

INTRODUCTORY PAGE

Welcome to Wilmslow High School.

In 2009-2010, the Year 9 curriculum at Wilmslow High School has the following organisational structure:

Curriculum Organiser	Subjects	Periods (30 x 50 minutes)
Individual Development	P.E. Art Music Drama R.E. PHSCE	3 2 1 1 1 Theme Days and Tutorial Programme
Multiliteracies	English Mathematics ICT Modern Foreign Languages (2 nd Language)	4 4 Across the Curriculum 3 1 (outside the core day)
Global Communities	Geography History Business Studies and Enterprise	2 2 Across the Curriculum
Empiric Enquiry	Science Design and Technology	4 3

Subjects are grouped together in these four Curriculum Organisers in order that students develop an understanding of the interrelationship between the knowledge and skills developed in each of these key areas of learning.

Although many courses link the knowledge and similar skills within an area of learning we encourage students through 'Organiser Events' to see that there are links between the four areas.

In Year 9 all students have the opportunity to study all subjects within the 'Organisers'. As students develop we increasingly personalise their courses aiming to meet the needs, ability and interests of the students.

As a Sports College we believe all students should be healthy, safe and enjoy their education at Wilmslow High School. Although sport is very important to us it is also a catalyst to quality and success across the curriculum. We intend, with you, to ensure your child achieves and makes significant progress whilst at Wilmslow High School. Further details about each curriculum area are available on our website.

This booklet contains a description of the courses your son or daughter will be following this year. It should be a guide to you in terms of courses, how the work will be assessed and the homework requirements. Please discuss the contents of this booklet with your son or daughter. This year is particularly important as choices will have to be made about courses to follow at Key Stage 4 next year and the National Curriculum Tests in English, Science and Mathematics take place. Whilst all teachers will make every effort to enable your son or daughter to gain success in the Tests, your support at home would be very much appreciated – please encourage your child to practice questions and revise thoroughly before the Tests in May 2007. Teacher assessments in most other subjects will also be made providing a clear picture of your child’s progress at Key Stage 3. It is through the partnership of student, school and home that success can be achieved. All students should try to get the most out of this school year by participating fully in the wide range of opportunities and activities school has to offer and working hard in all lessons to achieve their full potential. If at any time you wish to discuss your son or daughter's progress please contact the appropriate Head of House.

Bollin House : Mr I Tatlock

Harefield House : Mr S Fox

Thorn Grove House : Mrs A Harris

Norcliffe House : Mrs P George

Alternatively, if you wish to discuss the present contents of the curriculum and share ideas for its future development, then please contact me.

Dr J. Pullé

Deputy Headteacher (Curriculum Development)

Physical Education - Year 9

A Sports College Perspective

What are we aiming to achieve?

The Sports College Team at Wilmslow works to a programme that aims create personalised learning pathways for students to enable students them to:

- develop their capacity to engage in physical activity.
- become physically competent and confident young people
- make links between different types of physical activity
- be challenged in a different way through the provision of a sporting context that inspires and engages them
- express and communicate ideas, solve problems and overcome challenges in imaginative ways
- include regular, safe and enjoyable physical activity
- encourage the development of personal attributes – interest and enthusiasm, cooperation and competition, responsibility, initiative, organisation and presentation, determination, self-confidence, and to enhance good social and sporting attitudes.
- promote awareness and understanding of physical fitness and its contribution to general health through participation in physical activity.

What is the programme of learning?

In Year 9 students will have three 50 minute PE lessons per week. After Year 7 and 8 students will be assessed and placed into a pathway that suits their ability and sporting preferences. The three pathways are described below with estimated percentages of student take up for each pathway.

10 – 20% Pathway 1: Performing at Maximum Levels:

- Students will follow a diverse curriculum including modern and more traditional activities.
- Activities include Netball, Rugby, Hockey, Football, Tennis, Cricket, Rounders, Trampolining, Softball, Handball, Athletics
- Students most likely to choose accredited courses at KS4.
- Students will become competent leaders in a variety of different roles including officiating and coaching.

