

CURRICULUM PRINCIPLES

Our curriculum is designed to support all young people to become:

successful learners - who enjoy learning, make progress and achieve.

confident individuals - who are able to live safe, healthy and fulfilling lives.

responsible citizens - who make a positive contribution to society.

We provide programmes of learning that respond to students' individual needs and interests, preparing them for the next stage of their education/training.

There are also many opportunities for educational visits, clubs, sporting opportunities, field trips, competitions, fundraising events, theatre trips and music workshops that extend students' experiences. We work with a number of outside agencies to provide a broad and relevant curriculum for every one of our students.



Year 9 CURRICULUM

Students are taught a broad and balanced curriculum in year 9 which enables them to develop a deeper knowledge and the opportunity to master the required skills of a subjects before selecting their final GCSE choices. This allows students the opportunity to exercise some choice over their curriculum in year 9 while ensuring they gain a deeper understanding of core subjects which will benefit them in their life and learning beyond key stage 3.

All student will study our core subjects of English, mathematics, science, geography, history, a language, physical education, art, music and design technology. Computing skills are further developed across the curriculum. Additionally our combined citizenship, RE and PSHE curriculum continues to be taught in all year groups.

Students will also have the opportunity to choose two subjects which they wish to study for two hours a week per subject. This extra time will afford students the opportunity to gain knowledge and skills which will be useful when they focus more on their GCSE's at the beginning of year 10.

We would anticipate that most students will continue with their year 9 options choices into year 10 and take GCSEs in these subjects along side other choices that they will make during Year 9 to start in Year 10.

We will also be providing additional literacy and/or numeracy lessons for a small number of students instead of the option choices. These students will be identified and parents contacts separately.

Year 9 timetable allocation

Time in our curriculum is allocated as you can see here.

Students must choose five subjects in order of preference. We will endeavour to give students their first and second choices as their two options. Where this is not possible, we will refer to their other preferences so please ensure that students consider deeply their third, fourth and fifth preferences.

Students will choose a combination of the following subjects.

Music

Dance

Art

Physical Education

Drama

Graphics

Resistant material

Additional language

It is exceptionally important that all students have good numeracy and literacy skills that would allow them to access and achieve their potential at GCSE. Therefore, where prior attainment demonstrates that students would benefit from additional literacy and/or numeracy they will be added to these groups for their year 9 year. These students will be identified and parents contacted separately.

English

4 Lessons per week

Mathematics

4 Lessons per week

Science

3 Lessons per week

Geography / History

2 Lessons each per week

Language

2 Lessons per week

Physical Education (PE)

2 Lessons per week

Art/Music/Design technology

1 Lesson per week on rotation

CitRs (Citizenship, RS and PSHE)

1 Lesson per week

2 OPTION subjects from this range

Music/Dance/Art/PE/Drama/Graphics/Resistant

Materials/MFL

2 Lesson per week per subject

Learning covered in core subjects

Subject	Autumn	Spring	Summer
English	Creative writing inspired by George Orwell's 'Animal Farm'	Dramatic interpretations of 'Romeo and Juliet' by William Shakespeare	Grammar for writing: writing poetry Comparative reading assessment on poems from other cultures and traditions
Mathematics	Numbers Algebra	Graphs, tables and charts Fractions, ratio and percentages	Equations, inequalities and sequences Angles and trigonometry Graphs
Science	Genetics Evolution Materials Waves	Cell Biology Organisation	Infection and Response Bioenergetics Energy
Geography	Weather Hazards Climate Change	Urbanisation Case study of major LIC/NEE - Rio de Janeiro. Urban Change in the UK Urban Sustainability	Resource Management Decision Making/Geographical Skills
History	Inter war + Road to WWII WWII: Battles and the Home Front	Germany in Transition 1919-1939	Germany in Transition 1919-1939

