



KING EDWARD VI NORTHFIELD SCHOOL FOR GIRLS

Educational excellence for our City

Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious. Stephen Hawking

King Edward VI Northfield
School for Girls – Year 9 Curriculum

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Straight line graphs / Form and solve equations and inequalities / Test conjectures	3D shapes / Constructions and congruency	Numbers / Using percentages / Maths and money	Deduction / Rotation and translation / Pythagoras' theorem	Enlargement and similarity / Solving ratio and proportion problems	Rates / Probability / Algebraic representation
English	Diverse Voices in Literature	Gothic Literature	Non-fiction: Viewpoint writing	Poetry: Characters' Voices	Shakespeare study: 'Romeo and Juliet'	Novel study: 'The Curious Incident of the Dog in the Night Time'
Science	Lab skills 3 and Hydroponics and life in space	Geology and the Planets, and Forces in space	The origins of life and Reactivity and reactions	Circuits and sensors	Cells and microscopy, and The Periodic Table	Energy stores, transfers and resources, and Observing space
Art	Identity / Portrait / Disguise	Identity / Portrait / Disguise	Organic Structures	Organic Structures	Organic Structures	Organic Structures
Computer Science	E-safety / Careers / Designing vector graphics	Designing vector graphics continued / Networks & Hardware	Networks & Hardware continued / Mobile App Development	Mobile App development	Data Representation	Coding and file handling in Python
Drama	Devising diverse voices	'The Woman in Black' Playscript study	Speeches in performance	Performing poetry	Staging Shakespeare 'Romeo and Juliet'	'The Curious Incident of the Dog in the Night Time' Performance skills
Food	Food Poisoning Bacteria/ Food Security, Sensory Analysis/ Modifying and Adapting Recipes/ Nutrients/ Food Provenance	Diet related Diseases/ Eggs/ Vegetarianism/ Religious Traditions/ Food Styling/ Careers				
French	<i>Mon monde et moi</i> My world	<i>Ma vie sociale</i> My social life	<i>Bien dans sa peau</i> Health and lifestyle	<i>A l'horizon</i> Careers & Jobs	<i>Mon avenir</i> My future	<i>Le monde francophone</i>
Geography	Popping population and sizzling settlements	Feeling hot hot hot deserts	Fantastic and impossible places	Challenges and Opportunities in the U.K	Crumbling Coasts	Raging Rivers

Graphic Design	Confectionary Project ½ term	Confectionary Project ½ term	Confectionary Project ½ term	Confectionary Project ½ term	Confectionary Project ½ term	Confectionary Project ½ term
History	World War 1	What new beliefs caused change in the 20 th Century?	What was the most significant turning point in World War 2?	What was the Holocaust?	How does the Cold War affect us today?	What has caused conflict and change in the Middle East?
Music	Music of Brazil – Samba Bateria	Minimalism 1 – Ostinatos, Retrograde, cross rhythms & Phase shifting	Minimalism 2 - Metamorphosis, augmentation, diminution	Music for Video Games – Music for mood	Individual Instrument study – how to practice	Hip Hop – Flow, lyric writing & creating beats.
PE	Head: Rules and regulations of football/badminton Hand: Football/Badminton Heart: Sportsmanship	Head: Knowledge of progression of trampolining skills Hand: Trampolining level 2-8 Heart: Leadership	Head: Dance vocabulary Hand: Contemporary Dance Heart: Confidence	Head: Training methods Hand: Fitness, leadership Heart: Leadership	Head: Knowledge of rules and regulations Hand: Rounders Heart: Resilience	Head: How to officiating athletic events Hand: Athletics Heart: Leadership
PSHE	Democracy in Britain	Crime and punishment	Looking to the future - Careers	Looking to the future - Careers	Relationships and sex education	Everyday dilemmas
RE	The origins of Sikhism	Sikhism – beliefs and practices	Philosophy – Big questions	Philosophy – Ultimate questions	The origin of Buddhism	Buddhism-beliefs and practices
Textiles	Theory; Recap -What are textiles? -Evaluate skills from Y7/8 -Fibres and fabrics; the process & uses -Materials same but different	Theory; Recap H&S Contextual challenge/ specific needs Practical; Block printing	Theory; Design brief Design specification Moodboards Design; Iterative design process	Theory; Levers and mechanisms Practical; Seams recap Bias introduction	Theory; Numeracy in textiles Hems & seams components Practical; Meeting users’ needs Fastening methods & components	Making a final functioning product safely using learnt skills Theory; Production plan

Maths

‘Nature is written in mathematical language’ Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Straight line graphs:</p> <p>Interpret straight line graphs</p> <p>Find and use the equation of a straight line, and reduce equations to the form $y=mx + c$</p> <p>Compare to linear sequences and find the rule for the nth term</p> <p>Form and solve equations and inequalities:</p> <p>Revisit previous knowledge and extend to equations and inequalities with unknowns on both sides (including in the context of angles, probability and area)</p>	<p>3D shapes:</p> <p>Understand faces, edges and vertices; name common 3D shapes</p> <p>Identify 2D shapes within 3D shapes</p> <p>Calculate volume of any prism, and volume/surface area of a cuboid or cylinder</p> <p>Work out a missing length when given volume</p> <p>Constructions and congruency:</p> <p>Construct 3D shapes from nets and nets from 3D shapes.</p> <p>Understand congruency and explore via</p>	<p>Numbers:</p> <p>Revisit types of number (including rational and real numbers), fraction arithmetic and standard form</p> <p>Extend knowledge of HCF and LCM</p> <p>Using percentages:</p> <p>Revisit percentage increase and decrease</p> <p>Use percentages over 100%</p> <p>Solve problems involving percentage change, percentage multipliers and reverse percentages</p> <p>Mathematics and money:</p>	<p>Deduction:</p> <p>Revisit angle rules, including within special quadrilaterals</p> <p>Find angles using algebraic methods and chains of reasoning</p> <p>Rotation and translation:</p> <p>Identify order of rotational symmetry</p> <p>Rotate and translate a shape</p> <p>Understand variance and invariance in transformations</p> <p>Pythagoras’ theorem:</p> <p>Identify the hypotenuse</p>	<p>Enlargement and similarity:</p> <p>Enlarge shapes by a positive scale factor (including from a point)</p> <p>Calculate missing sides in similar shapes</p> <p>Solving ratio and proportion problems:</p> <p>Direct proportion problems and graphs; simple inverse proportion</p> <p>Conversion graphs</p> <p>Solve ratio problems given the whole or a part</p> <p>Best buys</p>	<p>Rates:</p> <p>Solve problems involving speed/distance/time and density/mass/volume</p> <p>Work with compound units</p> <p>Probability:</p> <p>Relative frequency</p> <p>Expected number of outcomes</p> <p>Independent events</p> <p>Algebraic representation:</p> <p>Drawing and reading from quadratics</p> <p>Representing inequalities</p>