50 – 60 % Pathway 2: Accurate Replication and Outwitting Opponents

- Students will continue to follow a progressive and engaging course building on work in Year 7 and 8
- Students will develop their tactical awareness and ability to make and apply decisions under pressure.
- Activities include Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletics, Boxing, Trampolining, Problem Solving, Aerobics/Fitness Suite

10 – 20 % Pathway 3: Exercising Safely and Effectively to Improve Health and Wellbeing

- Students will participate in new and varied activities aimed at engaging them in sport for life.
- A course designed for students who are not inspired by the traditional curriculum

- Activities include HRF, Marital Arts, Ultimate Frisbee, Yoga, Swimming, Boxing, Trampolining

All students will complete Health Related Fitness Units which will be tailor-made to suit their individual fitness levels and understanding of health and well being. All students will be offered leadership opportunities including the chance to participate in the UK Sport Level 1 Leadership Award. The curriculum is designed to help students make informed decisions about their Physical Education route at KS4 and to engage all students in physical activity while teaching them the benefits of healthy active lifestyles.

How can homework support this learning?

In Year 9 it is rare that students will be set homework in PE. They will be encouraged to work on their personal health related fitness targets throughout the year and will be expected to attend at least one extra curricular club of their choice each week. From time to time students will be asked to carry out mini investigations.

What resources can support this learning?

Students are required to wear the full PE kit for their safety and to allow them to perform to their best. Appropriate footwear is also very important with 'sports' trainers with laces preferential to fashion or velcro fastening trainers. Where possible students are encouraged to wear football/rugby boots for the respective sports and to wear astro turf trainers and shin pads for hockey. No jewellery is permitted to be worn for PE lessons and therefore students are encouraged not to wear their jewellery on PE days. To make sure no student is encouraged to take part in PE when they are not fit to do so parents/guardians are requested to write a note in the child's planner and sign and date it with detail of the reason that their son/daughter is not fit to take part in PE. Students are still expected to bring their PE kit to school with them and get changed if possible, to allow them to take an active part in the lesson without performing, and to protect their uniform during outdoor lessons.

What extra opportunities to learn are available?

Students' learning in PE is supported by a wide range of out-of-hours school sport. The school sport programme is designed alongside the curriculum so that the two are complementary. All abilities are welcome and students are encouraged to attend practices and clubs irrespective of ability or previous experience. For our more competitive students we host inter school and intra school competitions and students play representative fixtures in hockey, netball, rugby, football, rounders, tennis, athletics, badminton and trampolining and cross country. In addition there are Inter-House tournaments and opportunities to take part in clubs such as gymnastics, outdoor pursuits, boxercise, street dancing and cheerleading. The main aim for students of all abilities is to find an activity that they can gain satisfaction from and enjoy participating in.

In a wider context Wilmslow High School is a hub for community sport and many sporting opportunities exist outside of school hours for students to develop their skills further and play at club level.

How are students grouped?

Students are taught in ability set groups. Pathway 1 students will be taught in mixed sex groups. Pathway 2 and 3 students will be taught in single sex groups.

How do we assess progress?

Students are assessed according to National Curriculum Levels which are displayed in the sport areas of school and can be provided on request. Students complete core tasks at the start and end of each unit of work to monitor progress and to allow personalised target setting. Assessment is internally standardised and moderated within the PE team. Our aim is for all students to know what level they are working at in different areas and know what they need to do to improve. Students also have many opportunities to assess themselves and others through self and peer assessment, developing skills of analysis and improvement and sensitive communication.

What websites do we recommend?

For more detailed information about the new PE curriculum please visit Curriculum in Action website at

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/physical-education/index.aspx>

Art - Year 9

What are we aiming to achieve?

Confident and independent students who enjoy making connections between their own work and art in the world around them.

What is the programme of learning?

Students undertake three main class projects, which extend and develop knowledge and application of techniques and media. Students complete three projects over the year each of which produces an individual outcome e.g. 'Gaudi' focuses upon the construction of a suitably decorated tower. All projects incorporate the study of suitable artists, designers and craftspeople to give students a 'global' dimension to their work. All students will make a folder to contain class work.

How can homework support this learning?

This is done in the students' sketchbook once fortnightly. Homework takes a variety of different forms including practical skill developing tasks, collection of materials or researching an aspect of art, craft or design. Opportunities to develop ICT skills and independent learning will be included. All homework is designed to relate directly to work in class. The sketchbook provides an essential, visual record of students' attainment and progress through the key stage.

What resources can support this learning?

Students are expected to have a sketchbook, pencil and pencil crayons. Access to a computer is desirable.

What extra opportunities to learn are available?

The Art area is made available most lunchtimes to enable students to do extension work, homework or catch up on work missed for any reason. Staff are available to offer help and advice. There are also numerous activities provided through the Arts Xtra programme.

