

# Great Wyrley Academy

## Curriculum Guide

Year 9

2019-2020



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# CURRICULUM GUIDE

Dear Parent,

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

Our Curriculum Guide for Year 9 shows you what your child is learning and the key skills they are developing within each subject and across the curriculum.

We have designed our curriculum to be broad, balanced, relevant to our students and accessible for all learners. We aim for it to challenge, motivate, engage and foster creativity and independence. Our Year 7 and 8 curriculum builds on the Primary curriculum to maximise progress. By Year 9 our curriculum is designed to prepare students for the demands of Key Stage 4.

The Year 9 curriculum provides the platform to GCSE. It uses the GCSE 9—1 grade scale to measure attainment. This will help students familiarise themselves with the new performance criteria in these subjects.

Mr J Studholme  
Deputy Headteacher

# How can you help as a parent?



At Great Wyrley, we want your child to succeed. You can help us to help your child to succeed in Year 9 in the following ways:

Please work with us to make sure that your child:

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



# Teaching Groups

At Great Wyrley, English and Mathematics classes are grouped according to student ability.

Key Stage 2 data and progress in Year 7 and 8 influence the setting process.

The groups are arranged in 4 sets according to ability

- ❖ Working above national expectation – set 1
- ❖ Working at national expectation – sets 2 and 3
- ❖ Working below national expectation – set 4

All other subjects are either taught in mixed ability groups .

## Rewards

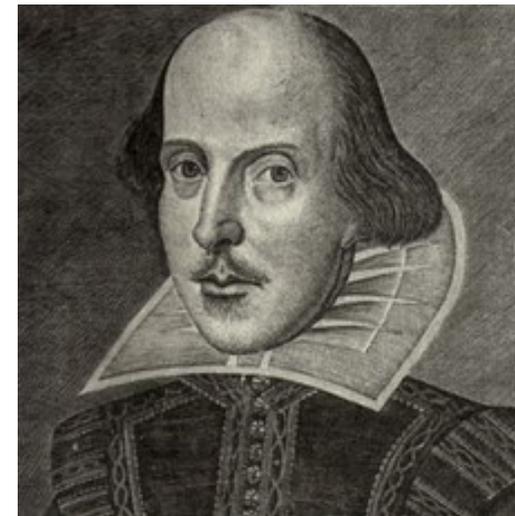
Praise and rewards are highly valued and utilised at Great Wyrley. The reward system enables us to value students and have high expectations of them. Credits are awarded using the ASPIRE criteria. These credits accumulate, leading to further awards.

## Homework

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

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

# English



## What will I be studying?

Year 9 is designed to give you an experience of what your GCSE English will look like in Year 10 and 11. You will be studying an exciting range of texts from a Shakespearean play such as *Macbeth* to a modern novel such as John Steinbeck's *Of Mice and Men*. It will also provide you with the opportunity to develop your reading and writing skills. English in Year 9 is designed to equip you with the vital skills for your GCSE studies. This year is carefully planned so that you experience the breath of texts you need to be able to achieve your Year 9 target and prepare you for your all-important GCSEs.

## How will the student be assessed?

Assessment in English focuses on reading, writing and speaking and listening. During each topic you will be assessed in these areas in order to highlight areas of strength and aspects you need to focus on. This year you will also face the challenge of GCSE style of questions.

## How are teaching groups organised?

Teaching groups are organised into three bands based on target levels and your achievement in Year 8. However your progress is reviewed regularly throughout the year and the sets will change dependent on the challenge or support your teachers feel you need.

## How we challenge/support your learning

In English we believe that both challenging and supporting our learners is very important. Whether this is through our Booster sessions or in our Accelerated Reading programme, there are a range of activities available to ensure that you feel both challenged and inspired through your English studies.

