



YEAR 9
CURRICULUM GUIDE
2011 - 2012



ABOUT THIS CURRICULUM GUIDE: INFORMATION FOR FAMILIES

This booklet contains descriptions of all subjects studied in Year 9. Each page has details of the courses, amount of homework and resources to be used, as follows:

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Students in Year 9 complete their Key Stage 3 this year. They will sit end of Key Stage Assessments for Science in November, English and Mathematics in May and all other subjects by the end of the year. These will provide end of Key Stage levels. Students will also study GCSE Citizenship (short course) in Year 9, with an examination in May, and GCSE preparatory units in several subjects. Good attendance is vitally important at this stage and I hope families will appreciate that taking holidays during term time is wholly inappropriate.

The partnership between home and school is highlighted in the section at the bottom of each page. You are also welcome to contact the subject staff or your daughter's tutor if you have any queries or concerns.

I hope that the information contained in this booklet will help you to give even more support and encouragement to your daughter with her work. Do keep it as a handy reference for checking homework and progress during the year.

Ms A. Jarvis
Curriculum Co-ordinator Year 9

SCHOOL LIBRARY

Burntwood School Library is located on the first floor of the Upper Teaching Block. It provides an attractive study environment and can accommodate 85 students. There are approximately 16,000 books in the Library, plus: newspapers, magazines, DVDs, CDs, leaflets, press cuttings, posters and a careers reference section. There are also computers for homework and research.

The Library is staffed by a full-time, professional librarian and two part-time library assistants who are available to answer queries and to assist students in finding any information they may need. It is open from 8.00am until 5.00pm Monday-Friday during term time. Students are entitled to borrow a maximum of 3 items for up to 2 weeks at a time. Students must use their swipe cards when they borrow library books. Overdue books are recalled first on lists to tutors, then letters home to parents. Lost/damaged books are charged for; with the replacement cost being the full price of the book.

There are exciting events held in the Library including visits by leading authors and poets. There is a Manga Club throughout the year and a Reading Club, during which students take part in various Book Awards.

The library sells a range of stationery at very reasonable prices.

A Reading List is available for this year group on Fronter - Library Room.

The library photocopier is operated using cash. Charges are 10p for black & white A4/A3 copies, 20p for A4 colour and 40p for A3 colour copies. Work can be printed in colour at 20p per sheet or free in black and white, up to 3 pages.

N.B. All information is correct at time of going to press [June 2011]

FRONTER

London Managed Learning Environment (MLE)

What is Fronter?

Fronter is our Managed Learning Environment (MLE) which combines a wide range of easy-to-use tools for learning and collaboration online. Fronter will help support your school work in and out of lessons, allowing you to learn anywhere at anytime. You can use Fronter from any computer which has access to the Internet.

Fronter will allow you to:

- Access learning materials created by your teachers and others.
- Store work and notes online for use in assignments, homework and revision.
- Work at your own pace and with a wide range of learning styles, through a more personalised curriculum.
- Submit homework and assignments online for marking and assessment.
- Participate in live discussions and forums with other students and teachers.
- Access useful information about school events.

How to login from school:

1. Click on the Burntwood School icon on the desktop.
2. Type in your username and password into the Fronter login box on the homepage

How to login outside of school:

1. Open the internet
2. Log on to the school website, www.burntwoodschool.com
3. Type in your username and password into the Fronter login box on the homepage

SAM LEARNING

Online Revision & Assessment Tool

Why use SAM learning?

- Independently proven to boost exam results.
- Online revision improves exam technique, confidence and motivation.
- You can work at your own pace, anywhere and at anytime.

How to log on:

1. Open the internet
2. In the web address tool bar, type in www.samlearning.com
3. Select the green 'Login Here' button
4. Type in your Centre ID, User ID and password

Centre ID: SW17b

User ID: Date of birth followed by two initials - first name then last name. Example 010896DJ is the User ID for Davina Jones born 1st Aug. 1996.

Password: Initially same as the User ID. Students are encouraged to change this to something difficult to guess.

ENGLISH

LESSON/S PER WEEK

4

HOMEWORK

75 mins

PER WEEK

STAFF TO CONTACT Ms L. LATIMER-JONES (Head of Cluster)
Mr W. FURNELL (Head of Key Stage 3 English)

COURSE CONTENT/DESCRIPTION

In English lessons students develop speaking and listening, reading and written skills. The course is divided into 6 units, each one lasting up to 7 weeks. In Year 9, students study creative writing, poetry, Shakespeare, the Media and a unit preparing students for GCSE.

