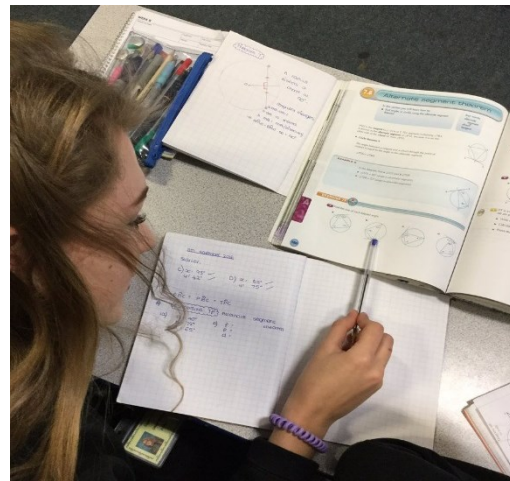




# Curriculum Booklet

## Year 9

### 2017 - 2018





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## **Y9 Curriculum Information**

### **2017 – 2018**

#### **1. Introduction**

This booklet has been produced to provide you with information about your child's learning in school. It provides information about each subject studied, how progress will be measured, extra-curricular opportunities etc.

Your child's chances of a successful education will be greatest where an effective three-way partnership between student, parent and school is established. This booklet is a useful tool for developing and maintaining that partnership. The more information you have about how and what your child is learning, the more you are able to support and enhance their experience. This may be through support with extended learning, discussion, identifying relevant books, websites and television programmes or through family outings.

Since the Curriculum Booklet is designed solely as a resource for parents, we welcome feedback and suggestions for how it might be developed in future years.

#### **2. Aims of the Year 9 curriculum**

The Year 9 curriculum at Upper Wharfedale School is designed with the following specific foci in mind

- Preparation for GCSE study. Some subjects will start to deliver GCSE subject content in year 9.
- To prepare students for the options process.
- Learning of subject specific and cross-curricular transferable skills
- Confidence and academic resilience building
- Specific development of numeracy and literacy, including a strong focus on reading skills through the accelerated reader programme.
- Understanding and development of digital literacy
- Developing a better understanding of British Values and SMSC

#### **3. Overview**

The pastoral team is lead by Mrs Mukherjee (Assistant Headteacher) and supported by three Year 9 forms

- 9GF
- 9AB
- 9DC

These are made up of students from different primary schools and are a mix of boys and girls of different abilities. All forms meet with their tutor after lunch each day.



An example of a weekly form time:

Monday	Assembly / planner signing and checking
Tuesday	Form time/ SMSC work
Wednesday	Assembly / planner signing and checking
Thursday	Silent Reading
Friday	Form time / Assembly

Form tutors are responsible for the overall well-being of students in their form.

#### 4. Subjects Studied

<b>Subject</b>	<b>Lessons per fortnight (/50)</b>	<b>groups</b>
English	7	3 sets
Maths	7	3 sets
Science	6	3 sets
Physical Education	4	Year group
Religious Education	2	2 mixed ability groups
PHSCE (Personal, Health, Social and Careers Education)	2	2 mixed ability groups
Humanities (Geography & History)	6	2 mixed ability groups
Computing	2	3 mixed ability groups
Drama	2	2 mixed ability groups
Art	2	3 mixed ability groups
Music	2	3 mixed ability groups
Technology (Food and DT)	4	4 mixed ability groups
French	4	2 mixed ability groups



## 5. Target setting for pupils

Knowledge about expected rates of progress and the data for each pupil are used to set targets for all of our students. These are based on their performance in the KS2 tests which is how the Government will monitor their progress once they have left school. We do not drum these targets into students' heads, as this can be counterproductive. However, teachers monitor progress carefully against these targets and use plan lessons accordingly that will move students on. Written and verbal feedback should usually include comments about what a student has done well and what they need to consider in order to make good progress. Parents are informed of progress against these targets in the full report.