	<p>Change the subject of a formula</p> <p>Test conjectures:</p> <p>Test conjectures, e.g.:</p> <p>Sums and products of odd/even numbers</p> <p>Is a given number in a sequence?</p> <p>Is this shape...?</p> <p>Are these lines parallel?</p> <p>What would happen if...?</p>	<p>construction (e.g. perpendiculars and bisectors)</p> <p>Construct and use scale drawings</p>	<p>Explore financial mathematics including bills, bank statements, interest and best buys</p>	<p>Determine whether a triangle is right-angled and calculate missing sides</p>		<p>Interpreting other graphs (e.g. reciprocal)</p> <p>Revision:</p> <p>Revision of topics chosen based on assessment throughout Key Stage 3.</p>
Assessments and End Points	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>
Important literacy and numeracy developed	<p>We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas.</p> <p>We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.</p>					
Wider skills and enrichment	<p>Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.</p> <p>We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy. Pupils can take part in the Junior and Intermediate UKMT Maths Challenge from years 7-10.</p>					
How you can help your child at home	<p>Ensure they complete all independent study and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Mathsgenie, Oak National Academy and BBC Bitesize.</p>					

English

“The single story creates stereotypes, and the problem with stereotypes is not that they aren’t true, but they are incomplete. They make one story become the only story” – Chimamanda Ngozi Adichie, from her TED talk ‘The danger of a single story’

The year 9 English curriculum develops pupils analysis of literary texts, starting by exploring diverse voices in literature. Pupils then study the Gothic genre in depth, analysing extracts and reading the modern Gothic chiller ‘The Woman in Black’ by Susan Hill. In the spring term, pupils analyse rhetorical writing and produce viewpoint speeches, before analysing a selection of poetry. In the summer term, the Shakespeare play studied is the tragedy ‘Romeo and Juliet’, prior to the final key stage 3 novel, Mark Haddon’s ‘The Curious Incident of the Dog in the Night Time’. All of these texts and genres enable pupils to hone their analytical skills in preparation for GCSE study of English.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Diverse Voices in Literature</p> <p>Text extracts studied: ‘Of Mice and Men’ by John Steinbeck ‘Lonely Londoners’ by Sam Selvon ‘Small Island’ by Andrea Levy ‘Invisible Mass of the Back Row’ by Claudette Williams ‘The Hate U Give’ by Angie Thomas</p> <p>Pupils study a brief literary history of presentations of race and identity, spanning racial injustice in America in 1930s, early black migration in</p>	<p>Gothic Literature</p> <p>Text extracts studied: ‘The Hound of the Baskervilles’ by Arthur Conan Doyle ‘Frankenstein’ by Mary Shelley ‘Dracula’ by Bram Stoker</p> <p>Full text studied: ‘The Woman in Black’ by Susan Hill</p> <p>Pupils learn about the genre conventions of Gothic literature, reading extracts from a range of classic 19th century Gothic fiction before reading and analysing the modern</p>	<p>Non-fiction: Viewpoint writing</p> <p>Text extracts studied: Tony Parsons: ‘Making my skin crawl’ Martin Luther King: ‘I have a dream’ Greta Thunberg: ‘Let’s start acting’ ‘Habit for humanity’ (Persuasive leaflet)</p> <p>Pupils study a selection of non-fiction writing which presents writers viewpoints and attitudes, beginning with a controversial polemic and then learning the conventions of rhetorical writing via a</p>	<p>Poetry: Characters’ Voices</p> <p>Poems studied: ‘Havisham’ by Carol Ann Duffy ‘Hitcher’ by Simon Armitage ‘Porphyria’s Lover’ by Robert Browning ‘The Farmer’s Bride’ by Charlotte Mew ‘Singh Song!’ by Daljit Nagra</p> <p>Pupils study a sequence of contemporary and heritage poems which feature distinctive characters and voices, establishing the idea of the speaker in poems.</p>	<p>Shakespeare study: ‘Romeo and Juliet’</p> <p>Full text studied: ‘Romeo and Juliet’ by William Shakespeare</p> <p>Film adaptation: Baz Lurhmann’s 1996 ‘Romeo + Juliet’</p> <p>Pupils study Shakespeare’s ‘Romeo and Juliet’, understanding how it typifies the genre of Tragedy and uses the key conventions of Shakespearean theatre, such as Prologue, protagonist/ antagonist and meter.</p>	<p>Novel study: ‘The Curious Incident of the Dog in the Night Time’ by Mark Haddon</p> <p>Full text studied: ‘Romeo and Juliet’ by William Shakespeare</p> <p>Pupils study the 21st century novel ‘The Curious Incident of the Dog in the Night Time’, reading the full text and exploring the novel’s form as well as the author’s effective presentation of a Neurodiverse character with autism.</p> <p>Pupils develop their analysis of character</p>

	<p>1940s/50s (Windrush generation), moving to contemporary depictions of racial inequality.</p> <p>They will study the historical and social context in detail and begin to analyse writer's methods.</p> <p>The unit introduces pupils to GCSE analysis approaches (e.g. What, How, Why).</p>	<p>Gothic novel 'The Woman in Black'.</p> <p>They will explore the Gothic genre's development and key features, and be able to identify these within a range of canonical texts.</p> <p>The unit develops pupils approach to written analysis of texts, building on their introduction to 'What, How, Why'.</p>	<p>number of important 20th and 21st century political speeches.</p> <p>They will develop an understanding of how to apply the rhetorical features studied in their own viewpoint writing, culminating in drafting and producing a speech expressing their view on a subject of their choice.</p>	<p>Pupils will revisit previous years' study of poetic form and technique and thematic exploration.</p> <p>The unit develops pupils' ability to write analytically about poetry and compare poets' use of methods to convey characters' experiences.</p>	<p>The focus of the study of the full text is thematic: pupils will primarily explore the play's presentation of family relationships. They will focus on the historical and social context of family, marriage and power in the 16th century to inform their reading.</p> <p>They will develop an approach to an extended, extract-based thematic question on the Shakespeare play.</p>	<p>and narrative, and respond to the novel with creative tasks such as writing from other characters' perspectives.</p> <p>They will secure understanding of how to analyse a text in preparation for GCSE study of English literature and language.</p>
Assessments and End Points	<p>Autumn term (Knowledge and skills assessments)</p> <p>Knowledge Assessment: Retrieval questions on 'Diverse Voices' literature & Gothic literature</p> <p>Skills Assessment: Reading: Extract question from 'Diverse Voices' text 'How has the writer used language to...?'</p>	<p>Spring term (Knowledge and skills assessments)</p> <p>Knowledge Assessment: Retrieval questions on Viewpoint Writing texts & Characters' Voices Poetry</p> <p>Skills Assessment: Writing: 'Write a speech, to be given in your school assembly, on a topic that you feel strongly about.'</p>	<p>Summer term (Knowledge and skills assessments)</p> <p>Knowledge Assessment: Retrieval questions on 'Romeo & Juliet'</p> <p>Skills Assessment: Reading: Extract question from Shakespeare text 'Starting with this extract, how does Shakespeare present family relationships in the play 'Romeo and Juliet'?'</p>			
Important literacy and numeracy developed	<p>Reading: Extended guided reading of full texts in three of six terms; Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are inherent in the year 9 English curriculum.</p> <p>Writing: Extended writing, including planning, drafting and editing; Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar; Developing appreciation of genre features of different writing styles, such as rhetorical writing.</p>					

