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**Year 9 Subject Overviews
to support
Student Reports**



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Year 9 Art Overview

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During Year 9, your daughter will be taught a range of skills in a variety of media from a range of artistic contemporary & historical sources from British and world cultures. Students will begin to learn how art is assessed at KS4 by the teachers, introducing the GCSE assessment objectives (AO1,2, 3 & 4) and use of vocabulary.

The activities include

- Looking at the identity of Modern Women in our society today and learning how to RECORD (AO3) image & text creatively into a mind-map/mood-board collage, similar to Peter Blake's Summer Days
- Research into the art of Iconic Women in art, particularly Pop Art, such as: Andy Warhol's Marilyn Monroe (AO1)
- Literacy – look at a famous work of art and learn how to structure your thoughts when analysing the visual language of art (AO1)
- Use photography to capture a 21st century woman self-portrait – primary & secondary resource (AO3) and develop observational skills in their own work
- Collaborative Citizenship/Art SHS - individual and group work activities, such as: designing a Cabinet of Curiosities (Artist: Joseph Cornell) or other final piece to reflect their Citizenship trip exploring CULTURAL IDENTITY & diversity further in an urban environment, such as: Birmingham, London or Bristol. All materials used should be sustainably sourced or recycled. Learning to manage a group to discuss, design, collect resources/materials and make as a team with a fair allocation of tasks
- The use of geometry in Design – Maths in Nature. Responding through paper engineering – Origami and paper cuttings. Looking at the proportion from the Renaissance Period to Zara Hadid's contemporary architecture
- Three-dimensional work looking at Natural Forms – clay, wire & papier-mâché inspired by artists: like Peter Randall-Page and Andy Goldsworthy
- Introduction to Photoshop – photographing models and designing an exhibition poster for a sculpture park

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished products and evaluate her work suggesting viable modifications for improvement.
2. **All should:** be able to develop their understanding and application of the visual elements (line, shape, space, tone, shade, texture, pattern and colour) in their practical techniques. Their drawing and mark-making skills will show some accuracy when working from observation. They should be able to link their skills to the knowledge and understanding of famous relevant artist's work through engaging with the theme and making a personal imaginative response to it. Their work should show an appreciation to review, modify and refine work as it progresses.

3. **Most will:** be able to explore some ideas, making good use of the information and resources provided in class. They will be aware of how designs or plans show successful arrangements/compositions and show an increasing complexity. They will be able to collect relevant information – this may include making drawings, taking photos, collecting images from the internet and making collages to present ideas thoughtfully. They are able to bring ideas to a confident and successful conclusion in their final pieces which show clearly that they have engaged personally with the theme and learnt from relevant artists to inspire their outcomes.
4. **Some may:** be able to make a creative, personal and imaginative response with an increasingly complex grasp of the visual elements including space (layering to create depth and perspective) and form (awareness of light and shadow). Their work shows clear, consistent and discriminating connections with the work of other relevant artists.

Year 9 Citizenship Overview

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During Year 9, your daughter will be consolidating her work on the following key skills and themes:

Themes	Skills
<ul style="list-style-type: none"> • Human Rights and international law • Diversity and migration • The Electoral System and Political Parties • Political Systems and international governance • Active Citizenship and Volunteering • Finance, the economy and money • Justice and the legal system 	<ul style="list-style-type: none"> • Knowledge & Analysis • Enquiry • Speaking out • Taking action

These themes and skills will be developed in a range of ways listed below:

Citizenship curriculum days: One day on the theme of Changing Britain; exploring religious, ethnic, cultural diversity, slavery, migration, community: And a politics workshop on the themes of democracy, parliament, and voting.

Whole school/Year group: Giving Nation, Student council, Raising Awareness & Giving (RAG) leadership and events, assemblies.

Cross-curricular: Art- Changing Britain: Birmingham project; Geography –China one child policy, Chocolate project, Population & Migration ; History- Votes for women, Shot at Dawn, Holocaust, WW2, Britain and the EEC/EU, Post war Britain- culture; RE- Conflict, Religion & Society; Science- Recreational drugs and alcohol, Drugs development.

Extra-curricular: Opportunity to take part in the mock trial competition and student groups such as Eco-committee, Amnesty International, and Afritwin.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations (1) if she: can explain a wide range of citizenship issues and show the links between them and their context. She can independently ask questions and research citizenship issues and can show a clear sense of empathy and passion in persuasive speech/writing on citizenship issues; and if she can take the lead in planning, carrying out and evaluating citizenship based activities.
2. Your daughter will be **meeting** expectations (2) if she: can explain citizenship issues in detail and in different contexts. She can identify and conduct key research on citizenship issues,

considering areas of possible bias and can speak/write persuasively on citizenship issues taking into account assumptions/bias; and if she can clearly show the potential effects of citizenship based activities on individuals and governments/institutions.

3. Your daughter will be **below** expectations (3) if she: can explain citizenship issues using detailed language and case studies. She can identify key questions and use a range of sources to research citizenship issues and can speak/write persuasively on a citizenship issue; and if she can explain how actions help to solve problems and work with others to plan and carry out a citizenship based activity.
4. Your daughter will be **significantly below** expectations (4) if she: can show a good understanding of key citizenship issues using key language and ideas. She can ask a range of questions and complete research about citizenship issues and give a range of opinions on citizenship issues; and if she can suggest a range of clear ideas to change things for the better and work with others to plan a citizenship based activity.

