

Yearly Overviews: Year 9

In addition to the curriculum information on each subject page, these slides provide an overview of what your child will be learning throughout the year, including the different topics, knowledge, skills, assessment and relevant links. There are also summaries of the curriculum **intent** (the overarching aims in terms of what students will learn), **implementation** (how classes are structured and allocated curriculum time) and **impact** (what students should know and understand as a result of the delivery of the curriculum)

Please note, Food and Drama will be added shortly



Year 9 English Overview

Intent – the Big Picture: Year 9 English consolidates the skills that have been developed throughout Year 7 and 8 as well as expanding the overall knowledge of students in relation to their social, emotional and cultural identities. Students will read, discuss, create and respond to challenging texts that have been chosen to illicit personal reflection, generate original, free-thinking comment and allow for the teaching of deeper academic concepts and mature themes. Students will also study the style and methods of an author, emulating their skills in their own work as well as taking next steps in their development as communicators, both with the written word and verbally.

Implementation:

Students have three one hour lessons per week, including one library lesson every fortnight. Each half term a new unit of work is introduced which builds on prior knowledge and skills, and prepares for deeper knowledge and understanding in Year 8 and beyond. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse texts from a range of genres and eras.

Homework Projects are designed to engage students with each unit of work, seeing them complete work that should enhance their understanding of topics and sit alongside classwork.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using the Progress Trees for each unit to capture key vocabulary, links, personal progress and progress towards their targets.

All students should be aspiring to use word explosions as a valuable analytical tool to push their thinking and reading skills further, in addition to the removal of writing frames and planning time for some students in a mixed ability context.

Unit	Knowledge	Skills	Assessment	Links
<i>Of Mice and Men</i> Assessed Reading Unit.	Social Class Racial Prejudice Microcosm The American Dream Critical Theory	Application of context Writing and Thinking – exploring social or political ideas through writer’s choices.	Continuous formative assessment with at least two formally assessed pieces of analytical writing.	Y7 – Short Stories Y8 – Animal Farm/Gothic Fiction KS4 – Anita and Me/ A Christmas Carol (English Literature Paper 1 and Paper 2)
Creating Non-Fiction Texts	Comparing Perspectives Control over persuasive voice. Comparing audience and purpose. Writing from a perspective.		Continuous formative assessment and reflection forming next steps and acknowledging successes.	Year 7 – Love Where You Live/Voices in the Park Year 7 – Zoo Drama Year 8 – Opinion Writing KS4 – English Language Paper 2
Conflict Poetry	Types of conflict – the impact of war. Poetic Voice. Poetic Devices. Comparison of texts.	Annotation Reading – free interpretation. Writing and Thinking –developing multiple viewpoints and ideas.	At least three pieces of work written in formal conditions, with student reflection and teacher feedback – continuous formative assessment in relation to previous work.	Y7 – World Poetry/Voices in the Park Y8 – The Romantics KS4 – English Literature Paper 2 – love and Relationships Poetry/Unseen Poetry
<i>Othello</i> : reading and speaking unit.	Conventions of tragedies Themes: Appearance v Reality Expression and Control Body Language and Self Image	Speaking – volume, voice, control related to the delivery of challenging topics. Speaking – body language Speaking – Controlling anxiety Group collaboration Independent learning and research.	Talk Targets are used to allow students reflect upon their speaking skills and receive focused, appropriate feedback from their peers. Students are encouraged to reflect on the process of speaking in front of others, to assess their own performance.	Y7 – Shakespeare Project Y7 – Zoo Drama Y8 – Much Ado/Midsummer Y8 – Opinion Writing Y9 – Creating Non-Fiction Texts KS4 – Speaking and Listening Assessment, English Literature Paper 1, English Language Paper 2
Creative Writing: <i>The Woman in Black</i> Assessed Writing Unit.	‘Showing not telling’ Authorial Voice and Style Pathetic Fallacy – implementation Structuring fiction texts – ‘Shape Plans’	Writing – structuring texts, developing detail, controlling pace, focus and tone. Sentence structure and authorial voice in relation to creating fiction texts. Advanced punctuation in fiction texts.	Continuous formative assessment with 3 formally assessed pieces of creative writing. Initially pieces will be self and peer assessed, with guided input from the teacher before books are marked. Teacher will use all three pieces to assess whether students are working ‘on’, ‘above’ or ‘working towards’.	Y7 – Short Stories/Voices in the Park Y8 – Gothic Fiction/Animal Farm KS4 – English Language Paper 1/English Literature Paper 1
GCSE English Literature: Anita and Me	Bildungsroman Cultural Belonging The development of ‘Modern Britain’ Partition Development of character through perspective.	Annotation Thinking – cultural identity Reading – accumulation of work on character, context, language and structure.	Peer and self assessment of reaction to texts. Formative checking of core concepts and story. Parental input – signing off the reading of the second half of the text.	Y7 – World Poetry Y8 – Animal Farm Y9 – Of Mice and Men/Conflict Poetry KS4 – English Literature Paper 2



Year 9 Maths Overview

Intent – the Big Picture: Year 9 maths provides students with the knowledge and skills they need to progress into KS4 and GCSE. There are extended opportunities for problem solving with Algebra and shape as well as an introduction to more abstract linear graph work. Problems become multi step and often need knowledge from multiple units of work to be solved. Some important formulae are also introduced in this year.

Implementation: Students have 4 hours of maths each week. They are taught in mixed attainment groups using a Mastery of Mathematics approach. Units vary in length but are normally between 9 and 12 lessons.

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete a short exit ticket. This is their own work and is marked by their classroom teacher. They are given lesson time to reflect on this and understand which skills they have understood and which they still need to work on.

Impact: All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
26 – Standard Index form	Know how to change between numbers in ordinary and standard form	Compare numbers given in standard form Calculate with numbers in standard form with and without a calculator	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit place value - Unit 4 Extend Indices Unit 24
27 – Number Sense	Develop mental strategies for calculations Know the conversions between metric measures and units Know how to estimate Know the order of operations	Convert between metric measures and units Estimate using rounding Use the order of operations	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits place value Unit 4 Multiplication and division Unit 7 Links to Unit 13 developing number sense
28 – Angles in Parallel Lines and Polygons	Understand the rules of parallel lines and angles Know how to work out angles in special quadrilaterals Know how to find the sum of angles in a polygon	Calculate and prove the angles in parallel lines and quadrilaterals Calculate the interior angles in a polygon	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits Unit 12 Geometric reasoning Links through to working in the cartesian plane Unit 19
29 – Area of trapezia and circles	Know how to calculate the area of a trapezium Know how to calculate the area of a circle and parts of a circle Know what a significant figure is	Use the trapezia formulae Use circle formulae Round to significant figure Calculate the area of compound shapes	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits Unit 12 Geometric reasoning Unit 4 place value Extends unit 16 ratio and scale
30 – Line Symmetry and reflections	Recognise line symmetry in polygons and other shapes Reflect shapes in horizontal, vertical and diagonal lines	Recognise line symmetry in polygons and other shapes Reflect shapes in horizontal, vertical and diagonal lines	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to working in the cartesian plane Unit 19 Revisits forming and solving equations Unit 22
31 – Data Handling Cycle	Understand the differences between primary and secondary data Interpret statistical diagrams Compare distributions and identify misleading graphs	Collect data Construct Pie charts	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits unit 4 place vale Unit 2 Algebra substitution