	<p>Oracy: Each year 9 unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 9 have explicit focus on the use of spoken language, such as Non-fiction Viewpoint Writing and Shakespeare’s ‘Romeo and Juliet’.</p> <p>Numeracy: Pupils engage with the use of statistics when exploring and producing non-fiction viewpoint writing. Several units of English in year 9 include numeracy knowledge, such as the Summer novel study which uses Prime numbers as a framing device.</p>
<p>Wider skills and enrichment</p>	<p>Careers awareness is addressed in year 9 when discussing experiences of migrants looking for work in ‘Diverse Voices’, as well as when studying rhetoric and public speaking in the Spring term. The Summer novel, ‘The Curious Incident of the Dog in the Night Time’ makes explicit reference to careers guidance in science through its main character.</p> <p>Links to the wider curriculum, particularly to history when studying the history of British and American migration in ‘Diverse Voices’ and political history of 20th century speeches in the Viewpoint Writing unit. The Summer novel, ‘The Curious Incident of the Dog in the Night Time’ links heavily to mathematics due to the novel’s subject matter.</p> <p>Enrichment opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama club or either of our library-based reading clubs: Kindle Classics club or Accelerated Reader club.</p>
<p>How you can help your child at home</p>	<p>Encourage your child to read independently and use Accelerated Reader to play quizzes on the books they read. We expect all pupils to read independently for around 20 minutes every day; this may equate to a certain number of pages, as directed by your child’s teacher. https://ukhosted42.renlearn.co.uk/2232891/</p> <p>Support your child in completing English homework tasks set via EPraise. Additional, independent tasks which support your child’s understanding of the English curriculum will be set via EPraise. https://www.epraise.co.uk/index.php?school=kingedward</p>

Science

‘These were moments of exhilaration and ecstasy! ...Could it be that excitement and ennobling feelings like these have kept us scientists marching forward forever? Chien-Shiung Wu

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Lab skills 3 – risk management, accuracy and conversions</p> <p>Hydroponics and life in space – growing plants in different environments</p>	<p>Geology and the Planets – planets, the solar system, rocks and Earth structure</p> <p>Forces in space – travelling to Mars and back (based around The Martian)</p>	<p>The origins of life – classification of life and evolution theory</p> <p>Reactivity and reactions – rates and types of reaction</p>	<p>Circuits and sensors – circuits for taking measurements and control</p>	<p>Cells and microscopy – types of cell, using a microscope and respiration</p> <p>The Periodic Table – Mendeleev, elements, mixtures and compounds</p>	<p>Energy stores, transfers and resources – energy calculations and generating electricity</p> <p>Observing space – using the EM spectrum to observe and communicate in space</p>
Assessments and End Points	<p>AP1 - Recall test on Lab skills (Autumn report)</p> <p>Recall test (20 questions after each topic)</p>	<p>Recall test (20 questions after each topic)</p>	<p>AP2 – Mixed response questions on Autumn term topics. (Spring report)</p> <p>Recall test (20 questions after each topic)</p>	<p>Recall test (20 questions after each topic)</p>	<p>Recall test (20 questions after each topic)</p>	<p>AP3 – Mixed response questions on all topics in Autumn and Spring (Summer report)</p> <p>Recall test (20 questions after each topic)</p>
Important literacy and numeracy developed	<p>Pupils will take part in class reading during most lessons to support their development of understanding of scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall, building on Years 7 and 8. Pupils will be taught to write logically with more complex writing, for example when constructing an evaluation of an investigation.</p> <p>Numeracy will be developed through use of standard calculations, reading tables and a variety graphs and also use of three-part equations, including rearranging and indices. Standard form, recording to appropriate decimal places and significant figures, calculating uncertainty and other statistical tools will be increasingly developed.</p>					

<p>Wider skills and enrichment</p>	<p>Pupils will develop laboratory skills – particularly focussing on evaluation work with correct scientific language in Year 9. Understanding of “how science works”, including how and why theories are developed and changed, is a key part of science throughout Key Stage 3. STEM opportunities, e.g. engineering workshops, are focussed on Year 9 as opportunities arise (e.g. LBEEP activities).</p>
<p>How you can help your child at home</p>	<p>Pupils will complete a set of key knowledge questions for each topic. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessments and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is an excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. on BBC News website) and watching documentaries and sci-fi programmes may also be beneficial.</p>

Art

‘All schools should be art schools’ Bob & Roberta Smith

We aim to give pupils the skills, knowledge, confidence, understanding and cultural capital to make a personal response to their experience of the world as artists and designers.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Practical Knowledge	<p>Formal Elements: shape, colour, tone</p> <ul style="list-style-type: none"> - drawing a face in proportion using guidelines. - Using graphite to create blended graduated tone to achieve 3D effect - Creating colour and tone using dry pastel, charcoal and drawing ink - Using collage techniques combined with paint and other media to develop photographic images. - How to sensibly select and organise resources and materials, taking responsibility for cleaning up what has been used and working with others when appropriate 	<p>Generating ideas:</p> <ul style="list-style-type: none"> - exploiting properties of a range of media, materials and techniques and working purposefully to use expressive characteristics of visual elements to suit intentions - independently investigating and analysing an artist, designer, craftsperson, genre, movement or period. - How to use study of artists to inform development of ideas. - Using sketchbook to generate and improve ideas - Planning for and completing a final outcome that is imaginative and meaningful. 	<p>Formal Elements: colour, tone, shape, line, pattern, form, texture</p> <p>Drawing:</p> <ul style="list-style-type: none"> - Using graphite to create graduated tone for a 3D effect, drawing from direct observation - Using a range of drawing and designing tools and techniques to develop ideas for 3D outcomes <p>Printmaking: monotyping from a drawing or photograph</p>	<p>Photography: Working skilfully and purposefully with photography: composition, lighting, editing to enhance and generate ideas, contact sheets.</p> <p>3D:</p> <ul style="list-style-type: none"> - How to create 3D form using wire, tissue paper, tape, string and other media: - handling, cutting and joining wire safely <p>How to respond practically to artists and designers, creatively exploring materials, processes and techniques.</p>	<p>How to use digital and other means to create mock up installation views views of proposed artworks.</p> <p>Generating ideas: Using drawing to generate and improve ideas. Working independently, skilfully and creatively. How to plan and complete a final outcome that is imaginative and meaningful.</p>	<p>Generating ideas: How to independently plan and model ideas and intentions, and sequentially explore ideas for a sculptural piece, thinking visually and creatively</p> <p>How to exploit the properties of a range of media, materials and techniques and work purposefully to use expressive characteristics of the visual elements to suit design intentions.</p>