Each unit involves a variety of resources, activities and skills. In addition, students focus on a skill from each of the three National Curriculum Profile components (Speaking; Listening; Reading and Writing), and these three skills are tested in an end-of-unit assessment. This approach prepares them well for the End of Key Stage 3 Assessments.

The assessment of work follows National Curriculum and whole school requirements. Your child will be awarded a National Curriculum level for selected pieces of work within each unit of study. On a number of occasions throughout the year, teachers will use Assessing Pupil Progress (APP) guidelines to make judgements about your child's level of attainment and to set targets for improvement

In Year 9, classes are divided into ability sets. There are five levels of ability. All sets are taught the same Burntwood English Units. Students in 'accelerated' sets benefit from more difficult texts and assignments, while other students benefit from smaller groups, and work to help improve language skills in writing and reading.

Both traditional and modern literature are taught during the year and the development of reading is the key to independent learning. Presentation and study skills underpin the teaching of all units. Marking is in line with whole-school policy and is seen as an important part of developing technical accuracy and the organisation of ideas.

There are a number of opportunities for visits and extra-curricular experiences throughout the year, including theatre trips, writing master classes and participation in Curriculum Plus.

GROUP ORGANISATION/SETTING

The majority of girls will generally remain in the same sets as the previous year. However, sets are reviewed each year after the assessment of particular pieces of writing and reading with movement up/down based on teacher assessment of student performance and class sizes.

BOOKS/OTHER MATERIALS/VISITS etc.

All your daughter's text and reading books will be provided by the English Cluster, as will a number of worksheets. We seek your support in looking after them, as they are very costly to replace.

HOW YOU CAN HELP

Please encourage your daughter's reading, both for school and leisure and by visits to the library. There is a new Burntwood reading list. A copy will be available in the autumn term from staff above to help her choice and extend her reading. Testing her spelling and vocabulary will help motivate your daughter as well as reinforcing her success. Going to the theatre and cinema, as well as being enjoyable experiences, are excellent ways of broadening your daughter's experience and improving her critical responses.

Please check your daughter's English book regularly in order to monitor her progress and see targets for future improvement.

Finally, we would ask you to try to ensure that your daughter meets her homework and assignment deadlines.

MATHEMATICS

LESSON/S PER WEEK

4

HOMEWORK

75 mins

PER WEEK

STAFF TO CONTACT Mr A. PETERSEN (i/c. KS3 Mathematics)

COURSE CONTENT/DESCRIPTION

The course is based on the *Level Up* (Heinemann) scheme using the book most appropriate to each student's attainment and ability. During Year 9 the majority of lessons are teacher-led, following the three-part lesson structure. Extensive use is made of specialist software and the interactive whiteboards. All work is cross-referenced with the National Curriculum and detailed records for each student are kept, showing her progress through the Attainment Targets. During the year, students use *Spreadsheets* (Excel) to help develop their algebraic skills. Regular practice in oral and mental activities and the relevance of Maths to life outside the classroom are integral features of the majority lessons.

Each student is provided with a copy of *Level Up Maths* (Heinemann) for class-work and the accompanying book for homework. The homework book includes a CD-Rom that contains an interactive version of the class-work book (*Live Text*). Performance during class and homework is recorded on the student's target sheet and compared to the NC level that the student is targeting. After the class has worked through a unit, their work is reviewed by the teacher and they complete a short test. Revision for this test is set by their teacher using *Achieve* (the *Level Up Online Assessment*). This online assessment provides instant, constructive feedback and will enable the student to focus on the topics that they find most challenging. Teacher comments and the test level are recorded on the student's target sheet. After the test has been marked by the teacher, each student uses the results and feedback to set a target for that unit of work. This process enables parents to monitor their daughter's progress throughout the year. Test levels below that expected for the set will lead to the student's position in the set being reviewed. (See setting arrangements below)

The mathematics curriculum in Year 9 forms the basis for GCSE and a high level of concentration and commitment is essential to ensure a good grade at GCSE. Homework is usually a continuation of classwork and its importance cannot be over-emphasised. From past experience, we have found that those students who do homework regularly throughout their secondary education do well in the end of year assessments in Year 9 and in the GCSE examination.

GROUP ORGANISATION/SETTING

At the start of Year 9, students are put into ability sets across the year using the following criteria: teacher assessment on performance in Year 8 and the results of end of year assessments. There are 10 sets in total. Each student's performance is monitored half-termly throughout the year and a student may be moved between sets as appropriate.