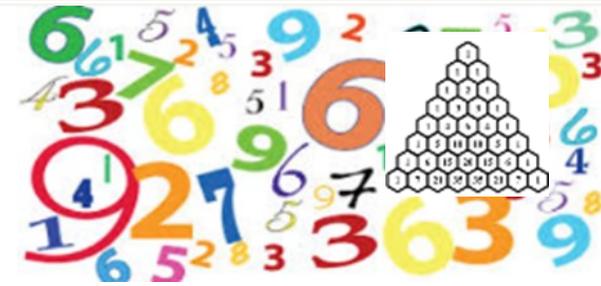
## What Extra Curricular opportunities are available to extend learning?

Throughout the year there are a range of educational visits to see an exciting variety of plays.

## Useful resources and websites to support my learning

[www.bbc.co.uk/schools/ks3bitesize/english](http://www.bbc.co.uk/schools/ks3bitesize/english) [www.poetrysociety.org](http://www.poetrysociety.org) [www.theguardian.com/childrens-books-site](http://www.theguardian.com/childrens-books-site) [www.bbc.co.uk/blast/writing](http://www.bbc.co.uk/blast/writing)

# Mathematics



## What will the student be studying?

In Year 9 you will continue to meet more complex Mathematics. You will reason, interpret and communicate mathematically and there will be more of an emphasis on real life applications of Mathematics. There will be a strong focus on how the skills you have acquired can be applied to a variety of different situations to solve a multitude of problems. A sense of curiosity will be encouraged and nurtured to appreciate the beauty of Mathematics.

## How will the student be assessed?

GCSEs have been reformed in England and Wales. Maths now has a new grading scale that uses the numbers 1—9 to identify levels of performance, with 9 being the top grade.

You will have three Key Assessment Tasks (KATs), spread throughout the year, one of them being an end of year exam in the Summer Term.

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

## How are my teaching groups organised?

The groups are set according to ability.

## How we challenge/support your learning

Set 1 are given the opportunity to take part in the UK Junior Mathematics Challenge.

## What Extra Curricular opportunities are available to extend learning?

There is an after school drop-in session for students, which offers support with homework or with topics you have found particularly difficult. Please see your maths teacher for the time and venue.

## Useful resources and websites to support my learning

We subscribe to mathswatch

Students will be given a general login and password so that they can access this at home.

We also use a website called Corbett-maths.com. These websites have a plethora of resources and activities for students to find explanations and practise their maths skills.

# Science

## What will I be studying?

Students will follow a bridging curriculum that will prepare them for their Science GCSEs.

The year is divided into 12 chapters:

- Cells
- Transport across cells
- Plant structure and behaviour
- Respiration and exercise
- Atom, elements, compounds and mixtures
- Separation techniques
- Word and balanced symbol equations
- Making salts
- Maths skills for Science
- Energy
- Particles
- Atomic structure.

## How will the student be assessed?

- Key assessed tasks are closed book tests.
- Key learning tasks are skill orientated tasks where students can apply their knowledge.

## How are teaching groups organised?

Students are taught in groups with others of similar ability.

## How we challenge/support your learning

- All schemes of work are fully differentiated
- Independent work included
- Extension tasks
- Year 9 students are selected to start preparing for Triple Science GCSE course (which starts in year 10).



## Useful resources and websites to support my learning.

[www.bbc.co.uk/schools/ks3bitesize/science](http://www.bbc.co.uk/schools/ks3bitesize/science)

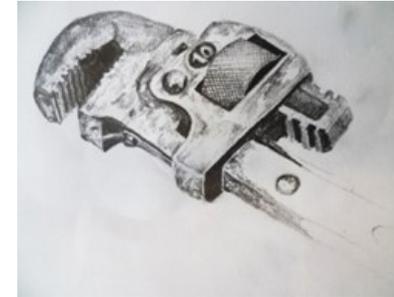
[www.scibermonkey.org/year.htm?y=7](http://www.scibermonkey.org/year.htm?y=7)

[www.kerboodle.com/users/login](http://www.kerboodle.com/users/login)

# Art and Design

## What will I be studying?

Year 9 is approached as a transition year between Key Stage 3 and Key Stage 4, where they work much more like a GCSE student. The theme of 'Corroded and Mechanical' provides opportunities to explore a range of drawing techniques, surface textures, media and processes. Students will analyse the work of Jim Dine and Tom McKendrick in order to inspire their work. Development of sketchbook pages is a real feature and GCSE examples and criteria will be referred to. Working more independently to develop work is an essential skill that will be developed.