How are students grouped?

Students are taught in mixed ability groups.

How do we assess progress?

According to National Curriculum Target and level descriptors. Students are assessed throughout a project and given a level at completion.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at www.artcyclopedia.com

Music - Year 9

What are we aiming to achieve?

In music, we aim to provide students with the opportunity to develop performance on both musical instruments and voice, develop listening and aural perception skills through practical activities such as composition & performance and to develop their creative skills through composition. Through these activities we hope to give students a means of self-expression, develop self-esteem and give students an understanding of other cultures (both past and present).

What is the programme of learning?

Students will follow a syllabus in accordance with the demands of the National Curriculum. Each student will actively participate within the main components of the curriculum for music – Performing, Listening & Appraising and Composing (PLC).

The schemes of work, which are planned as half termly projects including:

- v The Blues – historical study of the genre culminating in students recording their own blues song
- v Theme and variations
- v Arranging and remixing
- v Hip-Hop – cultural study of the genre culminating in students recording their own rap

A wide variety of teaching techniques will be employed as students work individually, in pairs, small ensembles and as whole class activities, and careful much attention will be given to differentiation to allow for all levels of ability and musical experience.

How can homework support this learning?

Homework will be issued in support of classroom work and will be in a variety of forms, for example, research, simple composition, learning of notation. This year the music team will begin trialling the use of the schools virtual learning environment (VLE) that students can access from home computers to complete homework

What resources can support this learning?

Use the school's website to access a range of resources to support the teaching and learning of music.

What extra opportunities to learn are available?

The music team offers a wide range of extra-curricular opportunities through the Arts Xtra programme. These include the junior orchestra and choir where opportunities will be made to perform at school concerts throughout the year.

How are students grouped?

Students are taught in mixed ability classes

How do we assess progress?

Continual assessment will take place throughout the half termly project using the curriculum team's 'PLC' assessment for learning programme.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding should be encouraged to play musical instruments and gain opportunities to perform through either the school's ensembles or through forming their own groups. We would also encourage all students to broaden their musical horizons through listening to a range of musical styles (not just their favourite!).

Drama - Year 9

What are we aiming to achieve?

The Year 9 Drama curriculum is based upon developing and assessing student's progress in the three essential areas of Making, Performing and Responding in Drama. The Key Stage 3 Drama curriculum has been designed to introduce and sustain the continual assessment of students according to the Drama Assessment Level descriptors published by the Arts Council.

The purpose of Year 9 is to offer an insight towards the quality and standard of work that would be explored if students opted for GCSE Drama in Key Stage 4.

What is the programme of learning?

By the end of Year 9 all Students will have experienced and developed the necessary Drama skills in order to be able to:

- Devise Dramas in various forms, based on a range of challenging issues and themes
- Give and accept suggestions and ideas during the rehearsal process
- Make plays which employ symbolic representations or effects to communicate meaning
- Create and represent clearly defined characters from the written word, add depth and consider motivation

Exploring a variety of themes students will devise and perform their own work. In addition, students will be given the opportunity to develop their script writing skills as well as perform published scripts.

How can homework support this learning?

Due to the practical nature of the course homework will be issued, when appropriate, in support of the practical work and may involve research of a theme, script writing and/or rehearsal of practical work for an assessed performance.

What resources can support this learning?

Students explore a varied curriculum that is supported by a diverse range of stimuli including, projections, film footage, scripts and music/sound effects. Due to the very practical nature of the subjects the students will require access to writing implements and paper but not on a weekly basis.

What extra opportunities to learn are available?

Students will be given the opportunity to take part in school productions. They will also be encouraged to join the Year 9 Drama club 'Cloud 9' which takes place every Wednesday after school.

How are students grouped?

Students in Year 9 are presently taught in mixed ability groups.

How do we assess progress?

Whilst Making, Performing and Responding in Drama all Year 9 students will be encouraged to reflect upon their own work and evaluate their progress through Drama

levels within the curriculum. Students will have an understanding of their own attainment and level in Drama and are encouraged, with guidance, to actively involve themselves in individual target setting and the setting of realistic but challenging personal goals.

The target attainment level on completion of Year 9 is Level 7.

What websites do we recommend?

Initial Teacher Education: English – Topic: Drama in Secondary School www.ite.org.uk

Religious Education - Year 9

What are we aiming to achieve?