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32 – Measures of Location	Understand how to calculate the mean of grouped data Calculate the mode and modal class Compare distributions	Calculate Mean, median, mode - including backwards mean Compare distributions and back up with data	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits unit 4 place value Unit 2 Algebra substitution Extends Unit 31 – data handling cycle
33 – Straight line graphs	Interpret straight line graphs Understand the equation of straight line graph Compare to linear sequences	Reduce equations to the form $y=mx+c$ Find and use the equation of a straight line	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisits Unit 2 and Unit 22 Algebra Extends Unit 19 working in the cartesian plane
34 – Forming and solving equations and inequalities	Solve equations and inequalities with unknowns on both sides Begin to change the subject of a formula	Solve equations in context of angles, probability and area Change the subject of a formula	Formative assessment used throughout lessons. Exit ticket at end of unit	Extends Unit 2 and Unit 22 Algebra Revisits Unit 12 Geometric reasoning Unit 21 Probability



Year 9 Science Overview

Intent – the Big Picture: Year 9 Science provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental ideas of Scientific skills and theory on which they can build their future GCSE learning. Practical scientific enquiry is at the heart of our Year 9 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

Implementation: Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge at GCSE as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
Inheritance and evolution	Environmental vs inherited and continuous vs discontinuous variation Family trees Mendelian genetics Inherited disorders Modelling DNA Genetic engineering Competition and differences between species Natural selection Speciation Environmental change and extinction The fossil record Maintaining biodiversity	Construct punnet squares to calculate the chance of an inherited condition being passed onto offspring	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. KS4: biology topic 7: inheritance, variation and evolution
Useful reactions	Metal reactions with acids, carbonates and oxides Acids and alkalis Making salts Preparation of a soluble salt Uses of salts Why do metals tarnish The reactivity series Displacement Use of carbon in displacement	Writing and balancing symbol equations	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	Year 8: Atoms and the periodic table KS4: Atomic structure and the periodic table Bonding, structure and properties of matter Quantitative chemistry Chemical changes
Application of forces	Speed, distance, time calculations Acceleration Terminal velocity Reducing drag Moments Pressure Hydraulics	Construct distance time graphs Construct speed time graphs Calculate the moments in given scenarios	2x teacher assessed tasks per unit 1x end of topic test, self or peer assessed	Year 7: Forces KS4: Forces



Year 9 Science Overview (continued)

Impact: All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
Projects	Dependent upon students choice of project.	Independent inquiry into a scientific idea of students choice. Projects are planned, conducted, and concluded independently by students and then presented to the class.	1x student presentation to class, assessed by teacher.	Dependent upon students choice of project.
Bridging materials (revisiting of KS3 fundamentals in preparation for GCSE).	Biomimicry Nanotechnology Microscopy Bioluminescence Conduction, convection and radiation Purifying water and desalination Nervous system Vaccinations Generating electricity Polymers Photosynthesis	Application of key scientific ideas to wider life. Correct preparation of a microscope slide and use of microscope. Magnification calculations	1x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: big ideas to transfer into key stage 4; chemical reactions in cells, energy transfers, generating electricity, separating mixtures. KS4: microscopy, nanotechnology, energy transfers, separating mixtures, generating electricity, polymerisation, photosynthesis.
GCSE Biology Ecology	Abiotic and biotic factors Using quadrats and transects Adaptations of plants and animals Extremophiles Water and carbon cycles Biodiversity and waste management Deforestation and land use Global warming Maintaining biodiversity and ecosystems	RP: gathering data on organism numbers using quadrats and transects. Evaluating impact of humans on environment. Evaluate impact of conservation methods.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: Ecosystems and interdependence Geography: impact of humans on the environment.
GCSE Chemistry Using resources	Resources and sustainability Reduce, reuse, recycle Lifecycle assessments Potable water Waste water treatment Hard and soft water	Test water for dissolved solids and pH Conduct lifecycle assessments on a product Compare products using lifecycle assessments	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: Materials and Earth resources Resistant materials: sustainability of products and materials Geography: water cycle and availability of drinking water.
GCSE Physics Particle model of matter	Density Changing state Internal energy Specific heat capacity Specific latent heat Gas pressure Gas constant	Required practical: investigate specific heat capacity Required practical: Density	2x teacher assessed task per unit 1x end of topic test, self or peer assessed.	

Year 9 - Physical Education Overview

Intent:

Year 9 students build upon the learning in years 7, and 8, and develop their motor competence, by learning key knowledge, mastering their core skills, and mastering advanced skills and sport specific movements. Students will further develop a wider range, and improved quality, of advanced skills, and broaden their knowledge and understanding in both key sports, and new sporting contexts.

Students will also learn to develop a range of strategies and tactics, to overcome opponents In team sports (football, netball, table tennis, handball, volleyball, cricket, and rounders), and develop their technique and improve their performance in athletics and gymnastics.

Students will take part in outdoor adventurous activities (cross-country and orienteering), which present intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge , mastering core skills, and learning advanced skills across a range of contexts.

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

Students are formally assessed at the end over every term, where they receive teacher feedback, and complete a reflect and progress sheet.

Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of advanced skills in a variety of sporting contexts, including competition.

Students will be able to articulate what they need to improve to improve their performance in PE.

Year 9 units	Knowledge	Skills	Assessment	Links
Football	Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule., and team defensive pressure.	Dribbling and ball control (beating opponents), non-dominant foot range of passing, defensive pressure and intercepting, shooting first time, and volleying, defensive positioning (jockeying and shepherding).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass, and back line pass strategies and tactics.	Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), zonal defending, shooting (split landing footwork), the centre pass and back line passes.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve. When to go for a defensive block, and W formation).	Set shot (volley) and dig placement (front court players), over arm serve (and jump serve), returning the serve, attacking play (3 touch), and defensive block.	Small sided, competitive games, contributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness	How to administer the Cooper run, and 30m sprint test, understanding the benefit of continuous (outside running or spin (including safety)), fartlek, interval and circuit training.	Run or spin technique (safety). Performance is coper run, and sprint test.	Performance in the cooper run and sprint test.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness
Theory	Description of the 6 functions of the skeletal system, identification of the major bones, and muscles, explaining antagonistic pairs in action, mental preparation techniques, and diet and nutrition (including special diets).	A01- Identification questions. A02- application of practical examples. A03- explain and analyse.	In class recall grids, and question. Formal year 9 exam.	Y10 GCSE PE LIFE programme- diet and nutrition.
Rugby	The laws of the game, specifically: the tackle height, rucking laws, offside line, forward pass, and knock on, the breakdown (ruck) and maul specific laws. E.g. staying on feet, not sealing off, supporting own body weight.	Handling and carrying skills, passing and receiving (both directions, and offloading, tackling from the front and back, beating defenders (feint, dummy, swerve and switch), clearing out at the ruck, and support roles, and body position and support roles in the maul.	Small sided, competitive games, contributing to the termly formal assessment.	All invasion games. Rugby year 8.
Basketball	Rules of the game (travel, double dribble, contact, and back court). Where to inbound the ball after a foul (or free throw in act of shooting).	Chest and bounce pass, dribbling with both hands, set shot, jump-shot, and lay-up, triple threat, attacking movement (cutting),	Small sided, competitive games, contributing to the termly formal assessment.	Year 7, 8, 9, 10, and 11 netball. Year 10 and 11 basketball. Year 8, 9, 10, 11 handball.
Table Tennis	Rules of how to serve (alternating serve, behind the table, bounce both sides, height of toss, open palm etc.), rules of the game (no hand on table, no volley), when to be offensive and defensive. How to control a rally.	Serving- with spin and high toss, push shot- forehand and backhand with spin, offensive hit (smash forehand), and backhand with topspin.	Game play via a ladder competition.	Year 9, 10 and 11 table tennis. Year 8, 9, 10, and 11 badminton.
Handball	Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side, why speed of fast-break is important.	Catching and passing on the move, dribbling with dominant and non-dominant hand, catching and passing sideways (one handed passing), shooting (the jump shot), offensive break- speed of play.	Small sided, competitive games, contributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Rules of the game, singles lines, serving order, where to aim (principles of a net game). Singles and doubles rules difference (size of court and tramlines).	Long and short serve, forehand overhead clear, backhand over head clear, forehand and back hand drop shot, forehand and backhand underarm clear (and lift shot), forehand smash.	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics	The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	Year 8, Year 9, Year 10 athletics. All year's cross-country.
Striking and fielding.	Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot. Fielding- backing up and positioning.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.