## How will the student be assessed?

- Regular verbal feedback is given in lessons.
- Assessment criteria is shared with students for mastering, meeting and working towards a particular skill.
- Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment.

### Assessment Criteria

Recording: Primary resources, drawing, annotation and written reflection.

Development: Research into artists and development of ideas.

Experimentation: Exploring different compositions, control of media and refinement of ideas.

Present: Final outcomes and presentation

## How are teaching groups organised?

You will be taught in mixed ability groups.

In your art lessons you will work both independently and in groups.

## How we challenge/support your Learning

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

## Useful resources, websites and extra curricular opportunities to support Learning

Art clubs and drop-ins after school and at lunchtimes.

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.studentartguide.com](http://www.studentartguide.com)  
[www.tate.org.uk](http://www.tate.org.uk)  
[www.tommckendrick.com](http://www.tommckendrick.com)

# Computing

## Subject Intent

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



## What will the student be studying?

### Cycle 1

Programming concepts using Python

### Cycle 2

Computer Science Theory

Fundamentals of algorithms, Trace tables, flowcharts and logic gates

### Cycle 3

Interactive Multimedia Product

## How will the student be assessed?

- ♦ Mid-point KLT
- ♦ End of cycle KAT

## How are teaching groups organised?

Mixed ability groups

## How we challenge/support your learning

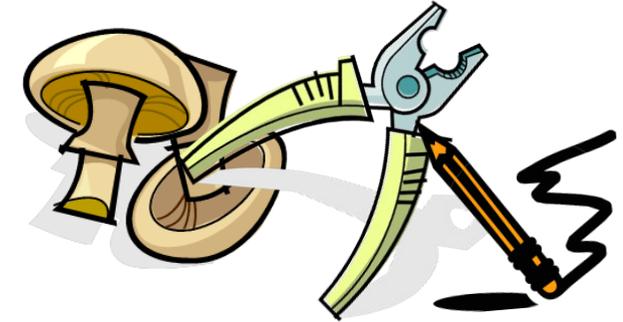
Every task set includes a “Dig deeper” activity to stretch students further. Master classes will be available to stretch learning.

## Useful resources, websites to support learning

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520>

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

# Design and Technology



## What will I be studying?

Technology groups will experience a variety of three subject areas under the Design and Technology umbrella.

Food Preparation and Nutrition

Product Design

STEM Project

## How are teaching groups organised?

The Design and Technology groups are made up of mixed ability groups.

The groupings tend to stay the same for the duration of Key Stage 3.

## What Extra Curricular opportunities are available to extend learning?

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



## How will the student be assessed?

Tasks and activities are assessed using a variety of techniques – some by observation, some by judgement against the given criteria for the task. Others are key assessments for which we use the National Curriculum criteria.

## How we challenge/support your learning

- You will be given extension tasks in lessons in order to further develop your Understanding
- Encouragement to work more independently

## Useful resources and websites to support my learning.

[www.nutrition.org.uk](http://www.nutrition.org.uk)

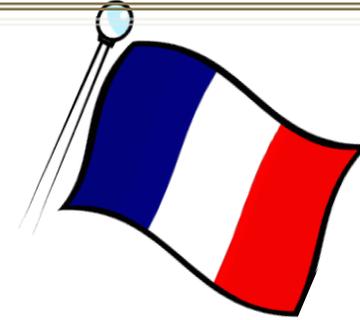
[www.digitalbrain.com](http://www.digitalbrain.com)

[www.data.co.uk](http://www.data.co.uk)

[www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

# French



## What will I be studying?

Students cover such topics as:

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

## What Extra Curricular opportunities are available to extend learning?

You will have the opportunity to take part in a Language visit to France in the summer term.