<p>Theoretical Knowledge</p>	<p>Understand a range of different purposes & contexts of portraits and self-portraits.</p> <p>Know conventions for structuring drawings and compositions such as lines of proportion, perspective, scale and viewpoint.</p>	<p>Specific artists: - Leonardo da Vinci - Maggie Hambling Plus others selected by students</p> <p>How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work;</p> <p>How to use sketchbook research to develop ideas for artwork.</p>	<p>Know about Natural Forms as a common source of interest to artists.</p> <p>Understand the concepts of Organic and Abstraction, be able to identify them in artworks / design</p>	<p>Specific Artists: - Karl Blossfeldt - Georgia O'Keeffe (hwk) - Barbara Hepworth - installation artists</p>	<p>Understand how public art / installation / site specific art can affect the environment it is placed in in a meaningful way.</p>	<p>Evaluating: - How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work; how to use sketchbook research to develop ideas for artwork. - How to use specialist language to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.</p>
<p>Disciplinary Knowledge</p>	<ul style="list-style-type: none"> - Art has purpose and meaning - Art is curious, playful and experimental - We use visual language to express our thoughts, feelings, observations & ideas. - Art through time has mirrored human development, thought, culture, belief, environment and civilisation - We develop our skills and understanding through practise and resilience <p>How can we express our identities through art?</p> <p>What have been the purposes and meanings of portraits and self-portraits?</p> <p>What makes art famous? Is fame the same as value, or quality?</p>		<ul style="list-style-type: none"> - Art is curious, playful and experimental - Art through time has mirrored human development, thought, culture, belief, environment and civilisation - We develop our skills and understanding through practise and resilience - Design is all around us, everywhere we look - We grow as artists by reflecting on our work. - Where do ideas come from? <p>What is Sculpture? What is Public Art?</p> <p>How have artists and designers abstracted from nature?</p>			

Outcomes	Sketchbook mixed media & digital explorations of facial features / portraiture	Disguised self portrait in media of choice	Observational studies of natural forms Photography Printmaking Mixed-Media outcomes	Observational studies of natural forms Photography	3D mixed media outcomes	Installation maquette / mock up
Wider skills and enrichment	Careers – Fine Art Cross curricular links with PSHE, History Virtual art gallery visit – National Portrait Gallery Cross curricular day – FE & careers		Careers – Fine Art, Craft, Design			
Assessments	Assessment reflects that learning in Art is cumulative, with students revisiting, practicing and improving on skills and expanding on contextual knowledge over the key stage. Work is assessed holistically using our assessment grid. Teachers make a summative assessment each term and complete pupil feedback sheets in line with whole school assessment policy.					
Important literacy and numeracy developed	Talking and thinking together Writing as a tool for thought Building art vocabulary Using specialist language to talk and write about art					
How you can help your child at home	Encourage drawing and making as a pastime or hobby Visit an art gallery if the opportunity arises Encourage good habits and routines for completing HW tasks					

Computer Science

‘Programming is not just about code. Its about creating something from nothing and solving real -world problems.’ Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>E-safety</p> <p>Uses technologies and online services securely, and knows how to identify and report inappropriate content(AL)</p> <p>Careers</p> <p>Identifies and explains how the use of technology can impact on society.</p> <p>Shares their experiences of technology in school and beyond the classroom. (GE) (EV)</p> <p>Designing vector graphics</p>	<p>Designing vector graphics continued</p> <p><i>See Autumn 1</i></p> <p>Networks & Hardware</p> <p>Understands why and when computers are used. (EV)</p> <p>Understands the main functions of the operating system. (DE) (AB)</p> <p>Knows the difference between physical, wireless and mobile networks. (AB)</p> <p>Recognises and understands the function of the main internal parts of basic</p>	<p>Networks & Hardware continued</p> <p><i>See Autumn 2</i></p> <p>Mobile App Development</p> <p>Understand the difference between, and appropriately uses IF and IF, then, else (AL)</p> <p>Uses a range of expressions and operators and applies them in the context of computer control (AL)</p> <p>Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements to the solution (EV)</p>	<p>Mobile App development continued</p> <p>Understand the difference between, and appropriately uses IF and IF, then, else (AL)</p> <p>Uses a range of expressions and operators and applies them in the context of computer control (AL)</p> <p>Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements to the solution (EV)</p> <p>Detects and corrects syntactical errors. (AL)</p>	<p>Data Representation</p> <p>Understands how numbers mages, sounds and character sets use bit patterns (AB) (GE)</p> <p>Knows the relationship between data representation and data quality (AB)</p>	<p>Coding and file handling in Python</p> <p>Extended use of code including lists / reading from files / string manipulation. Also includes searches and sort of data (AL)</p> <p>Recognises and understands the function of the main internal parts of basic computer architecture. (AB)</p> <p>Selects the appropriate data types. (AL)(AB)</p> <p>Recognise that some problems share the same characteristics and use the same</p>

	<p>Using image editing software to give knowledge of different software</p> <p>Recognises the audience when designing and creating digital content. (EV)</p> <p>Recognises ethical issues surrounding the application of information technology beyond school. (EV)</p> <p>Identifies and explains how the use of technology can impact on society</p>	<p>computer architecture. (AB)</p> <p>Understands the concepts behind the fetch-execute cycle. (AB) (AL)</p> <p>Knows that there is a range of operating systems and application software for the same hardware. (AB)</p> <p>Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/ IP, associated with networking computer systems. (AB)</p>	<p>Detects and corrects syntactical errors. (AL)</p>			<p>algorithms to solve both (AL) (GE)</p> <p>Uses nested selection statements. (AL)</p> <p>Understands that some problems cannot be solved computationally. (AB) (GE)</p> <p>Uses logical reasoning to explain how an algorithm works. (AL) (AB) (DE)</p> <p>Understands the difference between 'While' loop and 'For' loop, which uses a loop counter. (AL) (AB)</p>
<p>Assessments and End Points</p>	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>	<p>Low stakes assessment after each unit of work</p>	<p>Low stakes assessment after each unit of work</p> <p>Summative assessment based on all units of work covered</p>
<p>Important literacy and numeracy developed</p>	<p>Links to Numeracy seen throughout the work completing in coding. Also coding comparisons used throughout the year. Literacy is looked at when how to communicate with people online as well as with the creation of digital products created for a purpose with a specific audience.</p> <p>We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.</p>					

Wider skills and enrichment	<p>Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.</p> <p>We lead an engaging Computer Science club where pupils explore computing puzzles and games, as well as a Minecraft club which pupils really enjoy. Pupils can take part in the STEM activities which also involve building a computer and then coding solutions.</p>
How you can help your child at home	<p>Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube), Oak National Academy and BBC Bitesize. Useful website to practice construct of code https://compute-it.toxicode.fr/ and https://blockly.games/maze</p>

