

**Year 9**  
**Curriculum Guide**  
**2023/24**

## **Year 9 Curriculum Guide**

### **Introduction**

Dear Parents and Carers

Welcome to the Year 9 Curriculum Guide. Our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a way of ensuring your child has a smooth academic year. The purpose of this guide is to provide you with the full details of the subjects your child will be studying this year, expectations of homework, how and when your child will be assessed and what you can do to support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's Personal Tutor should be your first point of contact.

Yours faithfully

**Chatham Grammar**

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## Assessment in Year 9

As a Year 9 student at CG, students will be awarded a numerical score (9-1) grade based on their attainment in relation to their 9-1 target grade.

Please see the table below for further information on assessments and reporting of progress for Year 9s.

<b>By the end of Term 2</b>	<b>By the end of Term 4</b>	<b>Summer Exam Term 6</b>	<b>Grades Given</b>
45 – 50 minutes extended answer tasks for each subject from content learnt from the start of the year.	45 – 50 minutes extended answer tasks for each subject on content learnt from the start of the year.	End of year exam in each subject.	9-1 Classwork/Attitude to learning grade. Homework grade.

Please note – Leadership will not be graded

## **Subject: Art and Design**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademiustrust.org.uk](mailto:furnell@universityofkentacademiustrust.org.uk)**

### **Course Content:**

#### **Art is taught on a carousel with Textiles**

Students develop their skills across a range of disciplines when they embark on a personal GCSE style project. Students explore the theme of identity and look at the work of a broad range of Artists and Designers who have taken inspiration from this theme. Students are encouraged to take ownership of the project by exploring their own ideas and focussing on their own areas of interest and strength, including the media which they choose to work in. During the Art rotation, students study the following:

- 1) What does identity mean?
- 2) How have other Artists and Designers explored the theme of identity?
- 3) Portrait-celebrating individuality
- 4) Graphic design-How can text be combined with image?
- 5) Students will produce personal outcomes in response to the theme.

### **Key Assessments:**

- 1) Portrait studies (different emotions, ages, races and genders)
- 2) Own pieces inspired by the 2 artists studied
- 3) Outcome which combines ideas from both Artists studied as well as incorporating own ideas.

### **Group Organisation:**

Students are in mixed ability groups.

### **Course Books/Website/Apps:**

Tate.org.uk

Nationalgallery.org.uk

Npg.org.uk

**Additional Material/Equipment Required:** Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson. Students must provide an old shirt or t-shirt to cover and protect their uniform. Students may wish to have their own sketching pencils (B-6B), however this is not a requirement.

## **Subject: Computer Science**

**Subject Teacher: Mrs Sanger**

**Email: [sanger@universityofkentacademistrust.org.uk](mailto:sanger@universityofkentacademistrust.org.uk)**

### **Course content:**

Computer Science enables students to develop computer science knowledge from Year 7 and 8 and learn more in depth computer science theory.

Computer science is taught once a week and students study the following:

Term 1:

- Iconic people
- What is computer science
- Computational Thinking
- The main parts of a computer
- Computer Legislation
- Units of data

Term 2:

- ◆ Input and output devices.
- ◆ Data types
- ◆ Storage devices
- ◆ Logic gates.
- ◆ Search and sort algorithms.

Term 3:

- ◆ Network topologies
- ◆ The internet of things.
- ◆ Cyber security.

Term 4:

- Representing data
- Online Safety

Term 5:

- Spreadsheets

Term 6:

- Using IT to create a brand for a business

Please note: Online safety is covered termly via computer science lessons and/or PT sessions.

### **Key Assessments:**

Each topic will be assessed via Teams quizzes, all classwork is stored in One Note via Teams.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Repl.it website for coding and iPads.

### **Additional Material/Equipment Required:**

All resources from lessons will be available on Teams. Reading back through notes from lesson will help students to learn skills and become more confident users of ICT.

### **Home Support:**

Homework is based on the topics covered in lessons, all homework is to be submitted via Teams.

## **Subject: Design and Technology**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademiestrust.org.uk](mailto:furnell@universityofkentacademiestrust.org.uk)**

### **Course Content:**

Design and Technology is taught on a carousel with Food Technology

Through their Design and Technology lessons, students will explore a variety of creative and practical activities, all aimed at giving them the knowledge, understanding and skills needed to safely design and create unique outcomes. Students explore the strengths and limitations of different materials and processes and learn about the environmental factors associated with product development.

