Castle Donington College

KS3 CURRICULUM YEAR 9

2016-17

ENGLISH

Course Overview

In studying English Language and Literature pupils develop skills in speaking, listening, reading and writing. Effective communication, both written and spoken, is at the heart of what we do. Pupils learn to express themselves creatively and imaginatively through the core texts and units within year 9 . They learn to become enthusiastic and critical readers of stories, poems and plays as well as non-fiction and media texts.

Pupils are assessed in Reading, Writing and Speaking and Listening throughout year 9.

Course Breakdown

Transactional Writing – Writing for a purpose. 1984 by George Orwell.

Writer's Voice – The Raven and Other Selected Tales by Edgar Allan Poe

Shakespeare – Macbeth

Conflict – Cultural Poetry

Recent Writing – A View from the Bridge Arthur Miller

Analysing Moving Image – The Truman Show

Assessment

Students will have a key assessment at the end of each unit. These will be linked to either English Language or English Literature. Throughout the year there will also be opportunities to assess Speaking and Listening. There will be an End of Year Exam in which students will be assessed formally for both English Language and Literature.

Organisation of groups

Students are taught in mixed ability tutor groups.

MATHS

Course Overview

In year 9 pupils build on the mathematical concepts taught in KS3 and begin the KS4 course. The new Maths GCSE signals a stronger emphasis on a pupils' ability to reason, interpret and problem solve within mathematics and in other contexts.

During the course, through teachers, students and parents/carers working together, it is hoped that pupils will:

- Develop a positive attitude towards mathematics;
- Become aware of how mathematics relates to many different aspects of everyday life,

industry, business and other areas of the curriculum;

- Make appropriate use of ICT;
- Develop a feel for number and be able to carry out necessary calculations, with and without a calculator, with confidence;
- Develop an understanding of mathematics, through enquiry and problem solving.

As part of the new specifications, functional Mathematics will be covered within the delivery of GCSE Mathematics.

Students will be assessed in three ways, defined by each of the assessment objectives:

AO1 - Use and apply standard techniques

AO2 - Reason, interpret and communicate mathematically

AO3 - Solve problems within mathematics and in other contexts

Assessment

There are five unit tests throughout the year to monitor attainment and progress. In addition there are two end of year examinations, one calculator and one non calculator.

Organisation of groups

Year 9 pupils have been set according to ability, using their results from KS3. We recognise that pupils change and that there will be a need to move pupils to faster or slower groups during the year. The decision is based on test results, performance in class, homework and examination results.

During the course of the year pupils may be placed in withdrawal groups for specific topics if individual areas for development are identified.

Course Breakdown

Each topics is split into Initial Learning which has been (covered in Year 7 and 8), Foundation and Higher. Pupils receive four 1 hour maths lessons a week

The Year 9 course has been divided into five units.

Unit	Topic
1	Perimeter, Area and Volume
1	Ratio and Proportion
1	Algebraic Expressions
2	Probability
2	Data Collection and Calculations
2	Geometry, Polygons and Parallel Lines
2	Calculations, Estimation and Approximation
3	Algebraic Graphs and Gradients
3	Pythagoras
3	Linear Equations and Algebraic Formulae
4	Transformations
4	Time Series Graphs and Moving Averages
4	Fractions, Decimal and Percentages
4	Constructions, Loci, Bearings and Scale Drawing
5	Trigonometry
5	Bivariate Data (1)
5	Simultaneous Linear Equations
5	Using and Applying Number
5	Circles, Cylinders, Spheres and Pyramids
5	Compound Units

SCIENCE

Course overview

Students have studied the 10 key scientific strands of Forces, Electromagnets, Energy, Waves, Matter, Chemical Reactions, The Earth, Organisms, Ecosystems and Genes across years 7 and 8. In year 9 they will focus on two essential skills modules in order that they can apply this knowledge and understanding to the challenge of Science GCSEs.

Assessment

Assessment will be by end of unit tests.

Students will have 3 science lessons per week and are streamed into Groups according to attainment.

Course breakdown

Autumn Term, 1

Essential Skills Module1: Developing scientific skills for G.C.S.E

Knowledge and understanding. Students will make insightful links between a variety of scientific concepts.