Year 9 Computing Overview

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During Year 9, your daughter will extend and demonstrate her skills in a 'real-world' integrated project based around the theme of a festival. Students will gather information from a variety of sources and will develop:

Investigation

- Research existing festivals, possible venues, facilities etc
- Identify activities/artists/events that will attract a wide audience
- Frame and create a survey to determine potential audience perception/attitude
- Combine elements above to produce a pen portrait/overview of the festival concept

An appropriate house-style and logo for the festival

- Develop and demonstrate vector graphics skills
- Export images in formats suitable for a variety of purposes
- Demonstrate a sense of audience and fitness for purpose
- **Challenge:** create a promotional animation that could be used on a website/app

A spreadsheet model

- Using a variety of skills including functions, formulae, conditional formatting, 3D referencing
- Utilise a variety of techniques to develop the model to enable 'what-if' scenarios to given brief including data validation and VLOOKUP
- **Challenge:** Extend the model to incorporate extension ideas

A promotional video

- Utilising both new and re-purposed information from the project
- Design and create a video advertisement that is fit for purpose and suitable for audience
- **Challenge:** produce narration that could also be used as a podcast to promote the festival

A program using Python

- Plan and produce the solution to a problem using sequencing, variables, selection and iteration and loops
- Debugging and the difference between syntax and logic errors
- **Challenge:** extend the program to incorporate more decisions and a greater variety of code

A digital poster

- Plan and produce an eye-catching, memorable digital poster
- Ensure fitness for purpose and suitability for audience including navigable features
- Utilise a variety of animations and transitions
- **Challenge:** add narrative and music

A website

- Plan and produce website using storyboards and mood boards
- Create a website with a clear navigation system/house style

- Manage pages, assets and colour schemes
- **Challenge:** Include links to digital artefacts developed through the project eg podcast, digital poster etc

By the end of Year 9:

1. **Your daughter will be exceeding expectations for the year group if:** She is able to work independently to an outline brief to solve increasingly difficult/complex multi-step problems in a variety of contexts, and communicate her reasoning clearly, both verbally and in written form, using the correct subject-specific terminology fluently. She will be able to self- and peer-review work against success criteria she has helped to generate, give detailed constructive feedback and offer ideas for development.
2. **Your daughter will be meeting expectations for the year group if:** She is able to work to an outline brief and utilise the skills she has developed in a variety of settings. She will be able to discuss the development of her work using the correct subject-specific terminology and self- and peer-review work against identified success criteria.
3. **Your daughter will be below expectations for the year group if:** She is able to work, with support, to a detailed, stepped brief. She will be able to communicate how she has utilised a limited number of skills using some subject-specific terminology; her independent problem-solving skills will be limited.
4. **Your daughter will be significantly below expectations for the year group if:** Her understanding of some key skills and concepts is still developing and she requires significant support to apply them to a detailed brief. She will, with support, have used a variety of software programs to carry out practical work, but demonstrated limited independent problem-solving skills.

Year 9 DT Overview

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During Year 9, your daughter will study three short practically focused Design and Technology tasks in Textiles, Food and Resistant Materials. During the second half of the year after the options they will study one Design and Technology subject area for the remainder of the year. If studying a Design and Technology GCSE this will be the subject they will continue with for the remainder of the year or it may be one they will not have the opportunity to study again once the GCSE courses commence; Projects that will be studied through Food, Resistant Materials and Textiles include.

Food

One project uses focused practical tasks to develop knife skills for meat and vegetables, and more advanced cooking techniques. Students learn about the social, moral and environmental aspects of food production and as well as consumer choice. Students design and make a 2 course menu and are encouraged to adapt suitable recipes to include a wide variety of British seasonal produce.

In the second project students are able to develop their practical skills and techniques as well as their evaluation skills through a series of high level focused practical tasks. There are some research activities and students learn to use ICT to analyse the nutritional profile of dishes in preparation for GCSE.

Textiles

One project focuses on analysing the work of Textile designer Chloe Owens from which students design and make a contemporary cushion or hat for a High street store. Students will draw influence from a variety of themes including; English Country Garden, Vintage Britain or Travelling through. Skills include the development of further CAD/CAM and decorative embellishment and the insertion of a zip (cushion only).

In the other project students design and construct a wrap skirt using basic pattern alteration to gain experience in garment construction for GCSE. Further embellishment and use of a range of different fabrics increases the challenge.

Resistant Materials

This module includes the production of 2 products, based on a different source of inspiration, all of which involve the use of CAD/CAM. The first project requires the girls to transfer their design for a pendant, which has been inspired by the Art Deco design movement, onto a computer program. The design is machined into wood using CAD/CAM and then the resulting pendant is cast from pewter.

The second project is a small wooden storage box constructed with comb joints and then embellished with a design using the laser cutter.

The second project involves using a design movement; students then produce a tea light holder inspired by their chosen theme for a specific target market. Students are encouraged at this point to consider the communication and presentation of their folder work in varied and creative medias. Practical work is constructed from a range of materials and using a range of hand skills and CAD/CAM processes.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to work with confidence and creative maturity in both designing and making. If she is able to use a range of range of tools and equipment independently to develop highly effective finished products and evaluate her work suggesting viable modifications for improvement.
2. Your daughter will be **meeting** expectations for the year group if she is able to work with confidence in both designing and making. If she is able to use a range of tools and equipment with little support to complete an effective finished product which she can evaluate to highlight strenghts and weaknesses.
3. Your daughter will be **below** expectations for the year group if if she find some aspects of designing and making challenging. If she is beginning to use a range of tools and equipment with growing confidence to complete a largely and independently finished product which she evaluates to check some strenghts and weaknesses.
4. Your daughter will be **significantly below** expectations for the year group if: she find designing and making very challenging and finds difficulty understanding and appling key skills. If she struggles to use a range of tools and equipment confidently and is either unable to complete her work independantly or works at a low level of challenge. She may struggle with time management impacting on her ability to evaluate the outcome.