Intent – the Big Picture:

Year 9 Art Overview

Year 9 gives students the opportunity to experience a broad range of disciplines while based on the four assessment objectives at GCSE. The aim is to provide a taster of both Art and Design techniques and processes as well as some of the skills covered in Graphic Communications, the endorsements we offer at GCSE. Throughout the year more freedom of choice is offered and students begin to lead their own learning by making their own choices in how to express their ideas. Students complete several mini projects where they work towards producing a final outcome. Conscious that this may be the final time that some students experience a purely practical subject it is important that they take with them skills which encourage creative thinking.

Implementation:

Year 9 benefit from one hour a week of Art and homework activities comprise mostly planning, researching and reflection.

We offer a range of experiences and starting points are intentionally broad to encourage independence. Students work both collaboratively and independently and often make their own choice of learning partners.

Sharing work by older students clarifies and reassures that success is achieved by commitment and hard work. Students will work mostly in their sketchbooks and will benefit from a range of teaching strategies include step by step visual instructions to enable all to make good progress.

Impact:

All students will have developed skills in applying the formal elements, interpreting art work, investigating and refining ideas. They will have studied a broad range of artists and designers and be able to make their own more informed choices of appropriate art and artists to study in their next period of learning. Topics are designed to challenge and engage all. They cater for a variety of tastes and interests and aim to inspire to make art accessible to everyone.

We aim for a safe working environment where students feel they can take creative risks and explore new ideas.

Students should feel equipped to start their learning at GCSE while knowing what to expect.

Unit	Knowledge	Skills	Assessment	Links
<i>GENRES IN ART</i> Portraits Landscapes Still Life	<i>Surrealist portraits - Picabia composition</i> <i>Pop Artists – colour and Photoshop</i> <i>Post Impressionism (Van Gogh) - colour, texture, pattern</i>	1.Context, Composition. Surrealist research, plan a layered portrait. 2. Present, Composition, Colour 3.Context, Still Life 4. Context, Shape, Colour, Composition <i>Adobe Photoshop</i>	<i>Ongoing formative assessment , setting own targets, self assessment</i>	<i>Builds on landscape and portrait genres in Year 8.</i> <i>Utilises formal elements</i> <i>Develops independent learning</i> <i>Gives an experience of the different GCSE endorsements to enable a more informed choice at Options.</i>
<i>Prepare for Year 9 Exam</i>	<i>GCSE structure and assessment</i> <i>Exploring the style and concept of an artist</i> <i>Creating an image inspired by artist</i> <i>Developing and refining an idea</i> <i>Planning for an art work under exam conditions</i> <i>Adobe Pro Create digital app</i>	1. Context, Shape and Form – look at a range of diff outcomes, start planning 2. Context, Shape, Colour - Composition, Shape, Context – take photo for exam. 3.Composition, Shape, Context Artist study and planning 4.Composition, Shape, Context Own photo-artist style	<i>Ongoing formative assessment , setting own targets,</i> <i>Using success criteria to self assess</i> <i>Teacher assessment and reflection at end of unit</i>	<i>Preparation for GCSE structure, assessment and outcome</i>
<i>Surrealism and Automatic Drawing</i>	<i>Surrealism</i> <i>Dada</i> <i>Abstraction, Hirameki</i> <i>A broader understanding that art can be almost anything</i>	<i>Painting with acrylic and inks</i> <i>Creative response</i> <i>Independence</i> <i>Risk taking</i> <i>Trust</i>	<i>Ongoing formative assessment , setting own targets,</i> <i>Using success criteria to self assess</i>	<i>Prepares for choice of topic in upcoming yr 9 exam</i>
<i>Jon Burgerman and Clay Sculpture</i>	<i>About the work of Jon Burgerman</i> <i>How an artist can make a living</i> <i>Relying on creativity alone to develop a character</i> <i>Clay techniques</i> <i>Using acrylic paint</i> <i>Presenting an information page inspired by an artist</i>	1. Context – artist 2. Form, Shape – clay sculpture 3. Composition – designing and planning 4. Evaluate – reviewing and reflecting on progress 5. Present – presentation on final project 6. Questions - what is art?	<i>Formal Summative Assessment</i> <i>Self evaluation and assessment</i> <i>Target setting</i> <i>Teacher assessment and reflection at end of unit</i>	<i>Builds on prior knowledge of clay.</i> <i>Encourages a high level of creativity</i>
<i>Food - Art and Graphics</i>	<i>Graphic artists</i> <i>Branding</i> <i>Stencilling</i> <i>Photoshop</i> <i>Drawing, painting, illustration</i>	1.Context - study of an art form 2.Shape, Form and Composition, learning new techniques 3. Evaluate, Colour, Scale, texture and focus, Photoshop 4. Shape , Composition – designing stencil 5. Shape, Form, Colour, and Composition - Create own version using branding style 6. Present – refine and present. 7. Context, Evaluate review and Present	<i>Ongoing formative assessment , setting own targets,</i> <i>Using success criteria to self assess</i> <i>Peer assessment and feedback</i>	<i>Students choose own theme, media, process and food encouraging independent learning, autonomy, building confidence, preparation for GCSE exam.</i> <i>Students are encouraged to focus on whichever GCSE endorsement they have opted for; Graphics or Art</i>



Year 9 Business Overview

Intent – the Big Picture: Year 9 Business introduces students to location, marketing, finance and human resources. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. Each topic starts with students individually reading an extract from a non-fiction business book (autobiography or business reference books) not only to set the scene for the forthcoming content for that term, but also to instil the idea that choosing which books to read is wider than fiction and can be enjoyable.

Implementation:

Students have 1 hour per week of Business. Each term a new unit of work is introduced which includes a link to both reading opportunities and careers within that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to structure chains of argument.

Topic	Knowledge	Skills	Assessment	Links
Topic One What factors affect the choice of location for a business?	Our intention is to provide students with the knowledge required to choose a location in which to set up a business in. Students should: <ul style="list-style-type: none"> Understand how and why different businesses use segmentation to target customers, including: gender, age, location, income Understand why businesses conduct market research, such as to identify market opportunities and to get a better insight into their customers and competitors Understand the factors that influence where a business is located Understand the benefits and drawbacks of globalisation 	AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test AO2C: Ability to apply knowledge to a business situation (context) – tested in a 4 mark question AO2Q: Ability to calculate % and % change – tested in end of topic test	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 4 mark question End of topic test at the end of the final lesson, Lesson 5 	GCSE 5.1, 5.2, 5.3, 1.5
Topic Two How do you know if a business will break-even?	Our intention is to provide students with the knowledge required to understand the concept of and draw a break-even chart. Students should: <ul style="list-style-type: none"> Understand the difference between variable costs, fixed costs and total costs Understand the concept of and calculate revenue, costs and profit Understand the meaning of the term break-even output and interpret break-even charts Understand the advantages and disadvantages of using break even analysis 	AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test AO2C: Ability to apply knowledge to a business situation (context) – tested in Year 8 assessment AO2Q: Ability to calculate % and % change – tested in end of topic test	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 End of topic test at the end of the final lesson, Lesson 5 Year 9 assessment 	GCSE 1.6, 6.3
Topic Three How does a business ensure that they get the best staff?	Our intention is to provide students with the knowledge required to understand the recruitment and selection process and the relevant laws. Students should: <ul style="list-style-type: none"> Understand the difference between internal and external recruitment and the benefits and drawbacks of each approach Be able to outline the main stages in the recruitment and selection process Understand different types of employment law and how it affects businesses 	AO1: Ability to identify, state and describe – tested in knowledge checkers and end of topic test AO2C: Ability to apply knowledge to a business situation (context) – tested in a 4 mark question AO2Q: Ability to calculate % and % change – tested in end of topic test	<ul style="list-style-type: none"> Spell check of topic key words at start of topic and tested again, on same words at the end of the topic 2 knowledge checkers; one at the end of Lesson 2 and one at the end of Lesson 4 4 mark question End of topic test at the end of the final lesson, Lesson 5 	GCSE 4.2, 2.5