During the Design and Technology rotation, students study the following:

1-Pewter pendant: Students learn about the casting process and create their own wooden mould to develop their designs. They learn how to finish, buff and polish the metal. Students learn about the properties of metals and their use in jewellery making.

2-Storage solutions: desk tidy. Students create a prototype of multifunctional desk tidy. They will then create their final design from a combination of wood and acrylic. Students will use hand saws, electric scroll saws, belt sanders, heated line bender and pillar drills to create their outcome.

### **Key Assessments:**

-pewter pendant

-Storage solution: Desk tidy

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

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

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

D&T Key Stage 3-5 Design and Technology app.

### **Additional Material/Equipment Required:**

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

## **Subject: Drama**

**Subject Leader: Miss Rogers**

**Email: [sarahrogers@universityofkentacademiestrust.org.uk](mailto:sarahrogers@universityofkentacademiestrust.org.uk)**

**Subject Teacher: Mr Coare**

**Email: [coare@universityofkentacademiestrust.org.uk](mailto:coare@universityofkentacademiestrust.org.uk)**

### **Course Content**

The drama course provides students with a range of opportunities to participate in performance. The focus of lessons is to use drama to develop students' creativity, confidence and ability to collaborate effectively.

Students will also learn how to evaluate their own and others work. In addition to these skills, students develop an understanding of the principles of drama and an awareness of how drama communicates to an audience.

Year 9 have a weekly drama lesson. Firstly, students will study the popular television genre, Soap Opera. They will continue to learn different techniques through their next topic, Let Him Have It. Using Derek Bentley as a focus, students look at how set, costume and sound can enhance drama. Later on in the year, students will study Blood Brothers and evaluate a live theatre piece. Students will end of creating their own mini theatres through a topic called Shoebox Theatre.

### **Key Assessments:**

- Students are assessed at the end of each half term.
- These assessments cover the three key components of creating and developing, performing, evaluation and understanding which link to the GCSE criteria.

### **Group Organisation:**

- Drama is taught in mixed ability groups.

### **Course Books/Website/Apps:**

- <http://ntlive.nationaltheatre.org.uk/>

### **Home Support:**

- Visits to live theatre productions can enhance students' understanding of drama but are not essential.



## **Subject: English Language and Literature**

**Subject Leader: Ms Ward**

**Email: [ward@universityofkentacademistrust.org.uk](mailto:ward@universityofkentacademistrust.org.uk)**

### **Course Content:**

All students study both GCSE English Language and GCSE English Literature, receiving two separate qualifications.

Students explore a range of fiction and non-fiction texts for the English Language qualification to develop reading skills, such as inference, comparison and analysis. Students also explore a range of writing techniques to support them in being able to produce descriptive and narrative writing, as well as a range of non-fiction writing, including letters, speeches and newspaper reports.

The English Literature qualification explores prose, poetry and drama and exposes students to a wide range of texts. These might include A Christmas Carol, An Inspector Calls and Macbeth, as well as a variety of different poems.

Both courses are linear with no coursework requirement. In order for students to have the English Language GCSE accredited, they must sit a Speaking and Listening assessment that focuses on presentation skills.

Areas of study in Year 9:

Term 1/2	A Christmas Carol (Literature Paper 1) – students will read ‘A Christmas Carol’ and start their analysis process. This year is for students to have a secure understanding of the plot and characters. This novella will be explored again in Year 10, looking at key themes, and Year 11 for key revision. Students will also explore the poems “London” and “Exposure” from Literature Paper 2 due to overlapping themes and ideas.
Term 3	Dystopian Fiction (Language Paper 1 and 2) – this unit looks at a range of dystopian texts. Students will work through the GCSE Language questions so they have a clear understanding of what this paper looks like for their GCSEs.
Term 4/5	Macbeth (Literature Paper 1) - students will read ‘Macbeth’ and start their analysis process. This year is for students to have a secure understanding of the plot and characters. This play will be explored again in Year 10, looking at key themes, and Year 11 for key revision. Students will also explore the poems “My Last Duchess” and “Ozymandias” from Literature Paper 2 due to overlapping themes and ideas.
Term 6	Hidden Figures (Language Paper 1 and 2 writing skills) – this unit will use the film “Hidden Figures” as a stimulus to support students to develop their creative writing skills, an essential component of the English Language GCSE. The unit builds on the knowledge acquired in the year 8 unit ‘Women Who Changed the World’.