BOOKS/OTHER MATERIALS/VISITS etc.

Every student should always bring their textbook, exercise book, a pen, HB pencil, ruler, angle measurer, pair of compasses and calculator to Maths lessons. There are Key Stage 3 books available from major booksellers to reinforce work learnt at school.

HOW YOU CAN HELP

Sign your daughter's target sheet to confirm you have seen her test level and teacher comments.

Ensure your daughter knows her times tables. Look at her work and discuss it with her.

Ensure she does her homework **twice** a week.

Ensure your daughter has a calculator (ask Mathematics teacher for advice) and a 360° angle measurer.

SCIENCE

LESSON/S PER WEEK

4

HOMEWORK

75 mins

PER WEEK

STAFF TO CONTACT Mr A. TEDD (Head of Science)

COURSE CONTENT/DESCRIPTION

The programme of study will have been completed prior to your daughter's End of Key Stage Tests. Students begin to study Key Stage 4 Science after their End of Key Stage Tests.

The following themes are covered at KS3:

Energy 1:

Revision of circuits, generating electricity, energy transfers and efficiency, and calculating speed.

Energy 2:

Revision of forces, weight and mass, gravity in space, pressure and moments.

Environment:

Photosynthesis, absorption of water and nutrients, killing weeds and pests, pollution and sustainable development.

Materials 1:

Properties of metals and non-metals, reactions with acids, displacement reactions and the reactivity series, combustion, energy transfers in reactions and man-made materials.

At the end of each unit there are tests, structured in a similar way to Year 9 End of Key Stage Tests which examine what they have learnt. Students are prepared for the End of Key Stage Tests by completing a structured revision programme that focuses on practice at answering past paper questions correctly and concentrating on themes that are most often tested.

The following themes are covered at KS4:

Biology 1:

Keeping healthy, coordination and control, medicines and drugs, adaptation and survival.

Chemistry 1:

Atoms, elements and compounds, rocks and building materials, metals and their uses, crude oil and fuels.

Physics 1:

Energy transfer by heating, using energy, electrical energy and generating electricity.

GROUP ORGANISATION/SETTING

Students are set across a half-year group, according to their National Curriculum level at the end of Year 8. Group rearrangement takes place in January.

BOOKS/OTHER MATERIALS/VISITS etc.

Exploring Science 9. (e-book)

AQA Science (e-book)

HOW YOU CAN HELP

Take an active interest in the topics covered by your daughter and share the applications of science in everyday life with her.

Encourage your daughter to organise her work, revision and workspace at home so that she can work effectively to achieve her full academic potential. Revision guides can be purchased from bookstores and school. Revision websites are also beneficial, including KS3 & 4 Bitesize and SAM learning.

GEOGRAPHY

LESSON/S PER WEEK

2

HOMEWORK

45 mins

PER WEEK

STAFF TO CONTACT Miss P. HOWES (Head of Geography)

COURSE CONTENT/DESCRIPTION

Five units are studied:-

Unit 1 - Wealth and Development

The distribution of the world's wealth is examined in this topic and students explore where the world's billionaires are and why there are more in some countries than others. Students consider the inequalities in world wealth and the impact for people, societies and the environment. The unit also addresses some of the challenges faced by countries as they are developing.

Unit 2 - Geography of Health: obesity and HIV/AIDS

Students study topical geographical issues featured in the media including obesity and HIV/AIDS. They consider why these topics make geographical issues newsworthy and how peoples lives are affected by these issues, including their own and the local community.

Unit 3 - Population and Migration

Students analyse population patterns over time and consider why there has been rapid population growth in recent times. Students explore the effects of overpopulation for societies and the environment. Why people move from place to place and the effects of this migration are also examined.

Unit 4 - The Geography of Conflict

This unit looks at the causes and effects of conflict. There are case studies of Iraq and Dafur which enable students to further explore conflicts in specific parts of the world.

Unit 5 - New India

The idea of India as an emerging superpower is investigated. Students will explore the landscape and environment of India and explore the diversity and contrasts within India.

GROUP ORGANISATION/SETTING

Students will be taught in mixed ability tutor groups across KS3.

BOOKS/OTHER MATERIALS/VISITS etc.

1. Geography Matters series
2. Geog.1 (2 & 3)
3. CD-ROM and Population Database, Various relevant websites

HOW YOU CAN HELP

Encourage your daughter to read widely and watch documentaries about environmental issues, to watch the news and read newspapers and to visit the Commonwealth Institute, the Natural History Museum and local libraries.