Through Religious Studies, students are encouraged to:

- analyse, interpret and evaluate both religious and non-religious worldviews, questioning their own views and those of others
- understand and respond critically to the moral issues that permeate everyday life, contributing to students' spiritual and moral development and to their growing confidence, sense of freedom and responsibility
- philosophically consider, discuss and reflect upon issues of difference, similarity and meaning, strengthening their independence and helping them to develop a healthy sense of identity

We aim to develop the skills of reflection, debate and analysis, through the objective, open and systematic study of religious, philosophical and ethical issues.

Religious Studies is a compulsory subject in the curriculum and all schools are legally obliged to teach it. Instead of a nationally agreed syllabus, local schools agree a syllabus to follow between themselves. Wilmslow High School follows the Cheshire Agreed Syllabus.

What is the programme of learning?

In Year 9, students follow the AQA Ethics, Philosophy and Religion in Society GCSE (Short Course). The Unit title is 'Religion and Life Issues', and this comprises the study and application of sacred texts and teachings to the following topics:

- Animal Rights
- Planet Earth
- Prejudice
- Early Life
- War and Peace
- Young People

This unit encourages candidates to reflect upon religion and life including animal life and environmental issues, prejudice, the right to life, war and peace, religion and young people. In the examination candidates will be expected to illustrate their answers with reference to relevant examples in relation to the issues raised, and to make appropriate references to religious stories, teachings and practices that they have studied.

Some students will choose to sit the GCSE (Short Course) examination at the end of Year 9, gaining a GCSE qualification at the beginning of Year 10. This does not take up an option pool. The option for Students wishing to continue with Religious Studies in Year 10 is that they complete a further single module in one year that would 'top-up' their current Short Course GCSE to a Full Course qualification.

This course involves:

- A personal response from students
- Exploration of the responses of two religious traditions

How can homework support this learning?

Homework will be set fortnightly; tasks will range from internet research to gather further information on a topic to extended writing and GCSE (Short Course) examination questions to consolidate learning.

What resources can support this learning?

We actively encourage students to read around the subject and to conduct their own research into different aspects of the major world religions. Additionally, we suggest that students follow the news and current affairs to broaden their knowledge of topical moral and ethical issues.

What extra opportunities to learn are available?

There is a debating society for students in Years 7, 8 and 9, offering the opportunity for students to develop their skills of critical analysis, as well as their public speaking and confidence.

How are students grouped?

Students in Year 9 are presently taught in mixed ability groups.

How do we assess progress?

Assessment will take place throughout the course in order for all students to have full knowledge and understanding of their progress against the GCSE criteria. This assessment contributes to the discussion between teachers, parents/guardians and students regarding whether the student will sit the GCSE (Short Course) examination. All students will be given the opportunity to sit the GCSE short course examination at the end of this academic year.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.whodowethinkweare.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.reonline.org.uk/>

Personal Health and Social Citizenship Education - Year 9

What are we aiming to achieve?

PHSCE teaching at Wilmslow High School pulls together three separate National Curriculum subjects and areas of learning which aim to achieve the following:

1. PSHE Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. It covers the topics of identity, healthy lifestyles, sex and relationships education and drugs education.
2. PSHE Economic Wellbeing aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Young people will develop their knowledge of careers, enterprise and personal finance.
3. Citizenship equips students with the knowledge, skills and understanding to play a role in public life. They will develop their knowledge of their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action.

What is the programme of learning?

Students will learn PHSCE in two discreet ways:

- Within their form, twice a week during morning registration time.
- During the four PHSCE days which will take place during the year

The year's learning is structured as follows

Term	Form tutor topic	PHSCE Day Topic
Autumn	Parliament and democracy	Careers
Spring	Sex and relationships Education	Day 1 – Parliament and representation Day 2 – Sex and relationships education
Summer	Human Rights	First Aid

How can homework support this learning?

PHSCE does not have a formal allocation of homework. Nevertheless, at times students will be asked to complete certain pieces of work or research topics away from the classroom. This ability to self manage and carry out independent research and thought is extremely important for the students individual development, especially since much of the in-school PHSCE work is team and discussion based.

What extra opportunities to learn are available?

At school students will have numerous opportunities to build on their understanding of the topics and skills delivered as part of the PHSCE curriculum.

- PSHE and Citizenship themes are part of the teaching and learning of a number of other subject areas.
- Students will develop their knowledge and skills through involvement in a wide range of the school's Xtra activities.