Application. Students will apply knowledge and skills to unfamiliar or abstract concepts.

Analysis. Students will interpret a wide range of scientific data and will begin to adapt their analytical methods to unfamiliar situations.

Concluding and evaluation. Students evaluate the quality and validity of evidence and develop reasoned arguments. They will suggest improvements to scientific methods.

Autumn Term, 2

Essential Skills Module: 2 Developing Mathematical skills for G.C.S.E

To support students with the high maths weighting required at G.C.S.E. (Biology 10% Chemistry 20% and Physics 30%) Students will follow a scheme of learning that will prepare them for the Science specific mathematics involved in G.C.S.E.

Examples are, statistics for Biological sampling. Formulas and linear relationships in Physics. Substituting numerical values into algebraic equations for physical quantities in Chemistry.

Spring Term

Students will begin GCSE Science courses.

Organisation of groups

Pupils are set in Science, these sets are based on performance in assessments throughout year 8.

COMPUTING

Course Overview

Now students have a more solid understand of computer science and ICT, the purpose of year 9 is to prepare students for GCSE. Programming, binary and how computers work form the main structure of the year. Students are also taught about business and shown how to create a range of professional business documents for a fictional company of their own. During year 9 students are taught the OCR Level 1 Computing curriculum and sit a one hour exam at the end of the year.

Course Breakdown

Students receive one lesson of computing a week. A topic normally spans one half term.

1. Programming (Python): Students build on their existing programming knowledge from year 8 and are taught how to write functions and arrays in Python. Some elements of object-orientated programming are introduced at this time.

2. GCSE Unit: Students are taught the curriculum from the OCR Level 1 Computing course. This revisits knowledge their learnt in year 7 and 8 about how computers function.

3. Binary/Hexadecimal/Binary Logic: Students are taught how to convert denary to binary & Hex. They are taught how to add in binary and the importance of using base 2 and base 8 systems. Finally they are taught about AND, OR and NOT gates.

4. Business Project: Students setup and run their own fictional computer. During this topic they learn how to create professional marketing material, presentations and business websites. They are taught about design and presentation.

5. History of Computing: This smaller topic teaches students about some of the fundamental people in the history of computing – Alan Turning, Sir Tim Berners-Lee and George Boole.

Assessment

Students are assessed on an ongoing basis in lesson with mini targets. At the end of year 9 students sit a one hour written paper based on computer science in the hall.

Organisation of groups

Students are taught in tutor groups.

HISTORY

GCSE Nazi Germany (Unit 4 – Life in Nazi Germany)

In this topic pupils will briefly study the rise of Adolf Hitler before looking in depth at the lives of women, children and minorities in Hitler's Germany between 1933 and 1939. This topic covers content from the GCSE Weimar and Nazi Germany unit and is intended to be an introduction to GCSE History prior to Year 9 option choices.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through at least one written assessment based on GCSE-style questions and regular assessment of their exam practice. The content and skills in this topic will also be assessed in GCSE examinations at the end of Year 11.

GCSE American West (Unit 1 – The Early Settlement of the West)

In this topic pupils will study the lives of the Plains Indians and how their world was changed by the settlement of migrants from the United States of America. They will also study the early problems of law and order in the 'Wild West.' This topic covers content from the GCSE American West unit which will continue, for those who choose it as an option, into Year 10.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through at least one written assessment based on GCSE-style questions and regular assessment of their exam practice. The content and skills in this topic will also be assessed in GCSE examinations at the end of Year 11.

GEOGRAPHY

GCSE Hazardous Earth

In this unit pupils will learn about climate and climate change in the past. This leads on to a study of tropical cyclones and how they form. They will then focus on plate tectonics and their effects on the human and physical environment.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through three written tasks that will test their understanding of the environment and sustainability, their geographical skills and their ability to complete a geographical enquiry.

GCSE Development Dynamics

In this topic pupils will learn about measuring development and inequality between different countries before looking at barriers to development. They will then study globalisation and how trans-national companies operate across the globe.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through three written tasks that will test their understanding of the environment and sustainability, their geographical skills and their ability to complete a geographical enquiry.