HISTORY

LESSON/S PER WEEK

2

HOMEWORK

45 mins

PER WEEK

STAFF TO CONTACT Ms J. BEATTIE (Head of History)

COURSE CONTENT/DESCRIPTION

History KS3 Overview

KS3 History is approached thematically as well as chronologically. In this way students will re-visit key themes each year and build upon the previous year's learning and progress.

Empire

The British Empire

Conflict and Co-operation

The First World War and The Second World War

Everyday Life

Dictatorship and Society

Power and Democracy

Campaigns for Civil Rights-Women and black Americans

Beliefs and Attitudes

Genocide and the Holocaust

Movement and Settlement

Mass migration to the UK 1950's and 1960's

GROUP ORGANISATION/SETTING

Year 9 students are taught in mixed ability tutor groups.

BOOKS/OTHER MATERIALS

Students have access to a wide range of resources including books and a range of textbooks. Extensive use is made of contemporary film.

HOW YOU CAN HELP

Encourage your daughter to visit museums. Libraries contain huge amounts of information on both World Wars. Look out for television programmes and films on these areas and discuss them with your daughter. Many of you may have members of your family who lived through the Second World War. Talking to people with first-hand experiences is a great way to find out about history. The Imperial War Museum has an excellent permanent collection on the 20th century world and often has interesting and relevant temporary exhibitions.

RELIGIOUS STUDIES

LESSON/S PER WEEK

1

HOMEWORK

30 mins

PER WEEK

STAFF TO CONTACT Ms A. GRIFFEY (Head of Humanities)

COURSE CONTENT/DESCRIPTION

Unit 1 - Buddhism

A study of the life of The Buddha, Meditation, Buddhist Monks, important teachings such as karma, rebirth, the 4 Noble Truths, the Eight-Fold Path and Temples and Shrines.

Assessment: written exam conditions - teacher assessed.

Unit 2 - Introduction to Philosophy of Religion

An introduction to ultimate questions including – How can a good God allow evil and suffering? Do miracles happen today? Will science eventually be able to explain everything?

Assessment – written exam conditions - teacher assessed.

Unit 3 - Individual Study

Students choose to research the life of someone who was inspired to try to change society by putting their faith into practice, e.g. Martin Luther King and Aung San Suu Kyi.

Assessment: Project – peer and teacher assessed.

GROUP ORGANISATION/SETTING

Year 9 students are taught in mixed ability tutor groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Buddhism- Sue Penney, The Buddhist Experience, Sikhism - Sue Penney, The Sikh Experience. Introducing Moral Issues- Joe Jenkins, and others which cover all religions. Students may also use the departmental library and should use a public library. Video is also used throughout the year. The CD Rom - Aspects of Religion is available in the school library, and teachers will recommend websites where appropriate.

HOW YOU CAN HELP

Encourage an awareness of religion in daily life and the area in which you live. Encourage awareness of religious and cultural issues in newspapers and on television. Encourage use of the library. Talk to your daughter about her lessons. Help with homework and learning for assessments.

INFORMATION COMMUNICATION TECHNOLOGY

LESSON/S PER WEEK

2 per week

HOMEWORK

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PER WEEK

Homework is only set when relevant but this does not make it less important

STAFF TO CONTACT Mr P. ACQUAH (Head of Information Communication Technology)

COURSE CONTENT/DESCRIPTION

All Year 9 students now have two lessons of Information & Communication Technology a week. (The valuable skills and knowledge gained also enhance their use of ICT as a tool in other curriculum areas).

In Year 9 students reinforce and extend the skills and knowledge already gained in Years 7 and 8. Students use ICT independently to analyse various scenarios, identifying input and output requirements before developing and documenting their own solutions. They assess the use of ICT in their work and are able to reflect critically in order to make improvements. Students also select information from a range of sources and use Web Publishing software to present their ideas, showing a clear sense of audience. They also design and implement ICT-based models and procedures, adjusting variables to meet particular needs.

Using our network, which runs Windows applications, all students get the opportunity to use:

- Word
- Access
- Excel
- Publisher
- PowerPoint
- Dreamweaver MX
- Fireworks MX
- Logicator
- Internet Explorer
- Database
- Spreadsheet
- DTP
- Presentation
- Web Designing
- Graphics
- Control
- Internet Browser

All students in Year 9 sit Functional Skills ICT exam in May.

GROUP ORGANISATION/SETTING

Year 9 students are taught in tutor groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Students are provided with worksheets, program instructions and relevant texts.