Year 9 Design & Technology Overview

Year 9 D&T gives pupils the opportunity to experience independence, problem solving design situations, allowing them creative freedom, building on their technical and practical expertise. The curriculum is sequenced by mapping backwards from the desired GCSE prerequisites, Year 9 is about building resilience, developing a problem solving mindset and the ability for independent working. Through designing and producing innovative, quality prototypes for a target market pupils will utilise acquired knowledge and skills to select materials based on their characteristics, explain production processes and understand wider issues and implications of their product development. Pupils should be able to analyse, evaluate and test their ideas and develop successful working prototypes.

Implementation:

D&T is delivered for one hour per week throughout the academic year, pupils have the same consistent teacher and access to a design classroom, workshop and CAD/CAM area. The curriculum is taught through units of work: projects, that generally combine the theoretical knowledge and skills building over a 10 week period.

A typical lesson consists of a recap of prior learning including a Q&A session with pupils using their personal note taking. Followed by learning objectives and demo/modelling of expectations. Staff circulate the work space, checking understanding and progress, answering student questions, giving verbal feedback and correcting techniques and misconceptions. Further demonstrations on next stage or recap on H&S regarding tools & equipment, finishing with final notes and a focus on next lesson.

Impact:

Pupils will understand the different materials areas and have acquired skills of working in these materials with the correct tool, equipment and processes. They will recognise subject terminology and be able to explain its use or application.

Pupils will have the ability to design and develop a creative idea, demonstrating a variety of design strategies including sketching, technical drawing, modelling and CAD. Pupils will have practical skills that allow them to produce functioning, aesthetically pleasing, prototypes of a good quality, starting to independently problem solve and building the resilience to cope with challenges.

Pupils will have a knowledge of how products are produced in industry and an understanding of the impact of manufacturing on the environment.

Unit	Knowledge	Skills	Assessment	Links
<i>Re-Introduction to D&T (one lessons)</i>	Health & Safety rules Curriculum intent and key words Note taking skills	Analysing rules Presenting information	Verbal feedback	To year 8 learning
<i>S.C.A.M.P.E.R. (On-going homework tasks for the year) (one lessons)</i>	Design: A range of creative design tools Substitute, Combine, Adapt, Magnify, Minify, Modify, Put to another use, Eliminate, Reverse	Independent creative designing, using sketching, annotation and labelling to explain ideas	Summative assessment of each homework tasks in booklet Written feedback	Developing design skills are a fundamental element of most units of work.
<i>Soma cube (Collaborative, focussed practical task) (nine lessons)</i>	Scales of Production: One-off, batch, mass, continuous Making: quality control and tolerances Material: reflecting on working in a variety of timbers and manufactured boards Drawing: Technical drawing, hand drawn & on CAD, British standards dimensioning Tools: Vernier callipers, dividers, limit gauges	Making: accurately cutting, finishing and assembling a batch of cubes, applying quality checks and tolerances Teamwork: collaborating as a table team to batch produce 4 soma cubes Finishing: independently applying a surface finish and packaging the cube	On-going verbal feedback Summative assessment of practical piece Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Memory recall of timber & manufactured boards and the tools/equipment for marking out, sanding, cutting and assembly. Drawing skill intro in Y7.
<i>Board game (DMT: design and make task) (twelve lessons)</i>	Making: Paper and board, history of paper, variety of boards including corrugated, grey board and coloured card Tools: Use of search engines, CAD & desk top publishing programmes	Design: developing a product from initial concept to working prototype. CAD/IT/DTP: Research skills to inspire design ideas. Producing accurate graphics for board, cards, instructions Analysis & Evaluation: testing each stage of the product development for quality and modifications	On-going verbal feedback Summative assessment of design aspects and practical piece Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Understanding of research skills developed through Y8 homework tasks.
<i>Children's grabber (DMT: design and make task) (twelve lessons)</i>	Mechanisms: Three classes of lever Equipment: workshop tools Health & Safety: tools, machinery	Design: designing a product for an end users needs Making: accuracy in following instructions and problem solving Following instructions: using instruction sheets and note taking to work independently	On-going verbal feedback Peer assessment Group testing	Practical skills & knowledge of workshop H&S develop throughout KS3



Year 9 French Overview

•Intent – the Big Picture: Year 9 French provides students with the opportunity to embed their knowledge learnt in Year 7 and 8 and develop the confidence and enthusiasm to select French for GCSE. Selected students will increase the time spent learning French and all students will increase their vocabulary, enabling them to understand information in French when reading and listening. Students will also learn to exploit grammatical structures alongside their vocabulary, with a particular focus on mastering use of the present, past and future tenses to communicate with confidence both orally and in writing. They will continue to improve their pronunciation, applying phonetical knowledge to their speech. They will grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Francophone countries.

