

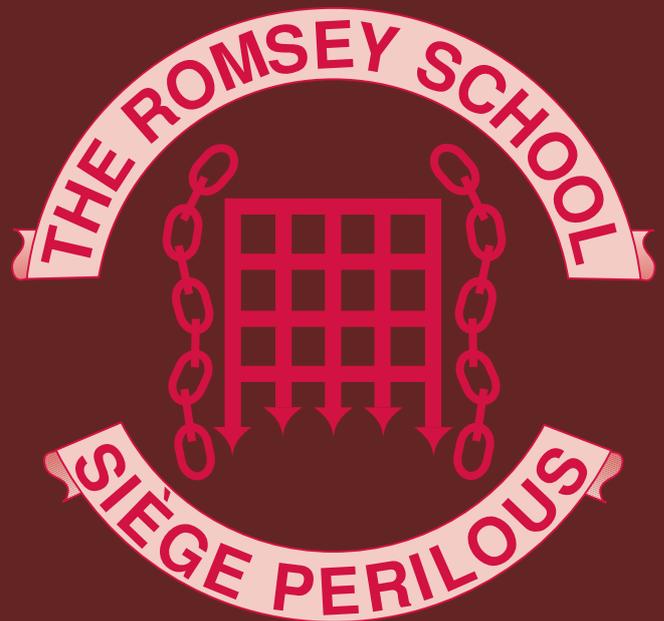
# Year 9

Key Stage 3

Programme of Study

2018/2019

## Parents' Guide



## Introduction

This booklet is intended as a summary guide for parents of pupils in Year 9. The aim is to give an outline of the topics covered under each subject in order for you to have an idea of what is being studied when, throughout the year until July 2019.

As always, if you have a need for further information on a subject area or the progress of your child, then please contact their subject teacher, Tutor or Progress Leader.

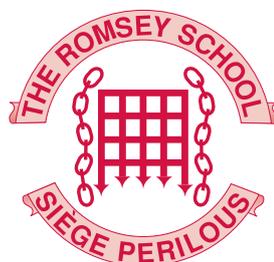
Many thanks.

A handwritten signature in black ink that reads "Colm McKavanagh". The signature is written in a cursive style with a large initial 'C'.

Colm McKavanagh  
Headteacher

## Index – Year 9 Programme of Study

Subject	Page Numbers
Assessment without Levels	1
Learning to Learn	2 – 4
Art	5
Dance	5
Drama	6 – 7
English	7 – 8
Learning Support Department	8
French	8 – 9
Geography	9
History	9
ICT and Computing	10
Library	10 – 11
Maths	11 – 12
Media	12
Music	13
PSHE	13 – 14
PE	14
Religious Education	15
Science	15
Technology	15 – 16



## Assessment without levels

### What is our rationale?

*To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.*

### How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:

Descriptor, in relation to age related expectations	What this means for your child's attainment in that subject area	Current attainment suggests the pupil is on track to achieve new GCSE grades...
Working well above	Your child's attainment is at least a year and a half above national age related expectations in this subject	Grades 7, 8, 9
Working above	Your child's attainment is approximately a year above national age related expectations in this subject	Grade 6
Working at	Your child's attainment is in line with national age related expectations for this subject	Grades 4, 5
Working towards	Your child's attainment is approximately half a year below what children are expected to attain in this subject	Grades 2, 3
Beginning to work towards	Your child's attainment is at least a year below what children are expected to attain in this subject	Grade 1

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

## What is 'Learning to Learn' at the Romsey School?

At Romsey School, we believe that in order to be well prepared for life beyond school, pupils need to master a whole range of skills which transcend the individual subject disciplines. Therefore we advocate the method(s) of metacognition. This means that we teach pupils 'how' to learn as well as teaching the subject content. Therefore, whenever appropriate, our curricula and teaching methodologies promote, encourage, and facilitate hands on learning experiences which address our pupils' deeper subject knowledge whilst overtly teaching pupils **how** to enhance their 'Habits of Mind' (see below).

We are absolutely sure that this focus will reap dividends with regard to our pupils' achievements and engagement, along with enhancing their happiness in their future lives. This focus on 'metacognition' is founded in sound research. For example, the Sutton Report 2016 found that, if used well, metacognition can enhance students' achievement by resulting in gains of eight months. In fact, metacognition was one of the top two interventions for schools.