Year 9 English Overview

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During Year 9, your daughter will study texts and skills that mirror the requirements for GCSE English Language and Literature. She will study Shakespeare's 'Romeo and Juliet' and consider the effects of language and performance, whilst also developing skills of essay writing. There is an emphasis on independent thought and increasing need to apply skills to unseen extracts of the play. Students study the Romantic movement and are given the opportunity to carry out autonomous research on a poet of their choice. Language analysis and personal responses to twentieth century prose extracts of quality writers, such as, Hardy and Dickens are also studied alongside American fiction of Steinbeck. Students encounter whole texts with increased challenge and students are expected to use quotation and textual reference across a text. Students analyse characterisation, language and theme in depth and are encouraged to examine patterns in language and structure. The influence of context in creating meaning is made explicit in the Crucible and students adapt their language, grammar and vocabulary to present their ideas in a range of non-fiction forms. Students complete the year by revisiting the essential GCSE skill of comparison and poetry analysis and appreciation.

These skills include:

- **American Dreams:** students use the skills of close reading across a challenging text to write and extensive essay on a key character. Students learn and apply understanding of the historical and cultural context of the text and the moral and ethical aspects of the novel.
- **Death-marked love: The Tragedy of Romeo and Juliet** students explore Shakespeare's choice of language and structure in portrayal of mood, characterisation and theme. Students write an extensive critical response to an essay question. Students employ a range of language techniques to create an original piece of writing.
- **Revolutionary Poetry:** an exciting and challenging look at the Romantic poets and 18th/19th century literary movement. Students use the skills of unseen poetry and research the importance of their chosen poets. They refine the skills of poetry close analysis and consider the structure and form of important literary works.

- **Hardy's World:** students analyse the methods of great prose writers both linguistically and through literary skills. Students have the opportunity to focus on Hardy's novel 'Far from the Madding Crowd' and a collection of short stories 'The Withered Arm'. Students read carefully and accurately and then produce their own piece of creative writing in imitation of the greats of literature. They use advanced literary and grammatical devices.
- **War and Conflict:** students started to study some of the texts from the GCSE anthology, including 'Exposure' by Wilfred Owen, 'The Charge of the Light Brigade' by Tennyson and introduced to English Language paper 1 and 2.
- **Introduction to GCSE:** students will be introduced to the plot and key characters of Shakespeare's 'Much Ado about Nothing' ready for teaching in September 2016. This work will be further consolidated over the summer in readiness for GCSE in the new term.

By the end of Year 9:

1. **Your daughter will be exceeding expectations** construct an independent 'GCSE style' extended response under timed conditions with original interpretation and developed language analysis. Your daughter would show full comprehension of the writer's craft, with an interrogating approach to her comprehension. Perceptive use of inference are used to construct an interpretation of a text. Writing is becoming consciously crafted and deliberate shifts in tone and perspective are used creatively. Vocabulary is ambitiously tuned to purpose and audience; some elements of autonomy and self-regulation of writing strategies produce delightful texts that are pleasure to read.
2. **Your daughter will be at expected expectations** if she is writing extended essays with clear analysis ranging across a text with details carefully selected to convey an argument with features, such as, discursive markers. Some patterns of inference are likely to produce insight into authorial intent. She should be able to identify and find relevant links between texts. Writing will be very accurate and innovations, such as one word sentences and paragraphs will be used for effect. Your daughter should be able to demonstrate a broad vocabulary and ability to communicate confidently.
3. **Your daughter will be below expectations** if they are struggling to maintain an extended piece of writing or use patterns of textual evidence to explore meaning. Some inference some not be developed; irrelevant textual evidence or a lack of precise quotations will be used; most writing now might be competent but grammatical constructions are still laboured and repetitive.
4. **Your daughter will be significantly below expectations** if she is struggling to maintain a structured or sequenced extended piece of writing; patterns of textual evidence may be ignored or implied meanings not explored; irrelevant textual evidence or a lack of precise quotations are used; most writing now might be competent, but grammatical constructions are still laboured and repetitive. Work is consistently of a poor quality and below that expected of the individual student's potential performance.

Year 9 French Overview

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During Year 9, your daughter will develop a much greater independence in using the French language. She will start the year revising and reinforcing the basic grammar studied in previous years including the past, present and future tenses, negatives and adjectives. She will undertake a diagnostic task to show how well she has assimilated these points and will then be offered extension or support as appropriate to ensure that every student has a solid base of learning. She will study more current topics such as the use of social media, giving her opinions on other people, making social arrangements, discussing health problems and how to live healthily and holidays. Later in the year she will be taught a wider range of tenses and more complex structures in preparation for GCSE. She will be given details of the importance of studying French for her future plans and will also have the opportunity to visit France as part of our long running French Exchange trip. A highlight of the year will be watching a soap opera in French designed for learners of the language. She will spend the last part of the year working on a creative project where she can use the language she has learnt more freely and in a way which suits her learning style.