Drama

“Diversity is the key to creativity in theatre” - Lynn Gardner

In year 9, Drama is taught in one distinct lesson a fortnight within English curriculum time. The Drama curriculum aligns with the Key Stage 3 English curriculum, meaning pupils will further explore texts, characters and themes that they have studied in English lessons through practical exploration in the Drama classroom.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Devising diverse voices</p> <p>Pupils revisit the drama studio and rehearsal space, and learn more about the skill of performing. They will draw on the stimulus of the ‘Diverse Voices’ texts, staging scenes from the extracts and celebrating a range of identities and diverse histories.</p> <p>Text stimulus: ‘Of Mice and Men’ by John Steinbeck ‘Lonely Londoners’ by Sam Selvon ‘Small Island’ by Andrea Levy ‘Invisible Mass of the Back Row’ by Claudette Williams ‘The Hate U Give’ by Angie Thomas</p>	<p>‘The Woman in Black’ Playscript study</p> <p>Pupils build on their knowledge of the conventions of Gothic literature by staging haunting scenes and using extracts from ‘The Woman in Black’ stage adaptation in performance. Pupils use soundscape and other techniques to create a typically Gothic atmosphere in performance.</p> <p>Text performed: ‘The Woman in Black’ by Susan Hill</p>	<p>Speeches in performance</p> <p>Pupils focus on developing their vocal performance, practising effective delivery of speeches, drawing on the speeches studied as well as their own rhetorical writing.</p> <p>Text stimulus: Tony Parsons: ‘Making my skin crawl’ Martin Luther King: ‘I have a dream’ Greta Thunberg: ‘Let’s start acting’ ‘Habit for humanity’ (Persuasive leaflet)</p>	<p>Performing poetry</p> <p>Pupils explore the voices and characters in poems through performances, as well as furthering their knowledge of rhythm, rhyme and spoken word poetry.</p> <p>Poem stimulus: ‘Havisham’ by Carol Ann Duffy ‘Hitcher’ by Simon Armitage ‘Porphyria’s Lover’ by Robert Browning ‘The Farmer’s Bride’ by Charlotte Mew ‘Singh Song!’ by Daljit Nagra</p>	<p>Staging Shakespeare ‘Romeo and Juliet’</p> <p>Pupils will learn about the conventions of Shakespearean Tragedy through performance, staging key scenes from ‘Romeo and Juliet’ such as the fight scenes and the ‘balcony scene’. They will explore character and relationships through different dramatic techniques.</p> <p>Text performed: ‘Romeo and Juliet’ by William Shakespeare</p> <p>Film adaptation: Baz Luhrmann’s 1996 ‘Romeo + Juliet’</p>	<p>‘The Curious Incident of the Dog in the Night Time’ Performance skills</p> <p>Pupils will consolidate their knowledge of performing, staging and using dramatic text by staging scenes from ‘The Curious Incident of the Dog in the Night Time’ and looking at excerpts from the National Theatre stage adaptation. They will explore the play’s characters and themes through voice and movement.</p> <p>Text performed: ‘The Curious Incident of the Dog in the Night Time’ by Mark Haddon</p>

Assessments and End Points	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)
Important literacy and numeracy developed	<p>Reading: Drama lessons are usually text-based, so pupils develop their comprehension and fluency of written texts, interpretation of writers' ideas via performance, and verbal pronunciation of words from texts studied.</p> <p>Oracy: In all Drama lessons, effective talk and listening is vital to success. Pupils find their voice and confidence in lesson activities. Group work encourages pupils to discuss ideas and respond to feedback and dialogue.</p>					
Wider skills and enrichment	<p>Careers awareness is addressed throughout Key Stage 3 Drama, with the range of roles in the performing arts (e.g. actor, director, writer, theatre technician) highlighted at every opportunity.</p> <p>Links to the wider curriculum are inherent in the Key Stage 3 Drama curriculum, as all lessons draw on English lesson study of texts and themes. Some texts overlap with pupils' wider study of history and PSHE.</p> <p>Enrichment opportunities include Drama Club run by our specialist Drama coach. Pupils can also participate in the bi-annual school production. Wherever available, school trips to theatre performances are arranged to encourage pupils' interest in drama and theatre.</p>					
How you can help your child at home	<p>Encourage your child to develop their knowledge and skills of Drama using this online parent toolkit: https://www.scholastic.com/parents/school-success/learning-toolkit-blog/drama-activities-to-add-to-our-parent-toolkit.html</p> <p>Support your child in completing Drama homework tasks set via EPraise. Occasional independent tasks or research which support your child's understanding of Drama will be set via EPraise. https://www.epraise.co.uk/index.php?school=kingedward</p>					

Food

‘Just as food causes chronic disease, it can be the most powerful cure.’ *Hippocrates*

Year 9 Food Science builds on the five core principles; Nutrition, Food Provenance, Food Science, Food Preparation and Food Safety from Year 7 and 8. Learning about diet related diseases, food sustainability, food science, selecting and modifying recipes and understanding food labels.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Food Poisoning Bacteria – names, symptoms and causes.</p> <p>Food Security- Causes of food insecurity and how to improve food security.</p> <p>Sensory Analysis of meat alternatives- discrimination tests</p> <p>Modifying and Adapting Recipes- For different dietary needs.</p> <p>Nutrients- building on sources, functions and deficiencies. Food Provenance- Classifying fish and how they are caught sustainably.</p> <p>Practical Smoothies, Pizzas, Pineapple Upside down Cake,</p>	<p>Diet related Diseases- How risk increase, symptoms and causes.</p> <p>Eggs- nutrition, farming and functions in cooking.</p> <p>Vegetarianism – the types of vegetarians, why individuals become vegetarian the impacts on health.</p> <p>Religious Traditions - Foods association to different religions and traditions.</p> <p>Food Styling</p> <p>Careers- researching; qualifications, salaries and qualities required for food industry careers.</p> <p>Practical Fish and Chips, Quiche, Swiss Roll, Pasta Bake and Cottage Pie.</p>				

Assessments and End Points	AFL- Extended writing task Retrieval Quizzing Practical Assessment	End of rotation short question assessment.				
Important literacy and numeracy developed	Food Science develops numeracy in a range of different ways; using units of measure and ratio in weighing and measuring of ingredients, temperature in key temperatures for food safety and cooking, Height and timings in dovetailing time plans for cooking. Literacy is also developed in extended writing, encouraging reading of extended texts and use of tier two and subject specific language in extended writing for long question answers.					
Wider skills and enrichment	Pupils will develop their food preparation and cooking skills over the rotation a key life skill they will need after school as well as becoming an informed consumer becoming aware of purchasing safe, nutritional and sustainable food. Pupils will have the opportunity to enter the Tunnocks teacake challenge a national competition. Year 9 focus on diet related disease and modifying recipes to improve the nutritional content and cater for different dietary needs.					
How you can help your child at home	Encourage organisation to bring container for practical lessons, all ingredients are supplied. Recipes are available on the school website to practice at home. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. <i>Further information, activities and recipes can be found at www.foodafactoflife.org.uk</i>					