HOW YOU CAN HELP

A computer at home *is not* essential for success in ICT. There are many opportunities for students to work in ICT rooms at lunchtimes when supervised and after school. If you have Microsoft Office your daughter can probably work on the same piece of work at home and at school.

It would be very useful for you to discuss familiar computerised tasks which are used in shops or banks for example, and compare the process to that of pre-ICT days.

SPANISH

LESSON/S PER WEEK

3

HOMEWORK

45 mins

PER WEEK

STAFF TO CONTACT Miss M. BRAKE (Deputy Head of Languages/KS3 Coordinator)

COURSE CONTENT/DESCRIPTION

Students study the following topics:

Clothes, shopping for clothes
Types of films and going to the cinema
Talking about last weekend's activities
Holidays and weather, talking about holidays taken in the past
At the doctors
At the chemists, illness, remedies

They should be able to recognise, use and spell the relevant **vocabulary** (as defined in their course book).

Students study **grammar** and should understand and use the following:-
Comparisons of adjectives; reflexive verbs; question forms; expressing opinion; **the past tense** of regular and irregular verbs; the formation of adverbs; the future.

They should be able to use a bilingual dictionary with confidence.

Students will also have the opportunity to use 30 key words for their writing assessments, in preparation for future assessments.

During the summer term they will start their GCSE and their first controlled assessment. They will be allowed to use 40 words for their controlled assessment.

There will be vocabulary booklets available to order at the beginning of the year costing £2.

GROUP ORGANISATION/SETTING

Students in Year 9 are set according to their NC Level in languages. This is based on regular teacher assessment and an end-of-year test. Changes may be made at the start of the spring or summer terms if a student's progress does not match that of the set. The second set in French and Spanish also begin the study of a second language (2 lessons of first language and 1 lesson of second language).

BOOKS/OTHER MATERIALS/VISITS etc.

Mira 2 (Heinemann)
Worksheets provided by the teacher and from other current textbooks.
Vocabulary and resources will also be on Fronter.

HOW YOU CAN HELP

For the course your daughter requires a small Spanish/English dictionary.

Test your daughter on **vocabulary** and **grammar**

Encourage her to rehearse **role-plays** with friends/family members

Visit your local library to borrow books and tapes in Spanish and/or purchase a small verb or grammar book.

There are many CD-Roms available which can be useful to complement the course. A list of websites is available from the Languages Cluster to aid the practice of grammar and vocabulary.

FRENCH

LESSON/S PER WEEK

3

HOMEWORK

45 mins

PER WEEK

STAFF TO CONTACT Miss M. BRAKE (Deputy Head of Languages/KS3 Coordinator)

COURSE CONTENT/DESCRIPTION

Students study the following topics:

1. My town
2. House and home, family
3. Leisure / future plans
4. Directions
5. Healthy lifestyle
6. Fashion and buying clothes

They should be able to recognise, use and spell the relevant **vocabulary** (as defined in their course book).

Students study **grammar** and should understand and use the following:

The past tense - perfect and imperfect; reflexive verbs; il faut and verbs of obligation.

They should be able to use a bi-lingual dictionary with confidence.

Students will also have the opportunity to use 30 key words for their writing assessments, in preparation for future assessments.

During the summer term they will start their GCSE and their first controlled assessment. They will be allowed to use 40 words for their controlled assessment.

There will be vocabulary booklets available to order at the beginning of the year costing £2.

GROUP ORGANISATION/SETTING

Students in Year 9 are set according to their NC level in languages. This is based on regular teacher assessment and an end-of-year test. Changes may be made at the start of the Spring or Summer terms if a student's progress does not match that of the set. The second set in French and Spanish also begin the study of a second language.

BOOKS/OTHER MATERIALS/VISITS etc.

Expo - (Heinemann)

A variety of language learning magazines

Vocabulary and resources will also be on Fronter

HOW YOU CAN HELP

For the course your daughter requires a small French/English dictionary.

Test your daughter on **vocabulary** and **grammar**

Encourage her to rehearse **role-plays** with friends/family members.

Visit a local library to borrow French books and tapes and/or purchase a small verb or grammar book.

There are many CD-Roms available which can be useful to complement the course. A list of websites is available from the Languages cluster to aid the practice of grammar and vocabulary.

LATIN

LESSON/S PER WEEK

1

HOMEWORK

30 mins

PER WEEK

STAFF TO CONTACT Ms S. BRACK (Latin Coordinator)

COURSE CONTENT/DESCRIPTION

Students who have followed the Year 8 course may continue their study of Latin in Year 9. Students move onto Book II of the Cambridge Latin Course. Lessons are taught at lunchtime and after school using resources from the Cambridge School Classics Project at the University of Cambridge.

