



Cheslyn Hay Academy

Curriculum Guide
Year 9
2022-2023

Curriculum Guide

Dear Parent,

At Cheslyn Hay Academy, we are proud of the support and guidance we offer our students and their parents. We place great importance on our home school links and consider it very important for students to know that home and school are working together in their interests.

Our Curriculum Guide for Year 7 shows you what your child is learning and the key skills they are developing within each subject and across the curriculum.

Our curriculum intent is to ensure all students regardless of background and ability have the opportunity to “unlock their academic and personal potential”

We are committed to students being challenged from their previous key stage learning experiences, and providing them with the foundation for academic success in examinations

Mr P Hambleton
Deputy Headteacher

Year 7 - Year 9 Threshold curriculum Framework

Builds on KS2 Primary curriculum. The year 7—9 curriculum provides the foundations for academic success in examinations. The curriculum framework consists of the following;

Threshold Concepts

Threshold concepts define potentially powerful transformative points in the student's learning experience. They are the 'jewels in the curriculum' because they identify key areas that need mastery. Until students 'get them', they can struggle to understand a subject

Mastery/Deep Learning

The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. Threshold Concepts are mastered through repeated sequencing that allows the student to apply Threshold Concepts into different contexts.

Long Term Memory

- Sequencing
- Story telling

Long term memory is the foundation for incorporating and making sense of new knowledge. Material sits in the long term memory when it has been 'chunked' into meaningful schemata, stories or concepts. Sequencing Threshold Concepts over the journey of the curriculum helps students to make progress and allows them to apply the Threshold Concepts into different contexts within and across subjects.

Challenge

The provision of difficult work that causes students to think deeply and engage in healthy struggle—a high challenge, low risk culture is created.

Tier 2 and Tier 3 Vocabulary

To have access to and master deep subject knowledge, students need to be exposed to the cultural capital of language. Tier 2 are general academic words which occur across different subjects and are essential for reading comprehension. Tier 3 are subject specific words. The richness of vocabulary allows students to enter the academic discipline and address social Mobility.

Character

The Windsor Academy Trust ASPIRE character framework identifies fourteen character virtues that are explicitly taught through the curriculum, virtues such as teamwork and resilience.

How can you help as a parent?

At Cheslyn Hay, we want your child to succeed. You can help us to help your child to settle in to Year 7 in the following ways:

- Has a suitable bag for books and equipment (check their bag with them the night before to make sure they have what they need)
- Always brings the correct equipment to school
- Does remote learning (homework) regularly (check and sign their homework planner at least once each week)
- Reads regularly (encourage them to use the school and public library)
- Talks to you about progress in school and targets set
- Attends regularly and is always punctual
- Participates in out of hours learning opportunities and House activities

USEFUL CONTACTS

Head of Turing	Miss R Till
Head of Tolkien	Miss N Arm
Head of Seacole	Mrs N Spicer-Tomlinson
Head of Fawcett	Mr S Evans

Teaching Groups

English and maths classes are taught in groups set by prior attainment following Cycle 1 assessments in Year 7, based on KS2 Scaled Scores and attainment in assessments.

Other subjects are taught in mixed prior attainment tutor groups.

Rewards

Praise and rewards are highly valued and utilised at Cheslyn Hay. The reward system enables us to value students and have high expectations of them.

Credits are awarded for: work of an exceptional standard for that student, consistent, positive effort or worthwhile community service.

These credits accumulate, leading to further awards.

Remote Learning(Homework)

Remote learning is regularly set and recorded for all subjects in student planners; parents are asked to check and sign the planner each week. The average amount of work per night ranges from about one hour in Year 7 to two hours in year 9.

We fully support remote learning because we believe it encourages a mature attitude towards study, provides opportunities for independent learning and research. It allows students to practise skills acquired during lessons and improves their chances of overall academic achievement and personal development.

English

What will I be Studying -Topics / Overview

Cycle 1: What does it mean to be free?