## How will the student be assessed?

You will be formally assessed once every term in at least one skill from listening, speaking, reading and writing. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

## How are teaching groups organised?

You will be taught French in mixed ability classes. However, group one will be made up of students who have a high aptitude for languages

## How we challenge/support your learning

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

## Useful resources and websites to support my learning:

*A French dictionary*

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.livinglibrary.co.uk/s\\_browse.asp](http://www.livinglibrary.co.uk/s_browse.asp)

[www.tout.le.monde.co.uk](http://www.tout.le.monde.co.uk)

[www.french.about.com/library/begin/fun/b1-gameindex.htm](http://www.french.about.com/library/begin/fun/b1-gameindex.htm)

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org](http://www.languagesonline.org)

[www.wordreference.com](http://www.wordreference.com)

(online dictionary and verb conjugator)

[www.duolingo.com](http://www.duolingo.com)

# Geography



## What will I be studying? What skills will I develop?

There are three main units of study. Through Impossible Challenges, students will focus on energy and water. Our second topic will focus on development with an in depth study on the case study Nigeria. Within this topic students look at both human and physical geography including development, TNC's and aid. Our final topic is the Living World, where we investigate the Amazon Rainforest and the Thar Desert.

### Skills:

- Exam Skills and Techniques
- Explaining and evaluating geographical links
- Graph production and analysis
- The completion of a decision making activity (DME) in the topic Impossible challenges
- Map skills

## How will the student be assessed?

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

## How are teaching groups organised?

Students are grouped into mixed ability classes.

## How we challenge/support your learning

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

## What Extra Curricular opportunities are available to extend learning?

Year 9 students are encouraged to seek assistance in their Geography work both before and after school using the school from staff.

## Useful resources and websites to support my learning.

An Atlas

School Intranet

[www.heinemann.co.uk](http://www.heinemann.co.uk)

[www.corpwatch.co.uk](http://www.corpwatch.co.uk)

[www.lizardpoint.com/fun/geoquiz](http://www.lizardpoint.com/fun/geoquiz)

[www.unorg/pubs.hotlinkscyberschoolbus](http://www.unorg/pubs.hotlinkscyberschoolbus)

[www.news.bbc.co.uk](http://www.news.bbc.co.uk)

[www.multimap.com](http://www.multimap.com)

<http://maps.live.com>

[www.cia.gov/library/publications](http://www.cia.gov/library/publications)

[www.geogense.net.com](http://www.geogense.net.com)

# History

## What will I be studying?

We begin by studying Heroes and Villains across History, from ancient times right up until the modern era. In the Spring term, students will complete an in-depth study on the Great War and World War II. In the Summer term, students will investigate the important changes in the 20th Century, in particular they will undertake a study of the Holocaust.

In Year 8 you would have used several sources to investigate the past, and learnt how to assess their reliability. In Year 9 we will look at a range of sources to look at one topic in detail to complete a series of mini investigations. This will help you develop your knowledge of interpretations and understand what influences people to have different opinions. Was the sinking of the Titanic an unfortunate accident, or the fault of the Ship's Captain? Was the incompetence of the police the reason why Jack the Ripper was able to carry out his killing spree? Or did the brave work of the police scare the killer into stopping his murders? You will look in detail at visual sources, particularly cartoons. This will then help you prepare for GCSE cartoon interpretation type questions.

## How will the student be assessed?

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

## How are teaching groups organised?

Students are taught in mixed ability groups.