These skills include:

- Using the past, present and future tenses with confidence
- Using a wider range of tenses appropriate to the situation with some support
- Showing confidence with a range of basic linguistic concepts such as gender and agreement
- The ability to express and justify opinions and ideas on the topics studied
- Being able to write longer passages requiring a range of language with some support
- Understanding longer and more complex listening passages using the skills acquired
- A growing confidence in expressing herself orally on the topics studied
- A greater curiosity about language and how it is formed
- The awareness of available reference materials and the ability to use them selectively

By the end of Year 9:

1. Your daughter will be **exceeding expectations** for the year group if: she is able to express herself confidently both in written and spoken language on the range of topics studied this year. She is able to understand spoken and written passages on familiar and unfamiliar topics which refer to present, future and past events. She uses initiative and is able to speak spontaneously using topic specific vocabulary.
2. Your daughter will be **meeting expectations** for the year group if she is able to express themselves confidently both orally and in writing on familiar topics with little reliance on support materials whilst maintaining a good level of accuracy. She is able to understand more complex written and spoken passages on familiar topics which refer to present, future and past events.
3. Your daughter will be **below expectations** for the year group if she is insecure in both in written and spoken language on the range of topics studied this year and is starting to use reference materials as support to help accuracy. She may be able to understand spoken and written passages on familiar topics which refer to present, past and future events.
4. Your daughter will be **significantly below expectations** for the year group if: her understanding of some key vocabulary and grammatical concepts is developing, but she struggles to apply this in unfamiliar situations. Her use of the present, past and future tenses is inconsistent. She is not confident in using reference materials.

Year 9 Geography Overview

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In Geography we aim to enthuse and inspire students about the world around them and interactions that exist between different disciplines, predominantly in terms of the human, physical and environmental world. Students will learn, consolidate and extend their knowledge and understanding in the following key areas:

- Locational knowledge
- Places and processes
- Geographical skills
- Fieldwork

These key areas will be covered under the following topics:

- **Coasts:** Students use a variety of methods including photo analysis and interpretation of paintings, songs and text to determine features of a coast. They will develop their OS map reading skills through the unit, including on their field visit to Weston-Super-Mare. They will collect, interpret and analyse a range of data with regards to tourism and develop their understanding through extending their literacy skills using explanation connectives in their write-up. Students will end the unit by empathising with residents of an area suffering from coastal erosion.
- **Tropical Rainforests:** Students will learn about where rainforests occur and develop their ability to describe and explain their location using annotation of maps. They will be able to draw and interpret climate graphs for these areas. Students will be encouraged to draw on their science knowledge to aid them in understanding water and nutrient cycling within the rainforests. Students will gain an insight into the structure and people of the rainforest before embarking on an assessment determining how rainforests are destroyed. They will extend their literacy and essay

writing skills by answering 'How can Tropical Rainforests be Saved', on a local, national and global scale.

- **The Geography of Chocolate:** Students will have a brief introduction to Chocolate, developing skills learnt in the previous unit on describing and explaining location using maps. They will explore the key linked geographical and citizenship themes of trade and how Fairtrade can improve the lives of those in industry. They will then be tasked with a project based on Chocolate over a series of weeks. This will require good time management and focus.
- **Population and Migration:** Students will be introduced to a wide variety of types of maps to illustrate population distribution and density and will evaluate their effectiveness. They will look at world population growth and the reasons for natural change through analysis of line graphs and the Demographic Transition Model. They will learn to interpret population pyramids and be able to annotate them. They will be introduced to both aging and young population issues before investigating China's One Child Policy. Migration will be focused around why people migrate and issues associated with this.

By the end of Year 9:

1. Your daughter will be **exceeding expectations** for the year group if: She has shown a detailed knowledge of countries and their human and physical features and understands in depth the geographical similarities, differences and links between places. She understands in detail how geographical processes interact to create distinctive human and physical landscapes that change over time, including the idea of sustainability. Extended writing uses sophisticated key geographical terminology to reach substantiated conclusions that include ideas at a local, national and global scale. She can collect, interpret and communicate a wide range of geographical information, including maps, diagrams, GIS, and fieldwork data confidently.
2. Your daughter will be **meeting expectations** for the year group if: She has shown a good knowledge of countries and their human and physical features and understands the geographical similarities, differences and links between places. She understands how geographical processes interact to create human and physical landscapes that change over time, including the idea of sustainability. She writes in detail using key geographical terminology and can reach a balanced conclusion. She can collect and interpret geographical information, including maps, diagrams, GIS, and fieldwork data.
3. Your daughter will be **below expectations** for the year group if: She has shown satisfactory knowledge of countries and their human and physical features and understands some geographical similarities, differences and links between places. She has some understanding of how geographical processes interact to create human and physical landscapes that change over time. Written answers lack detail and key geographical terminology is not used effectively. She can collect and interpret some geographical information, including maps, diagrams, GIS, and fieldwork data.
4. Your daughter will be **significantly below expectations** for the year group if: She has shown limited knowledge of countries and their features and has a limited understanding of the geographical similarities, differences and links between places. She has a limited understanding of how geographical processes interact to create human and physical landscapes that change over time. Written answers often lack detail and key geographical terminology is not used effectively. She has a limited ability to collect, interpret and communicate geographical information.

Year 9 German Overview

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During Year 9 your daughter will be taught a range of skills within the contexts of holidays, shopping and eating, after school activities, health, going out and parties. She will increase her knowledge of tenses, building on the past tense and learning the future and conditional tenses as well as more complex grammar points and constructions in readiness for GCSE. She will learn how to express and justify opinions on a variety of topic in the different tenses. She will also increase her knowledge of how to extend her sentences with more sophisticated language. She will study using a range of texts including authentic German articles and watching a German soap opera, and will continue to develop

listening, speaking, reading and writing skills. At the end of year she will undertake a group project to produce a film or magazine based on skills gained throughout the year.