Cycle 2: What makes us truly rich?

Cycle 3: What shapes our understanding of good and evil?

Year 9 is designed to give you an experience of a range of texts from a modern novel such as John Steinbeck's 'Of Mice and Men' to a Shakespearean romantic comedy such as 'Othello'.

Lessons will focus around some of the big questions we face in the world and you will have the opportunity to investigate poetry, articles and plays.

How will the students be assessed

Students will be assessed through reading, writing and speaking assessments at key points in the year to ensure that you are challenged and supported appropriately.

Your teachers will assess you against particular threshold concepts at different points in the year to ensure that we cover the wide range of skills within English. You will be provided with a scaled score after each cycle to give you an indication of your progress.

Subject Intent

We want to inspire a love of language and literature, through an engaging and challenging curriculum.

How are teaching groups organised?

Teaching groups are organised into four sets based on target levels and your achievement in Year 9.

However your progress is reviewed regularly throughout the year and the sets will change depending on the challenge or support your teachers feel you need.

Aim High!

Useful Resources

Useful resources, websites and extra curricular opportunities to support learning

The English faculty offers a wide range of extra-curricular activities for you to get involved in! We offer Debate Club, Reading Club, Wellbeing Club and a range of Master classes/Booster sessions being offered throughout the year, there are activities for everyone.

Throughout the year there are also a range of fantastic competitions and English events!

Look out for :

- National Poetry Day
- Regular creative writing competitions
- World Book Day and many more!

www.bbc.co.uk/schools/ks3bitesize/english

www.poetrysociety.org

www.theguardian.com/childrens-books-site

www.bbc.co.uk/blast/writing

Threshold Concepts

TC1: understanding texts: identifying explicit and implicit information;

selecting accurate and precise quotations TC2: Writers' methods:

2a: analysis and evaluation of writers' language

2b: analysis and evaluation of writers', structure and form

TC3: Show understanding of the relationships between texts, comparing their ideas and the contexts in which they were written.

TC4: Evaluate writers' craft- including comparison skills TC5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

5b: adapt tone

5c: use style and register for different forms

5d: understand different genres purposes and audiences

5e: organise information and ideas

5f: use structural and grammatical features to shape writing

TC6: Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation.

TC7: Speaking and listening - in different contexts and for a variety of audiences and purposes

TC 8: Spelling

How we challenge / support your learning

In English we believe that both challenging and supporting our learners is very important. Whether this is through our lessons or wider support, there is a range of activities offered to ensure that you feel not only challenged, but inspired by your English studies.

Our teachers are passionate experts in the subject and love to discuss books, reading and all things English to inspire you!

Mathematics

What will I be Studying -Topics / Overview

Cycle 1 – Probability, Representing Data, and Number in the real world

Cycle 2 - Graphs and Functions, Forming and Solving Equations

Cycle 3 - Ratio and Proportion, Pythagoras and Trigonometry

How will the students be assessed

You will have three Key Assessment Tasks (KATs) at the end of each

Cycle. The Cycle 3 KAT is the end of year summer exam.

There will also be Key Learning Tasks (KLTs), interspersed throughout the year to check your progress and identify areas for improvement.

Subject Intent

All students to believe they are capable of achieving high standards and becoming competent and resilient mathematicians.

Our Year 9 curriculum will provide the platform in preparing students with the foundations for examination success.

How are teaching groups organised?

The groups are set according to ability.

How we challenge / support your learning

Top set students are given the opportunity to take part in the UK Junior Mathematics Challenge.

Threshold Concepts

TC1: Expressions	TC2: Proof
TC3: Numeracy	TC4: Approximation
TC5: Shapes	TC6: Dimensionality
TC7: Integers	TC8: Non-integers
TC9: Coordinates	TC10: Functionality
TC11: Multiplicativity	TC12: Ratio
TC13: Inverse	TC14: Modelling
TC15: Collect	TC16: Display
TC17: Analyse	TC18: Interpret
TC19: Predict	TC20: Formulaity
TC21: Rearrange	TC22: Proportionality
TC23: Congruence	TC24: Turn

Useful Resources

We subscribe to and use mathspad and century tech.