### The Romsey School 'Habits of Mind'

The whole school community has been through extensive consultation and reached an agreement to delineate what we believe to be effective Learning skills at The Romsey School we call these skills our 'Habits of Mind'. We started the process of establishing our 'Habits of Mind' by looking research from 'Hannam's 9 Dimensions', 'Claxton's Four Rs', and the Government's 'Personal Learning and Thinking Skills'. We then considered what was right for our school through extensive consultation with staff and pupils. Our final agreed 'Habits of Mind' are now written into our own bespoke 'Language for Learning'. This language involves seven capacities: *resilience, empathy, reflection, self-management, collaboration, curiosity and creativity*. The key for our Habits of Mind is that all of these skills are learnable, and that all staff have a duty to teach all of our children how to maximise each of their Habits of Mind.

Our common understanding of the Habits of Mind are detailed further below.

<b>Curiosity</b>	Taking an interest, asking questions, inspiring & enquiring, listening and explaining
<b>Resilience</b>	Bouncing back when things are challenging. Learning from mistakes, editing & redrafting and trying again.
<b>Reflection</b>	Thinking deeply, reviewing and improving through the setting of targets, evaluating & analysing our learning, and challenging ourselves whilst inviting praise and criticism.
<b>Self-Management</b>	Planning & prioritising, being organised, taking responsibility and developing confidence
<b>Creativity</b>	Thinking of new ideas that have value. Using our initiative, experimenting, taking risks, innovating, making links and problem solving
<b>Collaboration</b>	Working effectively as a team through sharing, agreeing & arguing, talking & listening, contributing & team work
<b>Empathy</b>	Understanding others through being compassionate, not judging but supporting all

Having established this whole school agreement through extensive consultation from January 2014

onwards, we have then actively used this 'Language for Learning' with our pupils within three main areas of school life:

#### a) Pastoral

Where appropriate, our tutors spend **tutor times** reflecting on pupils' Habits of Mind through 1:1 work and also through the medium of current issues and British Values with their tutees. The 'themes of the week' for this year are detailed overleaf.

Our **rewards system** has also been overhauled to include the Habits of Mind. When a **credit** is issued, staff refer to a Habit of Mind and give feedback as to which 'Habit' the student was using particularly well in order to 'earn' that credit. Similarly, students can now achieve **Star Learner Awards** during termly Achievement Assemblies. These are the most outstanding pupils who have really 'shone' and demonstrated excellence in their learning using any of our 'Habits of Mind' (*collaboration, self-management, creativity, curiosity, resilience, reflection and empathy*). They are given a 'Star Learner' award, having been nominated by their teachers.

The 'Language of Learning' is used frequently by all staff who lead **assemblies** and students have had individual assemblies on the Habits of Mind, explaining what they are and why they are important. For example, there was one assembly on the importance of making mistakes and learning from them using role models such as Michael Jordan to 'tell the story'.

#### b) Subject/Curriculum

Where appropriate, all our staff use the same Language for Learning with the pupils in their teaching, when giving feedback, during 1:1 mentoring/coaching conversations and when liaising with parents. The teaching side of this includes use of 'split screen objectives' so that the teacher explains not only the subject content that will be gained that lesson, but also the Habit(s) which will be developed. Teachers plan lessons to enhance specific capacities in the pupils and individual subjects have devised numerous systems to overtly refer to these habits during lessons (see examples below).

- Geography - KS3 homework portfolios link to the 'Habits of Mind' and student are given specific feedback on each
- Food Technology- Students are encouraged to work in teams during their practical lessons and after each one, year 7, 8 and 9 reflect on their practical process
- Textiles- Pupils are set creative homework tasks throughout each SOW. The SOW for all year groups builds on the creativity of each pupil when tackling a design brief
- Maths & Music- Teachers use the split screen objectives at the start of their lessons

Staff have been encouraged to use these techniques in their teaching, there have been several INSET days and departmental meetings dedicated to how to encourage the development of these capacities. Numerous support materials have been developed for (and by) staff on our 'Virtual Learning Network'.

#### c) Environment

Our Habits of Mind are visible all over our school environment; from the front page of the planners, to the banners which greet students on their way into school. Every classroom displays the Habits of Mind in subject specific and sometimes very creative ways. The majority of handouts and resources given to pupils include the 'Habits of Mind' graphics in some way or other. There is a frieze running down the main corridor which was designed by pupils to reflect our seven habits of mind. These visuals are all designed to underline the importance of the Habits and show that we are all aiming for the same skills set, regardless of subject.

There is a lot that parents can do to enhance their children's Habits of Mind, and we hope to work with you to seek practical strategies which will help with this. There is some extra information on our website which is written to help parents to enhance your child's Habits of Mind at home. Go to 'Parents/Staff' from our homepage, then click on 'Learning to Learn' and then click on the 'Parental tips for Habits of Mind' link.