These skills include: the following:

- Expressing opinions
- Using a range of negatives
- Using comparatives and superlatives
- Adding expression to spoken and written German
- Using modal verbs e.g. können and müssen
- Using phrases with infinitives
- Numbers up to and including 10,000
- Practising the present, perfect, future and conditional tenses
- Writing an imaginative text
- Making resolutions for the future
- Be able to deduce meaning from a variety of texts
- Translating texts accurately German to English and English to German

By the end of Year 9:

1. Your daughter will be **exceeding expectations** for the year group if: she is able to express herself confidently both in written and spoken language on the range of topics studied this year and understands how to extend her sentences whilst understanding and using German word order rules, using a variety of verb endings, giving fully justified opinions and using more complex structures.. She is able to understand spoken and written passages on familiar and unfamiliar topics which refer to past present future and imaginary events. She uses initiative and is able to speak spontaneously using topic specific vocabulary.
2. Your daughter will be **meeting expectations** for the year group if she is able to express themselves confidently both orally and in writing on familiar topics with little reliance on support materials whilst maintaining a good level of accuracy and often extending sentences. She is able to understand more complex written and spoken passages on familiar topics which refer to past present future and imaginary events.
3. Your daughter will be **below expectations** for the year group if she is insecure in both in written and spoken language on the range of topics studied this year and is starting to use reference materials as support to help accuracy. She may be able to understand spoken and written passages on familiar topics which refer to past present future and imaginary events.
4. Your daughter will be **significantly below expectations** for the year group if: her understanding of some key vocabulary and grammatical concepts is developing, but she struggles to apply this in unfamiliar situations. Her use of the past present future and conditional tenses is inconsistent. She is not confident in using reference materials.

[Year 9 History Overview](#)

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Students will be taught about the period from c.1870 to the late-20th century. This will include a study of Whitechapel c.1870-c.1900 and enquiries on the causes, course and consequences of WW1. A Citizenship enquiry will be based around the campaign to get a pardon for British soldiers executed during WW1. The USA in the 1920s will be studied as well as the causes and key turning points during WW2. The bombing of Dresden and the Holocaust will also form moral dimensions for consideration. Enquiries relating to the post-war world, including the growth of a 'teenager' culture in the 1950s and 1960s will end the year.

Skills/concepts: The skills and second-order concepts that Students will cover during enquiries will include: causation, using evidence, historical perspectives, change & continuity, historical interpretations and communication.

By the end of Year 9:

1. Students will be judged to be **exceeding** expectations (1) if they: Fully assess valid reasons for events etc; fully develop evaluation of sources for their usefulness; compare and contrast views between past societies / places; begin to assess how far things changed between two

periods AND assess the pace, or extent, of that change. Also they can fully evaluate the validity of interpretations using contextual knowledge; always write using sophisticated paragraph structures and always write fluently. Spellings are always correct; often and appropriately use specialist terms in all work as well as punctuate properly and always use the rules of grammar correctly. Finally, they always use very detailed and relevant knowledge to support their answers.

2. Students will be judged to be **meeting** expectations (2) if they: Begin to assess valid reasons for events etc; are developing their evaluation of sources for their usefulness; they recognise that experiences varied due to different criteria. Also, they are either beginning to assess how far things changed, or they can judge the pace and extent of such changes. They are starting to evaluate the validity of interpretations using contextual knowledge; always write in structured paragraphs and usually write fluently. Spellings are usually correct. Specialist terms are often, and appropriately, used in most work. They punctuate their work, and use the rules of grammar, correctly. They often use detailed and relevant knowledge to support their answers.
3. Students will be judged to be **below** expectations (3) if they: Fully explain valid reasons for events etc; start to evaluate sources (for their usefulness); use evidence to show understanding of past peoples' views and are beginning to sort changes into types / categories. Also, they begin to explain why interpretations differ; sometimes write in paragraphs and sometimes write fluently. They spell words correctly some of the time. They rarely use specialist terms appropriately. Sometimes their punctuation and following of the rules of grammar are correct. They occasionally use detailed and relevant knowledge to support their answers.
4. Students will be judged to be **significantly below** expectations (4) if they: Begin to explain valid reasons for events etc; use sources at face value (i.e. uncritically as just a source of information.) They understand how context affected attitudes in the past. They identify changes / continuities between periods in the past and can identify how interpretations differ. However, they rarely / never write in paragraphs and rarely write fluently. They rarely spell words correctly and rarely use specialist terms in their work. Furthermore, they rarely punctuate, or use the rules of grammar correctly and rarely use detailed and relevant knowledge to support their answers.