Where needed, students will be given a general login and password so that they can access these at home.

These websites have a plethora of resources and activities for students to find explanations and practise their maths skills.

Science

What will I be Studying -Topics / Overview

Students follow the Windsor Academy Trust Curriculum where they will learn and apply Science in interesting and relevant contexts.

This year is divided into 6 chapters:

- Biological systems, processes and inheritance
- Plants and photosynthesis
- Salts and solubility
- Metals and reactivity
- Matter
- Forces in action and sound

How will the students be assessed

Key assessed tasks are closed book tests.

Key learning tasks are skill oriented tasks where students can apply their knowledge.

Subject Intent

'I will have the knowledge, skills and desire to understand and question the world around me'

How are teaching groups organised?

Students are taught in mixed ability groups.

How we challenge / support your learning

- Challenging but scaffolded schemes of work
- Reading around subject content

Threshold Concepts

- TC1:** Cells
- TC2:** Interdependence
- TC3:** Particles
- TC4:** Chemical reactions
- TC5:** Forces
- TC6:** Energy
- TC7:** Planning
- TC8:** Obtaining
- TC9:** Analysing (concluding / mathematical skills)
- TC10:** Evaluation

Useful Resources

www.bbc.co.uk/schools/ks3bitesize/science

www.scibermonkey.org/year.htm?y=7

Science club

Science remote learning support

Art & Design

What will I be Studying -Topics / Overview

Year 9 develops the skills and experiences of the Threshold Curriculum in Year 7 and 8. Where they work much more like a GCSE student. The theme of 'Corroded and Mechanical' provides opportunities to explore a range of drawing techniques, surface textures, relief and digital work using a range of media and processes.

Students will analyse the work of Jim Dine and Tom McKendrick in order to inspire their work.

Development of sketchbook pages is a real feature and GCSE examples and criteria will be referred to. Working more independently to develop work is an essential skill that will be progressed. They will study primary resources and research artists, learn a range of drawing styles, how to annotate and create written reflection. Through investigating different compositions, control of media and refinement of ideas, they will create outcomes and explore presentation.

How will the students be assessed

Regular verbal feedback is given in lessons.

Success criteria is shared with students for the Threshold Curriculum which is used to assess key tasks.

Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment.

Subject Intent

We provide every student with the skills to become an independent creative learner and the opportunity to be inspired by the Arts and achieve success.

How are teaching groups organised?

Mixed ability groups in a rotation with Music and Drama. Students will have two cycles per year.

How we challenge / support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth. They may be encouraged to work on a larger scale, use more challenging materials or more complex imagery.

Different independent study may be set.

Threshold Concepts

Tc1: Works of art consist of formal art elements

Tc2: Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

Tc3: Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

Tc4: Artists learn the 'rules' and conventions so they can decide when to break them.

Tc5: The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

Useful Resources

Art clubs are available across the year.

www.bbc.co.uk/bitesize
www.studentartguide.com
www.tate.org.uk
www.tommckendrick.com

Computing

What will I be Studying -Topics / Overview

Cycle 1

It's not rocket science, it's Computer Science Theory and Computer Science programming.

Cycle 2

Developing a Digital Project - Creative Design

Cycle 3

Google it! Google application skills

How will the students be assessed

- Regular verbal feedback given in lessons
- Key tasks are assessed and given in lessons
- Feedback is given with opportunities provided to refine work
- Key assessed tasks are closed book tests half term

Subject Intent

Ensure that students gain a broad range of digital skills to prepare them for the ever evolving digital world.

How are teaching groups organised?

You will be taught Computing in your tutor group throughout Key Stage 3.



How we challenge / support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth of programming and problem solving concepts



Threshold Concepts

TC1: Digital Literacy - To find, evaluate and communicate using a range of digital mediums.