In Year 10, students may choose to continue their study of Latin to GCSE, giving them an additional qualification that is well regarded by many universities. Latin may also be studied to A2 level in the 6th Form. In Years 10 - 13, students are taught via video conferencing by a Cambridge School Classics Project teacher.

GROUP ORGANISATION/SETTING

Latin is offered to students who have shown a commitment to the course in Year 8.

BOOKS/OTHER MATERIALS/VISITS etc.

Text books: Cambridge Latin Course Book II/Independent Learning Manual Book II.

Students are provided with text books and have access to Latin resources on the School network.

Latin text books and dictionaries may also be found in the School Library. There is an annual trip and a weekly homework club to support students with their study of the subject. At home, students should use the Cambridge School Classics Project website www.cambridgescp.com for consolidation and revision.

HOW YOU CAN HELP

Encourage your daughter to use the CSCP website to revise vocabulary. Visits to the British Museum, The Museum of London or to any Roman sites would be useful. Encourage your daughter to watch any relevant television programmes and films.

STAFF TO CONTACT Ms J. OVERTON (Head of Art)

COURSE CONTENT/DESCRIPTION

The content of Year 9 Art is based on looking at 20th/21st Century Art and Design.

Unit 1 Theme: Portraits
During this students study proportion, composition, expression and meaning. Students research a wide variety of artists such as the Expressionists, Pop Art, Barbara Kruger, Frida Kahlo, Frank Auerbach. They create a self portrait through drawing, painting, performance and photography, and printmaking.

Unit 2 Theme: Colour and Light
Students carry out experiments using colour in different ways. They make a study of Impressionism and colour theory; looking at artists such as Monet, Pissarro, Degas and Seurat. Students also research the work of the Cubists and Futurist and produce a still life mixed media painting based on the techniques they have studied.

Students are given an A4 sketchbook to record their preparatory studies and homework. All homework projects with task lists, worksheets and National Curriculum Level Descriptors are available on FRONTER.

This course forms a basis for GCSE, where evaluation of their own work as well as the work of other artists is an important part of all the examination units.

GROUP ORGANISATION/SETTING

Year 9 students are taught in tutor groups (mixed-ability).

BOOKS/OTHER MATERIALS/VISITS etc.

Resource books.
Post card packs on relevant artists held by the department are available for students' use.
Internet access.
Year 9 students are provided with an A4 sketchbook.

HOW YOU CAN HELP

Ensure that your daughter has basic art materials at home: coloured pencils, a small paintbox, felt tips etc.
Encourage her to use her local library to research artists and art movements.
Take your daughter to major local London Galleries e.g. The National, The Tate, Tate Modern.
Encourage her to look after and use her sketch book and to bring it each week.

DANCE

LESSON/S PER WEEK

1

HOMEWORK

20 mins

PER WEEK

STAFF TO CONTACT Ms L. BURKE (Head of Dance)

COURSE CONTENT/DESCRIPTION

Outline of Curriculum:

MODULE 1: HISTORY and DEVELOPMENT of AFRICAN DANCE

Students study different techniques by exploring the history and development of African dance until the present day, including African Gumbo, Lindy Hop and Jazz dance.

MODULE 2: CONTEMPORARY DANCE

Students study contemporary dance technique and its development to become familiar with the work of innovators such as Isadora Duncan and Martha Graham. They are also introduced to aspects of physical theatre by exploring supporting and lifting movements.

MODULE 3: CHOREOGRAPHY AND PERFORMANCE PROJECT

Students select a dance style from a variety of genres such as, Tap, Salsa, Street Dance, Contemporary etc. and create their own choreographies in small groups. They develop their own movement ideas using a variety of choreographic devices. This unit prepares students for GCSE Dance, where they are required to choreograph their own dances as a soloist and in small groups.

GROUP ORGANISATION/SETTING

Year 9 students are taught in tutor groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Music, dance resource books held by the department and library, videos of dance works.

HOW YOU CAN HELP

Encourage physical fitness, support project work, visit dance performances at the theatre, school or in the local community.

Encourage your daughter to watch a range of dance events.

Remind your daughter that having the correct kit for lessons is essential.

DRAMA

LESSON/S PER WEEK

1

HOMEWORK

20 mins

PER WEEK

STAFF TO CONTACT Ms S. DUNN (Head of Drama)

COURSE CONTENT/DESCRIPTION

Curriculum:

MODULE 1: IMPROVISATION

Using a theme, students identify different elements which contribute to good drama improvisation. They present work on the issue in a small or whole group.