	Unit	Knowledge	Skills	Assessment	Links
<p>Implementation: Selected students have two one hour lessons per week, with a third hour spent studying Spanish. Other students have 3 hours a week of French, with the third hour focussed on retrieval of previous learning and culture. Knowledge and skills from yr 7 and 8 are regularly re-visited, with a focus on mastering the 3 main tenses and key phrases (see back of books). A variety of teaching activities in groups set by ability will increase understanding and use of vocabulary and grammar and foster skills in listening, speaking, reading and writing. Students will work both independently and collaboratively, completing work in their A5 books and storing vocabulary in mini red books. Homework will be focused on vocabulary learning (30 min most weeks).</p>	<p><i>Mon monde à moi</i></p>	<p>Vocabulary: extra-curricular activities, describing people and your relationships with them, birthday celebrations, clothes Grammar: present tense, perfect tense, future tense, reflexive verbs (only fr/Sp groups)</p>	<p>Listening Speaking: phonics, describing photos Reading Writing</p>	<p>Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: pg 15 ex 8</p>	<p>Adjectives, Future tense- Yr 7 HT6, Yr 8 HT2 Past tense- Yr 8 HT1, HT3 Reflexive verbs- yr 10 Module 1</p>
	<p><i>Projets d'avenir</i></p>	<p>Vocabulary: jobs and careers, jobs around the house Grammar: vouloir, devoir, pouvoir, future tense</p>	<p>Listening Speaking: phonics, describing photos Reading Writing</p>	<p>Regular vocabulary tests Listening: Year 9 exam Speaking: register speaking tasks Reading: Year 9 exam Writing: Year 9 exam</p>	<p>Vouloir, devoir, pouvoir- Yr 10 Module 3, Yr 11 Module 7 and 8 Jobs and careers- Yr 11 Module 7 Future tenses and time frames- yr 8 HT2, Yr 10 Module 5, yr 11 Module 7</p>
	<p><i>When I was younger (Fr/ Sp groups only)</i></p>	<p>Vocabulary: describing people, clothes, school subjects Grammar: the imperfect tense, use of ON, direct object pronouns, comparatives</p>	<p>Listening Speaking: phonics, describing photos Reading Writing</p>	<p>Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: paragraphs in the imperfect tense</p>	<p>Clothes Yr 8,9 (R) School subjects Yr 7(I) The imperfect tense- Year 10 Module 1 and onwards</p>
<p>Impact: All students will have developed the key knowledge and skills required to access the lessons, with support from their class teacher and French assistant where applicable. Students will be able to articulate their progress with confidence, using the Knowledge Organisers for each unit and their vocabulary books to capture key vocabulary, grammar, personal progress and progress towards their targets. Students will have been introduced to reading, listening, speaking and writing strategies to help them succeed in each of the 4 GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Francophone countries and will be able to discuss further ways they could develop their understanding outside of the classroom.</p>	<p>GCSE French- Module 1 Theme: Identity and Culture. <i>Who am I? Personality, Family, Friends and Role Models.</i></p>	<p>Vocabulary: my family, describing people's characteristics and appearance, places in town, times Grammar: possessive adjectives, adjectival position, making adjectives agree, the verbs avoir, etre and aller</p>	<p>Listening Speaking: phonics and describing photos Reading Writing</p>	<p>Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: tasks on describing a family/ friends</p>	<p>My family, use of adjectives, describing appearance- Yr 7 (I), Yr 8 and 9 (R), Year 10 Term 1 (r) Places in town Yr 7(I), Yr 8,9 (R), Year 10 Term 1 (R)</p>
	<p>GCSE French- Module 2 Theme: Identity and Culture <i>Leisure time: Sport, going out, the Internet, reading, music, TV and film</i></p>	<p>Vocabulary: instruments, sports, hobbies, TV, films Grammar: present tense verb formation, the verb faire, perfect tense</p>	<p>Listening Speaking: phonics, describing photos Reading Writing</p>	<p>Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks Reading: End of Module practice questions Writing: tasks on hobbies and free time</p>	<p>Free time activities, present tense Yr 7(I), Yr 8,9 (R), Year 10 Term 1 (R) Perfect tense Yr 8 (I), Yr 9, Yr 10, Yr 11 (R)</p>
	<p>GCSE French- Modules 3-6 Themes: Identity and Culture, Local Area, Home and Travel <i>Clothes, shopping, food, holiday, travel</i></p>	<p>Vocabulary: food, shops, clothes, my region, countries, directions, school subjects Grammar: partitive article, à + definite article</p>	<p>Listening Speaking: phonics, describing photos, role plays Reading Writing</p>	<p>Regular vocabulary tests Listening: End of Module practice questions Speaking: register speaking tasks, time with French assistant if timetable allows Reading: End of Module practice questions Writing: dialogues- at a market/ clothes shop</p>	<p>My region, directions Yr 8(I), Yr 9 (R) Countries- Yr 8(I), Yr 9 (R), Year 10 Term 3 (R) Food- Yr 7(I), Yr 8 and 9(R), Year 10 Term 2 (R)</p>



Year 9 Geography Overview

Intent – the Big Picture:

Develop an understanding of the causes and effects of tectonic and weather hazards around the world. Be able to explain the causes of these hazards and have theoretical understanding of the global systems that drive them. Develop detailed knowledge of case studies of earthquakes and tropical storms and be able to analyse the causes, effects and responses to these events. Challenges in the human environment are about human process and systems, how they change both spatially and temporally.

Implementation:

Students have 1 hour per week of Geography in KS3. There are three units of work across the year, building on knowledge gained at KS2.

Classes are mixed ability and within each class students will experience a variety of teaching strategies and adaptive teaching, to enable all students to access the curriculum and make progress.

Impact:

Evidence that students can evaluate the effects and responses to hazard events, understanding the significance in areas of contrasting economic development, and predict hazard patterns. Pupils will use and evaluate a wide range of geographical skills and techniques effectively. Demonstrate understanding of complex interactions and interrelationships between people and the environment. Construct sustained and convincing arguments to draw well-evidenced conclusions. Improvement in regular exam questions throughout the unit and low stakes knowledge testing.

Unit	Knowledge	Skills	Assessment	Links
Tectonic Hazards	<p>Detailed, specific and accurate knowledge of plate tectonic theory. In precise understanding of the processes occurring at tectonic boundaries and the associated hazards, excellent use of key terminology.</p> <p>Detailed and specific knowledge of examples of earthquakes in Nepal and Italy, precise understanding of the range of effects and responses. Evaluation of the effectiveness of management techniques.</p>	<ul style="list-style-type: none"> ⑩ Choropleth maps ⑩ Dot maps/ proportional symbols ⑩ Line and bar graphs, histograms ⑩ Sketch maps with labels ⑩ Comparing different maps e.g. plate boundaries with EQ distribution ⑩ Explanation and analysis 	<ul style="list-style-type: none"> • Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Mini whiteboards etc • Summative assessment (Year 9 exam). 	Interleaving of skills in successive units. Repetition of themes of effects and responses to hazards and understanding of contrasts between levels of development.
Weather Hazards	<p>Detailed knowledge of the processes creating our weather systems; global atmospheric circulation, tropical storms, and extreme weather in the UK.</p> <p>Detailed and specific knowledge of examples of extreme weather in the UK (Beast from the East), and Tropical Storms (Hurricane Ian). Understanding of the range of effects and responses. Evaluation of the effectiveness of management techniques.</p>	<ul style="list-style-type: none"> • Line and bar graphs • Comparing different maps e.g. relief, precipitation and temperature choropleth maps. • Climate graphs • Basic synoptic charts • Explanation and analysis 	<ul style="list-style-type: none"> • Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Mini whiteboards etc • Summative assessment (end of unit test). 	Weather unit in year 8 has built a knowledge foundation. The skills from living world of describing distribution and using various methods to display spatial data will allow students to access the sources in this unit.
Climate Change	Detailed and specific knowledge of historical data supporting climate change theory, plus the causes, effects and short/long term management techniques to mitigate and adapt to climate change.	<ul style="list-style-type: none"> • Use of historical source material • Line and bar graphs • Comparing maps, temperature data • Explanation and analysis 	<ul style="list-style-type: none"> • Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Summative assessment (end of unit test). 	Interleaving of skills in successive units. Repetition of themes of effects and responses to climate change and understanding of contrasts between levels of development. Many links made to industry in year 7, plus GCSE Paper 2.
An Unequal World	To be able to use a range of geographical skills with reasonable accuracy. To be able to give examples development indicators and identify examples and characteristics of LIC's/NEE's/HIC's.	<ul style="list-style-type: none"> • Use of historical source material • Line and bar graphs; comparison of data between countries at various levels of development • Explanation and analysis 	<ul style="list-style-type: none"> • Regular consolidation tasks and exam question practice. • Formative assessment through retrieval practice "Geog your Memory" • Summative assessment (end of unit test). 	Unit gives a basic understanding of the key development indicators discussed in depth in GCSE Paper 2.