TC2: Data Representation - To understand that binary logic is the central concept in representing, processing and storing data.

TC3: Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking.

TC4: Constructs - Understanding how to use Sequencing, Selection and Iteration to create algorithms.

TC5: Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer

Useful Resources

- ·Lego Mindstorm
- ·Computing Club

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

<https://scratch.mit.edu/>



Dance

What will I be Studying -Topics / Overview

Dance Performance - Contemporary and Jazz Dance style, physical, technical and expressive skills in dance.

Dance Choreography - types of stimuli, the choreographic process including, improvisation, motif, development structure and rehearsal

Dance and Props - Use of props to portray and theme or narrative

How will the students be assessed

KATs in choreography and performance

KLTs peer/self/teacher assessment practically

Subject Intent

To develop dance skills in a range of styles through performance, choreography and appreciation

How are teaching groups organised?

Students are taught in single gender groups, which are set by sporting potential to ensure fair competitiveness in their double lesson.

How we challenge / support your learning

Through assessment, use of leadership skills, teamwork. Lessons are differentiated and extension tasks are given

Threshold Concepts

TC1: PHYSICAL- to understand and develop sport specific skills to enable lifelong participation in physical activity.

TC2: MENTAL- the ability to develop successful decision making and problem solving skills in a variety of sporting scenarios.

TC3: SOCIAL- the ability to use effective communication and teamwork skills when working as a performer, leader and official

Useful Resources

Various Dance productions and performance opportunities School production

<https://www.onedanceuk.org/resource/>

<http://www.rambert.org.uk/performance-database/>

<https://www.roh.org.uk/learning/learning-platform/> ballet/

<https://www.moovbank.com/>

<https://www.danceexchange.org.uk/programmes/my-danceu-dance/>

Design & Technology

What will I be Studying -Topics / Overview

Technology groups will experience a variety of subjects under the Technology Umbrella.

Termly rotations throughout the year will cover Product Design, Graphic Communication and Food Preparation and Nutrition. Students will explore design and making in a variety of ways, including working with a range of materials, designing for clients, modifications, food science, health and safety and time planning. Experiences, skills and techniques will include pewter casting, pastry, designing using Photoshop using themes

How will the students be assessed

Tasks and activities are assessed using a variety of techniques. Some by observation, some by judgment against given criteria and others are key assessments for which we use departmental assessment criteria. Regular verbal feedback is a feature of all lessons

Subject Intent

Technology groups will experience a variety of subjects under the Technology Umbrella.

Termly rotations throughout the year will cover Product Design, Graphic Communication and Food Preparation and Nutrition. Students will explore design and making in a variety of ways, including working with a range of materials, designing for clients, modifications, food science, health and safety and time planning. Experiences, skills and techniques will include pewter casting, pastry, designing using Photoshop using themes

How are teaching groups organised?

The design and Technology groups are made up of mixed tutor groups.

How we challenge / support your learning

Attending extra curricular clubs will improve both designing and making skills.

Extension tasks in lessons or different

Threshold Concepts

Graphics:

TC1: Works of Graphics consist of formal art elements
TC2: Mark making, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

TC3: Graphics, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

TC4: Artists learn the 'rules' and conventions so they can decide when to break them.

TC5: The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

Product Design:

TC1: Research Purposefully: Using a range of sources showing selectivity and analytical skill.

TC2: Visual Communication: Demonstrate innovation and creativity in response to a client's need/problem, using a range of 2D and 3D techniques.

TC3: Safe working Practice: Select and use tools and equipment safely and accurately in order to manufacture a high quality prototype that demonstrates a range of skills.

TC4: Critical Reflection: Demonstrate the ability to reflect critically throughout the design process showing an understanding for modification and improvement.

TC5: Impact on Society: Understand developments in Design and Technology, their ecological and social footprint with an awareness of the impact on society.

Food Preparation and Nutrition

TC1: Show knowledge and understanding of the function and properties of ingredients through an awareness of food commodity groups.