How are students grouped?

Students are taught in form groups.

How do we assess progress?

Students progress is self-assessed at the end of each unit of work and at the end of the year, form tutors will report students progress based on their work in form tutor sessions and on PHSCE days.

What websites do we recommend?

The relevant pages of QCA's secondary curriculum websites pages can be found at:

PLTS: <http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts/index.aspx>

PSHE Personal Wellbeing: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/personal-wellbeing/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/pshe/personal-wellbeing/index.aspx%3Freturn%3D/key-stages-3-and-4/subjects/pshe/index.aspx%253Freturn%253D/key-stages-3-and-4/subjects/index.aspx>

PSHE Economic Wellbeing: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/ewfc/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/pshe/ewfc/index.aspx>

Citizenship: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/citizenship/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/citizenship/index.aspx>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.channel4learning.com/support/websites/pshe.html>

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

English - Year 9

What are we aiming to achieve?

During Year 9 the English course consolidates and builds upon the experiences and skills acquired so far, leading to the award of a National Curriculum level at the end of Key Stage 3 and the opportunity to take the AQA Functional English qualification. The student's understanding and use of language is extended in order to provide a firm foundation for the GCSE courses, which are to be followed in Years 10 and 11.

What is the programme of learning?

The core of the year's work is organised into six areas of study, each of which has a different focus. Guided reading activities are also built into the course at regular intervals and students have the opportunity to produce a range of texts including websites. The Shakespeare play unit is designed to encourage students to engage effectively with the text whilst preparing them for a controlled test to build links between Key Stages 3 and 4.

AUTUMN TERM

Unit 1: Prose text

Students participate in a variety of written, speaking and listening activities based around a substantial prose text. They are assessed on a piece of extended writing which gives a critical response to the characters, themes, structure and style of the text and explores the author's purposes.

Unit 2: Narrative – Travel writing

Students analyse examples of travel journalism drawn from a range of media and of literary travel writing. They are assessed on their ability to analyse these styles of presentation and to write about a place of their choice using similar techniques. In addition, they create their own website on a location of their choice.

SPRING TERM

Unit 3: Shakespeare play

Students study a play and explore the issues raised whilst developing an understanding of the dramatic techniques used by Shakespeare. They participate in a variety of spoken and written activities and explore key scenes, learning how to analyse themes, empathise with characters and consider the staging in preparation for their controlled test which is an essay written under examination conditions.

Unit 4: Functional Skills/ Reading for pleasure

Functional Skills is about providing students with speaking, listening, reading and writing skills they will need to participate in society and employment. Students have the opportunity to express themselves creatively and imaginatively in a range of activities. Students will then sit the AQA Functional English examination. Following the examination students will embark on a *Reading for pleasure* initiative where they will read a wide range of fiction and non-fiction of their choice.

SUMMER TERM

Unit 5: Public Speaking

Students work to produce a five-minute speech, which seeks to persuade an audience to their chosen view. The unit culminates in a competitive event in front of a wider audience. Students are assessed on their spoken contributions to the preparation and delivery of their speech.

Unit 6: Moving image media

This unit provides students with the opportunity to study a film and learn how to analyse the techniques used by directors in creating meaning. They are taught media vocabulary to assist in analysis as well as addressing issues relating to audiences and representation.

How can homework support this learning?

Homework is set twice a week and will include a range of activities involving writing, reading and speaking and listening.

What resources can support this learning?

We advise all students to read a wide range of texts, both fiction and non-fiction. Reading a quality broadsheet newspaper can also help to develop a student's awareness of writing styles.

What extra opportunities to learn are available?

There are a variety of extra curricular clubs available to students including the successful podcast club, *Highlife*. In addition, we often arrange educational visits during the year. In the past we have visited the theatre and had writers come into school.

How are students grouped?

The students are grouped in two bands. Band 1 students are the highest ability within the year group and Band 2 students are mixed ability.

How do we assess progress?

Continuous assessment operates for all students through comments and levels given by the teacher for spoken and written work and reading skills at the end of each unit. The student's progress in relation to National Curriculum attainment targets is recorded and monitored. After the Public Speaking unit has been completed, a final teacher assessment level for the work completed in Years 7 to 9 is determined. This level is reported to QCA as a final teacher assessment for Key Stage Three English.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.bbc.co.uk/schools/Key Stage 3bitesize/english/>

For students looking to make links between Key Stage Three and GCSE a good website to visit is:

<http://www.englishbiz.co.uk/>

Mathematics - Year 9

What are we aiming to achieve?