French

"The limits of my language means the limits of my world" Ludwig Wittgenstein

Year 9 encourages pupils to develop their communication across the modalities using a variety of tenses and sophisticated grammatical structures. We expect pupils to be passionate and competent linguistics, who appreciate cultural difference and can see the merit in their language learning journey.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Mon monde et moi Talk about my world: family & friends/ likes and dislikes	Ma vie sociale d'ado Talk about my social life: use of social media, arranging to go out, describing a date in the past tense and talking about a music event	Bien dans sa peau Talking about sport and healthy living: illness, what activities you do and future resolutions	A l'horizon Talking about my future plans and careers; what I do to earn money, what I want to do post-16 and the importance of languages.	Mon avenir Talk about the environment and what is important to me in life: my human rights and environmental issues (eating habits, animals, fair trade)	Le monde francophone Talking about the French speaking world: where I would like to visit, impressive sites and monuments and famous French speaking people
Assessments and End Points	Regular vocabulary quizzes Reading & Listening Assessment Speaking Assessment (Reading Aloud)	Regular vocabulary quizzes Reading & Listening Assessment Writing Assessment (Translation)	Regular vocabulary quizzes Reading & Listening Assessment Speaking Assessment (Role Play)	Regular vocabulary quizzes Reading & Listening Assessment Writing Assessment (40 words)	Regular vocabulary quizzes Reading & Listening Assessment Speaking Assessment (Picture based task)	Regular vocabulary quizzes Reading & Listening Assessment Writing Assessment (Translation)
Important literacy and	Literacy – Grammatical awareness, reading aloud and phonics, accuracy with spelling and developing vocabulary skills. Numeracy – Numbers 1-100, telling the time and using the 24-hour clock, currency.					

numeracy developed	
Wider skills and enrichment	<p>Cultural awareness and appreciation. Awareness of the benefits of learning and language and the careers this helps. Post 16 options Wider knowledge of the French speaking world. Current environmental issues and human rights Internet safety.</p>
How you can help your child at home	<p>Encourage your child to revise new vocabulary regularly and complete their self-quizzing using their knowledge organisers and our online learning platforms. Ensure your child is completing their listening homework on Active Learn. Quizlet: https://quizlet.com/latest Active Learn: https://www.pearsonactivelearn.com/app/home</p>

Geography

“Without Geography you are nowhere” source unknown

Geography at King Edward VI Northfield School for girls aims to inspire pupils to have a curiosity and fascination about their world and its people that will remain with them hopefully for the rest of their lives. It equips pupils with an array of knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Knowledge: Pupils will investigate two NEE regions within Africa and Asia (Nigeria and India) to reach comparisons between their population and settlement structure. They will also further study the impact of TNC’s on NEE’s.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils will study the characteristics of hot deserts, the opportunities and challenges they face and further study of desertification and its impacts.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils will study some of the most interesting and unusual places across the world, looking at their main geographical features and examining their impact on locals, tourists etc.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils will investigate poverty in the U.K and the way we use/waste resources and how this can be managed more sustainably.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils will study the main processes affecting coastlines and the features formed. Also they will be looking at the impact of erosion and management of it along the UK coastline.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>	<p>Knowledge: Pupils will be studying fluvial processes and the features they create on the long profile of a river. They will then look at UK examples of rivers to further understand these processes and investigate how managing rivers can reduce the risk of flooding.</p> <p>Skills:</p> <p>Use of maps and atlases</p> <p>Use of map reading skills, thematic and topographical maps and aerial photos</p> <p>Use of G.I.S and data analysis</p> <p>Fieldwork skills</p>

Assessments and End Points	Popping Populations and Sizzling Settlements assessment	Uluru newspaper report assessment	Skywalk impact evaluation assessment	DME style assessment looking at alternative energy school grounds fieldwork	Map interpretation assessment	Hydrographs assessment
Important literacy and numeracy developed	<p>Literacy – developing the understanding of new terms/vocabulary. Tier 2 vocabulary introduced every lesson and referred back to within extended writing tasks. Guided reading tasks to introduce or investigate geographical issues further.</p> <p>Numeracy – Reading and analysis of various graphs, analysis of geographical statistics, manipulation of geographical data.</p>					
Wider skills and enrichment	<p>Careers – links made between lessons and different relevant jobs.</p> <p>Pupils are given opportunities to use and expand on their IT skills for research based tasks and their use of Geographical Information Systems to investigate geographical issues.</p> <p>All year groups have doorstep fieldwork built into their curriculum.</p>					
How you can help your child at home	<p>Each front cover for every topic has a break down of what will be covered in those lessons and this includes QR codes for links to websites/videos that pupils can access for further research.</p> <p>The KS3 textbook can be accessed on TEAMS as can copies of all the lessons/resources.</p> <p>Homework supports the learning in class, tasks can include research around a geographical issue and/or reading around a topic prior to starting it.</p>					

Graphic Design

“Design is intelligence made visible”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<ul style="list-style-type: none"> -Design Brief and Specification. The client and the designer --Knowledge of existing products, symbols, environmental issues and the wider society. -Problem solving through prototypes -Detailed knowledge of 2D design, off grid nets, layers, cropping, and lettering - Evaluate designs considering users. -careers Breaking stereotypes 					
Assessments and End Points	<ul style="list-style-type: none"> -Investigation inc-Brief & specification, Research existing relevant products and disassemble confectionary packaging. -Design ideas, constructions, lettering, logos, Layouts, final design -Planning inc- Test and refine through mock ups -Making inc- 					

	<p>Use of equipment Quality of make Overall design -Evaluating inc- Understanding of developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designer, Final evaluation and notes throughout considering target market feedback.</p>					
<p>Important literacy and numeracy developed</p>	<p>Literacy Use a range of specialist language to communicate thinking and ideas. Numeracy Understand resizing by proportion. Estimation of sizes between computer screen and print out. Measuring existing nets, using british standards in disassembling, Produce a chart for preferred designs. Drawing accurate shapes using right angles. Development of 3Dimensional drawings. Drawing nets on 2D design</p>					
<p>Wider skills and enrichment</p>	<p>Development of creative practical designs. strategically use different elements to convey intended messages. Bringing together lines, colour, shape, space, texture, typography, scale, and harmony to create visually appealing and well-structured designs.</p>					
<p>How you can help your child at home</p>	<p>Discuss interesting elements of design you see in your day to day lives. This could be anything creative eg poster, sign, menu, packaging, logo, illustration or advertisement.</p>					

History

Those that fail to learn from history are doomed to repeat it.” Winston Churchill

We will be building on the themes of power and conflict, started in Year 7 and 8 to explain the modern world. We will continue to develop skills of significance, consequence and causation

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Knowledge Pupils learn about the causes of WW1 and key battles. We look at who fought for Britain and how the war was fought</p> <p>Disciplinary Knowledge Focus on causation and interpretations</p>	<p>Knowledge Pupils learn about different ideas and events that lead to conflict- Communism, fascism, capitalism. Focus on the Russian Revolution, The Wall Street Crash and Nazi Germany</p> <p>Disciplinary Knowledge We are focusing on cause and consequence</p>	<p>Knowledge Pupils learn about the events of WW2 and significant turning points E.g., Dunkirk, Pearl Harbour, Battle of Britain, D Day, A Bomb</p> <p>Disciplinary Knowledge Significance</p>	<p>Knowledge Pupils look at antisemitism through time and how it led to the Holocaust</p> <p>Disciplinary Knowledge Similarities and differences</p>	<p>Knowledge Pupils will look at the main events of the Cold War and link it to current events in North Korea and the Ukraine</p> <p>Disciplinary Knowledge causation</p>	<p>Knowledge Pupils will look at what events have led to current tension and conflict in the Middle East and Britain’s role in this</p> <p>Disciplinary Knowledge Similarity and difference, causation</p>
Assessments and End Points	<p>Pupils will understand how war happens and ways to avoid war</p> <p>Assessment is on the causes of WW1</p>	<p>Pupils will understand how conflicting ideas lead to war</p> <p>Assessment is a Source based activity on the Russian Revolution</p>	<p>Pupils will know about different events in WW2</p> <p>Assessment is pupils deciding what the most significant turning point is in WW2</p>	<p>Pupils will understand that antisemitism has been a problem for centuries and still is.</p>	<p>Pupils will see how the Cold War still impacts on life today</p> <p>Narrative account of the Cuban Missile Crisis</p>	<p>Pupils will know how religious intolerance led to conflict and persecution</p> <p>Assessment: What were the causes of the Civil war?</p>