TC2: To be able to explain nutrition with regards to healthy eating, the Eat well guide and current dietary guidelines for a range of users.

TC3: To have the ability to plan for the safe and hygienic preparation and use of ingredients.

TC4: To show evidence of a progressive development of technical skills through following/ adapting recipes to make successful products.

Useful Resources

The Technology team take pride in the quality of after school clubs on offer. There are a wide range of clubs covering various areas under the Design and technology umbrella. All students are welcome to join the fun!

Drama

What will I be Studying -Topics / Overview

You will build your skills in responding, devising, rehearsing, performing and evaluating.

The topics include 'Mugged' and 'Blood Brothers'.

How will the students be assessed

You will be assessed practically on how you rehearse and perform. You will be assessed each unit to work out your current level.

Subject Intent

We will develop the creative ability and high levels of confidence in all students to become artistic performers

How are teaching groups organised?

In mixed ability arts groups. You will have a double lesson each week, on a rotation of Drama, Music and Art across the year.

How we challenge / support your learning

There is differentiation in all tasks set in the lesson.

You can also attend Drama Club to push yourself further.

Threshold Concepts

TC1 Collaboration & Communication

TC2 Understanding Creative Process

TC3 Vocal & Physical Skills

TC4 Production Elements

TC5 Understanding Meaning (Symbolism)

TC6 Interpretation of Texts }

TC7 Evaluating the Work of Others

TC8 Creative Intentions

Useful Resources

- Weekly Drama Club
- Whole School Production

- <http://www.theatrelinks.com/>
- <http://theatremuseum.vam.ac.uk>
- <http://www.nayt.org.uk>

Spanish

What will I be Studying -Topics / Overview

- Students cover such topics as:
- Things that I love : Social Media, Music, Cinema
- Money and careers
- Healthy living
- Film study
- Culture, celebration and art

In Year 9 we will build on the skills you have already learnt. You will be able to create longer presentations in Spanish and begin to hold fuller conversations with other students and your teacher.

We will also teach you to refer to events in the past, present and future tense to justify the opinions that you express.

How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks) will be completed during the year testing listening, speaking, writing and translation skills. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mindset; deep, intercultural understanding.

How are teaching groups organised?

You will be taught Spanish in your tutor group throughout KS3.

How we challenge / support your learning

You will learn and apply grammar to work more independently.

Threshold Concepts

TC1: Knowledge about the language. Students understand key structures and patterns about language so that it can be manipulated.

TC2: Linguistic Competence. Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

TC3: Creativity. Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

TC4: Intercultural Understanding. Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

Useful Resources

We run several clubs to help extend your learning in Modern

Languages, including clubs in Spanish and French. We can arrange for you to have a pen pal and for you to subscribe to Spanish magazines for young people.

A Spanish dictionary

www.bbc.co.uk/bitesize

www.channel4.com/modernlanguages

www.linguascope.com

www.wordreference.com

www.languagesonline.org.uk

www.duolingo.com

www.memrise.com

www.quitzlet.com

Geography

What will I be Studying -Topics / Overview

Cycle 1 – Impossible challenges

This topic focuses on the unequal access to resources across the world. Students will investigate in particular the challenges associated with energy and water and will study Russia as an energy superpower and the struggle with water stress on the River Nile

Cycle 2 – Emerging Economies

Students will focus on development with an in depth case study on the changing industrial structure of China. Within this topic, students look at both physical and human geography including development, transnational corporation and aid.

Cycle 3 – Glaciation

This topic investigates physical processes and how they lead to a range of landforms being created in glaciated areas. Students will study how glaciated environments can create opportunities and challenges for residents and tourists.

How will the students be assessed

Assessments take place at the end of each module of work and informal assessments are on-going, through a range of group, paired and individual tasks Assessments include three examinations. The exams will include a variety of questions ranging from description, analysis, explanation and evaluation.