### **Key Assessments:**

Term 1 and 2	Two essay responses on A Christmas Carol based around the Literature paper. One will be on a character and one will be on a theme (30 marks).
Term 3	One piece of creative writing based on a dystopian image (40 marks).
Term 4 and 5	Two essay responses on Macbeth based around the Literature paper. One will be on a character and one will be on a theme (30 marks).
Term 6	One piece of creative writing using the film ‘Hidden Figures’ as a stimulus (40 marks).

### **Group Organisation:**

Students are in mixed ability groups.

### **Course Books/Website/Apps:**

- Massolit (login can be gained from their teacher).
- York Notes revision guides.
- Mr Bruff on YouTube.

## **Subject: Ethics - Personal, Social, Health and Economic Education (PSHE)**

**Subject Leader: Ms Thomas**

**Email: [thomasv@universityofkentacademiestrust.org.uk](mailto:thomasv@universityofkentacademiestrust.org.uk)**

### **Course Content: Yr9**

Personal, Social, Health and Economic Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. Students will learn skills and knowledge that will allow them to progress from education in to the world of employment, with confidence and a broad set of personal qualities and employable skills. PSHE lessons are broken down in to three main areas:

#### **Health and Wellbeing**

- Smoking and vaping
- Living with cancer
- Lifestyle choices, alcohol
- Mental health awareness
- Healthy eating and eating disorders.

#### **Relationships**

- Respectful relationships, exploitation, peer influence,
- Relationship expectations, myths and facts

#### **The Wider World**

- Employability & career paths
- The media and youth culture, gang culture, prevent, black history month

#### **Key Assessments:**

There is no qualification for PSHE. Each session will involve informal formative and summative assessments, and the students will build a portfolio of

#### **Group Organisation:**

Students will have the opportunity to work with different groups within their class

#### **Course Books/Website/Apps:**

Due to the range of subjects covered in PSHE, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

#### **Additional Material/Equipment Required:**

PSHE sessions will not be setting homework for students from week-to-week. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

Students being involved in any club would support the PSHE programme as part of social, moral and physical development.

## **Subject: Ethics - Religious Studies**

**Subject Leader: Ms Thomas**

**Email: [thomasv@universityofkentacademistrust.org.uk](mailto:thomasv@universityofkentacademistrust.org.uk)**

*The principal aim of RE is to enable pupils to acquire a knowledge and understanding of different religious and other worldviews along with the skills to appreciate and evaluate the varied worldviews and responses to ultimate questions, so as to be better able to develop and express their own informed worldview.*

### **Course content:**

In year 9 students will study Humanism and Philosophy and Ethics, the aim of this unit is to build on their previous knowledge to develop students understanding of the world by looking at the views of different theologians and the contributions of a range of philosophers as well as looking at non -religious views.

Students will develop their understanding about Humanism and look at their philosophical stance that influences their beliefs and value that are based around their worldview and ethics on reason, experience and empathy rather than on religious doctrine.

Students will also study a unit called Philosophy and Ethics which will allow students to explore the views of different philosophers, and what has influenced their moral principles as well as examine their own thoughts on ethical issues. This will include developing their knowledge and understanding of Christian beliefs and teachings, practices and lifestyles. They will learn about key leaders like Saint Augustine, Irenaeus and Saint Thomas Aquinas, they will look at philosophical ideas about God, the relationship between religion and society, the effect of religion upon identity and community. Students will explore ultimate questions like 'Is there a God' 'Why is there evil and suffering in the world' and 'Is there life after death'. The aim of these questions is to help students have a view of the world and develop their own understanding through critical analysis and to be able to explain religious and non- religious points of view before evaluating their own ideas.

### **Developing skills in RE**

Students will develop skills in investigation, interpretation, reflection, synthesis, empathy, evaluation, analysis, application and expression.

### **Key assessments:**

Each session will involve informal formative and summative assessments, and the students will build a portfolio of work. Student will develop keys skills that will support them with Religious Studies GCSE qualification.

### **Group organisation:**

Student are taught in mixed ability groups

### **Course books/website/apps:**

Due to the range of subjects covered in Religious Studies, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

Students who are involved in any club would support the Religious Studies programme as part of social, moral and physical development.