Of course, students' progress at different rates and a huge range of factors influence this rate of progress. The vast majority of our students make progress at better rates than national, so we usually set more challenging targets. These targets are reviewed regularly. If a student is making considerable progress consistently, the target will be revised upwards. When students do not meet their target in a number of subjects we need to explore the reasons why. There are a range of support strategies that we will employ to try to ensure individual students make good progress, and it is in these circumstances that the partnership between parents and school is most important.

Available evidence strongly suggests that students should be praised for their efforts rather than the grades they achieve. We can only ask that students try their hardest. We will generally report on students' attitude to learning – how positive they are and how hard they work – and their progress. A positive set of assessment data should be celebrated wholeheartedly – especially if it indicates that a child's overall attitude to learning is improving.

Information about our 0-9 scale for each subject is available on the school website.

## 6. Curriculum

The following is intended to give you a brief overview of the topics covered in each subject area and some guidance on how you can help to support your son or daughter's learning in each subject area.

### ➤ English

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literature Non-fiction	Descriptive and narrative writing	Gothic Literature	Unseen poetry	Writing to persuade	Sherlock Holmes

### ***Support at Home***

At least twenty minutes reading per night. Encourage regular reading practice which covers both fiction and non-fiction texts.

### ***Additional Support in school and/or resources***

Skills clinics at lunchtime

Spelling, Punctuation and Grammar help/support in the learning resource centre

For some students additional sessions for either intervention (catch up) or enrichment (stretch and challenge)



### ➤ Mathematics

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number	Algebra	Interpreting and representing data	Fractions, Percentages and Ratios	Angles and Trigonometry	Graphs, Area and Volume

#### **Support at Home**

All students have access to MathsWatch and ActiveLearn. These sites provide interactive lessons as well as assessment, revision and practice exercises.

Other useful sites: [www.emaths.co.uk](http://www.emaths.co.uk), [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk), [www.mathsmadeeasy.co.uk](http://www.mathsmadeeasy.co.uk)

### ➤ Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Atoms & Energy	Energy	Life processes	Atomic structure	Variations and interdependence	Start GCSE work

#### **Support at Home**

BBC Bitesize has some brilliant revision resources:

<http://www.bbc.co.uk/education/subjects/z4882hv> for the biology topics

<http://www.bbc.co.uk/education/subjects/znxytd> for the chemistry topics.

<http://www.bbc.co.uk/education/subjects/zh2xsbk> for the physics topics.

### ➤ Geography

Geography is the study of people and places. The students will follow the Key Stage 3 Geography National Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Tectonics	Tectonics	Ecosystems	Ecosystems	GCSE skills content	GCSE skills content

Throughout the year the students will also be developing their geographical skills (OS work, photograph interpretation, application of processes) and knowledge of places. The pupils will also develop their data presentation skills (map work, field sketches and plans).

#### **Support at Home**

Students are encouraged to keep up to date with current geographical based news stories, for example volcanic eruptions or migration stories. Allow them to route plan for you. Encourage fact based knowledge e.g. capital cities and flags.

#### **Additional Support in school and/or resources**

Access to the ICT facilities and library at lunchtimes. BBC bitesize KS3. Online games e.g. Sporcle.



## ➤ History

History is a subject that is continually reflected within current news stories. It would benefit your child's understanding of the subject if relevant local & global issues were discussed at home.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Equal rights – USA	WW1	WW1 / 2	WW2 – Holocaust	20 <sup>th</sup> Century History	20 <sup>th</sup> Century History

### **Support at Home**

Potential access to ICT/Internet for research & voluntary contribution to trips.

### **Additional Support in school and/or resources**

Visits to local/regional and national places of historical interest will also help to develop your child's sense of history and place.