Year 9 Mathematics Overview

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During Year 9, your daughter will begin her GCSE course and taught a range of skills in the four areas of number, algebra, shape and space and data handling. She will increase her fluency in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that she develops conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. She will improve her ability to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. She will also embed the problem solving skills taught in Years 7 and 8, applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills include the following:

- Be able to solve complex ratio and proportion problems
- Convert recurring decimals to fractions and fractions to recurring decimals
- Be able to solve problems involving reverse percentages and successive percentage change
- Apply systematic listing strategies including the use of the product rule
- Use index notation and index rules
- Use standard index form with and without a calculator
- Calculate the surface areas and volumes of cylinders, cones and spheres
- Be able to solve problems involving averages
- Draw and use cumulative frequency diagrams and compare datasets using box plots
- Construct and interpret histograms

- Solve problems involving sequences, including geometric and quadratic
- Be able to expand and simplify two or more expressions
- Be able to factorise quadratic expressions
- Add, subtract, multiply and divide rational expressions
- Recognise a linear, quadratic, cubic, reciprocal, exponential and circle graph from its shape
- Use and prove the circle theorems

By the end of Year 9:

1. Your daughter will be **exceeding** expectations (1) if she: can grasp concepts rapidly and consistently challenge herself with rich and sophisticated non-routine problems. She will be able to solve complex multi-step problems in a variety of contexts and clearly communicate reasoning both verbally and in written form, always using the correct mathematical terminology fluently.
2. Your daughter will be **meeting** expectations (2) if she: can demonstrate good understanding of Year 9 skills and can usually apply mathematical knowledge in non-routine contexts. She can solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, frequently using correct mathematical terminology.
3. Your daughter will be **below** expectations (3) if she: can demonstrate some understanding of most Year 9 skills and apply mathematical knowledge in familiar contexts. She is beginning to solve increasingly difficult multi-step problems and communicate reasoning well both verbally and in written form, sometimes using correct mathematical terminology.
4. Your daughter will be **significantly below** expectations (4) if she: can demonstrate partial understanding of some Year 9 skills and apply mathematical knowledge in familiar contexts. She can begin to solve multi-step problems with support and can sometimes communicate her reasoning verbally and in written form but rarely uses mathematical terminology.

Year 9 Music Overview

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During Year 9, your daughter will be taught a range of skills in performing, composing and listening. They will be required to perform complex pieces of music in a range of solo and ensemble contexts, performing musically, fluently and with accuracy and expression. They will be given opportunities to notate their own compositions extending and developing musical ideas by drawing on a range of musical structures, styles and genres. Your daughter will also refine her listening skills with increasing discrimination. In addition to this, students will be given the opportunity to perform as either a soloist or as part of an ensemble. Students are given the opportunity to create their own compositions using the Sibelius software alongside traditional notation skills. Opportunities will be given for students to experience a diverse range of musical styles.

- **Film music performance:** Students learn to recognise the musical devices used in film music through analysis of film music and focused listening. They are encouraged to perform a piece of film music either as a soloist or as part of an ensemble and are expected to demonstrate dynamics, timbre, phrasing and articulation in their performances.
- **Orchestration skills:** Students are expected to develop their notation skills either traditionally or through the use of the Sibelius software. They will orchestrate a well-known film theme extending their composing skills to the full.
- **Club Dance:** Students are introduced to the club dance style. They will learn to recognise the main features of this style and then be able to translate them into both a performance and composition piece.
- **GCSE composition challenge:** Using the Sibelius software students will compose a waltz inspired piece allowing them to extend their composition skills and display their extended knowledge of harmony, timbre and texture. Students will study more advanced chords and their application.
- **GCSE performance challenge:** Students will study more advanced performing skills. They are encouraged to perform a piece of film music either as a soloist or as part of an ensemble and

are expected to demonstrate dynamics, timbre, phrasing and articulation in their performances.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if she: is able to perform longer pieces of music from detailed scores showing an awareness of dynamics, timbre, tempo, phrasing and articulation. She will be able to show an awareness of their role within an ensemble. She will be a confident performer. She is able to compose longer pieces of music using rhythm, melody, tonality and chords within clear structures. She will show the ability to develop her initial ideas and is able to analyse music using an extensive music vocabulary.
2. Your daughter will be **meeting** the expectations of the year group if she: can perform as either as part of an ensemble or as a soloist with confidence showing an awareness of dynamics and timbre. She is able to compose more detailed pieces using primary and secondary chords and is able to appraise her own and others work suggesting improvements using the correct music vocabulary.
3. Your daughter will be **below** the expectations of the year group if she: is developing her performing skills, as both a soloist and as part of an ensemble. She is developing an understanding of composition skills and is developing her Sibelius skills. She is mostly using the correct vocabulary when listening/evaluating music.
4. Your daughter will be **significantly below** expectations for the year group if: She lacks confidence when performing/singing skills. She finds it challenging to perform as part of an ensemble. She can demonstrate partial understanding of some of the year 9 skills but finds it difficult to apply them to her composition pieces. Her use of music vocabulary is inconsistent.

Year 9 Physical Education Overview

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During Year 9, your daughter will be taught a range of skills in a variety of competitive sports and other physically demanding activities. They will be required to be physically competent and work well to enhance their own health and fitness. Your daughter will build on and embed existing skills and become more competent and confident in their techniques across activities. They will understand what makes a performance effective and how to apply these principles to their own and others work. We hope that your daughter will extend her interests in extracurricular activity by getting involved in our vast array of clubs and practice's that exist to enhance modelling for lifelong participation in sport and in their own time at home.

The activities include:

- **Team and Individual Games:** students use a range of tactics and strategies to overcome opponents in direct competition through games – Netball, Basketball, Football, Rugby, Badminton, Handball, Tennis and Rounders
- **Athletic Performance:** Students develop their technique and improve their performance – Athletics
- **Aesthetic Competition:** students perform Dance using advance techniques and themes within a range of styles and forms and develop their Gymnastics techniques and improve performance
- **Outdoor and Adventurous activity:** students take part in activities which present intellectual and physical challenges and are encouraged to work as a team, building on trust and developing skills to solve problems both alone and in groups
- **Sports Education:** this enables our students to take on a leadership role where they can develop their coaching, officiating and organisational skills.
- **Analysis of performance using ICT:** students analyse their performances compared to previous ones and demonstrate how they can achieve their personal best.
- **Healthy Lifestyles:** They are given opportunity for fitness testing, using heart rate monitoring and advice upon exercise plans and dietary choices.