**2018-19 Tutor Themes for Reflection of the Week:**

3 <sup>rd</sup> September	New Beginnings
10 <sup>th</sup> September	Roald Dahl Day
17 <sup>th</sup> September	International Day of Democracy
24 <sup>th</sup> September	International Day for the Total Elimination of Nuclear Weapons
1 <sup>st</sup> October	Get Thinking!
8 <sup>th</sup> October	World Mental Health Day
15 <sup>th</sup> October	Diwali
29 <sup>th</sup> October	United Nations Day
5 <sup>th</sup> November	Remembrance Day
12 <sup>th</sup> November	World Philosophy Day
19 <sup>th</sup> November	World Toilet Day
26 <sup>th</sup> November	St Andrew's Day
3 <sup>rd</sup> December	Hanukkah
10 <sup>th</sup> December	Human Rights Day
17 <sup>th</sup> December	Christmas
7 <sup>th</sup> January	Get Thinking!
14 <sup>th</sup> January	Courage
21 <sup>st</sup> January	Holocaust Memorial Day*
28 <sup>th</sup> January	National Storytelling Week
4 <sup>th</sup> February	Safer Internet Day
11 <sup>th</sup> February	Valentine's Day
25 <sup>th</sup> February	Fair Trade Fortnight
4 <sup>th</sup> March	International Women's Day
11 <sup>th</sup> March	Holi
18 <sup>th</sup> March	International Day of Happiness
25 <sup>th</sup> March	International Day for the Elimination of Racial Discrimination
1 <sup>st</sup> April	World Autism Awareness Day
22 <sup>nd</sup> April	World Book Day
29 <sup>th</sup> April	St George's Day
6 <sup>th</sup> May	World Press Freedom Day
13 <sup>th</sup> May	International Day of Families
20 <sup>th</sup> May	Ramadan
3 <sup>rd</sup> June	World Environment Day/World Oceans Day
10 <sup>th</sup> June	Oxfam Water Week
17 <sup>th</sup> June	World Refugee Day
24 <sup>th</sup> June	Summer Solstice
1 <sup>st</sup> July	Get Thinking!
8 <sup>th</sup> July	International Day of Friendship
15 <sup>th</sup> July	Summer Challenge!

\*As a Beacon School for Holocaust Education, in this week, there will be three sessions worth of activities for each year group based around a particular theme linked to Holocaust and Genocide education.

## Art

### Autumn Term/Spring Term

#### Identity

Artist Research using analysis and application- Students explore mixed media techniques, montage mounting, arranging and composition.

Further developing ICT skills, techniques and ideas using Photoshop

Artist Research using analysis and application- Students to create stencil art, water colour paintings and pen and ink wash drawings.

### Spring Term/Summer Term

#### Hillier's Art in the Garden Project

Learning to work in a range of 3D media

Responding to a client's brief

Working with weather resistant materials

## DANCE

<p><b>Introduction to dance</b> Basic dance technique and choreography skills. Learning about the fundamentals of dance, using the key vocabulary; Actions, Space, Dynamics and Relationships. Also introducing effective and fun warm-ups and cool downs, including Zumba.</p>	<b>Autumn Term</b>
<p><b>Brazilian dance</b> Looking at one of the professional pieces studied at GCSE Dance, A Linha Curva. We will explore Brazilian culture, Samba parades and vibrant Brazilian inspired movement. We also touch on Capoeira which is a Brazilian martial art. The students work collaboratively to create a whole class final performance.</p>	
<p><b>Lifts and contact</b> Looking at one of the professional pieces studied at GCSE dance, Within her eyes. We will explore contact, lifts, falls and group work. Students will learn how to lift each other safely in pairs and in larger groups.</p>	
<p><b>Street Dance</b> Looking at one of the professional pieces studied at GCSE Dance, Imancipation of Expressionism. Focussing on urban dance genres; Hip hop, popping and locking, waacking, commercial, breaking and krumping. Students will learn the different styles and work on formations and unison in a final group piece.</p>	<b>Spring Term</b>
<p><b>Dance around the world</b> Different dance styles from around the world. Bollywood, African gumboot, Lindy hop and latin. Short workshops in each style, learning the basics and features of each style.</p>	<b>Summer Term</b>
<p><b>Themes</b> Looking at one of the GCSE professional pieces, Shadows. Students will learn to choreograph dance using a theme and telling a story, working on expressive and performance skills to be able to tell a story through dance. Contemporary dance style.</p>	
<p><b>GCSE choreography research project</b> Students will be given a range of stimuli which they will research. They will then choreograph their own dance in a group.</p>	

# Drama

## What skills are Drama students marked on?

### Performance: Scripted

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

### Performance: Devised drama

- contribution to the devised performance,
- artistic reflection of the stimulus,
- communication of meaning

### Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- evaluation of their final performance
- Analysis of how to improve for future performances.

## Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills

Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

### Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards
- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.
- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time
- Video footage (Google classroom), pupils work from the class or peers across the school) Discussion as a class or individual groups/pairs
- Written feedback from the teacher

### Pupil oral feedback

- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions
- Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

*\*paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given*

### Our Drama Assessment will:

- be challenging for all

- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals
- be literacy transparent

Skills based learning based on 7 strands of learning:

<b>Vocal Skills</b>		Diction, Voice, Pitch, Pace, Tone, Volume, Pause, Accent
<b>Physical Skills</b>		Movement, Posture, Gait, Body language Facial expression, Mime
<b>Strategies</b>	<i>An explorative strategy is a technique to explore and deepen understanding of the drama you create.</i>	Still image, Role Play, Cross-cut, Thought Track Mark the Moment, Monologue, Soliloquy
<b>Elements</b>	<i>These are the ingredients that give work its shape and character.</i>	Plot, Narrative, Characters, Action Content, Climax, Anti-Climax, Contrast Cross-cutting, Characterisation, Hot-seat
<b>Form</b>	<i>Is the method you selected to tell the story and explore themes when presenting work.</i>	Mime/mute, Choral work, Physical theatre, Musical theatre, Farce, Satire Commedia dell'arte, Dance
<b>Dramatic conventions</b>	<i>A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.</i>	<i>Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions.</i>
<b>Genre</b>	Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional, Information to the audience, Split role or multi-role, Music to underscore the drama, Symbols, Unison	Absurdist/surreal, Action, Adventure, Comedy Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism, Mystery, Political, Romance, Saga, Satire, Science fiction, Social, Thriller

## English

### Autumn Term

Challenges: Students will read literary texts to explore how people respond to challenges in different forms. They will build on their own experiences through reading and research and will present a talk to their peers. They will complete a reading assessment.

Virus: A multi-modal approach (exploring film, pre and post 1915 literature) leading to students writing descriptive narratives. Students will further develop their writing skills by re-casting texts into different writing styles.

Unseen Poetry: Developing skills to analyse and respond to unseen poetry building up to GCSE.

'I'm Talking to You!' Students will watch and read examples of dramatic monologues before writing and presenting their own.

### **Spring Term**

'Much Ado About Nothing' : An in-depth study of the play through a range of activities. Students will respond to the play through a reading assessment based on character and theme.

Fiction Focus: Students will study a twentieth century novel, analysing writing style. They will use the novel as a springboard for their own writing, focusing on setting.

### **Summer Term**

19<sup>th</sup> Century Literature at KS3: Pupils will study a range of texts designed to help them develop confidence when reading 19<sup>th</sup> C literature, and to prepare them for the demands of GCSE

#### Exam Focus:

Preparation for the reading exam paper:

The focus is to develop students' responses to non-fiction texts, building up to GCSE. Students will sit an exam in the hall.

#### Preparation for the writing exam paper

Students will complete a writing exam under controlled conditions in the hall.

## **Learning Support Department**

### **Additional Literacy Support**

A limited number of pupils who join the school, and are working at well below National expectations in Reading and/or Writing, will be selected and withdrawn from Modern Foreign Languages for additional literacy support. In Year 9 (only English and Maths) these pupils have five taught English, Maths and Science sessions per cycle. These are taught by specialist teachers.

In Maths pupils focus on topics to help them grasp the higher levels of the maths GCSE. This includes focus on numeracy, financial literacy, financial capacity, using mathematical equipment and developing their understanding of mathematics in a real life context.

In Year 9 English pupils focus on reading, Pre-19th Century text practice and poetry, language practice papers alongside organisation, presentation and memory skills

In Science the emphasis is on 'Applied Science' where the pupils undertake practical and theory lessons alongside data collection that can then be applied to their other Science lessons. Progress is monitored three times a year, and parents can expect to be kept informed on their child's attitude level in the school's termly reports. In addition, these pupils will join our Accelerated Reading programme, which encourages independence in reading books from the school library as well as increasing reading ages.

## **French**

### **Pupils in sets 1 and 2 use Expo 3 Rouge**

#### **Autumn Term** *Ça t'intéresse? L'avenir.*

Pupils will learn language relevant to discussion what is on TV, films and going to the cinema, daily routine, what they like to read. They will also talk about future plans and the importance of languages. Key grammar points cover the perfect tense, including reflexive verbs, the immediate future and present tense, higher level connectives and direct object pronouns.