Important literacy and numeracy developed	<p>Reading scholarly texts – pupils supported to read extracts of scholarly articles/texts about the topics we are studying – for example forensics with Richard II</p> <p>We are encouraging pupils to independently research wider, more global, history with Meanwhile, Elsewhere: https://meanwhileelsewhereinhistory.wordpress.com</p>					
Wider skills and enrichment	<p>Careers – links made between lesson content and different jobs.</p> <p>Pupils being taught to research independently to extend their Historical knowledge</p> <p>We are also discussing the dangers of “fake news” and the importance of checking their sources online.</p> <p>Pupils are encouraged to read around our topics, with both guided reading and looking at scholarly interpretations: https://storysourcescholarship.wordpress.com</p>					
How you can help your child at home	<p>Each topic has a cover sheet stuck in pupil books with QR codes to lead to further reading/research</p> <p>All pupils’ textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons.</p> <p>The school’s MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work</p> <p>We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking “log in with Microsoft” and using their school email.</p>					

Music

“If you cannot teach me to fly, teach me to sing.”

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<i>Component Knowledge</i>	<p>Chords - how they are formed and different ways of playing them including performing on different instruments</p> <p>Pupils will learn the word inversion and will learn how to work out the notes needed for major and minor chords</p> <p>Pupils will learn the symbols used to characterise each chord in reggae music</p> <p>Pupils will learn the terminology and aural sound of the different ways in which chords can be played: block, broken and inversions</p> <p>Pupils will learn how to interpret and play chords on a variety of instruments</p> <p>Pupils will look at the performances and compositions of</p>	<p>Pupils will learn about the cultural context of Blues music including the development of the Blues</p> <p>They will look at music of great Blues musicians including B.B. King, Stevie Ray Vaughn, Robert Johnson and Eric Clapton</p> <p>Pupils will learn about the musical features of Blues music including 12 bar blues, walking bass, blues scale and improvisation, syncopation and swing</p> <p>Understand the theory behind 7th chords and more complex chord structures (more able)</p>	<p>Students will be able to identify the following features of Indian classical music:</p> <p>Timbre – Indian instruments: sitar, tabla and tambura,</p> <p>Melody – ragas (melodic patterns),</p> <p>Rhythm – talas (rhythmic patterns),</p> <p>Texture – layers of melody, drone and drum rhythm,</p> <p>Structure – sections of Indian classical piece: alap, jor and gat</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Indian instruments: <ul style="list-style-type: none"> o SITAR o TABLA o TAMBURA • Raga (melodic scale/pattern) • Flats and sharps • Tala (rhythmic cycle) vs. free rhythm (in alap) • Improvisation 	<p>Students will be able to identify the families of the classical orchestra as well as be able to identify some of the key instruments and describe their timbre.</p> <p>Students will also know who Mozart was and will listen to, and appraise, some of his major works.</p> <p>Students will use Carnival of the Animals to show how characterisation can be used in music.</p> <p>Students will understand and identify compositional devices and terms including sequence, ascending and descending and to be able to identify some of the key ornamentation used</p>	<p>Pupils will learn about music of composers such as John Williams, Rachel Portman, Anne Dudley and Debbie Wiseman.</p> <p>Pupils will learn key terminology which links with music for film including mickey-mousing, non-diegetic, diegetic, sound effect, soundtrack, synchronising, foley.</p> <p>Students will understand the different clichés used in composing for suspense/tension</p> <p>Create moods and emotions through changing and manipulating different musical elements</p> <p>Compose their own music to match a film clip using appropriate</p>	<p>Understand the different textural and structural elements of a song/popular song.</p> <p>Understand and use the different in creating a Musical Arrangement of a Popular Song.</p> <p>Popular Song Structure:</p> <p>Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs</p>

	<p>artists such as Bob Marley, Stephen Marley, Protoje and Chronixx. They will learn riffs of current and past pop and reggae songs. Pupils will learn key characteristics of riffs including the key terminology of range, syncopation and pitch</p>		<ul style="list-style-type: none"> • Drone • Structure: Alap, Jor, Gat 	<p>in the classical western tradition.</p>	<p>musical devices/clichés</p>	<p>Analysing and describing the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs.</p>
<p>Assessments and End Points</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Ensemble Performance</p> <p>Written assessment: Critical analysis task of a well-known pop song.</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Ability to improvise and play swung rhythms</p> <p>Written assessment: 15 mark knowledge test</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Improvisation using a raga scale</p> <p>Written assessment: 15 mark knowledge test</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Solo Performance their chosen piece from the carnival of animals</p> <p>Written assessment: Listening test of instrument identification</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: Performance of composition to the James Bond film.</p> <p>Written assessment: A short paragraph on the Raptor Scene in Jurassic Park referencing Musical Elements</p>	<p>Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills.</p> <p>Performance: A small ensemble performance of a group composition with students playing on their chosen instrument.</p> <p>Written assessment: Critical analysis task of a well-known pop song.</p>

<p>Important literacy and numeracy developed</p>	<p>Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work. Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.</p>
<p>Wider skills and enrichment</p>	<p>In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of team work and leadership. Students can also come along to School Choir or KS3 Ensemble where they will find a way to further hone their skills.</p>
<p>How you can help your child at home</p>	<p>Encourage your child to listen to music from a range of different genres and ask them to critically analyse what they hear using words such as instrumentation, tempo, dynamics and texture. Musical instruments such as ukuleles and beginner keyboards can be found cheaply in stores and online if your child has expressed an interest. Students can also access the Give Me More PowerPoint on TEAMS with extra tips and help on all topics.</p>

PE

“Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does.” - Nelson Mandela”