## Useful resources and websites to support my learning:

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.activehistory.co.uk](http://www.activehistory.co.uk)

# Music



## What will I be studying?

Students will continue to develop their musical skills by studying two further topics

1. Band skills
2. GCSE Taster Top

During these topics, students will continue to develop their performing, composing and listening skills, whilst exploring a wider range of musical styles. Students will have the opportunity to sample a variety of instruments, whilst developing their teambuilding and ensemble skills. The topics studied in Year 9 are designed to prepare students for GCSE Music, should they wish to choose this as one of their options.

## How will the student be assessed?

Opportunities for assessing students are built into every topic studied. Key skills for each unit are shared with students. The progress of students across the whole year and key stage is tracked using departmental criteria and whole school policy assessment methods.

All students are issued with an individual progress booklet which enables them to keep a record and plot their progress over the year.

## How are teaching groups organised?

Students are taught as mixed ability groups

## How we challenge/support your learning

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

## Useful resources, websites and extra-curricular opportunities to support learning

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

Students who receive music tuition are encouraged to use their own instruments in lesson.

[www.themusicland.co.uk](http://www.themusicland.co.uk)

[www.musicatschool.co.uk](http://www.musicatschool.co.uk)

[www.wipe.org/terminology](http://www.wipe.org/terminology)

[www.datadragon.com/education/reading](http://www.datadragon.com/education/reading)

# Physical Education

## What will I be studying?

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

**Games Groups:** Hockey, Netball, Rounders, Basketball, Football, Cricket, Athletics, Handball.

**Aesthetic Groups:** Dance, Rhythmic Gymnastics, Swimming

**Games/Fitness Groups:** Badminton, Fitness, Table Tennis, Basketball, Volleyball, Rounders



## How will the student be assessed?

Assessment is continuous, using formative feedback and target setting in every unit of work. There are summative, end of unit assessments where students are given an attainment level for each activity using the GCSE criteria alongside a review of the progress against age appropriate expectations.

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

## How are teaching groups organised?

Students are taught in single gender groups in their double lesson. In their single lesson, some students have a mixed gender lesson in preparation for possible examination PE and Sport.

## How we challenge/support your learning

### Within lessons students can expect:

- Differentiation in lessons – extension tasks
- Peer coaching in lessons
- Umpiring and officiating responsibilities in lessons

## What Extra Curricular opportunities are available to extend learning?

Great Wyrley actively promotes engagement within the community and has a number of school club links.

## Useful resources and websites to support my learning:

[www.sportengland.org.uk](http://www.sportengland.org.uk)

[www.uk.athletics.net](http://www.uk.athletics.net)

[www.wsf.org.uk](http://www.wsf.org.uk)

[www.bbl.org.uk](http://www.bbl.org.uk)

[www.uksports.gov.uk](http://www.uksports.gov.uk)

[www.netball.org](http://www.netball.org)

[www.lta.org.uk](http://www.lta.org.uk)

# Religious Education

## What will I be studying?

The Religious Education Schemes of Work introduces the students to two attainment targets.

'Attainment Target 1: Learning about religion, which is mainly concern with students developing their knowledge and understanding of religion.'

'Attainment Target 2: Learning from religion, which is mainly concerns with students' personal development.'

Within Year 9 students study the following three units:

Human Rights and Social Injustice

Religion and Life

Religion, Peace, Conflict and Crime



*The hand of friendship has no color.*

## How are teaching groups organised?

Students are taught in mixed ability form groups.

## How will the student be assessed?

Students will be formally assessed at the end of each unit. The assessments are either of a formal written nature or project work, reflecting on enquiry based skills. These assessments establish the students' progress against the school's Mastery levels. From their performance students will be set targets to help them reach the next level. As Year 9 is the year that bridges the gap from KS3 to GCSE study, the assessments will reflect the format of GCSE questions

## How we challenge/support your learning

All students will be challenged to make significant progression in Religious Education. .

Students will be supplied with both extension work and targeted questioning, which will support their progression into higher levels through the enhancement of their analysis and evaluative skillset.

## Useful resources and websites to support my learning

BBC Bitesize KS3 Religious Studies  
RE Online  
RE Quest

# Notes