### **Spring Term** *En bonne santé?*

Pupils will learn to talk about illness and injury, healthy living and understanding and giving advice. They will also continue to work at accessing high level French texts. Key grammar points covered are expressions with the verbs être and avoir, negatives, imperatives and emphatic pronouns.

### **Summer Term** *Il était une fois.. On y va!*

Pupils will learn to talk about what they used to do before solving a murder. They will also learn to talk about visiting a region of France and making travel arrangements. Key grammar points covered are the use of at least three tenses in work, the conditional tense and greater use of adjectives.

### **The FCSE Course**

Pupils in sets A 4 and 5 and B 3 and 4 will follow an alternative scheme of working leading to an accredited external examination award called FCSE. This is awarded by the AQA examinations board. Topics to be covered in the year are:

1. Holidays:- Activities, destinations, weather, places in a town.
2. Health and Fitness:- Parts of the body, illnesses, food and drink, healthy lifestyle
3. School:- Subjects, routine, opinions, future plans, school-related issues.

## **Geography**

### **Autumn Term**

Climate Chaos - Examine the topical issues of extreme weather and climate change such as hurricanes and global warming.

Volcanoes and Earthquakes - Investigate the causes and effects of volcanoes and earthquakes and how we try to predict and prepare for them.

### **Spring Term**

Tsunamis – A look at the devastating nature of tsunamis and how humans respond to these disasters. Development – The linking of countries through trade and ideas. This includes investigating fair trade and the impact of globalisation.

### **Summer Term**

Geography Exam – Decision making exam where pupils choose the most suitable ways to protect a coastline from the risk of tsunamis in the future.

Horn of Africa – Investigate the challenges for this region of the world.

## **History**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Russian Revolution Treaty of Versailles Inter-War years Creation of Nazi Party Weimar Nazi occupied Europe Resistance	World War Two Dictators (Mussolini, Hitler, Stalin, Franco) The Holocaust, End WW2 The Bomb, End of empires Partition of India, Civil Rights Cold War – Berlin divided Chernobyl 1986 End Communism in Russia 1991	Commonwealth Post WW2 conflicts Bosnian genocide 1992-1995 Rise of extremism Arab-Israeli conflict Medieval – 2017: Centuries of change comparative studies Changing role of women

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

## ICT and Computing

Year 9 has been designed to help assist pupils with their option choices. The units studied are:

- GCSE Computer Science Taster
- GCSE Business Taster
- “GCSE” ICT Taster
- Core ICT Skills

The GCSE Computer Science Taster gives pupils a further taste of programming in order to gain an understanding of the skills required to be successful in the GCSE Computing course.

The GCSE Business Taster looks at what is involved in starting and running a successful business. We investigate successful entrepreneurs and introduce topics such as Marketing and Finance along with some of the key business terms which are used in the course. We aim to provide pupils with an insight into the content and assessment of Business Studies.

The “GCSE” ICT Taster will give pupils an idea of the skills and standards required should they elect to choose the ICT option course. It is unlikely that we will be able to offer a GCSE in ICT but will offer a vocational course at the same standard and level of study.

Further details of all the option courses offered will be available in the options booklet in January 2019. Pupils will then begin work on a series of core ICT skills, and where possible we will seek to provide formal certification of the skills shown by pupils.

## Library

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available.

The library also subscribes to some E-resources, which are available either in school or from home on the RLP. Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely.

There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

### Recommended Reads for Year 9

My Swordhand is Singing by Marcus Sedgwick	Breadwinner Collection by Deborah Ellis
Everlost by Neal Shusterman	The Falconer’s Knot by Mary Hoffman
The Darkside Series by Tom Becker	Chinese Cinderella by Adeline Yen Mah
The Inheritance Cycle by Christopher Paolini	The Wild by Matt Whyman
His Dark Materials trilogy by Philip Pullman	Trash by Andy Mulligan
Out of the Shadows by Jason Wallace	The Village by the Sea by Anita Desai
Fleshmarket by Nicola Morgan	Monsoon Summer by Mitali Perkins
Apache by Tanya Landman	The Island by Sarah Singleton
The Goldsmith’s Daughter – Tanya Landman	The Carbon Diaries by Saci Lloyd
What’s Left of Me by Kat Zhang	One by Sarah Crossan
Flip Flip by Martyn Bedford	Repossession by Sam Hawksmoor
Rise of the Blood Moon by Alan Gibbons	Hybrids by David Thorpe
Demonata series by Darren Shan	Uglies/ Pretties/ Specials/ Extras by Scott Westerfeld