Year 9 History Overview

Intent – the Big Picture: Year 9 history is based around the theme of **conflict**. Pupils begin their study of Year 9 History by examining the **Thesis of the German historian Fritz Fischer**, that Germany was to blame for World War One. This interpretation is interrogated and pupils make their own judgement on his findings. Next, pupils are asked to consider **To what extent World War One was a 'World War'?** recognising that the experience of empire troops was similar and different to those of the British armed forces. The causes behind **The rise of Hitler** from obscure politician to the leader of Germany is the focus of the next enquiry which provides a link between World War One and World War Two. The key events of World War Two are explored in the enquiry **How quickly did the Allies turn the tide against the Nazis in World War Two?** Pupils are asked to evaluate the pace of change and the impact each event had on the eventual outcome of the war. The concept of change is developed further during the study of the Cold War, with a particular emphasis on when the **Cold War** put Berlin in the most danger. Finally, pupils examine evidence to determine **How far rebels shaped society after World War Two**, focusing on young people and the experience of immigrants in the 1950s and 1960s.

Implementation:

Students have one 60-minutes lesson per week. Each half term a new unit of work is introduced, which is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be gradually increased to reflect the demands of the GCSE course, so that students are ready for the transition to KS4.

Impact:

Have an excellent knowledge of key features and characteristics of the periods studied. Have an excellent understanding of the chronology of British History. Have an extensive base of historical vocabulary that can be used accurately. Be fluent in the ability to analyse, evaluate and use historical sources and interpretations. Have the ability to reach clear conclusions and develop a reasoned argument to explain findings. Be highly developed in historical skills using second-order historical concepts such as causation, 'change and continuity', and 'historical significance'. Have an enthusiasm for the subject and a curiosity and interest in historical matters affecting the world today. Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about the past.

Unit	Knowledge	Skills	Assessment	Links
<i>Early twentieth century</i>	<i>How modern was Britain in 1900? Emily Davison: Martyr or accidental death? Long term causes of WWI How did the assassination of one man lead to a war? Why did men join up in 1914? Life in the trenches</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	<i>Was Emily Davison a martyr or a mischief maker?</i>	The fight for female suffrage - KS3 History - BBC Bitesize
<i>WWI</i>	<i>The Battle of the Somme Does General Sir Douglas Haig deserve the nickname 'Butcher'? Censorship Who killed the Red Baron? The scum of the earth? Conscientious objectors</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	<i>Does Haig deserve the nickname 'Butcher'?</i> <i>Year 9 exam</i>	World War One - KS3 History - BBC Bitesize
<i>The Inter-war Years</i>	<i>Why did Germany lose WWI? How did a peace treaty lead to war? Who voted for Hitler? Appeasement</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy	<i>How significant was the Treaty of Versailles to the rise of Hitler?</i> <i>Source based</i>	What challenges did Germany face after World War One? - Inter-war Germany - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
<i>WWII</i>	<i>Blitzkrieg Dunkirk – Triumph or defeat? Turning point – Battle of Britain Life on the Home Front - London Life on the Home Front - Shrewsbury</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	<i>What was life like for evacuees in Shrewsbury?</i> <i>Compare/contrast/interpretations</i>	World War Two and the Holocaust - KS3 History - BBC Bitesize
<i>How one war ended and another began</i> <i>The Cold War</i>	<i>The Holocaust: How did persecution develop? The Holocaust Why did the USA drop the atomic bomb? How can a war be cold? Why was half a city so important? (Berlin Airlift)</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	<i>Why did the USA drop the atomic bomb?</i>	World War Two and the Holocaust - KS3 History - BBC Bitesize



Year 9 History Overview

Intent – the Big Picture: Year 9 history is based around the theme of **conflict**. Pupils begin their study of Year 9 History by examining the **Thesis of the German historian Fritz Fischer**, that Germany was to blame for World War One. This interpretation is interrogated and pupils make their own judgement on his findings. Next, pupils are asked to consider **To what extent World War One was a 'World War'?** recognising that the experience of empire troops was similar and different to those of the British armed forces. The causes behind **The rise of Hitler** from obscure politician to the leader of Germany is the focus of the next enquiry which provides a link between World War One and World War Two. The key events of World War Two are explored in the enquiry **How quickly did the Allies turn the tide against the Nazis in World War Two?** Pupils are asked to evaluate the pace of change and the impact each event had on the eventual outcome of the war. The concept of change is developed further during the study of the Cold War, with a particular emphasis on when the **Cold War** put Berlin in the most danger. Finally, pupils examine evidence to determine **How far rebels shaped society after World War Two**, focusing on young people and the experience of immigrants in the 1950s and 1960s.

Implementation:

Students have one 60-minutes lesson per week. Each half term a new unit of work is introduced, which is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be gradually increased to reflect the demands of the GCSE course, so that students are ready for the transition to KS4.

Unit	Knowledge	Skills	Assessment	Links
<i>The Changing World</i>	<i>The Cuban Missile Crisis</i> <i>What was fighting like in the Vietnam War?</i> <i>Why did the USA lose the Vietnam War?</i> <i>Who shot JFK?</i> <i>Why did the sun finally set on the British Empire?</i> <i>Was Britain the paradise immigrants expected?</i>	Comparing and contrasting sources Source evaluation based on provenance and own-knowledge Empathy Research skills	<i>What is the most significant event of the 20th century?</i>	The Cold War - KS3 History - BBC Bitesize

Impact:

Have an excellent knowledge of key features and characteristics of the periods studied. Have an excellent understanding of the chronology of British History. Have an extensive base of historical vocabulary that can be used accurately. Be fluent in the ability to analyse, evaluate and use historical sources and interpretations. Have the ability to reach clear conclusions and develop a reasoned argument to explain findings. Be highly developed in historical skills using second-order historical concepts such as causation, 'change and continuity', and 'historical significance'. Have an enthusiasm for the subject and a curiosity and interest in historical matters affecting the world today. Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about the past.



Year 9 Computer Science Overview

Intent – the Big Picture: Year 9 Computer Science will allow students to prepare themselves for GCSE Computer Science should they choose it as an option. They will further develop their practical skills in a high-level programming language, learning to become more resilient when problem-solving and developing more complex solutions. The students will also continue to study units of work closely linked to the GCSE specification and explore wider uses of technology in a real-world context and the issues associated with it. There will also be the opportunity to complete more creative work through the use of a wider range of application software to develop digital products, whilst also covering key computer science-related content such as file formats and compression.

Implementation:

Computer Science is delivered for one hour per week throughout the academic year. Students will have the use of a computer each in a dedicated ICT room. The students will be able to access the latest software applications on the computers and they will be able to make use of digital platforms such as Office 365 to access work in school and at home.

A typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources for the lesson made available on Office 365. Staff demonstration, class/paired discussion, open/directed questioning are part of the lesson structure. Students will be expected to ensure that files are saved appropriately and that progression/verbal feedback is logged in their progress booklets.

Impact:

Students will become more confident and independent users of technology in the classroom, making greater use of more efficient methods of working. As well as becoming experienced users of online digital platforms, they will be able to use a wider range of software applications including some specialist software and will combine resources and/or applications when producing work.

Students will be able to identify subject terminology and be able to explain its use or application.

Students looking to go on and study Computer Science at GCSE level should have acquired the base knowledge, problem-solving and practical skills (particularly with programming) to allow them to access the GCSE content successfully.