MODULE 2: 'DNA' by Dennis Kelly

This is a play about bullying and peer pressure. Students learn how to take a scene from the page to the stage and explore the play using a variety of drama forms.

MODULE 3: MONOLOGUES

Students investigate characterisation and then write and perform their own monologue, drawing on the work of Alan Bennett and other modern playwrights.

GROUP ORGANISATION/SETTING

Year 9 students are taught in tutor groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Texts above, video of 'Talking Heads' by Alan Bennett.

'Road' by Jim Cartwright.

'A Talk in the Park' by A. Ayckbourn.

HOW YOU CAN HELP

Take your daughter to the theatre, listen to monologues and provide stories. Many plays, books and monologues are available on cassette and CD. You should also encourage your daughter to watch plays when they are shown on television.

MUSIC

LESSON/S PER WEEK

1

HOMEWORK

20 mins

PER WEEK

Usually 10 mins daily practice of a set weekly assignment directed by teacher

STAFF TO CONTACT Ms N.OWEN (Head of Music) from their homework sheets

COURSE CONTENT/DESCRIPTION

Unit 1: Music and Message

Students investigate music interpreting signs, symbols and musical instructions and perform in a group maintaining a part independently of other groups. Students develop knowledge of a range of musical traditions and styles, and understand the contributions made to the development of music. Students are assessed individually and through group observation of interpretation of musical elements and imaginative playing.

Unit 2: Music and Media

Students perform excerpts of musical pieces relating to the media, and they compose, arrange and improvise a piece within a musical structure. These pieces are revised for subsequent performances. Students gain a wider knowledge of the development of music for media, so that they understand the use of traditions from different periods and learn skills of critical assessment.

Unit 3: Music Today

Students are to perform excerpts from different types of music, and are assessed for solo and ensemble performance skills. They compose pieces on a focused style and structure. They are expected to discriminate between different styles of music. They revise and evaluate their own work.

GROUP ORGANISATION/SETTING

Year 9 students are taught in tutor groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Own personal recorder, and unit homework sheet.
Own tape cassette for recording compositions.
Keyboards provided by school.

HOW YOU CAN HELP

Please ensure that your daughter practises daily either on her recorder or on her singing as directed weekly in her homework diary.

PHYSICAL EDUCATION

LESSON/S PER WEEK

1

HOMEWORK

occasional

PER WEEK

STAFF TO CONTACT Ms C. POTTER (Head of Physical Education)

COURSE CONTENT/DESCRIPTION

In Year 9 the aim is to develop students' performance and understanding in a range of sporting activities. The experiences provided help to develop fitness, body control, co-ordination, co-operation and provide opportunities for competition.

The course is divided into 4 units with an emphasis on games which include the following:

Games - Volleyball
Tennis
Stoolball
Swimming - Survival (teacher-directed)

Athletics and Gymnastics are covered earlier in the Key Stage

Throughout Key Stage 3, the emphasis is on participation and performance. The students develop their ability to understand, plan, perform and evaluate. Assessment of the skills is continuous throughout each unit and evidence of levels achieved will be collated for inclusion as part of the Key Stage 3 assessment process.

GROUP ORGANISATION/SETTING

In Year 9, all classes are taught in tutor groups. Class teachers use a variety of teaching strategies and student groupings in order to ensure that students of all abilities can fulfil their potential.

BOOKS/OTHER MATERIALS/VISITS etc.

Full P.E. Kit: Plain white polo shirt with red stripe on the collar, red cycling shorts, trainers (not canvas shoes), a swimming costume and hat.

HOW YOU CAN HELP

Encourage/support extra-curricular activities and events in which your daughter is involved.
Value her achievements, awards, badges etc.
Make sure she has full PE kit and participates fully at all times.
If she cannot participate for a medical reason, please ensure she has a signed note from you.
Visits to sporting events would broaden your daughter's experience.

DESIGN & TECHNOLOGY

LESSON/S PER WEEK

2

HOMEWORK

45 mins

PER WEEK

STAFF TO CONTACT Mrs N. KORELI (Head of Key Stage 3 Design & Technology)

COURSE CONTENT/DESCRIPTION

In the first two terms of Year 9 students work with specialist teachers in two of the following areas:

Textiles, Graphic products and Product Design.

They undertake two projects of approximately 12 weeks each. These two terms' work enable students to complete their coverage of all specialist D&T areas in some depth prior to making their GCSE preferences.