Subject Intent

We aim to provide all students the knowledge and skills to become effective Geographers and citizens in the 21st century.

How are teaching groups organised?

Students are grouped into mixed ability classes.

How we challenge / support your learning

Individuals are identified and extension work offered within lessons, considering appropriate extra-curricular provision and enrichment ideas. Lead Learner positions are also available. The bridging curriculum has been designed to enable increased depth and challenge for students directly related to our GCSE specification.

Threshold Concepts

TC1: To look at what makes places **unique and different**, but also how places share **similarities**.

TC2: To understand **natural and human** patterns found on Earth and to understand that these are not random.

TC3: Geographers understand **processes** are key to explaining what the earth is like and why it is changing.

TC4: To understand that there are **interactions** between different components and concepts. This reinforces the idea that places are not separate but are **interdependent** with each other.

TC5: To understand a range of perspectives/stakeholder views that exist on an issue to be able to find the most appropriate solution.

TC6: To recognise and understand that **sustainability** (social, economic and environmental) is now a key strategy in a range of areas of Geograph

Useful Resources

An Atlas

School Intranet

www.heinemann.co.uk

www.corpwatch.co.uk

www.lizardpoint.com/fun/geoquiz

www.news.bbc.co.uk

www.multimap.com

<http://maps.live.com>

www.cia.gov/library/publications

www.geogense.net.com

History

What will I be Studying -Topics / Overview

We develop the skills that you began acquiring in Year 8. You are competent at analysing historical sources and now start to look in more depth at historical interpretations, in particular considering how they differ based on time and place.

Historical concepts of similarity and difference and significance will be honed during Year 9 to prepare you for your GCSE studies.

We will be studying:

Origins and causes of World War 1
Causes and effects of World War 2
A Brave New World: The 20th Century post-WW2

How will the students be assessed

You will be assessed in two ways, mainly through two Key Assessment Tasks and ongoing teacher assessment based on classwork

Subject Intent

Our mission is to create Historians who have an enquiring mind, read critically, are able to appreciate how history is constructed and see history as an unfolding story which involves us all.

How are teaching groups organised?

Students are taught in mixed ability groups

How we challenge / support your learning

We offer a variety of enrichment activities through lessons, as well as leadership opportunities and Masterclasses.

Threshold Concepts

- TC1-** Understanding that history is subjective
- TC2-** Sources are pieces of evidence
- TC3-** Understand that history is interconnected
- TC4-** Appreciate the otherness of different eras in history
- TC5-** Appreciate the significance of a person
- TC6-** Understand factors that lead to change and continuity
- TC7-** Assess the extent of similarity and difference

Useful Resources

Leadership opportunities will be available for Year 9 students to run events, alongside supporting Year 7 students in their history studies. This includes leading remembrance day events, assemblies, Holocaust memorial week events and poppy collections.

Websites

www.spartacuslearning.co.uk

www.activehistory.co.uk

All KS3 classes have a History Google Classroom, which are updated with lessons and resources by their class teacher.

Music

What will I be Studying -Topics / Overview

Students will build on the skills they have developed in years 7 and 8 by studying two further topics.

1. Film Music
2. Band skills

These topics will enable students to develop their performance skills and learn important techniques for composing music. These are all essential skills for anybody thinking about choosing music as one of their GCSE options.

How will the students be assessed

At the end of each topic students will take part in a key assessment task (KAT). These tasks are designed to assess the knowledge and skills students have developed throughout the topic. Students will complete a written element to their assessment (usually using ICT equipment). They will also take part in a practical assessment, showcasing what they have learnt on an instrument during the topic.

Subject Intent

We believe music should encourage engagement, and creativity in all students. It encourages and develops key skills such as leadership and teamwork, and can help teach diversity and equality.

How are teaching groups organised?

Music is taught for 1 x 50 minute lesson per week. The students are taught as mixed ability groups and are seated in boy/girl pairs. They also work individually and in pairs. Students rotate around the three subjects taught within the faculty, Music Drama and Art.