RELIGIOUS EDUCATION

Happiness

In this topic pupils will look at the concept of happiness and what moral, spiritual and material things can bring us happiness. They will study the Sikh concept of Sewa, study the Dalai Lama's thoughts on how helping others will help to bring our own happiness and the scientific study of positive psychology.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through a written task that will determine their ability to evaluate critically the religious and worldviews that they have studied in this topic.

God

In their final RE topic, pupils will learn the different religious and worldview arguments for and against the existence of God and will have the opportunity to critically respond to these.

Pupils will be assessed by an end of unit test that will assess their level of knowledge. They will also be assessed through a written task that will determine their ability to evaluate critically the religious and worldviews that they have studied in this topic.

DESIGN

The Design department at CDC offer a broad range of subject at Key Stage 3. We combine practical and theoretical tasks, design development skills and creative thinking to design and make exciting products to meet individual needs.

We teach our pupils how to design products to develop their own quality of life, looking to the future and allowing each individual to see how they can become innovators of design whilst also being aware of their environment and the planets need for sustainability.

Food Technology

Year 9, Food and Nutrition, begins to focus more closely on the theory behind how food is grown, how dishes are manufactured and developed and how we can tailor our dishes to the needs of others. We also begin to look at some of the theory from the GCSE Food Preparation and nutrition schemes in readiness for Year 10.

Product Design

In Product Design students work with CAD CAM technology to develop their understanding of the world of industry and how technology can design and crate or ideas with us. Examples of projects from year 9 include Smart Photo Frames. Students learn about how out lasers cutters work and then principles needed to ensure a smooth design and manufacturing process.

Resistant Materials

In Resistant Materials pupils spend time getting their hand on tools and hard materials to create a variety of different products using wood and plastics. In Year 9 pupil's progress to learning how to manipulate man made fibreboard through the medium of Bookends, concentrating on joint development.

Graphic Design

In Graphic Design we focus on the fundamentals of drawing throughout Key Stage 3. We focus on presentation, 2d 3d and perspective drawing, both by hand and how to develop drawings for industry using CAD. We investigate the design process and how the notion of developing ideas can ensure a final design always meets the needs of the user.

Art

As students' progress through Key stage 3 in Art, they explore and develop a variety of key skills and in Year 9 the students produce one main self-portrait, showing the development of their drawing skills throughout. Students follow a GCSE styled scheme of work as they make sketchbook presentations of their research of several key artists from the last 100 years including wire sculptors; graphic designers; abstract painters and photographers.

Textiles

In Textiles students learn about the different types of fabrics and their suitability for different circumstances. They will use sewing machines in all the projects in KS3 developing their skills through a variety of applications. In Year 9 students have the opportunity to design and make their own bag. They will experience pattern cutting and a variety of construction techniques, including how to make pockets and insert a lining.

Organisation of groups

Pupils are taught in smaller mixed ability groups for Design.

MODERN FOREIGN LANGUAGES

Overview

As an innovative department we are constantly developing. We create our own resources and do not follow a specific text book. This enables us to tailor make resources and differentiate our teaching to meet the needs of individual students. Students are taught in mixed ability tutor groups in half year populations allowing us the flexibility to adapt our teaching. This enables us to ensure that our students make good progress and have a real sense of achievement after every lesson.

A range of teaching methods are used to engage and challenge learners and to promote independent learning. Target language is used in all lessons and phonics sounds are systematically taught throughout the key stage.

Equal emphasis is placed on - Listening, Speaking, Reading, Writing and Translation.

A range of resources to support learning are available both in classrooms and in the library. We subscribe to several languages learning websites for example linguascope and, which students are able to access from home and via tablets/phones. Students are also provided with further links to recommended websites.

We are committed to activities outside the classroom. Individual advice and tuition is available at lunchtimes and an after school French club provides additional support. Students also have the opportunity to watch and study notable films from French cinema.

Students are encouraged to discover, discuss, debate unfamiliar lifestyles, and to give their own understanding of the world around them.

Assessment

In language lessons, students will:

- Read and listen to spoken and written forms of the language in the classroom and beyond drawn from a range of materials including some from authentic sources.
- Communicate in the target language individually, in pairs and in groups, expressing themselves and responding in various situations and on a variety of topics.
- Learn and use a range of vocabulary and apply grammatical structures of the target language.