### **Additional material/equipment required:**

None

### **Home support:**

Homework for students will be set on a weekly basis. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

## **Subject: Food Technology**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademiestrust.org.uk](mailto:furnell@universityofkentacademiestrust.org.uk)**

### **Course Content:**

Food Technology is taught on a carousel with Design Technology

Through their Food Technology lessons, students will explore a variety of theoretical and practical activities, all aimed at giving them the knowledge, understanding and skills needed to plan and make healthy, nutritious dishes, both savoury and sweet.

During the Food Technology rotations, students will study the following:

1) Food from around the World. They will be introduced to the safe handling, storage and preparation of food and will develop their understanding of nutrition and cost when planning their own meals. Students will create a range of, mostly savoury, dishes from around the world with a focus on seasoning and taste.

Rotation 1 dishes:

- Pretzels
- Pizza pin wheels
- Chicken Curry
- Spicy turkey meatballs

Rotation 2 dishes:

- Paella
  - Jollof rice
  - Avocado salad
- Students will learn about sustainability in food production, particularly in relation to the farming of animals to produce meat products. They will experiment with meat alternatives to re-design their favourite dishes.

Rotation 3 dishes:

- free from chicken fajitas
  - Re-designed spaghetti Bolognese
  - Mexican stew with quinoa and beans
- Students will design and make a recipe of their choice using alternative, sustainable ingredients.

### **Key Assessments:**

- All practical outcomes will be assessed
- Mini project-re designing and making a favourite dish
- Written theoretical assessment at the end of the year

### **Group Organisation:**

students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Design technology association  
BBC Bitesize  
Technologystudent.com

### **Additional Material/Equipment Require**

Students must provide a carrier bag and suitable containers to transport their food outcomes home.

## **Subject: Geography**

**Subject Leader: Mrs Parsons**

**Email: [parsons@universityofkentacademiestrust.org.uk](mailto:parsons@universityofkentacademiestrust.org.uk)**

### **Course Content:**

Geography covers a wide range of topics that look at how there is a link between the natural world and the human world. The topics covered include a range of different environments and uses case studies of real-life situations to explore the interactions between the natural and human world.

**Population** explores the global population as well as that of the UK. Changes over time are explored and a range of countries are explored to investigate the structure of different populations and how they will change in the future. Within this unit there is a study of the local area and how population has changed.

**Weather and Climate** will allow students will explore the reasons for our day-to-day changes in weather and how his impacts everyday life. They will also study the climate of contrasting regions and how this may change in the future.

**Climate change** is a unit that allows for the study of how changes in global climate has changed life on the planet. This is studied historically and using present day case studies and looks at future climate.

**Hazardous Earth** looks at the nature of different global hazards such as volcanoes, earthquakes, wildfires and tropical storms. Students will learn about the causes, consequences and responses to a range of case studies.

**The UK** is a unit that brings together a lot of what has been studied throughout Key Stage 3 and allows students to apply what they have learnt nationally. Although the UK and parts of it are studied at various points in pervious topics, this is the only time the UK is studied as a whole and provides an opportunity to show learn how the UK links to the rest of the world.

### **Key Assessments:**

Assessments will be completed termly and will consist of a mix of set questions, case studies and end of topic tests that will include a range of skills.

### **Group Organisation:**

Students are in mixed ability groups.

### **Course Books/Website/Apps:**

Key Stage 3 and GCSE Bitesize can be used to support learning as well as news reports and geographical documentaries shown on TV.

### **Additional Material/Equipment Required:**

A world map or atlas is something that is always very useful.

### **Home Support:**

There are a range of homework tasks depending on the topic being taught at the time but include case studies of different locations around the world. These homework tasks will allow students apply what they learn in the classroom to a specific location.

Clubs - Green Team runs weekly

## Subject: History

Subject Leader: Miss Twiner

Email: [SuTwiner@universityofkentacademiestrust.org.uk](mailto:SuTwiner@universityofkentacademiestrust.org.uk)

### Course Content:

Key Stage 3 (Years 7, 8 and 9) History will enable you to:

- Develop your knowledge and coherent understanding of selected periods, societies and aspects of history.
- Develop your awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes.
- Develop your ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context.
- Enable you to organise and communicate your historical knowledge and understanding in creative and different ways and reach substantiated judgements.
- Recognise that your historical knowledge, understanding and skills help you understand the present and provide you with the basis for your role as a responsible citizen, as well as allowing further study of history.

The History course provides students with an opportunity to study past events and issues, which will help them to understand and explain the world around them. The History course provides an opportunity for students to become detectives – to question the evidence they find and develop their own ideas and conclusions.