How we challenge / support your learning

In lesson time, there are a range of extension tasks that have been developed for our 'talented' students. Students are encouraged to lead rehearsals or run their own music club, take part in concerts, workshops etc. Instrumental lessons are also available on a wide range of instruments.

Threshold Concepts

TC-P1: Understand how notation works across a number of genres and traditions.

TC-P2: Be able to apply the understanding of notation score to a number of instruments.

TC-P3: Understand the importance of music being performed live.

Composing

TC-C4: Be able to apply knowledge of musical elements when creating music.

TC-C5: Understand key features used in different music, and why they are used, and be able to apply these to compositions.

Listening and Appraising

TC-L6: Understand the terminology associated with musical elements and be able to apply these when describing a range of music.

TC-L7: Be able to compare and evaluate music against certain criteria.

Useful Resources

We offer a wide range of clubs aimed at all ability levels and for all musical tastes. Some clubs are aimed at our more advanced musicians to provide challenge. To see the range of our activities, please see the extra-curricular music timetables displayed around the Music Department.

www.themusicland.co.uk

www.musicatschool.co.uk www.wipe.org/terminology

www.datadragon.com/education/reading

Physical Education

What will I be Studying -Topics / Overview

Students will participate in a range of activities, but Year 9 offers a more personalised pathway. They will develop skills, tactics, compositional ideas and understanding of physical activity through some of the following:

Team Games: Hockey, Netball, Rounders, Rugby, Basketball, Football, Cricket, Athletics, Badminton, Handball

Individual Activities: Badminton, Dance, Athletics, Trampolining, Gymnastics, Table Tennis, Fitness, Cricket.

Fitness Based Exercises: Fitness, Cricket, Basketball, Alternative Fitness, Indoor Athletics

How will the students be assessed

Assessment is continuous, using formative feedback and target setting in every unit of work.

There are summative, end of unit assessments where students are given an attainment level for each activity using the GCSE

criteria alongside a review of the progress against age appropriate expectations.

Assessment is also supported by overall performance and ability seen in extra-curricular clubs.

Subject Intent

Develop a lifelong love of physical activity and to enable success in both Sport and PE courses by developing skill and knowledge in specific activities.

How are teaching groups organised?

Students are taught in single gender groups, which are set by sporting potential to ensure fair competitiveness in their double lesson. In their single lesson, some students have a mixed gender lesson in preparation for possible examination PE and Sport

How we challenge / support your learning

Within lessons students can expect:

Differentiation in lessons – extension tasks

Peer coaching in lessons

Umpiring and officiating responsibilities in lessons

Further opportunities are offered through:

School-club links

Leadership academy

Extra-curricular activities

Threshold Concepts

Physical—TC1—to understand and develop Sport Specific Skills to enable lifelong participation in physical activity

Mental—TC2—the ability to develop successful decision making and problem solving skills in a variety of sporting Scenarios

Social—TC3—the ability to use effective communication and teamwork skills when working as a performer, leader and official

Useful Resources

www.sportengland.org.uk

www.uk.athletics.net

www.wsf.org.uk www.bbl.org.uk

www.uksports.gov.uk

www.netball.org www.lta.org.uk

www.laaf.org

Religious Education

What will I be Studying -Topics / Overview

The Religious Education Schemes of Work are based on the Dudley Agreed Syllabus, which introduces the students to two attainment targets—to learn about religion and to learn from religion.

Cycle 1 - Science, Religion and Ethics

Cycle 2 - Criminal Justice

Cycle 3 - Religion, Wealth and Poverty

How will the students be assessed

Students will be formally assessed at the end of each unit. The assessments are of a formal written nature, reflecting on both A01 (learning about religion) and A02 skills (learning from religion). Reflecting on our Cloud 9 Journey in Religious Education—where we Get it, Apply it, Refine it and Show it; after these assessments students will spend time reflecting on their progress to identify how they can advance further.