- **Taking part outside of school:** information is readily available and distributed for opportunity's to join clubs and community activities. Students have vast opportunity to enhance their 2 hours entitlement to 5 hours with the termly timetable for sporting opportunity at SHS.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if: she is able to identify, select, link, refine and coach others in skill based work and then able to apply those in all invasion games, she can use and explain tactics to gain advantage and coach others to play their own game more proficiently, she can demonstrate fluent composition in gymnastics and dance and show precision and refinement in movement, she can see, respond, evaluate and analyse, giving constructive feedback on the similarities and differences between her own work and others' work, and show clear understanding of how to improve her own performance, she can demonstrate reasons why warming up before an activity is important, and explain why physical activity is good for her health
2. Your daughter will be **meeting** expectations for the year group if: she is able to select, link and refine skills and is able to apply them to a variety of invasion games with coordination and control, she can use tactics to gain advantage and help others to better their own game play, she can understand and use composition in gymnastics and dance and show precision and refinement in movement, she can see, respond and evaluate the similarities and differences between her own work and others' work, and show clear understanding of how to improve her own performance, she can demonstrate reasons why warming up before an activity is important, and explain why physical activity is good for her health
3. Your daughter will be **below expectations** for the year group if, she is able to select and link skills and is able to apply these with coordination and control in a game, she can understand tactics in invasion games and understand composition in aesthetics by starting to vary how she responds, she can see and respond to similarities and differences between her own work and others' work, and show understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health
4. Your daughter will be **significantly below** expectations for the year group if: she is able to select skills and is able to apply these with some coordination and control in a game, she can understand most tactics in invasion games and understand simple composition in aesthetics by starting to vary how she responds, she can see similarities and differences between her own work and others' work, and show some understanding of how to improve her own performance, she can give reasons why warming up before an activity is important, and explain why physical activity is good for her health.

Year 9 RE Overview

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During Year 9, your daughter will continue to consolidate and develop her skills from within the RE skill sets of Analysis & Reasoning, Explanation & Application and Investigation & Enquiry, with an added focus on Reflection & Empathy. Your daughter will have the opportunity to practise all of the skill sets throughout the year. Please look in her RE book for the overview of these sets. Some of the units covered incorporate elements of the Citizenship curriculum. The units in this year are:

Religion and the Ethics of Conflict

Students explore the many ways in which conflict is understood, including war and violence and consider the ethical responses to these, reflecting on what their own ethical position is, alongside those of religion and secular society.

What do Buddhists believe?

Students explore the teachings that are the heart of the faith that has no god, investigating the ways in which Buddhists can 'worship' when there is no deity to focus this on. This will involve studying meditation and the contribution this makes, alongside the teachings and life of the Buddha.

Good and Evil: Is it good that there is evil?

Students will discuss the concepts of evil and goodness and how these are understood in modern context and historical development. They explore the impact of the Holocaust on the Jewish faith,

using the life of Anne Frank as a focus. The unit also questions the existence of the god of classical theism alongside the existence of evil.

Living as a Muslim teenager

The students study the basic belief systems in Islam including the teachings and principles found in Sufi poetry. They explore what it means to be a Muslim teenager in Britain today and also how Muslims contribute to British society. They ask what Islam teaches about what it means to be good, and there is a study into what Jihad means.

Religion and Society

Students explore the many links, both modern and historical between religion and the state in the UK. They consider the role that Christianity has alongside the other main religions and ask whether religion can or should play a greater or lesser role in society.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if: She is exploring a range of viewpoints, suggesting strengths and weaknesses for each. She is explaining a significant amount of relevant material and is assessing the impact for both believers and non-believers. She is planning, implementing, recording and evaluating her research with success, and drawing conclusions about her findings. She is reflecting with insight, depth and balance, considering a broad scope of experiences. She is presenting her work in a way that furthers her argument and/or purpose and is clearly and consistently using RE-specific vocabulary.
2. Your daughter will be **meeting** expectations for the year group if: She is considering and comparing a range of viewpoints, supporting them with argument and evidence. She is explaining a depth of material, showing similarities and differences, and the impact it has on believers and communities. She is planning, implementing, recording and evaluating her research with success. She is thinking clearly about how to successfully order her work and there is clear use of RE-specific vocabulary.
3. Your daughter will be **below** expectations for the year group if: She is able to analyse her viewpoint and those of others, with supporting evidence and examples but not able to identify strengths and weaknesses. She is able to explain key teachings and beliefs in depth and is clearly showing the similarities and differences but is not considering the full impact these may have for believers and communities. She can create key research questions, plan for how to answer them and record her findings with success. She is able to offer her opinion on the overall focus but doesn't refer to others' experiences. She is presenting her work with some order and there is some evidence of the use of RE-specific vocabulary.
4. Your daughter will be **significantly below** expectations for the year group if: She is offering her own ideas with supporting evidence and examples but is not exploring them alongside the views of others. She is explaining key teachings and beliefs, along with the similarities and differences of them but is not putting in the context of believers and communities. She is able to create key questions for her research but is insecure in how to go about answering them. She is reflecting on the overall focus but is not always able to offer a clear opinion. She is insecure in her use of RE-specific vocabulary and is unsure of how to successfully present her work.

