

Bishop Stopford School

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***CURRICULUM
OUTLINE***

YEAR 9

2020 - 2021

Dear Parents

In order to build on the partnership between school and home we have established in Years 7 and 8, this curriculum booklet contains essential information about learning in Year 9.

This outline shows the teaching programme, which we trust, will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra curricular activities also complements the planned timetable of lessons.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	5*	mixed ability
Drama*		
English	6	setting
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have one block of drama and 4 blocks of DT throughout the year.

Homework is an extension of the curriculum offered at school, nurturing self-reliance in learning as well as giving an opportunity for consolidation or extension of topics covered in the classroom. Homework tasks will be set in line with the homework timetable and students record this in their planners. You are required to sign the planner once a fortnight. You can also use it to record any messages you wish to pass to the form tutor.

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 9. In this way, we hope to build on the good foundations laid down in Years 7 and 8 and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne & Mr W Lewis
Head Teacher Head of Year 9

Faculty : Expressive Arts

Department : Art

Faculty Introduction:

The Year 9 course gives a wide experience in Art, as well as preparing students for GCSE, should they select it as an option.

Topics/Modules to be covered:

- **Artist Study:** student selected research.
- **Observational drawing:** focusing on the formal elements.
- **Media investigations:** which may include print, ICT, 3d, mixed media, paint.
- **Personal project:** self-planned and initiated from skills developed throughout year.

Assessment:

- All projects assessed and recorded in individual student assessment booklets.
- Verbal targets for improvement set throughout and formal assessment at the end of each project.

Homework:

Consolidation/extension tasks set over a number of weeks to complement classwork. Tasks include experimental work/drawing/ICT/research. Homework will amount to 3 hours per term.

Enhancement Activities:

Art Club

The opportunity to display work around the school and in local exhibitions

Texts to be issued and arrangements for return:

Students are required to have the following items which can be purchased through the school.

B pencil

Blendable coloured pencils

Faculty : Technologies

Subject : Computer Science

Faculty Introduction:

A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered in the year will include:

- Binary
- Programming using selection statements and Boolean expressions
- Programming a high-score table
- Representing sounds
- Networks
- Client server networks
- Digital Circuits
- Computer Architecture
- Creating Apps

Assessment:

- The students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.
- Students will be assessed against a new Computer Science Progression Pathway, which replaces the old National Curriculum levels.

Enhancement Activities:

- Lunchtime computer and Internet access.

Texts to be issued and arrangements for return:

No textbooks are issued for Computer Science. All resources (including the course textbook) are available on-line using a Dynamic Learning login that is issued to every student in September.

Faculty : Technologies

Subject : Design Technology

Faculty Introduction:

Within Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Students cover all modules of work on a rotational basis. In line with GCSE options, Year 9 modules are designed to give an insight into the GCSE units of work.

Topics/Modules to be covered:

- Textiles
- Food Preparation & Nutrition
- Product Design

Assessment:

- All work will be assessed according to the Bishop Stopford Assessment system.

Homework:

Within Year 9 homework comprises two set pieces for each project designed to both test and broaden a student's knowledge.

Enhancement Activities:

All students are actively encouraged to enhance the presentation of their work by the use of ICT. Facilities are available at lunchtimes.

Texts to be issued and arrangements for return:

Texts are used during lesson time for specific learning objectives as and when required.

Faculty : Expressive Arts

Subject : Drama

Faculty Introduction:

Drama is taught in a block on rotation with other subjects

Topics/Modules to be covered:

- The story of Ricky Brown
- What has happened to Lulu?
- Building a character: an introduction to the working practices of the method actor.
- Crafting a story: examining the story telling techniques of the Greek dramatists.
- Working with a play text.
- Examining text in performance.

Assessment:

- Assessment is made at the end of half-termly modules.
- Assessment is based upon performance.

Homework:

No homework is set for Drama

Enhancement Activities:

- Students work may be showcased at lunchtime during Open Studio sessions
- Drama Club (weekly after school)

Texts

Poems - various
"Greek Myths".