- To enable students to develop a positive attitude to Mathematics.
- To promote students' confidence in their mathematical ability, allowing them to experience enjoyment and pleasure through their achievements at their own ability level.
- To help develop students' imagination and initiative through problem solving.
- For all students to reach as many of the Key Stage 3 strategy key objectives for Year 9 as possible
- To encourage students to be self-motivated whether working independently or in a group.

What is the programme of learning?

All students follow a course based on the Key Stage 3 National Strategy – more details at

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/mathematics>

- The syllabus is structured on the National Curriculum and the National Strategy Framework for Mathematics and supported by text books matched to ability.
- The subject is taught through teacher-led discussions, with individual and group activities occurring on a regular basis.
- We are currently investigating new textbooks and resources for Year 8 and Year 9
- Teachers use interactive whiteboards in their lessons.
- Students in top sets will participate in the Intermediate Mathematics Challenge, others may take part by request.

How can homework support this learning?

- Homework is set twice a week for 40 minutes in line with the school's homework timetable.
- Homework can either be a continuation of work started in class, new work to consolidate ideas discussed in class, or revision for a test. Often teachers will go through homework in class to highlight the key learning points and to help students who found it difficult. Because of time pressure this is not always possible and students who need additional help should feel free to ask to see their teacher after school or during lunchtime support sessions

What resources can support this learning?

Students are expected to have the following equipment:

- Pen, pencil, ruler, rubber, compass and protractor/angle measurer, all of which can be purchased from 'The Printworks' in school.
- A calculator is essential and students must bring one to every lesson. We recommend students purchase the Scientific calculator available from 'The Printworks'. Students who are unable to afford a calculator can be provided with one free of charge.

What extra opportunities to learn are available?

- Students in extension groups will participate in the Intermediate Mathematics Challenge; others may take part by request.
- The department subscribes to an online service called MyMaths. All students are issued with a general login and password for this site as well as a unique login and password so that they are able to complete tasks outside of the classroom either as homework, as revision or to supplement the work being studied at the time. Teachers are then able to monitor the work that has been completed.

How are students grouped?

- Students are placed in sets according to their attainment in Year 9. There are six sets in each half-year group. The department's programme of study is designed to carefully match the level of the work to the core ability of the students in each group, whilst providing support and extension where relevant. Groupings of students are formally reviewed on a twice-yearly basis.

How do we assess progress?

- For Y9 students we are currently developing short unit tests to be set at the end of fortnightly units.
- The department also has a twice yearly assessment that is done formally. At the end of Year 9 we formally assess the level a student has reached in mathematics and report this to external education bodies. These assessments are taken very seriously and a lot of work is put into preparing for them.
- A similar assessment is used part way through the year to measure interim progress since Y8. These assessments often form the basis for setting reviews, along with teacher assessment.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Mymaths website which is www.mymaths.com

Presently the login for this site is **wilmslow** and the password is **ellipse**. The password will change annually from September 2009.

Information and Communications Technology - Year 9

What are we aiming to achieve?

ICT is an essential skill for all of us in the 21st century. As such, the use of ICT to support and empower learning has become increasingly important over recent years. In year 9, students will learn to apply ICT skills to solve a range of problems in a variety of scenarios using different ICT tools and skills

What is the programme of learning?

ICT capability is characterised by an ability to make effective use of ICT tools to search, analyse, refine, process and present information as well as to model, measure and control events.

All curriculum areas make use of ICT and therefore many aspects of the course are delivered through the curriculum. During year 9 skills will be developed and applied through a range of different subjects as outlined in their course descriptions. Some examples are:

Curriculum Area	Application of ICT
Modern Foreign Languages	Multimedia presentations will be produced in French and German.
History	Effective use of ICT will be made to search for data and information sources.
English	Presentation software will be used to produce informative leaflets which are aimed at different audiences.
Science	Spreadsheets will enable students to model the effect of different variables such as light and heat.
Mathematics	Data will be more efficiently handled and presented using database software.

What resources can support this learning?

Access to a computer at home is not essential as the school provides access to computer facilities before and after school, as well as during lunchtimes. From time to time, students may find it useful to have a USB memory stick. These can be purchased from the school resources shop ('The Printworks')

What extra opportunities to learn are available?