Learning covered in core subjects

Subject	Autumn	Spring	Summer
French	Family, Friends and I	Free Time and Technology	Routines and Celebrations
Spanish	Travel and Tourism	School Life	Family, Friends and I
Physical education	<p>Developing the range and quality of skills and application of skills to competition and performance in:</p> <p>Baseline physical participation in Quadkids Rugby, Football, Netball, Basketball, Handball, Health Related Fitness and Swimming</p>	<p>Developing the range and quality of skills and application of skills to competition and performance in:</p> <p>Rugby, Football, Netball, Trampolining, Health Related Fitness, Swimming, Trampolining and Outdoor Adventurous Activities</p>	<p>Developing the range and quality of skills and application of skills to competition and performance in:</p> <p>Athletics, Rounders, Cricket and Softball</p>
Art <i>Rotation</i>	Students will spend one term building on their skills and knowledge of different forms of artistic expression.		
Music <i>Rotation</i>	Students will be given the opportunity to continue their music journey. They will gain skills in creating, analyzing and evaluating music from a range of genres and sources.		
Design and technology <i>Rotation</i>	Students will engage with project base learning culminating in the production of an article, building on skills and knowledge gained in years 7 and 8.		
Citrs	<p>Human Rights</p> <p>Rights within Britain</p> <p>Community Cohesion</p> <p>Careers</p>	<p>The Holocaust</p> <p>Knife Crime</p> <p>Mental Well-being</p> <p>Drugs Education</p>	<p>Financial Awareness</p> <p>Sex and relationship education</p> <p>Matters of life and death</p>

Option subjects

Subject	Autumn	Spring	Summer
Music	<p>Composition skills (using Sibelius)</p> <p>Performance skills (ensemble)</p>	Aural listening techniques - inc. melody writing	Film Music
Dance	<p>Exploring the three dance styles Jazz, Contemporary and Street and key practitioners linked to the styles such as Bob Fosse, Jerome Robbins, Christopher Bruce, Brian Esperon Kenrick H2O Sandy and Ashley Banjo.</p>	<p>Develop physical and interpretive skills needed for performance through a series of workshops.</p> <p>Apply skills and techniques in rehearsal and performance through learning professional repertoire</p>	<p>Developing ideas in response to mini briefs.</p> <p>Explore the components of choreography in detail.</p>
Drama	<p>20th/21st Century theatre practitioners</p> <p>Bertolt Brecht</p> <p>Frantic Assembly</p> <p>Steven Berkoff</p> <p>Christmas Project</p>	<p>Theatre in Education</p> <p>DNA - Dennis Kelly: study of a script</p>	<p>Shakespeare - Romeo and Juliet</p> <p>Documentary Theatre</p>
French	Family, Friends and I	Free Time and Technology	Routines and Celebrations

Option subjects

	Autumn	Spring	Summer
Spanish	Travel and Tourism	School Life	Family, Friends and I
Physical Education	The structure and function of the skeletal system The structure and function of the muscular system Movement analysis	The cardiovascular and respiratory systems	The effects of exercise on the body systems
Graphics	Skills based short tasks focus on the formal elements. Compile visual dictionary of materials and techniques	Approaches to visual communication. Focus on: Visual literacy, recording, annotating, experimenting, analyzing and developing ideas.	Visual analysis and personal response. Focus on: Formal elements, responding to creative briefs. Refining and evaluating visual ideas. Trialing and producing personal outcomes.
Art	Skills based short tasks focus on the formal elements. Compile visual dictionary of materials and techniques	Approaches to drawing: nature and purpose Focus on: recording, experimenting, analysing, developing ideas	Visual analysis and personal response. Focus on: formal elements, annotation, ideas pages, refining and evaluating. Trialing and producing personal outcomes.
Resistant Materials	Materials: Metals, Polymers, Textiles Design Strategies - Sketches and modelling Marking out selection and making tools	Paper and boards Types of forces Stock forms, types and sizes	Investigation, primary and secondary data Finite and infinite fuels Sustainability