Subject Intent

Creating excellent philosophers and respectful religiously literate citizens of the future.

How are teaching groups organised?

Students are taught in mixed ability groups.

Students study Religious Education once a week during a 50 minute lesson when studying Religious Education in Key Stage Three.

How we challenge / support your learning

Every single student will be challenged to make progress within Religious Education.

Every single lesson is planned to provide high challenge for all students, to support all students to make excellent progress.

Additionally, reflecting on our Cloud 9 Journey in Religious Education, students will be frequently challenged to reflect on their work to improve their skillset.

Threshold Concepts

- 1.To understand that religious beliefs are interpreted differently, even within the same religion or denomination.
- 2.To understand that religious practices have varying levels of adoption.
- 3.To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.
- 4.To understand that religious values can be accepted and adopted by non-religious believers.
 - 5 To understand the varying impact of modern, often secular based, challenges to religious Beliefs.
- 6.To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community).
7. To understand the variety of sources of authority within religion and the different approaches to them.
8. To understand the symbolisms found within religion.

Useful Resources

BBC Bitesize KS3
Religious Studies RE
Online
RE Quest

All KS3 classes have a Religious Education Google Classroom, which are updated with resources by their class teacher.

Books

Please visit the school library to see our extensive range of KS3 Religious Education books.

French

What will I be Studying -Topics / Overview

Students cover such topics as:

- Life of a teenager: New technologies, going out and music
- Healthy lifestyle
- Then and now: Childhood and future professional plans
- Holidays
- Poetry, films, books, talking about my rights and happiness

How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks).

Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mindset; deep, intercultural understanding.

How are teaching groups organised?

You will be taught French in your tutor group throughout Key Stage 3.

How we challenge / support your learning

More able students will have the chance to put their skills to more practical use, to study the language in more detail, and to hold longer, more spontaneous conversations.

Threshold Concepts

TC1: Knowledge about the language. Students understand key structures and patterns about language so that it can be manipulated.

TC2: Linguistic Competence. Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

TC3: Creativity. Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

TC4: Intercultural Understanding. Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

Useful Resources

We run several clubs to help extend your learning in modern Languages. We can also arrange for you to have a pen pal in France, or for you to subscribe to French magazines for young people.

A French dictionary

www.languagesonline.org.uk

www.livinglibrary.co.uk/s_browse.asp

www.tout.le.monde.co.uk

www.french.about.com/library/begin/fun/b1-gameindex.htm

www.linguascope.com

www.languagesonline.org

www.duolingo.com

www.wordreference.com

(online dictionary and verb conjugator)

Learning Support

What will I be Studying -Topics / Overview

Students with Special Educational Needs follow the same curriculum as other students and are fully integrated into all lessons as much as is reasonably possible.

They are supported in their learning by high quality well differentiated teaching in order to meet their needs and make progress towards their targets.

In some cases additional support may be needed and this can be provided in a variety of ways including small group teaching, additional literacy or numeracy support and other more specific help (sometimes provided by other organisations) depending on the nature of the student's needs.

Students who require extra support in literacy will be selected to attend targeted provision depending on the needs of students.

How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks). Students may get additional support for these as their normal way of working

Support

To provide support and challenge for students so that they can access the full breadth of a balanced curriculum by meeting the social and academic needs.

How are teaching groups organised?

Students will have the majority of their lessons within normal classes. Some of these classes may have a teaching assistant in but there is no guarantee of this happening unless the student has an EHCP. Other interventions can take place that are 1 to 1 or in small groups depending on the needs of the students.

What Extracurricular Opportunities are available to extend learning

Students with additional needs will be support in all our lessons via our high challenge for all framework.

The High Challenge for All scaffold is used by staff to embed challenge at each stage of the teaching and learning cycle to ensure that all of our students are provided with the opportunity to produce excellent work, regardless of their ability or prior attainment.



SEND

Useful Resources

The following 2 links are to the local authority pages which includes the Local offer for staffordshire.

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Notes