The topics covered provide a broad foundation of knowledge for students should they choose to continue to study the subject at Key Stage 4. In addition to this their knowledge gained is not only applicable to the 21st Century, but has played a significant part in shaping the world we live in.

### Key Assessments:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>The Impact of the First World War</b>	<b>The Holocaust</b>	<b>Genocide</b>	<b>The LGBTQ+ community since c.1800</b>	<b>The change in the position of Black people in the C20th</b>	<b>The Modern World: the role of political conflict in modern Britain</b>
<i>'The cost of the First World War to Britain was catastrophic'. How far do you agree?</i>	<i>What conditions and ideas made the Holocaust possible? What can we learn from sources about ...? Who contributed to the escalation in treatment of the Jews?</i>	<i>How did post-war trials shape approaches to international justice? What decisions were made at the Nuremberg trials? Was 1945 too late to construct the term 'genocide'?</i>	<i>How far was the position of the LGBTQ+ community in the US and UK transformed in the C19th and C20th?</i>	<i>How important was protest in changing the position of Black people in the US and UK in the C20th?</i>	<i>How far has political conflict shaped modern Britain?</i>

Assessments will be set in class. All assessment questions will be extended writing that supports students in making an informed judgement answering the enquiry questions above.

### Group Organisation:

In Key Stage 3 (Years 7, 8 and 9) History is organised by mixed ability.

Students will use enquiry-based learning to develop their analytical and evaluative skills. Each lesson will focus on a key question to engage students' interest and will provide opportunities for students to develop a variety of historical skills. Students will compare and contrast source materials, discuss the strength of their judgements and present their opinions in a variety of ways.

Alongside frequent verbal and written feedback from teachers, students will assess themselves and their peers against shared criteria to develop their understanding of the assessment requirements.

Home learning tasks and guided reading will be set regularly.

### Course Books/Website/Apps:

<https://www.bbc.com/bitesize>

### Additional Material/Equipment Required:

A pocket size dictionary would help to support literacy within History.

### Home Support:

A wide variety of homework tasks are set across the year. These include; working with extracts, research tasks, extended writing revision tasks and student responses to teacher feedback.

History Book Group runs weekly in H7 on Thursdays.

## **Subject: Leadership**

**Subject Leader: Mr Grimes**

**Email: [barrygrimes@universityofkentacademiestrust.org.uk](mailto:barrygrimes@universityofkentacademiestrust.org.uk)**

### **Course Content:**

The Leadership Development Programme is a programme of study for Years 7, 8 and 9 students aimed at developing learning capacities, including independent learning skills, interdependency, employability skills and leadership qualities.

Lessons will help students develop self-belief, resilience, raise aspirations and improve problem-solving skills, enabling them to mature into successful leaders of the future.

To be implemented through the teaching of:

- Enterprise/entrepreneurial skills.
- Debating.
- Critical thinking.
- Public speaking.
- Mindfulness.

The Leadership Development Programme aims to develop the following leadership skills:

- Taking responsibility.
- Have a goal.
- Plan it out.
- Sharing success.
- Listen, learn, improve.
- Be a team player.
- Finding balance.

The development of these leadership skills directly feeds into the Academy's reward system, encouraging students to not only develop these qualities within leadership lessons, but across the whole curriculum and the wider Academy community.

### **Key Assessments:**

Students will complete a Certificate in Leadership Skills. Students will submit an electronic portfolio evidencing the skills that they have developed. This will include PowerPoint slides from presentations, business plans, photographs, research projects etc.

Term 1 Influential female leaders.

Term 2 Teamwork theory/pedagogy.

Term 3 Critical thinking project – themed around the power of protest

Term 4 Enterprise project.

Term 5 Enterprise project

Term 6 Presentation Skills – Practical 'Craftivism' project

### **Course Books/Website/Apps:**

<https://mindfulnessinschools.org/>

### **Home Support:**

Home learning will include completing small mindfulness tasks from the Mindfulness in Schools website (students will be provided with their own login) and also research tasks in preparation for debates and group project work.

Clubs include Debate Club and Strictly Come Reading (public speaking competition).

## Subject: Mathematics

**Subject Leader: Mr Holden**

Email: [holden@universityofkentacademiestrust.org.uk](mailto:holden@universityofkentacademiestrust.org.uk)

**Deputy Subject Leader: Mrs Vine**

Email: [vine@universityofkentacademiestrust.org.uk](mailto:vine@universityofkentacademiestrust.org.uk)

### Course Content:

All students study GCSE Mathematics.