Faculty : English

Subject : English

Faculty Introduction:

All students follow a range of units of work covering the key skills of reading, writing, grammar and vocabulary and spoken English. A wide range of literature is at the heart of our work.

Topics/Modules to be covered in the year:

- The Novel: A study of a modern novel.
- World Literature: A study of the novel *Of Mice and Men*, including a range of linked non-fiction.
- Shakespeare: A study of *Much Ado About Nothing*.
- Poetry: An anthology of poetry based on 'Our Lives'.
- Drama: A study of a play
- Viewpoints: A study of viewpoint writing and the creation of strong written voices.

Assessment:

- Each unit has a summative assessment using the Bishop Stopford Assessment levels.
- These assessments receive 'What Works Well/Even Better If' comments and require a 'My Response Is' from the student.
- All students complete an end of year test to check overall progress.

Homework:

Students are expected to complete homework every week. This could take up to 45 minutes to complete and will consolidate learning and skills being developed in lessons. Students will also be revising literacy skills.

Enhancement Activities:

- A variety of competitions
- Book Week (including visits by writers)
- Opportunity to join 'Chapter One' reading club

Texts to be issued and arrangements for return:

Students may be issued with fiction and Shakespeare texts, to be returned after study. If lost or mislaid, students are liable for the replacement cost.

Faculty : Modern Languages

Subject: French Second Language

Faculty Introduction:

Students in Sets 1 and 2 in Bands A and B will continue studying French as a second language. They will have 2 lessons a fortnight of French and 4 of their first language.

Students study six modules of work, generally one per half-term. There are also opportunities for ICT and independent reading.

Topics/Modules to be covered:

- Free Time
- Holidays
- Food
- Healthy Living
- Illnesses
- Tour de France

Assessment:

- There will be 2 common assessments during the year.
- Teacher assessments will take place at the end of each module
- Targets for improvement identified

Homework:

There will be one learning homework of 30 minutes a week. followed by a vocabulary test in class or a piece of writing to follow up classwork.

Texts to be issued and arrangements for return:

Students will not be issued with a textbook but will use a range of resources in lessons.

Faculty : Humanities

Subject : Geography

Faculty Introduction:

“Geography can inspire us to think about our own place in the world, our values and our rights and responsibilities to other people and the environment. Geography brings theory down to earth.”

Students are taught in mixed ability groups for 3 sessions a fortnight.

Topics/units to be covered :

- The Challenge of Resource Management
- Global Fashion
- Topical Geography
- Natural Hazards

Assessment:

- 3 end of topic assessments.
- Effort graded 1 – 5 and whole class feedback
- End of year exam.
- GCSE Hazards question.

Homework

Homework tasks will include a variety of mediums. These will include research prior to learning, independent research tasks, planning for presentations or developing revision skills. There will also be extended writing pieces or completion of exam type questions.

Enhancement Activities:

- Research project based work
- Challenge exercises – student produced ICT resources
- Geography Club

Texts to be issued and arrangements to return:

“Geography Matters, 1, 2 and 3” and “Places”. All textbooks utilised are kept and used at school.

Faculty : Humanities

Subject : History

Faculty Introduction:

The focus in Year 9 is on some aspects of 19th century History and also the 20th century world.

Topics/Modules to be covered:

19th Century History

- The Slave Trade

20th Century World

- Causes and Events of World War I
- The Peace Settlement
- Causes of World War II
- Life during World War II
- The Holocaust

Assessment:

- Specific assessment exercises are given by the Bishop Stopford Assessment system
- Targets for improvement identified.
- End of year test.

Homework

Homework activities include working with sources, research and written exercises.

Texts

“Peace and War”.

Faculty : Mathematics

Subject : Mathematics

Faculty Introduction:

Students are placed into one of eight sets for Mathematics. Different sets cover a topic in differing depths ranging from GCSE grades 1 - 6. Scientific calculators and maths equipment must be bought by all students and brought to all lessons.