<p>The Enemy series by Charlie Higson</p> <p>The Curious Incident of the Dog in the Night Time by Mark Haddon</p> <p>Apocalypse by Tim Bowler</p> <p>The Dead House by Anne Cassidy</p> <p>Yankee Girl by Mary Ann Rodman</p> <p>Tamar by Mal Peet</p> <p>The Shell House by Linda Newbery</p> <p>Daisy Chain series by Joan O'Neill</p> <p>Raider's Tide by Maggie Prince</p> <p>No Shame, No Fear by Ann Turnbull</p> <p>The Way I Live Now by Meg Rosoff</p> <p>Sisterland by Linda Newbery</p>	<p>Solace of the Road by Siobhan Dowd</p> <p>Postcards From No Man's Land by Aidan Chambers</p> <p>Blood Red, Snow White by Marcus Sedgwick</p> <p>The CHERUB series by Robert Muchamore</p> <p>Gone series by Michael Grant</p> <p>Boys Don't Cry by Malorie Blackman</p> <p>Strings Attached by Judy Blundell</p> <p>The Weight of Water by Sarah Crossan</p> <p>Colin Fischer by Ashley Edward Miller</p> <p>Trance by Linda Gerber</p> <p>The Killables by Gemma Malley</p> <p>This Dark Endeavour by Kenneth Oppel</p> <p>Fallen by Lauren Kate</p>
--	--

## Mathematics

### Year 9 Examinations

Year 9 complete 4 mathematics exams. The first 3 exams are taken during normal class time. The end of Key Stage 3 exams are taken in the gym and hall. The exams are taken:

- End of first half term in October, to cover first three topics taught.
- End of first term in December, to cover the next three topics taught.
- Mock Key Stage 3 exams in March, to cover all content taught at Key Stage 3
- Key Stage 3 exams in June, to cover all content taught at Key Stage 3.

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the intermediate challenge, which is aimed at years 9, 10 and 11. We regularly see students' progress into the next phase of the completion. These students receive additional awards for their merit.

The financial capability of our students is also a key area of mathematics which is taught throughout the school, with special emphasis in years 9 and 10. The department has become a PFEG Centre of Excellence in Financial Education. We have actively taken part in studies to improve financial education with partners from Young Enterprise and the University of Nottingham. Guest speakers from financial sectors including local banks and MyBnk.org present to our students each year about topical finance advice.

### Autumn Term

- Number – convert between fractions, decimals and percentages; find percentage change, ratio
- Formulae – find nth term of linear sequence; evaluate complex formulae with and without a calculator
- Algebra – simplify expressions, solve equations, collect like terms, brackets
- Standard Form – interpret standard form on a calculator display, convert between ordinary numbers and standard form and solve problems involving standard form
- Circles – calculate circumference and area of a circle
- Volume – find volume of a cuboid, find missing length of a cuboid given its volume, volume of a cylinder, volume of a prism
- Statistics – find the mean, median, mode and range for discrete data; draw scatter diagrams and pie charts, cumulative frequency, box and whisker diagrams
- Probability – find the probability for events with equally likely outcomes; relative frequency, sample space diagrams, tree diagrams
- Loci – construct diagrams using a pair of compasses and a ruler; draw loci and solve complex problems

## Spring Term

- Estimation – rounding to an appropriate degree of accuracy, recognising the effect of multiplying by a number between 1 and 0 and using upper and lower bounds in calculations
- Algebraic graphs – draw lines of the form  $y=mx$  and  $y=mx+c$ ; write down equations of a line, graphically solve inequalities
- Solve problems using Pythagoras Theorem and trigonometry
- Negatives – order real life numbers, use negatives in context, 4 operations with negatives.
- Decimals – add and subtract mentally, multiply and divide decimals; substitution with decimals
- Venn Diagrams – Understand and apply notation used with Venn Diagrams. Enumerate sets and unions/intersections of sets systematically.
- Angles – calculate angles, decide on combinations of polygons to tessellate

## Summer Term

- Graphs – drawing more complicated graphs.
- Transformations – find lines of reflection, scale factors, translate objects in 2D and enlarge shapes with fractional scale factors
- Symmetry and nets – lines of symmetry and order of rotation in 2D, net of solids
- Ratio and Proportion – Convert between fractions, decimals and percentages and link these to ratio, increase and decrease amounts by a percentage, calculate compound interest and depreciation, use and apply ratio notation
- Projects using and applying mathematics
- Preparation for end of Key Stage Exam

*Further details of the programme of study for maths at Key Stage 3 are on the maths section on the school website: <https://sites.google.com/romsey.hants.sch.uk/romsey-school-maths>*