In Physical Education at Key Stage 3, we aim for physical literacy for all pupils through an holistic approach across three areas – Head (knowledge), Hand (skills) and Heart (personal and social skills). Through this approach we aim to give pupils the motivation, confidence, physical competence and knowledge and understanding, to value and take responsibility for engagement in physical activities for life.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Head: Rules and regulations of football. Rules and regulations of badminton Hand: Football – skills, techniques and tactics Badminton – Skills, techniques and tactics	Head: Knowledge of the progression of trampolining skills Hand: Trampolining Awards level 2-8	Head: Knowledge of key dance vocabulary including definitions Hand: Contemporary Dance – Dance skills - spatial awareness, characterisation, alignment. Choreographic skills, replicating repertoire, accumulation.	Head: Knowledge of training methods Hand: Fitness - training methods Leadership – leading small groups	Head: Knowledge of rules and regulations of rounders Hand: Rounders – skills, techniques and tactics	Head: How to officiating athletic events Hand: Athletics - including sprint technique, sprint starts, pacing, throwing and jumping.
Assessments and End Points	Knowledge assessment of rules and regulations of football and badminton	Practical assessment of trampolining skills	Practical assessment of dance skills/techniques	Knowledge assessment of training methods	Practical assessment of rules and regulations of rounders	Practical assessment of officiating skills in athletics

<p>Important literacy and numeracy developed</p>	<p>PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills.</p> <p>Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.</p>
<p>Wider skills and enrichment</p>	<p>Heart:</p> <p>Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.</p>
<p>How you can help your child at home</p>	<p>Encourage your child to attend the many free extracurricular clubs on offer.</p> <p>Help your child to prepare for their lessons by ensuring they always have their PE kit.</p> <p>Encourage 60 minutes of physical activity each day</p>

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<u>Democracy in Britain</u> <ul style="list-style-type: none"> • Introduction to democracy and general elections • Holding a class election • Parliament: structure and law making • BHM Diane Abbott (work in politics) • Democracy in the online age 	<u>Crime and punishment</u> <ul style="list-style-type: none"> • What is Crime • Functions of Punishment • Knife Crime • County lines • Dangers of gangs 	<u>Looking to the future (3): Options</u> <u>preparation: career pathways</u> <ul style="list-style-type: none"> • Identifying key skills • Careers vs jobs • A-levels, BTECs and university • Apprenticeships • Assessing my career path so far • Options: Core subjects: English and STEM 	<u>Looking to the future (3): Options</u> <u>preparation: subjects and careers</u> <ul style="list-style-type: none"> • Options: Humanities and careers • Options: Dance, Sport, Drama and careers • Options: Art and Design / Food Tech / Health and Social Care and careers • Options: Computer Science / iMedia / Music and careers 	<u>Relationships and sex education</u> <ul style="list-style-type: none"> • Puberty recap • Dangers of sending sexual images recap • STIs and good sexual health • Contraception types 	<u>Everyday dilemmas (3)</u> <ul style="list-style-type: none"> • Teen pregnancy: causes, consequences and alternatives • Human trafficking and modern slavery • Finance – budgeting recap • Finance – credit and debt
Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz.	End of topic knowledge quiz

Important literacy and numeracy developed	<p>Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes.</p> <p>Numeracy – Understanding use of data and statistics.</p>					
Wider skills and enrichment	<p>Celebrating Black History Month and the contribution of black politicians to our democracy.</p> <p>Loudmouth Theatre Company: performance of Trust Me (covers sexual health, consent, contraception, STIs, unplanned pregnancy, pornography).</p>					
How you can help your child at home	<p>Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 3 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</p>					

RE

‘Love is the strongest force in the world’ Corrie Ten Boom

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<p>Sikhism</p> <ul style="list-style-type: none"> -How the religion began -Key figures -Holy books -What is the role of a Guru? -Are there any similarities between Sikhism and the religions we have studied? 	<p>Sikhism</p> <ul style="list-style-type: none"> -Importance of the Gurdwara -Practices in Sikhism -Festivals and rites of passage. -What is the purpose of holy books? 	<p>Big Questions</p> <ul style="list-style-type: none"> -The nature of belief -The existence of God -Why do people believe in God? -Who goes to heaven? 	<p>Ultimate Questions</p> <ul style="list-style-type: none"> -The problem of evil -Religious and secular responses to suffering. -Where does evil come from? -How did life begin? 	<p>Buddhism</p> <ul style="list-style-type: none"> -Key points: life of Siddhartha Gautama - Key teachings: -Four noble truths, eightfold path and five moral precepts - Can you follow a religion that does not believe in God? 	<p>Buddhism</p> <ul style="list-style-type: none"> - Practices – Sangha and worship - Art, symbolism and celebrations Why do we suffer? -How can we reduce our suffering?
Assessments and End Points	Pupils will understand the development of Sikhism from its early stages and will identify the importance of its early founders (Gurus).	Pupils will identify the key practices within Sikhism and how these show key beliefs.	Pupils will share personal insight and answers to Big questions, identifying the standpoints of believers and non-believers.	Pupils will evaluate the varying responses to evil and suffering in the world.	Pupils will know the core teaching and beliefs within Buddhism.	Pupils will explain how beliefs are expressed through the practices of art and meditation in Buddhism.
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to deep hermeneutical analysis whereby students unpack the historical context of texts.					
Wider skills and enrichment	Alongside the key knowledge and content learned, pupils also reflect on 24 dispositions and skills which form part of the locally agreed syllabus. Using a large range of artefacts within school, students can see for themselves, the importance of key items in each faith.					
How you can help your child at home	Encourage children to use the knowledge organisers available on e-praise to help with knowledge retrieval.					

Textiles

'Creativity comes from a conflict of ideas' Donatella Versace

Students will recap skills learnt in the y7 and 8 rotations. They will continue to develop skills, knowledge and understanding within Textiles and technology, but this time with more focus on independence and their journey.

Pupils will be given a contextual challenge- it is their job to create a successful design brief & specification to follow on their journey.

There will be a clear focus on sewing machine skills, construction and developing a final functioning product.

Year 9 experience is about making sure the students can use equipment safely and confidently while making a variety of practical outcomes. Whilst developing and fostering independent learners ahead of GCSE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Theory; Recap -What are textiles? -Evaluate skills from Y7/8 -Fibres and fabrics; the process & uses -Materials same but different	Theory; Recap H&S Contextual challenge/ specific needs Practical; Block printing	Theory; Design brief Design specification Moodboards Design; Iterative design process	Theory; Levers and mechanisms Practical; Seams recap Bias introduction	Theory; Numeracy in textiles Hems & seams components Practical; Meeting users' needs Fastening methods & components	Making a final functioning product safely using learnt skills Theory; Production plan
Assessments and End Points	Recap assessment sheet Fibres and fabric theory	Block printing sample Sewing skills developing	Iterative design process	Theory & application of construction	Numeracy skills applied/final outcome Meeting users needs	Final outcome & Based on all topics covered throughout the year
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Specification, brief, Posters, leaflets, fact files, evaluations Numeracy – Developing accuracy in measuring-seams & final outcome planning & worksheet					

<p>Wider skills and enrichment</p>	<p>Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback and a design brief. Time management and personal organisation with set tasks Collaboration – Working as a team in a practical context/ sharing equipment</p>
<p>How you can help your child at home</p>	<p>Encourage organisation to complete homework (when appropriate). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot, identifying textiles around them, thinking about garment aftercare and washing. <i>Further information, and going over study can be found; https://www.bbc.co.uk/bitesize/examspecs/zb6h92p</i> Tutorials & videos ; https://so-sew-easy.com/</p>