terms and finish with a final piece which is assessed in class before teacher assessments. Examples of previous projects include:

- Drawings of natural forms to inspire paper manipulations and monochromatic paintings.
- Printing project inspired by the Mexican 'Day of the Dead' festival.

- Drawing and collage project inspired by Balinese masks and the contemporary designer, Jonny Wan.
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## MUSIC in Year 9

***"Music is a part of life, even your heart has a beat!"***

At Willingdon Community School students study a wide range of different musical styles and genres. Music plays an important role in the daily life, with all students being encouraged to participate in music-making and fostering musical ability at the highest level. With a Vocal Group, Orchestra, Technology, Rock and Pop bands, numerous music projects with outside agencies and a wide range of specialist music staff, the Music Department is one of the busiest and liveliest departments in the school.

### **KS3 Music**

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

In year 9 students will cover the following topics:

- Band Skills
  - Composing to a brief
  - Song-writing
  - Dance Music
  - Reggae
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## **INFORMATION COMMUNICATION TECHNOLOGY in Year 9**

During Year 9, students will continue to develop their coding skills in Python, computer control and data handling skills.

They will work on more sophisticated operations using databases, searching data for information and using statistical analysis. They will concentrate on three extended pieces of coursework in preparation for Year 10. The first one centres on data handling, the second on computer control coding their own theme park ride and the third, on developing their coding skills in Scratch and Python.

Within each project students are taught the computation skills relevant to that unit.

### **Assessment**

- Detailed project documentation for each unit
- Their ability to interrogate a database and present findings
- Production of a tested and refined flowchart for their ride
- Online mini-tests
- Working, tested and debugged code for their coded game.

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## **DESIGN & TECHNOLOGY in Year 9**

Design & Technology is taught to all Key Stage 3 students. Years 7, 8 and 9 experience three main focus areas: Product Design, Systems and Control and Food Skills. ICT is used in all of the modules.

In Year 9 we continue to develop Design and Technology capability and we build upon the skills, knowledge and understanding from Years 7 and 8. This course is also preparation for GCSE D&T courses and GCSE Hospitality and Catering. Whilst the projects may appear to result in very different outcomes, the essential core element of designing and making is evident, whatever the product. This enables students to realise that behind every product lies a common 'design process'. It teaches students to understand, appreciate, make and evaluate products, and gives them an insight into methods of design and production.

Students are taught in groups of maximum 20, (mixed gender and ability), for a period of 7 weeks in one focus area by one teacher. They then move on to the next teacher for a different focus for

a similar period until three modules have been completed across the year. Each module will have homework set fortnightly. Each module will have regular homework set. Typical homework will include research and investigation into existing products related to the topic, identifying and carrying out customer interviews and recording feedback, learning key vocabulary and appropriate, innovative design tasks. Design and Technology capability will be built upon over the year to give a final teacher assessment. The student will often be using GCSE criteria and grading to support them with their tasks.

For 2018/19 we offer the following range of modules and projects:

- Module 1: In Year 9 the two workshop DT modules are linked, in the first module students will undertake design research and develop creative ideas and solutions to a lighting brief. They will use CAD/CAM and sketch work to design ideas and develop these through prototype modelling.
- Module 2: In the second module they will construct working models of their lighting ideas, developing key workshop skills and manufacturing techniques.
- Module 3: Focus of learning in Year 9 develops and extends student's skills in the kitchen along with the role carbohydrates play in the diet. Assessment is based on practical work, literacy, homework and a written knowledge test

### **Assessment for DT**

For each of the three modules, the teacher assessment:

- Technical knowledge
- Designing
- Making
- Evaluating

### **Assessment for Food**

- Practical skills
- Theoretical work including homework *(not sure is this is needed still?)*

## **PSHE**

PSHE is to be delivered on a rolling programme on a school wide basis. Lessons will be suspended fortnightly for all tutors to deliver PSHE for a lesson.