## ➤ Religious Education

In keeping with the local area's agreed RE syllabus Religious Education at UWS is taught from an experiential aspect to provide students with the opportunity to 'learn from' as well as 'about' religion.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Is the Bible relevant today?	Is death the end?	Is death the end?	Belief in God within Islam and Christianity	Belief in God within Islam and Christianity	GCSE RE Content

### **Support at home**

Parents could discuss moral issues and current affairs with their children and engage with their extended learning tasks. They should actively encourage their children to watch or listen to news programmes.

### **Additional Support in school and/or resources**

Students should make use of the library, internet and school ICT resources.

## ➤ MFL French

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Paris J'adore	Mon identite	Mon identite	Chez moi, Chez toi	Chez moi, Chez toi	Quel talent?

### **Support at Home**

Help with effective use of the dictionary and research when requested.

Access to websites. Encouragement with vocabulary learning, and ensuring work is carried out accurately, in sufficient depth and submitted on time.

### **Additional Support in school and/or resources**

Your child will need access to a French dictionary at home or an app/internet

Website addresses – [www.funwithlanguages.vacau.com](http://www.funwithlanguages.vacau.com), [www.wordreference.com](http://www.wordreference.com)





### ➤ Performing Arts: Drama

Year 9 follow a fundamentally skill based scheme of work in Year 9. Drama aims to develop students' confidence and allow them to explore a number of relevant and contemporary issues. The following themes are covered

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gangs	Beth Mansfield case	Beth Mansfield case	Musicals	Musicals	Own plays

#### ***Support at home***

Encourage students to learn scripts without reading from them. Learn and recite text and poetry to develop confidence in public speaking. Watch/visit theatrical performances.

#### ***Additional Support in school and/or resources***

Attendance at clubs will help build confidence and develop technical skills. Participation in showcases and school productions.

### ➤ Performing Arts: Music

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blues	Crazy	Musical Futures	Musicals	Musicals	Club dance

#### ***Support at Home***

Students should be encouraged to listen to a wide variety of music including: Baroque, Romantic, Classical and 20<sup>th</sup> century orchestral music, popular songs and film and TV music World Music – Africa, India and Caribbean

#### ***Additional Support in school and/or resources***

Pupils can develop their music skills by attending music clubs and participating in showcases/school productions. Students are encouraged to join extra-curricular clubs within the department. There is additional music tuition available in school provided by North Yorkshire.

### ➤ Physical Education

The Year 9 physical education curriculum aims to inspire all students to succeed and excel in competitive sport and other physically -demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.





Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Boys: Football / Rugby	Boys: Basketball / Rugby	Boys: Gym / Swimming	Boys: Health / Swimming	Boys: Athletics / Strike & Field Games	Boys: Athletics / Strike & Field Games
Girls: Netball / Rugby	Girls: Netball / Basketball	Girls: Gym / Badminton	Girls: Health / Swimming	Girls: Athletics / Strike & Field Games	Girls: Athletics / Strike & Field Games

**Support at Home**

Ensure son/daughter remembers full PE kit on a regular basis.

Emphasise the importance and benefits of regular activity as part of a fit and healthy lifestyle.

**Additional Support in school and/or resources**

Comprehensive extra-curricular programme run at lunch times and after school.

**➤ Art & Design**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rosengurst Pop Art	Rosengurst Pop Art	Youth Culture	Youth Culture	Op Art	Op Art

**Support at Home**

Encourage students to view and appreciate a range of art forms e.g. paintings, sculpture, architecture. Please check planner entries to ensure tasks are submitted on the due dates.

**Additional Support in school and/or resources**

The art room is open ever lunchtime for students to work on their class based project or independent work.

**➤ Computing/ICT**

Students start year 9 with a basic introduction to the school's network and to e-safety

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Understanding an E-portfolio Using web design software	E-portfolio Build a website to exhibit all coursework to date	Algorithms Introduction to programming skills using Python Writing code using Python	Health & Safety using ICT Information pamphlet using Adobe Indesign	BTEC Creative technology Digital literacy graphics	BTEC creative technology Digital literacy graphics

**Support at Home**

Share your own ICT/tablet skills with your child. Help them see the practical aspects of ICT at home e.g. managing household bills on-line.