Year 9 Science Overview

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In science we aim to provide the foundations for understanding the world around us to develop in our students:

- a sense of excitement and curiosity about natural phenomena;
- scientific knowledge and understanding;
- an understanding of the methods of science through different types of science enquiries.

In addition, our curriculum improves communication skills and helps students form a healthy dose of scepticism, and recognise the power of rational explanations. Here is an outline of the topics covered in year 9:

Biophysics and Machines: Includes the structure and functions of the human skeleton and the interaction between skeleton and muscles. Students also study the principles of forces, moments and pressure. They apply these principles to simple machines.

Metals: Students study the properties of metals and non-metals, the order of metals and carbon in the reactivity series and the use of carbon in obtaining metals from metal oxides. These reactions are covered: combustion, thermal decomposition, oxidation and displacement reactions.

Variation: This fascinating topic looks at heredity as the process by which genetic information is transmitted from one generation to the next, and a simple model of chromosomes, genes and DNA in heredity. Students study the variation between individuals within a species, and how this leads to competition which can drive natural selection. Students describe how changes in the environment may lead to extinction.

Sound and Vision: The students study the transmission of light through materials, absorption, scattering and reflection. They use a ray model to explain reflection and refraction, the pinhole camera and the action of the human eye. They also look at colour. Students learn how sound travels and how to calculate its speed. They will also look at how the ear functions and how hearing can be damaged.

Salted: This topic covers reactions of acids with metals, reactions of acids with bases and reactions of acids with carbonates. More generally, students learn in this topic and the Metals topic that chemical reactions are the rearrangement of atoms, how to represent chemical reactions using formulae and using equations and how patterns in reactions can be predicted with reference to the Periodic Table.

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if: She becomes aware of the big ideas underpinning scientific understanding, such as the particulate model. She challenges misconceptions and demonstrates an understanding of higher-order content. She has an extended specialist vocabulary. She relates scientific explanations to various phenomena and starts to use modelling and abstract ideas to develop and evaluate explanations.
2. Your daughter will be **meeting** expectations for the year group if: She sees the connections between topics and can use her knowledge to solve a variety of problems. She uses technical terminology. She can decide on the appropriate type of scientific enquiry to undertake to answer questions and develop a deeper understanding of factors to be taken into account when collecting data. She can evaluate her results and identify further questions arising from them.
3. Your daughter will be **below** expectations for the year group if: She is has a secure understanding of the key blocks of knowledge and concepts in the Keystage 3 curriculum so that she has a very solid foundation with which to start GCSE. She is insecure in her use of scientific vocabulary, scientific nomenclature and units. She can also apply mathematical knowledge to her understanding of science, including collecting, presenting and analysing data. She is developing her confidence in using scientific apparatus to carry out practical work.
4. Your daughter will be **significantly below** expectations for the year group if: Her understanding of some key blocks of knowledge and concepts is developing, but she struggles to apply this in different situations. Her use of scientific vocabulary, scientific nomenclature and units is inconsistent. She has used a variety of scientific apparatus to carry out practical work, but is lacking in confidence in her presentation and analysis of this work.

Year 9 Spanish Overview

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During Year 9 your daughter will be taught a range of skills within the contexts of free time, holidays, past, present and future, mealtimes, shopping for food, clothes and shopping and health and illness. She will build on the knowledge gained in year 8 to produce more sophisticated and extended responses and opinions to a variety of topics. She will be taught how to write and speak in lengthier paragraphs using a range of structures and a variety of tenses. She will study using a range of texts including authentic Spanish articles and will continue to develop listening, speaking, reading and writing skills.

These skills include: the following:

- Expressing opinions

- Using a range of negatives
- Using comparatives and superlatives
- Adding expression to spoken and written Spanish
- Using modal verbs e.g. querer, deber and poder
- Using phrases with infinitives
- Numbers up to and including 10,000
- Practising the present and future tenses
- Being able to form and apply rules of conjugating verbs in both the preterite (past) and conditional tenses
- Writing an imaginative text
- Using 'se puede' to say what can be done
- Making resolutions for the future
- Using para to extend sentences
- Be able to deduce meaning from a variety of texts

By the end of Year 9:

1. Your daughter will be **exceeding** expectations for the year group if she: consistently and confidently demonstrates an ability to communicate accurately, with flair and taking risks, across a range of topics and with successful use of past, present, future and conditional tenses including opinions and justifications, using a range of subjects, to describe both real and imaginary events. She should find ways of extending her knowledge of Spanish, e.g. through reading for pleasure or watching Spanish films.
2. Your daughter will be **meeting** expectations for the year group if she: consistently demonstrates an ability to communicate with good overall accuracy with only occasional minor lapses, across a range of topics and with mostly successful use of past, present, future and conditional tenses including a good range of opinions and justifications, using a variety of subjects e.g. first person singular, third person plural and be able to describe both real and imaginary events using mainly familiar language.
3. Your daughter will be **below** expectations for the year group if she: still needs support in order to demonstrate an ability to communicate across a range of topics with more accuracy than inaccuracy, using more than two tenses, with opinions and reasons and maybe limited to using the first person singular and plural to describe real events using mainly familiar language.
4. Your daughter will be below **significantly below expectations** for the year group if she: demonstrates only a limited understanding of the skills taught during the Year 9 course. She will have a basic vocabulary field across a few topic areas and can communicate with additional support, using at least one tense; she may only use first and third person verb forms and gives simple opinions with reasons. Spelling/grammatical errors often impede communication.