Students begin to study GCSE Mathematics in Year 9. Full details of the course and copy of the specification are available at [www.edexcel.com](http://www.edexcel.com). Edexcel GCSE Mathematics (9 - 1) is a linear course and all students will study for and be entered for Higher tier for which grades 4 to 9 are available. There are six content domains covered within the specification. The table below shows the content domains and their weighting in higher tier.

Content	Weighting of marks		Weighting of marks
Number	15%	Geometry and measures	20%
Algebra	30%	Probability	15%
Ratio, proportion and rates of change	20%	Statistics	

Students study the following in Year 9:

Term 1 – Number (estimating, indices, standard form etc.), algebra (equations, formulae, sequences etc).

Term 2 – Collecting and representing data (sampling, statistical diagrams etc).

Term 3 – Fractions, ratio and percentages, angles in straight lines and polygons.

Term 4 – Trigonometry, graphs.

Term 5 – Area and Volume.

Term 6 – Transformations and Constructions

### Key Assessments:

In Year 9 students are assessed at the end of each unit of work using a short (30-45 minute) test.

Students then receive feedback on what they did well and areas for improvement are identified.

In addition, students will complete a longer Mathematics assessment in Term 2 and 4, which will focus on content completed in Year 9, as well as topics that were highlighted as weak areas in Year 8. Students will receive a list of the content to be covered at least two weeks prior to the assessment. Students will also sit end of year assessments in Term 6. This will focus solely on content covered in Year 9.

### Group Organisation:

The year is formed of two bands. Students are allocated a class within that band allowing for movement between them where possible.

### Course Books/Website/Apps:

Every student has access to the textbook, all classroom resources and teaching materials via OneNote on their iPad both in class and at home.

Homework tasks will primarily be set using Sparx Maths though other resources and tasks may be set and shared on their class OneNote if appropriate.

### Additional Material/Equipment Required:

Wherever possible students should have their own scientific calculator (Casio recommended), green pen, ruler, compass and protractor for all mathematics lessons.



## **Subject: Modern Foreign Languages**

**Subject Leader: Mrs Evans**

**Email: [evansh@universityofkentacademistrust.org.uk](mailto:evansh@universityofkentacademistrust.org.uk)**

### **Course Content:**

Students will continue to study one language from either German, French or Spanish.  
During Year 9, students will continue to develop their understanding of their language learning skills by:

- Develop their ability to communicate effectively.
- Develop their awareness and understanding of countries and communities.

Areas of study during the year include:

Jobs and future plans

The environment

Music

### **Key Assessments:**

Students will sit key assessments in terms 2, 4 and 6. They will be assessed in listening, reading, writing and translations.

Informal assessment will be carried out in class on a regular basis

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Course Books/Website/Apps:**

Dynamo digital – French

Viva digital- Spanish

Stimmt digital - German

Use of Quizlet to support language acquisition

Study of music and cultural topics specific to each language

### **Additional Material/Equipment Required:**

It would be useful to buy a dictionary Spanish/German/French dictionary for study at home. The Collins Easy Learning dictionary is recommended.

### **Home Support:**

Encourage your child to complete homework and vocabulary tests on a weekly basis.

## **Subject: Music**

**Subject Leader: Miss Rogers**

**Email: [SarahRogers@universityofkentacademiestrust.org.uk](mailto:SarahRogers@universityofkentacademiestrust.org.uk)**

### **Course Content:**

#### **Intent**

Students should perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians. They should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and to use technology appropriately. Students should understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### **Implementation**

Students will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Yr9 students will learn musical skills through a range of different topics such as Reggae, Baroque, Film, Popular Song, Dance music and song writing.

#### **Key Assessments:**

- Students are assessed at the end of every half term.
- Ongoing progress record of performance pieces.
- Evaluative tasks will be set for the purposes of assessing progress and these may be conducted verbally in lessons or set via Microsoft Teams.

#### **Group Organisation:**

- The subject is taught through a series of theory and practical lessons. Students will learn collaboratively within lessons.
- Students have a weekly lesson throughout the year.
- Choir is scheduled every Tuesday after school from 3.15pm to 4.15pm and Orchestra on Thursdays from 3.15pm to 4.15pm. All students are welcome.
- Students can take up individual instrumental lessons taught by our peripeteic teachers.
- Our annual school production takes place in terms 5 & 6 and all students are welcome to participate.