Students are continually assessed within languages lessons, using both formative and summative assessments and students regularly use self and peer assessment in class. Summative assessments usually take place at the end of each unit of work. We regularly give detailed feedback to students regarding their achievement and communicate to students what they need to do to make further progress in their learning.

Year 9 Topics

Students currently start following the AQA GCSE scheme of work. Topics include
-Multi media: the internet, social websites
-Describing others
-Organizing going out: accepting/refusing, saying how it went
-Healthy Lifestyle: food and drink, body parts, sport and activities, resolutions to keep healthy
-Jobs/career: jobs/ skills, future plans, future studies.
-Holidays: destinations/countries.

MUSIC

Overview

Students will experience the creativity of music through performing, composing, listening and appraising. We are dedicated in enabling students to build skills and enthusiasm in all these key areas. We will challenge our students to perform, compose, listen and appreciate in a range of styles, including classical, popular and world music. Music appreciation will stimulate students to confidently discuss the works of professional artists, as well as evaluating their own work. Students will be taught musical notation and theory to support their practical work. The Key Stage 3 course will lay the foundations for further study in GCSE Music.

Students will be encouraged to take up individual singing or instrumental tuition on any instrument with one of our 10 visiting peripatetic music teachers. The music department offers a range of extra-curricular opportunities, e.g. Junior and Senior Orchestras, Singing Group and Musicals. More advanced Key Stage 3 students will be invited to join the more advanced senior groups. Pupils perform in college concerts as well as participate in local competitions and festivals.

Assessment

All pupils receive one hour of classroom music per week as part of the curriculum. A different unit of work is taught every half term. Pupils are taught in their form groups and are assessed on an informal basis throughout every lesson, leading to a formal assessment at the end of each unit of work. The criteria to be assessed, is always shared with the pupils and immediate feedback is given. Discussion and peer assessment are regularly included. All topics learnt at KS3 encompass the key skills of performing, composing, listening and appraising.

Course breakdown

Reggae – History of Reggae from the 1960s onwards. Performing & composition tasks.

Chords and harmony (2) – variations over a chord sequence

Songwriting – analysing many songs to then compose a song.

Year 9s got (Musical) talent – pupils to produce a performance of music of their own choice.

Organisation of groups

Pupils are taught in their tutor groups.

PHYSICAL EDUCATION

Course Overview

Pupils will build upon and embed the physical development and skills learnt in Key Stage 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

They will understand what makes a performance effective and how to apply these principles to their own and others' work.

They will develop the confidence and interest to get involved in exercise, sports and physical activities outside of school and carry this forward into adult life; appreciating the long-term associated health benefits of an active lifestyle.

Course Breakdown

Pupils will be taught to:

•use a range of tactics and strategies to outwit opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rugby]

•develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

•perform dances using advanced dance techniques in a range of dance styles and forms

•take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

•analyse their own and others' performances and demonstrate improvement to achieve their personal best

•take part in competitive sports and activities outside of school through community links or sports clubs

Assessment

All pupils will be assessed practically using the 1-9 AQA grading criteria. Such teacher assessment will be moderated both internally and externally.

Organisation of Groups

All pupils will be taught in their tutor groups unless a specific activity lends itself better to split sex or ability groupings.

All year groups will study the same breadth of sports to ensure we maintain an inclusive curriculum and provide pupils with the best opportunities to succeed. Our schemes of work are therefore designed to ensure all pupils are taught in accordance with their ability levels and not simply which year group they are in.

PSHEE

Course overview

PSHEE prepares our young people to be thoughtful citizens in a globalised world. Students engage with a wide range of contemporary issues and learn how to listen and empathise with others.

Course breakdown

Students have one lesson a week. The units studied are:

- Emotional Wellbeing
- Careers Education, Information and Guidance
- Relationship and Sex Education
- Influences and Risks
- Human Rights

Assessment

Unit success criteria are reflected upon throughout the year. Class discussion and questioning enables staff to assess the understanding of students. Anonymous questionnaires allow students to freely share their opinions and views after a unit has been completed.

Organisation of groups

Students are taught in tutor groups by their class tutor.