## Media Studies

	OVERVIEW OF TOPIC	ASSESSMENT
<b>AUTUMN TERM</b>	<b>Film Posters</b> - This is a two part project that teaches the codes and conventions of film posters as a form of advertising. Pupils will complete an analysis of the film poster for a mainstream film. They will then design their own film poster using Photoshop.	Film poster analysis and designing their own film poster
<b>SPRING TERM</b>	<b>Magazines</b> - This project involves learning about the popular mainstream 'Lifestyle' magazine. We consider the impact of audiences and gain a deeper understanding of codes and conventions. Pupils will design their own front cover for a 'lifestyle' magazine they will invent.	Designing a lifestyle magazine front cover
<b>SUMMER TERM</b>	<b>Cross Media Study: Music</b> Pupils will complete an in depth study of the artist Ed Sheeran. This includes learning about the structure of the music industry and online platforms for promotion. We will also analyse the codes and conventions of a music video.	Music video analysis

## Music

Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music! The aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

### Year 9 Topics

All of the topics in Year 9 are designed to challenge and inspire students and prepare them to take GCSE Music.

**MUSICAL THEATRE** – students complete a case study of Stephen Schwartz, complete a composer's journal and finally perform a class musical

**GAMELAN** – students play an authentic angklung gamelan from the Indonesian island of Bali. This is a very special collection of hand-made instruments.

**FILM & SOUND PRODUCTION** – using industry standard technology students study film genres, learn about hit points and characterisation before writing a piece of music to a film. All students will have the opportunity to be entered into a national film music competition.

**BRITISH ROCK MUSIC** – this term students form into Rock Bands and compete against each other to reach top of the charts. Learning about the record industry as well as performance skills students also have the opportunity to perform at the annual Music Festival.

## Personal, Social and Health Education (PSHE)

**Personal, Social and Health Education (PSHE) is taught once per fortnight in Year 9. Several themes are also incorporated into Drama and RE lessons.**

PSHE is taught using an enquiry based approach that challenges pupils to think independently and critically about personal and social issues in order to reach their own conclusions. Pupils who benefit from a challenging PSHE programme are more likely to respond positively in all aspects of school life, be well-prepared for life after school.

Overarching enquiry question	Issues included
Why is it important to play an active role in society?	This unit is focused on encouraging pupils to understand the way our society works. Pupils will discuss the importance of law and criminal responsibility, the voting process and the importance of carefully considering how to use their vote, what happens when human rights are not protected and the factors that make certain members of our society vulnerable to radicalisation.
Why does nobody talk about mental health?	In this unit, pupils consider their mental health and well-being. They begin by gaining an understanding of the changes that the brain goes through during adolescence and how this can impact on our emotions and behaviour. Pupils will have a particular focus on anger, sadness and stress, including how to effectively manage these feelings. Pupils will also discuss the factors that affect their self-esteem and sense of well-being, with a particular focus on the impact of social media and screen time.

<b>Should illegal drugs be legalised?</b>	In this unit, pupils will learn about different types of illegal drug, including their appearance, short and long term effects (physical and mental) and the legal consequences of possessing or supplying drugs to others. Pupils will also explore the international drug trade and the impact that it has on individuals, local communities, the UK and the international community. To conclude their study of illegal drugs, pupils will consider the arguments for and against legalisation of certain drugs and why legalisation is such a 'hot topic' in some areas. Finally, pupils will discuss ways in which they can keep themselves and others safe around alcohol. This will include personal safety and how to help someone who has drunk too much.
<b>What does a healthy relationship look like?</b>	In our final unit of the year, pupils will consider what makes a healthy relationship. This will include the importance of consent in sexual relationships, the impact of porn, the media and the internet on our self-image and expectations in relationships, online safety (e.g. sexting, grooming, revenge porn), unhealthy relationships (including signs of physical, emotional, sexual and financial abuse) and where to find help. Finally, pupils will learn about FGM, the problems it causes and what can be done to provide help and support. *This year, pupils will also learn about contraception, STIs, marriage and other types of long-term relationship, family, child sexual exploitation and LGBT relationships in RE lessons.

Other issues, including knife crime, cannabis use, the importance of self-worth, hate crimes and immigration in the media will be covered through assemblies and the tutor programme. As a Beacon School for Holocaust Education, we also mark Holocaust Memorial Day through an assembly and tutor time activities.

**Careers education** In Year 9 pupils are invited to discuss their KS4 option choices and given general guidance through an assembly. Pupils likely to take up an individual timetable are invited for a careers interview, but other pupils are equally welcome to ask for an appointment to discuss their choices. There is a curriculum focus on careers for one week prior to Year 9 options in "National Careers Week" and further activities for this year group include use of "Fast Tomato" by each pupil to encourage identification of and research into different career areas to which they may be suited. Year 9 pupils and parents are also invited to the annual Post-16 careers event in the summer term.