Topics/Modules to be covered:

- Number work without a calculator
- Mental arithmetic practice
- Algebra
- Shape
- Data handling
- Measures
- Investigation and Problem Solving

Assessment:

- Regular tests which can result in movement between sets.
- Targets for improvement given where necessary.
- Regular assessment of homework, mental and investigational skills.
- End of year test.

Homework:

40 minutes' homework is set up to twice a week.

Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be done by the next lesson.

Maths Help is available weekly for extra assistance with homework or classwork.

The school have a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

Enhancement Activities:

STEM activities which develop problem solving skills.

Extension activities are available for more able mathematicians.

Investigations and project work is carried out at various times throughout the year.

MathsWatch and Maths Help

Texts to be issued and arrangements for return:

Students may use a textbook in the classroom. A separate homework book may be issued, or with some groups worksheets are given for homework.

If issued, homework books must be returned in the summer term.

Faculty : Expressive Arts

Subject : Music

Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, listening and appraising.

Topics/Modules to be covered:

- Minimalism composition- motifs and texture
- Film Music – leitmotifs / character themes, underscore and storyboarding.
- The Music of Latin America – focusing on performing samba and salsa
- Short 'set works' listening, performing, keywords and context.
Individual Keyboard skills, building on skills from Year 7 and 8. Bach's Toccata & fugue in dm

Assessment:

- Continuous assessment using the Bishop Stopford Assessment system
- Targets for improvement identified through verbal and/or written feedback

Homework:

N/A

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year. (Those students who take instrumental lessons are expected to attend at least one choir or ensemble).
- Samba workshop
- End of term concerts

Texts to be issued and arrangements for return:

None

Subject : PSHE

Faculty Introduction:

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor.
- Personal, Social and Health Education lessons, taught by a member of the Personal, Social and Health Education team.

Enhancement Activities:

- Enterprise days
- Work Related Learning

Topics/Modules to be covered:

Personal, Social and Health Education

- Sex and relationship education – the importance of marriage/family life, recognising healthy relationships and assessing online behaviours.
- Rights and responsibilities in relationships.

Tutorial

- Careers: introduction to careers education/information, advice and guidance. Decision making/key skills/using IT in careers/introductions to the careers library.
- GCSE Option Choices
- Finance
- Citizenship – civil and criminal law
- Assembly preparation
- Revision skills

Assessment:

- Sex and relationship education project – citizenship curriculum assessment.

Homework:

Homework is not set, although students may sometimes need to collect materials for use in lessons.

Texts to be issued and arrangements for return:

None

Faculty : Physical Education

Subject : Physical Education

Faculty Introduction:

PE helps students to develop positive associations with physical activity, acquire skills and apply tactics, evaluate and improve performance, gain knowledge, understand about fitness and health and develop their personal qualities.

Topics/Modules to be covered:

- **Games Activities:** hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball, handball and dodgeball
- **Athletics Activities:** athletics
- **Body Management:** health related fitness and cheerleading

Assessment:

- Assessment in line with other practical subjects
- Short and long term reports
- Ongoing self and peer assessment in lessons.

Enhancement Activities:

- Year 9 students have the opportunity to attend a residential in the Isles of Scilly where they experience a variety of outdoor and adventure activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the district cross country and athletic championships. Talented students are put forward for selection at district/county level.
- Inter-house competitions – various activities
- Level 3 School Games (winter and summer) in some activities.

Faculty : Humanities

Subject : GCSE Religious Studies

Faculty Introduction:

Students start the Full Course GCSE in the AQA Religious Studies Syllabus A (8062) which examines philosophical questions about the nature of God as well as religious teachings and practices.

Examination in May/June of Year 11

Content

Component 1: The Study of beliefs, teachings and practices from **Two** Religions- **Christianity and Buddhism**

Students consider different beliefs and attitudes to religious and non-religious issues in modern British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse.

Component 2: The Study of **Four** religious, philosophical and ethical studies themes from below-

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Assessment:

After every topic, there will be a practice test based on GCSE exam paper.