During term three students are placed in study groups that reflect their GCSE D&T preferences. They follow a pre-GCSE specialist course in their chosen D&T area and are able to finish Key Stage 3 achieving their best National Curriculum level in the subject.

Students continue to develop designing, making and organisational skills. They design and make products and keep records of their ideas and thinking in their design folders. They use a wide range of materials and equipment. Students are encouraged to work in an independent way and to take responsibility for their own planning and organisation.

GROUP ORGANISATION/SETTING

Students in terms one and two are taught in ability sets, based on their level of achievement. In term three students are in mixed-ability groups following a pre-GCSE specialist course.

BOOKS/OTHER MATERIALS/VISITS etc.

Use of general resources e.g. library and reference books/internet technology sites. Fronter. Kerboodle.

Worksheets produced by school.

'D&T Foundation' - Textiles, Graphics and Product Design.

'Techniques and Resources' (Stanley Thornes)

'Design and Make It' (Stanley Thornes).

HOW YOU CAN HELP

Provide an A4 envelope style plastic wallet or A3 plastic folder, pencils and coloured pencils.

Support her preparation for the exam by discussing the task with your daughter.

Help with her research and homework. Encourage your daughter to keep up to speed with current developments in Design & Technology and its ongoing effect on society.

TUTORIAL PROGRAMME

LESSON/S PER WEEK

1

HOMEWORK

When
required

PER WEEK

STAFF TO CONTACT Ms A. JARVIS (Year Curriculum Co-ordinator)

COURSE CONTENT/DESCRIPTION

The course will:

- a. Deliver the first part of the Citizenship GCSE short course - see Citizenship (page 20)
- b. Support academic learning and personal development.
- c. Contribute to the cross curricular themes of the National Curriculum.

Academic Support:

Managing learning and deadlines, target-setting and evaluation, study and revision skills including exam preparation for National Curriculum Tests and Citizenship examination.

Risk:

Binge drinking, Risks of relationships, Emergency contraception, STIs.

Relationships:

Relationships, Contraception, Making a choice to be a parent, Being a parent, Loss and bereavement.

Career:

Choosing subjects.
Planning for work experience.
Changing a pattern of employment.

GROUP ORGANISATION/SETTING

In Year 9, classes are taught in all-ability tutor groups. Class teachers use a variety of teaching strategies and student groupings in order to ensure that students of all abilities can fulfil their potential.

BOOKS/OTHER MATERIALS/VISITS etc.

All resources are provided by the year team.

HOW YOU CAN HELP

Sign your daughter's diary **every** week and support her with her work.
Contact your daughter's tutor if you have any concerns.
Attend parents' evening and discuss her personal targets, and parents information evening.
Encourage your daughter to read newspapers and to listen to and watch the news.

CITIZENSHIP

LESSON/S PER WEEK

1 Tutor
Period

HOMEWORK

Each
lesson

PER WEEK

STAFF TO CONTACT : Ms N.HEIPL (i/c Citizenship & PSHE)

COURSE CONTENT/DESCRIPTION

Citizenship is a compulsory National Curriculum subject taught at Key Stages 3 and 4.

The first part of the Citizenship GCSE short-course is being taught in year 9. Students will cover the following units: rights and responsibilities, power politics and the media and the global community.

While the Citizenship short-course will be taught during tutor periods the rest of the Citizenship curriculum will be covered by a range of other subjects. The aim of these units will be to develop your daughter's sense of her rights and responsibilities within her school, local community and the wider world. For example, students develop their debating skills in History through a discussion on women's rights, and complete a website project in ICT to inform world audiences about their lives and the school environment.

Your daughter will also have many opportunities to participate in school life through the School Council, Year and Whole-School assemblies as well as sports, music, drama or dance. The emphasis both inside and outside the classroom will be on your daughter taking an active role in group work, debates and decision-making.

GROUP ORGANISATION/SETTING

In subject-related groups.

BOOKS/OTHER MATERIALS/VISITS etc.

Read a range of newspapers. Look at BBC TV Newsround and website - www.bbc.co.uk/cbbcnews/
Young Citizens Passport : Citizenship Foundation

Websites : Institute for Citizenship - www.citizen.org.uk
Citizenship Foundation - www.citfou.org.uk
British Council - www.britishcouncil.org.uk

HOW YOU CAN HELP

Your daughter will benefit from ongoing discussions about how the media represents local, national and global issues. Please also encourage your daughter to read broadsheet newspapers and keep up to date with national and international current affairs.