## PE

### **Autumn Term**

**Boys Games** : rugby & football - games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended. For rugby; gum shields highly advisable and studded footwear is compulsory. For football; studded footwear and shin pads are compulsory.

**Girls Games**: netball and football (shin pads compulsory). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

**PE**: badminton, gymnastics. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support.

### **Spring Term**

Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

**Games** – basketball and hockey (shin pads compulsory, gum shields highly advisable)

**PE**: Multi activity and health related exercise

### **Summer Term**

For the summer term activities pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport.

**Games** – cricket, tennis and rounders

**PE** - athletics

## Religious Education

In year 9 pupils start the AQA Religious Education Specification A GCSE specification in order to prepare them for the short course GCSE taken in year 10 (or year 11 if chosen as an option).

**Autumn:** Peace and Conflict

**Spring:** Relationships

**Summer:** Christian beliefs

Pupils' progress is assessed in a number of ways during each lesson, however each term pupils will have one major and two minor assessments for which pupils gain in-depth feedback and opportunities to reflect on and develop their work.

## Science

Year 9 pupils will face terminal exams at the end of year 11. In order to help them with this, easier Biology, Chemistry and Physics content has been selected from the GCSE Core (year 10) and Additional (year 11) syllabi to produce a broad year 9 programme of study (PoS). This PoS is intended to provide a good grounding for Key Stage 4.

Autumn Term - Core Biology (B1) and Chemistry (C1) topics

Spring Term - Core Physics (P1) and Additional Biology (B2) topics

Summer Term - Additional Chemistry (C2) and Physics (P2) topics

Assessment of a pupil's scientific ability occurs via a combination of the following processes:

- 1 Assessing pupil progress through classwork, past GCSE questions and homework goes on throughout the year within topics.
- 2 Written topics exams using past GCSE questions occur in November, January, March and June.

## Technology

### Food Technology

Pupils will complete a project each term focusing on a different theme for each.

Basic cake, pastry and bread mixtures will be taught in the first term. Dishes may include the use of puff pastry and short crust pastry, Swiss roll, Pineapple upside down cake and sweet and savoury bread based products.

**Term 2** will focus on using a variety of thickening agents within different dishes. Dishes will include, gluten free baked products and soups and sauces.

**Term 3** will focus on multicultural cookery, pupils will learn about ingredients that are commonly used in different cultures around the world and will make a variety of dishes including Thai green curry, Vegetable samosa, Quiche and Pizza.

### Product Design- Textiles

- *Project 1:* Design and make a decorated hat which must feature two methods of decoration, including tassels, soft sculpture, couching and reversible options. Pattern drafting, analysis of existing hats and modelling hats in paper and dipryl to ensure correct fit and shape will develop the individual's skills and knowledge of becoming a hat designer. Fleece fabric will be available from school, but other fabrics can be brought in, including recycled materials. A range of tools and will be used.

*Project 2:* Recycling and Sustainability. Pupils will be taught the importance of recycling materials to create new fabrics and products. They will customise existing products and research ways to use resources in a creative and exciting way. All pupils will make a product based on their investigative

work, research and following a design brief. Understanding how to use and follow a commercial pattern will also be covered as part of this course.

*Project 3:* Designing and making an apron featuring pockets, straps and decoration. Pupils will be taught how to pattern draft their own pattern, adapting and changing sections to suit their style. They will use batik dye methods, along with block printing and image transfer to add in further detail and they will learn how to create a range of pocket ideas to add further interest to their design. Understanding about the needs of the user will encourage everyone to challenge themselves with creating a high quality product.

### **Product Design - Timbers**

- Emphasis on the development of design and practical skills with a focus on producing quality outcomes from a range of materials. This will incorporate the use wood, metal and plastics and an understanding of sustainability and environmental issues. Pupils will extend their knowledge of wood, metal and plastics and become confident in their selection of materials when designing and making to meet a design brief. Pupils will conduct their own research and develop their own ideas in a creative way. Themes for projects will include decorative household products such as candelabras and more practical products based on leisure activities and storage needs. Computer aided design and electronics will also play a role in final design solutions.

### **Product Design – Papers and Boards**

- Design and practical skills will be developed in Year 9 with a focus on quality outcomes. Pupils will have the opportunity to complete a number of projects including designing & making, night lights, calendars, photo albums and mini gardens. They will become confident in selecting suitable materials and processes, as well as, improving their analytical and evaluative skills through examining existing products in detail. This is a fast-paced but fun course that can provide a good grounding in the skills required for GCSE product design.