Each question tests:

- i) Knowledge
- ii) Understanding
- iii) Evaluation

End of Year Test

How it's assessed in May/June of Y11

Two written exams each lasting 1 hour 45 minutes

Homework:

45-60 minutes homework is set per week. Tasks include researching moral issues; answering evaluative questions which give different perspectives on moral issues and shorter questions from a textbook.

Enhancement Activities:

- Visiting speakers and visits may be possible to places of worship.
- Excellent use made of revision sites on the Internet.
- A range of DVDs and video clips to support learning.

Texts to be issued and arrangements for return:

A range of textbooks are available for use in lessons but are not taken home. Main textbooks available through Kerboodle.

Faculty : Science

Subject : Science

Faculty Introduction:

Year 9 science culminates in an assessment which draws together learning from Years 7, 8 and 9. Students are placed in their KS4 sets at the end of Year 9.

Topics/Modules to be covered:

- Genetics and evolution
- Making materials
- Forces and motion
- Plant growth
- Reactivity
- Electromagnets
- How science works

Assessment:

- End of topic tests
- End of module tests
- Internal tests on transition topics to GCSE in Biology, Chemistry, Physics.

Homework:

40 minutes homework is set each week. This includes questions testing knowledge and understanding, learning for tests, research and planning for writing up investigations, and work to develop skills, e.g. graph work. In addition, students are expected to use time at home to formally assess key work and assessments.

Enhancement Activities:

- Science, Technology, Engineering and Maths (STEM) Activities
- Information and additional homework tasks are available on the VLE
- Transition (KS3 into KS4) modules

Texts to be issued and arrangements for return:

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.

Faculty : Modern Languages

Subject: Spanish

Faculty Introduction:

Students study six modules of work – generally one per half-term. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT projects and independent reading.

Students will have the opportunity to participate in a visit to Cantabria, Spain in the summer term.

Topics/Modules to be covered:

- All about me
- Work and future plans
- Diet and fitness
- Young people in action
- A day in Madrid

Assessment:

- Two common assessments per year, one of which is an end of year exam
- Four teacher assessments (one per module)
- Targets for improvement identified

Homework:

Homework is set for 40 minutes once a week.

Texts to be issued and arrangements for return:

Viva 3 will be used in class. Students are expected to bring their own bi-lingual dictionary to lessons. Students will be encouraged to subscribe to thisislanguages.com – an on-line learning resource.

Careers Education, Information, Advice and Guidance (CEIAG)

Introduction:

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 9 is delivered through the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Careers, Employability and Enterprise framework. The framework focuses on 3 elements:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work

Topics

One of the key decision points for students in Year 9 is when they choose GCSE options. The CEIAG programme helps students to make well-informed and realistic decisions about which options to take. This includes raising their awareness about the opportunities available and developing their key skills.

- **Introduction to CEIAG** - introducing students to career planning concepts and how these can help them plan for their futures.
- **Decision making** - students take part in activities to appreciate the importance of having accurate and relevant information when making decisions.
- **Introduction to the careers library** - raising students' awareness of the range of careers information available in the school library and online.
- **Key skills** - students identify the key skills needed for work and education.
- **Self-awareness and challenging gender stereotypes** – students will explore the topic of gender stereotypes in the world of work.
- **Career exploration** (2 lessons) – students will explore and practice information handling and research skills to locate careers information.
- **Option choices** - students identify the full range of opportunities available to them in school. These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning and transition to Key Stage 4.

Enrichment activities

- **Enterprise Day** – Young Enterprise Company, Launchpad programme. Students work with Employer Ambassadors developing skills across core employability competencies through a range of entrepreneurial and group activities.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser
- **Careers Talks** – Year 9 students are welcome to attend any of the careers talks arranged at lunchtimes across the year.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- Students who are looked after, attract Pupil Premium funding or have an Education Health Care Plan (EHCP) have an interview automatically arranged with the Careers Adviser.

Quality Assurance

The CEIAG programme at Bishop Stopford School is accredited by CareerMark, a Quality in Careers national standard for excellence.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

Notes