**Additional Support in school and/or resources**

Access to the ICT room at break times/lunchtimes. Use of free programmes where suitable so pupils can continue developing skills at home. E.g. Python, Scratch, Audacity. Ability to download Microsoft Office with their Office 365 email address



➤ **Design Technology**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Wood working skills	Interactive design - Boxes	Interactive design - Boxes	Interactive design - Boxes	Interactive design - Boxes	Interactive design - Boxes

**Support at Home**

Extended learning resources can be accessed on the Year 7 Resistant Materials VLE page to help students with their work.

**Additional Support in school and/or resources**

D&T club lunchtimes each week.

Opportunity to participate in F1 in schools project.

➤ **Food Technology**

Students will learn about hygiene and safety in a kitchen environment. They will prepare and cook a range of dishes, incorporating a variety of skills and techniques. A wide range of kitchen equipment including the hob, the grill and the oven will be used. There will be an emphasis on presentation of food. The focus in theory lessons will be centred around nutrition and healthy eating and food hygiene. Students will learn about the importance of eating fruit and vegetables and how to plan healthy meals using the Eatwell Guide. They will investigate nutrients and why they are important in the body.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Meat	Food safety	Foods from around the world	Fish	International cuisine	International cuisine

**Support at Home**

Students should pack their own ingredients for practical lessons. They should be encouraged to help out in the kitchen whenever possible.

**Additional Support in school and/or resources**

Use of computer resource room at lunchtimes. It is important to remember ingredients for practical sessions which should be weighed out in advance at home. If this is not possible, students may weigh out ingredients before school or at break time in the food room.

➤ **Citizenship & PSHCE**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Human rights and knife crime	Careers and Drugs	Citizenship and Personal Finance	Citizenship and Personal Finance	SRE	SRE

**Support at home**

Parents could discuss moral issues and current affairs with your child. You should actively encourage your children to watch or listen to news programmes.



### ***Additional Support in school and/or resources***

Students should make use of the library and internet and school ICT resources.

Active Citizenship is a key element of UWS's whole school ethos and so we encourage pupils to take part in charitable work and fundraising.

## **7. Accelerated Reader**

Your child will be participating in the Accelerated Reader scheme. AR is a computer programme that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success. In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

According to research, children who read at least 35 minutes a day with a 90% comprehension rate (average percent correct) on AR quizzes see the greatest gains.

### **How can I help my child become a better reader?**

As with anything, performance improves with practice. Encourage your child to read at home. Create a culture of reading in your household by reading with your child, starting a home library, visiting your local library or book shop on a regular basis, letting your child see you reading, and discussing books that each of you has read. When reading with your child, stop and ask questions to be sure your child is comprehending what is read.

### **What if my child doesn't like reading?**

Using Accelerated Reader, your child will choose the books he wants to read. The teacher or librarian will make certain the book is at the right level so that after completing the book, your child should do well on the AR Reading Practice Quiz. Success on the quiz will encourage your child to read more. With guidance from the teacher or librarian, and success, even students who say they don't like reading will develop a love of reading.

## **8. Deep Learning days**

There are a number of days during the school year that are designated as 'Deep Learning Days'. These are full day events that allow students to explore an issue or topic in more detail than a typical one hour lesson allows. Previous examples of deep learning days have been British Values, Work preparation, Literacy ,refugee education day etc..... Students work in mixed year groups on a variety of challenges during the day. The aim of the day is to challenge students' thinking, ways of learning and outcomes.



## **Feedback**

We hope you have found the booklet informative, if you do have further suggestions, please e-mail [admin@uws.n-yorks.sch.uk.uk](mailto:admin@uws.n-yorks.sch.uk.uk)