#### **Course Books/Website/Apps:**

- Watching performances by musicians live or online.
- Listening to a range of genres of music.
- Attending music based extra-curricular activities.
- Having private instrumental lessons with our qualified and experienced team of instrumental tutors.

#### **Additional Material/Equipment Required:**

- Having access to the internet at home and YouTube is particularly useful in enabling students to access a range of different musical styles and genres in support of classroom learning.

- It is particularly useful (but not essential) if students have access to musical instruments at home to enable regular musical practice and skill development.

**Home Support:**

- Rehearsing material learned in preparation for the next lesson or assessment.
- Microsoft Teams.
- Catch up on any lessons missed via Microsoft Teams.

## **Subject: Physical Education**

**Subject Leader: Mr Denness**

**Email: [robertdenness@universityofkentacademiestrust.org.uk](mailto:robertdenness@universityofkentacademiestrust.org.uk)**

**Deputy Subject Leader: Mrs Wakeman**

**Email: [wakeman@universityofkentacademiestrust.org.uk](mailto:wakeman@universityofkentacademiestrust.org.uk)**

### **Course Content:**

The subject is taught through practical lessons in a range of activities including the following:

<b>Gymnastics</b>	Themes: Flight and apparatus work and linking to group routines.
<b>Badminton</b>	Developing tactical play to effectively outwit opponents, combining strokes with accuracy, leadership roles, coaching and developing umpiring skills and knowledge of scoring and rules.
<b>Netball</b>	Further develop attacking and defending principles (set plays, centre pass routines and blocking to prevent movement into the circle). Advanced footwork skills (picking up landing foot to gain distance)
<b>Handball</b>	Development of passing accuracy (introduction of lob) and further develop shooting technique. Defensive principles and set plays, further develop attacking principles and set plays, develop shooting skills, introduce advanced ball handling skills (zonal passing, flick pass, jump shot), develop knowledge of rules and umpiring skills.
<b>Basketball</b>	Develop knowledge of more advanced rules and passing skills, use of non-dominant hand when dribbling, concept of outwitting opponents and umpiring skills. Develop shooting techniques and knowledge of the scoring systems.
<b>Dance</b>	Choreographic techniques in relation to professional set works. Emphasis on conveying choreographic intent through aesthetic movement and emotive expressions.
<b>Table tennis</b>	Mastering and developing strokes and accuracy of shot selection, rules of the game, concept of outwitting opponents and basic umpiring skills.
<b>Fitness</b>	Introduction of principles of training and link with components of fitness. Introduction of skill related fitness. Injury prevention methods will be linked to circuits complete by students as well as linking it to specific 'client' needs.
<b>Athletics</b>	Develop technique and accuracy of advanced running, sprinting, jumping and throwing events, evaluate performance and knowledge of how to improve, develop knowledge of rules and how to officiate competitions
<b>Rounders</b>	Develop accuracy of bowling and batting techniques, link fielding skills with accuracy to outwit opponents, develop knowledge of rules and umpiring skills, tactical awareness of batting order and advantageous use of no balls
<b>Tennis</b>	Combining strokes, advanced rules of the game, mastering knowledge of singles and doubles, concept of outwitting opponents and umpiring skills using their knowledge of rules.

### **Key Assessments:**

Non-examination. Assessment is ongoing throughout all practical lessons. However, students will be assessed formally at the end of every two terms. Students will be graded in each sport and given an overall grade that combines all sports covered to date.

### **Group Organisation:**

Students are in mixed ability classes.

### **Course Books/Website/Apps:**

Youtube and BBCbitesize

### **Additional Material/Equipment Required:**

Full PE kit which can be found on the uniform list.

Hairbands to ensure hair is tied up and out of students faces.

### **Home Support:**

Knowledge of the rules of the various games is always useful and if you have the opportunity to watch games on YouTube or sports channels, it would also be beneficial.

We run a range of extra-curricular clubs after school.

Clubs will vary within terms 1, 2, 3 and 4: (However, some clubs are likely to run right through from term 1 to 4).

The following clubs will be offered (days to be confirmed).

Badminton

Basketball

Netball

Handball

Fitness

Further clubs may be introduced as the year develops.

Terms 5 and 6: We will be offering cricket, tennis, rounders and athletics in the summer terms (days to be confirmed).