Unit	Knowledge	Skills	Assessment	Links
<i>Further Python Programming</i>	<ol style="list-style-type: none"> 1. Basic programming fundamentals (RECAP) 2. Iteration and the use of count controlled loops. 3. Storing data with the use of lists & arrays. 4. Making code more efficient through the use of Procedures. 5. Use of subroutines through Functions. 	<p>Computational thinking & applying sequence, selection and iteration. Practical programming skills in python. Analysing & reviewing solutions.</p>	<p>Three homework's. End of unit assessment portfolio. Verbal feedback in lesson. Self assessment in progress booklets.</p>	<p>Again, this is linked to the GCSE Component 02 (Algorithms & Programming) and allows students to develop skills needed for the practical programming element of the course and for later at post 16.</p>
<i>Computer Networks</i>	<ol style="list-style-type: none"> 1. The Internet and how it works. 2. Different methods of connection. 3. Network structure. 4. Different types of networks. 5. How encryption works & why it is used. 	<p>Use of speed test websites and download speed calculators. Use of encryption website to encode/decode plain text/ciphertext.</p>	<p>Three homework's. End of unit multiple-choice assessment. Verbal feedback in lesson. Self assessment in progress booklets.</p>	<p>All network related content is linked to GCSE Component 01 (Computer Systems)</p>
<i>Artificial Intelligence</i>	<ol style="list-style-type: none"> 1. What is AI & where is it used. 2. How AI is trained through machine learning 3. Ethical issues associated with the use of AI 4. How image data is represented & recognised 5. Turing Tests & use of AI by chatbots 6. AI & use of sentiment analysis 	<p>Use of Scratch 3.0 to produce algorithms mimicking AI programs such as chatbots and AI review algorithms.</p>	<p>Three homework's. End of unit assessment portfolio. Verbal feedback in lesson. Self assessment in progress booklets.</p>	<p>The use of AI and the associated issues such as data protection/privacy, legal, ethical & cultural issues are linked to the GCSE Component 01 (Computer Systems)</p>
<i>Digital Graphics</i>	<ol style="list-style-type: none"> 1. Vector graphics and where they are used. 2. Bitmap graphics and where they are used. 3. How to convey meaning through graphics. 4. Using Image Editing software applications to create and export a digital graphic. 5. Reviewing digital graphics. 	<p>Analysing existing graphics. Practical skills using image-editing software to set up a graphic, import different elements & apply effects. Exporting in different file formats. Review & reflection of work.</p>	<p>Three homework's. End of unit assessment portfolio. Verbal feedback in lesson including peer feedback. Self assessment in progress booklets.</p>	<p>Data representation of Images/Graphics, file formats & compression are linked to GCSE Component 01 (Computer Systems)</p>
<i>Audio Editing</i>	<ol style="list-style-type: none"> 1. How Audio is digitised – analogue to digital soundwaves, frequency, pitch, bitrate etc. 2. Jobs in the sound industry – foley artist, sound editor job roles. 3. Planning an audio advertisement – timelines, asset logs, elements of an advert. 4. Using audio editing software to create an advert – tracks, importing, applying effects. 5. File formats and the use of compression. 6. Test plans & how to complete them. 	<p>Analysing existing audio advertisements. Practical skills using audio-editing software to import different audio elements & apply effects. Exporting in different file formats. Review & reflection of work.</p>	<p>Three homework's. End of unit assessment portfolio. Verbal feedback in lesson including peer feedback. Self assessment in progress booklets.</p>	<p>Data representation of Audio, file formats & compression are linked to GCSE Component 01 (Computer Systems)</p>



Year 9 Music Overview

Intent – the Big Picture: Music at year 9 should build on the knowledge of the musical elements they learnt in year 7 and 8 and explore these elements in a wide range of contexts. Students should see their performance and composition skills developing further and should be secure in self evaluating these skills in order to improve independently. AO3 and AO4 should now be secure for students, and topics will have more focus on appraising with higher use of the key musical terminology used in the Eduqas GCSE specification to ensure those who opt to take music transition from KS3 to KS4 smoothly, whilst still being engaging and accessible for all.

Implementation:

Students have a one hour lesson of music per week. Each half term students change topic. The first topic they study focusses heavily on developing their knowledge of the musical elements. Each following topic further broadens this knowledge through a different context, changing genre and instrument. There is also a different skills focus each half term, and this rotates between solo and ensemble performance or composition.

Impact:

Throughout KS3, all students will

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Unit	Knowledge	Skills	Assessment	Links
<i>Fur Elise</i>	<i>Musical elements focus: melody, harmony, tonality, form & structure, dynamics, tempo, rhythm, metre The composer Beethoven, the classical era & Fur Elise Staff notation</i>	<i>Reading and performing from staff notation, treble and bass clef Solo performance skills (piano)</i>	<i>Peer assessment Final solo performance of Fur Elise Assessment against a simplified version of the EDUQAS solo performance criteria</i>	<i>Musical Forms and Devices: GCSE AoS1 Staff notation: GCSE AO3 Solo performance: GCSE AO1</i>
<i>Form & Structure</i>	<i>Musical elements focus: Form & structure, melody, harmony, tonality, dynamics, sonority, texture, tempo, rhythm, metre Binary, ternary & rondo forms</i>	<i>Composing to set musical forms from the Baroque, Classical & Romantic era's Melodic writing Writing accompaniments Using NoteFlight</i>	<i>Peer assessment Final composition in binary, ternary or rondo form Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Musical forms & devices: GCSE AoS1 Staff notation: GCSE AO3 Composition: GCSE AO2</i>
<i>Band Skills 2</i>	<i>Musical elements focus: melody, harmony, form & structure, texture, tempo, rhythm, metre, dynamics The different roles within a pop / rock band How to rehearse effectively in an ensemble Setting up equipment</i>	<i>Ensemble performance skills Reading from a lead sheet</i>	<i>Peer assessment Final band performance Assessment against a simplified version of the EDUQAS ensemble performance criteria</i>	<i>Popular Music: GCSE AoS4 Ensemble performance: GCSE AoS2 & AO1</i>
<i>Sequencing & Remixing</i>	<i>Musical element focus: melody, harmony, form & structure, dynamics, sonority, texture, tempo, rhythm Recreating music via sequencing with attention to detail using GarageBand / Ableton How the musical elements can be manipulated to create a remix</i>	<i>Music technology: Using GarageBand / Ableton to recreate an existing song and then remix it. Analysing an existing song to recreate it as accurately as possible</i>	<i>Peer assessment Final composition piece – remix Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Popular Music: GCSE AoS4 Composition: GCSE AO2 Analysing music: AO4</i>
<i>Songwriting 202</i>	<i>Musical elements focus: Melody, harmony, tonality, form & structure, sonority, rhythm Key features of pop songs Verse / Chorus form Major / minor scales More advanced chord sequences How to use GarageBand</i>	<i>Compositional skills Musical technology Lyric writing</i>	<i>Peer assessment Final composition of pop song on GarageBand Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Popular Music: GCSE AoS4 Composition: GCSE AO2 Composing using the pentatonic scale, chord sequences and balanced melodies: GCSE AO3</i>
<i>Samba</i>	<i>Musical elements focus: form & structure, dynamics, sonority, texture, tempo, rhythm, metre Latin American rhythms, ostinato, call & response & improvisation</i>	<i>Ensemble performance skills Drumming skills</i>	<i>Whole class performances of Samba pieces. How well can you hold your part in a Samba ensemble?</i>	<i>Music for Ensemble: GCSE AoS2 Ensemble performance: GCSE AO1 Musical devices: GCSE AoS1, AO2, AO3</i>



Year 9 RP Overview

Intent – the Big Picture: KS3 RP follows the guidance outlined in the Shropshire Agreed Syllabus (SAS). There is a focus this year on ‘Making connections’. Students will be equipped with the knowledge needed to evaluate, reflect on and connect the beliefs and practices studied to wider world issues. Through a variety of topics based around questions of evil/suffering and ethics and morality students will evaluate, reflect on and enquire into key concepts and ‘big’ questions studied, responding thoughtfully and creatively, giving good reasons for their responses. They will challenge the ideas studied, and allow the ideas studied to challenge their own thinking. They will make connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Implementation:

Students have 1 hour per week of RP. There are three units of work across the year, building on the knowledge of beliefs and practices gained in Year 7 and 8. This year they will look at ‘making connections’ Evaluating, reflecting on and connecting the beliefs and practices studied to wider world issues.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their tracking sheets for guidance (on their learning journeys). They will be able to verbalise how they have made progress and what skills they need to focus on to further improve.