Competitions and Fixtures

We have a number of teams that take part in the School Sports Games competitions on Thursdays, in events such as cross country, handball and rowing. The SSG calendar of events can be found by students on the notice board in the Sports hall. Alongside this, we also have a number of netball fixtures running throughout the academic year.

## Subject: Science

Acting Subject Leader: Mr Maheta

Email: [maheta@universityofkentacademiestrust.org.uk](mailto:maheta@universityofkentacademiestrust.org.uk)

### Course Content:

Year 9 continues the newly developed spiral curriculum, where 10 key themes are revisited in greater depth year on year. The 10 themes are as follows: forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems, and genes. Students will study these across the sciences in the year. Per the curriculum plan below, topics are divided into Biology, Chemistry or Physics topics and preceded with B, C or P and their unit number for reference against the AQA Single Science Specifications. Further detail of topic breakdown can be provided on request.

The curriculum allows students to develop a range of scientific skills at a deeper level. While studying the course you will acquire and apply skills, knowledge and understanding of science and its essential role in society. This route offers the best possible preparation to future studies in A-level sciences and for other related fields.

Term	Key Theme	Subtopics
1	Matter	C4.1 – Atomic Structure & Periodic Table
2	Reactions	C4.2 – Bonding, Structure & Properties of Matter
3		C4.3 – Quantitative Chemistry
4	Electromagnets	P4.2 – Electricity
5	Organisms	B4.1 – Cells
6	Matter	P4.3 – Particle Model
	Organisms	B4.3 – Infection & Response

### Key Assessments:

Six papers in total: Two in Biology, two in Chemistry and two in Physics (each 1 hour 45 minutes). Each paper will assess different topics and is worth 100 marks and is equally weighted.

Built into the GCSE papers are questions assessing the required practical assessments. These are specific practical activities that the students complete throughout the course. These are completed and recorded in practical books that are provided to the students. The practical activities and the skills they develop will be tested in the final examinations.

Assessment in Science is undertaken through alternating Purple Assessments (PA) and Extended Writing Badger Tasks, where exam skills and content are assessed. This equates to about once every six lessons, or once every two weeks. Where topics are smaller, paired assessments are used instead checking the understanding of two topics in one assessment.

### Group Organisation:

Students are taught in mixed ability groups

### Course Books/Website/Apps:

In Year 9, students are all following the beginning units of separate GCSE qualifications in Biology, Chemistry and Physics and so information and resources from Combined Science will not be suitable. Students have access to a copy of the textbook via the relevant icons on their iPads.

Supporting material can be found at:

[https://www.cgpbooks.co.uk/Student/books\\_gcse\\_science](https://www.cgpbooks.co.uk/Student/books_gcse_science)

The specification and other exam board information can be found at:

<https://www.aqa.org.uk/subjects/science/gcse>

Educake (online web page) is used to provide students with homework using exam-style questions.

### Home Support:

If your child needs any further support or clarification then YouTube can be a really good place to start. We would suggest that Free Science Lessons (found via a YouTube search for Free Science Lessons) can be a valuable resource, as can other channels such as Tyler DeWitt ([again found through a YouTube search](#)

[of Tyler Dewitt](#)) and Primrose Kitten (also found through a YouTube search of Primrose Kitten) which has some useful extension questions.

## **Subject: Textiles**

**Subject Leader: Miss Furnell**

**Email: [furnell@universityofkentacademistrust.org.uk](mailto:furnell@universityofkentacademistrust.org.uk)**

### **Course Content:**

Textiles is taught on a carousel with Art

Students learn about the key principles of design to create their own textile outcome inspired by a range of textile artists.

Students will work to a GCSE style brief, learning how to develop ideas, explore a range of media and techniques, explore the work of artists and use these to inspire their own personal outcomes. Students will experiment with printing processes, batik, hand and machine embroidery skills. Students will analyse examples of artists work and will be able to apply their knowledge and understanding of their way of working to personal outcomes.

Students will focus on the accuracy of their sewing, application of media and will experiment with a range of techniques to broaden their skills and understanding of textile techniques and processes through a GCSE style project.

### **Key Assessments:**

1. Fabric samples created experimenting with media.
2. Artist Analysis.
3. Own unique outcomes inspired by the Artists studied.

### **Group Organisation:**

Students are taught in mixed ability groups.

### **Additional Material/Equipment Required:**

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson. Students must provide an old shirt or t-shirt to cover and protect their uniform. It would be beneficial for students to have access to their own sewing essentials at home, ie needles, coloured threads, embroidery floss, embroidery hoop.