Students will improve their ability make connections between beliefs and practices studied and issues arising in the wider world.

Unit	Knowledge	Skills	Assessment	Links
Topic One Hinduism	Students will know: <ul style="list-style-type: none"> The Hindu creation story and how it differs from Abrahamic creation stories The symbolism of the Trimurti The goal of Hindus The concept of God and deities What the caste system is and evaluate whether it should be made legal The importance of Hindu stories: focus on Ramayana 	Develop ability to identify, state and describe differing religious practices and make well explained comparisons Further develop their ability to explain practices carried out today in relation to specific teachings/ scripture/ historical events Develop evaluative skills through arguing both sides of a given statement.	Ongoing formative assessment, GCSE question and Year 9 exam (GCSE AO1 and AO2)	Builds on knowledge of religious beliefs from Year 7 SAS link: 3.2, 3.9, 3.14, 3.15, 3.18
Topic Two The problem of Evil and suffering	Students will know: <ul style="list-style-type: none"> Does God exist? Arguments for and against the existence of God – a re-cap from Year 7 with further exploration of the arguments. Creation – science v religion (First cause/design/Big bang/evolution). Can you believe in both? What is suffering? The concept of Free Will and religious responses to suffering The Rwandan Genocide 	Group project: this will enable students to work on employability skills; organisation, creativity, team work, listening, presentation and communication skills. Some students will be able to showcase their leadership skills	This topic is assessed through a group project. Students will showcase their powers to persuade either for or against the existence of God (GCSE AO1 and AO2)	Builds on knowledge of religious beliefs from Year 7. Links into GCSE topics taught in both components (beliefs from component 1 and Religion and life from component 2) SAS link: 3.1, 3.3, 3.5, 3.16, 3.17
Topic Three Ethics and Morality: Matters of Life and Death	Students will know: <ul style="list-style-type: none"> What is meant by morality, how absolute and relative morality can be applied. Why is life special? Sanctity of life and quality of life Arguments for when life begins and why it matters – the use of embryos in fertility treatments, cloning, research What abortion is, the Law, arguments for and against and religious responses What euthanasia is, the Law, arguments for and against and religious responses What Capital punishment is, the Law, arguments for and against and religious responses 	reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.	Ongoing formative assessment, knowledge checker activities, GCSE question, end of unit assessment (GCSE AO1 and AO2)	Builds on knowledge of religious beliefs studied so far. Links into GCSE topics taught in component 2 (Religion and Life, Religion, crime and punishment) SAS link: 3.3, 3.13, 3.14, 3.16



Year 9 Spanish Overview

Intent – the Big Picture: Year 9 Spanish provides selected students the opportunity to embed their knowledge from Year 8 and develop the confidence and enthusiasm to select Spanish for GCSE. Students will increase their vocabulary base and grammatical knowledge to enable them to understand spoken and written Spanish, as well as manipulating structures to use in their own spoken and written Spanish work. They develop their use of the three time frames and encouraged to focus on communicating their ideas clearly. They will continue to improve their pronunciation in Spanish by applying their phonetical knowledge to both familiar and unfamiliar vocabulary and structures. They grow in confidence as their knowledge grows and their skills develop. They continue to develop an understanding of and a curiosity about life in Hispanic countries.

Implementation:

Year 9 Spanish students have one hour of Spanish per week, alongside two one-hour lessons of French. There are five units of work throughout the year which each start with a focus on phonics through the use of Sentence Builders. A variety of teaching activities in the set ability groups will increase understanding and use of vocabulary and grammatical knowledge as well as fostering the skills of listening, speaking, reading and writing. Knowledge and skills from Year 8 are regularly revisited and there is a focus on mastery of the tenses and key phrases (see back of books). Students work both collaboratively and independently to build up their knowledge and confidence to be independent users of Spanish. They complete work in their A5 book. Homework will be focused on vocabulary learning (30 minutes most weeks).

Impact:

All students will have developed a wider vocabulary base alongside key grammatical knowledge so that they can listen, speak, read and write in more depth in Spanish. They will be supported by their class teacher and the Spanish Fellow from Shrewsbury School (where available). Students will be able to articulate their progress with confidence, using the Knowledge Organisers for each unit, the Curriculum map to explain the key vocabulary and grammar that they have learnt and their personal progress made to enable them to succeed in each of the four skill areas. They will have been introduced to strategies to help them succeed in each of the four GCSE papers. Students will continue have a good awareness of Spanish phonetic rules and how to apply these to new words and phrases. They will be able to discuss cultural similarities and differences between Shrewsbury and Hispanic countries. They will also be able to discuss further ways they could develop their understanding outside of the classroom, (e.g. Duolingo).

Unit	Knowledge	Skills	Assessment	Links
Mis vacaciones	Vocabulary: countries, exclamations, activities, sequencers, adjectives, opinions, transport, accommodation Grammar: preterite tense, adjectival agreements and position, conjunctions, different subject pronouns, near future tense Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Listening: Dictation Translations (mid-unit assessment) Year 9 exam: Listening, reading and writing (GCSE format)	Prior: Adjectives, opinions, Near future tense (Year 8) Future: HFP tengo, soy, vivo, me llamo revisited throughout years 8-11, Preterite tense revisited throughout Years9-11 GCSE topic: Holidays
Todo sobre mi vida	Vocabulary: activities (including technology), frequency phrases, music types, justified opinions, TV programmes Grammar: preterite tense, adjectival agreement and position, plural opinions, conjunctions, comparative structures Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Photocard/ role Play Writing: Translations	Prior: Adjectives (Year 8), Opinions (Year 8), Preterite tense (Year 9 Unit 1) Future: Opinions are revisited throughout Years 8-11, Third person verbs are revisited throughout Years 8-11 GCSE topic Free time
¿Qué hacemos?	Vocabulary: places in town, inviting someone out, conversation fillers, time, giving excuses, daily routine, clothes, colours Grammar: adjectival agreement, to the (al/ a la), prepositions, tener que, reflexive verbs in the present tense, near future tense, too much, conjunctions Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Questions/ Role Play End of Unit listening and reading	Prior: Adjectives (KS2, Unit 2 Year 8), Places in town (year 8 unit 5), colours (year 8), Time (Year 8/ KS2) Future: Opinions are revisited throughout Years 8-11, Present tense revisited throughout years 8-11, future tense is revisited throughout years 8-11 GCSE topic free time
A comer	Vocabulary: food, mealtimes, ordering in a restaurant, opinions Grammar: quantifiers, conjunctions, near future tense, verbs for mealtimes, used form (being polite), opinions Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Role Play End of Unit writing (including translations)	Prior: Foods (Year 8 unit 3&5), Ordering (Year 8 unit 5) Future: Opinions, tenses, used form are revisited throughout Years 9-11, GCSE topic Free time
Las fiestas españolas	Vocabulary: festivals, tourist office, foods, animals, cultural vocab Grammar: future tense, preterite tense, se puede, adjectives, opinions, conjunctions, comparative/ superlative structures Phonics: A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Translations Writing: Postcard about a festival	Prior: Foods (Year 8 units 3&5, Year 9 Unit 4), Cultural information throughout Year 8 and 9 Future: Opinions are revisited throughout Years 8-11 Ir conjugation revisited throughout Years 9-11 GCSE topic Customs