During the year, the ICT Team runs a number of after school activities to provide students with the opportunity to learn and develop additional skills which are not taught as part of the curriculum. These include computer animation, webpage design and computer programming.

How do we assess progress?

A number of ICT related tasks will be completed by students throughout the year as part of their studies (including PHSCE). At the end of year 9, all students will also complete an ICT assessment. This assessment, along with other work will be used by the ICT team to assess overall progress during KS3.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Teach ICT website: <http://www.teach-ict.com/>.

German and French - Year 9

What are we aiming to achieve?

We hope that all students are confident learners and have a firm foundation for the study of a language to GCSE level or beyond. Furthermore, all students have the opportunity to continue their study of Spanish in addition to their first language.

What is the programme of learning?

All students will continue to follow the 'Expo' or 'Logo' course Stage 2. All sets will have 3 lessons per week. Topics visited during the year will include food and eating out, holidays and going out. A knowledge of the language and culture of the country studied will be developed based on the principles of the Key Stage 3 strategy.

Students will continue to improve their skills in listening, speaking, reading, and writing in the foreign language, with the emphasis being on effective communication and in particular preparations for GCSE related tasks. For example, some will be able to complete a piece of writing course work and/or a speaking task which can contribute to their GCSE. Everyone will also have the opportunity to make effective use of ICT and will be encouraged to become more independent in their learning. This might involve researching a holiday destination and producing a brochure or researching French or German regional foods and creating recipes all in the target language. By the end of the year, most students will be working between National Curriculum levels 4 - 7 and will be able to use different tenses and express opinions. Some will be working at foundation GCSE level

How can homework support this learning?

Homework will be set twice a week and will involve a variety of tasks, for example, preparing a short presentation, researching tasks or practising grammatical points. A crucial part will involve the learning of vocabulary. Test marks for this are recorded on a chart in exercise books.

What resources can support this learning?

Students appreciate help from parents especially with learning which can be done even if parents have no previous knowledge. Using the websites listed below as extra practice will also be useful

What extra opportunities to learn are available?

The websites identified below provide students with recordings of French and German speaking, while school-produced resources and activities can be accessed via the school website.

How are students grouped?

Students are grouped in sets 1 – 5 according to the ability they have demonstrated during their language studies in previous years.

How do we assess progress?

Students will be continually assessed throughout the year completing a series of tasks to compare and measure individual progress. At the end of the school year there will be a formal examination to assess all skill areas.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.klar.co.uk

www.atantot.com

www.atantot-extra.co.uk

www.zut.org.uk

www.gut.languageskills.co.uk

www.languagesonline.org.uk

www.linguascope.com

Some sites are password protected but are available from the MFL team.

Geography - Year 9

What are we aiming to achieve?

The Year 9 course aims to achieve the development of various geographical skills, the understanding of the world around us, different cultures, places and issues. To develop in all students, especially those not taking the subject at GCSE, a life long interest in geographical issues, such as, the Local Environment, World Development and Global Climatic Change, as well as an ability to read maps in all there various forms.

What is the programme of learning?

Students will continue to develop skills, knowledge and understanding established in Year 7 & 8.

Unit 9 – Hazards and Natural Environments

In this unit students investigate hazards, such as, earthquakes and volcanoes, their causes and effects on the environment and people. Also studied are ecosystems and how physical and human processes combine to affect them.

Unit 10 - Tourism

Students look at the types of tourism and its geographical distribution and impact as an example of an economic activity and the impact of change.

Unit 11 - World Development

Students study the problems faced by various developing countries such as trade, population pressures and industrial development. These problems are placed within a global context through an investigation of issues of aid, Third World debt and attempts to reach agreement about new rules for world trade.

Unit 12 - Japan

This unit consists of a detailed study of Japan, its physical features, life style, and resources. Japanese industry is investigated from rice farming to nuclear power and, in particular, Japan's interdependence with other countries and environmental issues.

How can homework support this learning?

Quality and varied homework tasks are set, including, for example, some of the following: Worksheets, learning for short tests, newspaper reports, research, 3D models and ICT. Homework is strictly as per the school's current policy.

What resources can support this learning?

Geography at the Movies Clips (<http://www.gatm.org.uk/>), text books available from the LRC.

What extra opportunities to learn are available?

Jaguar factory visit.

How are students grouped?

Mixed ability classes.

How do we assess progress?

Regular assessment of class work and homework takes place throughout the year. An examination in the autumn term on the work covered so far. An end of year examination in the summer term on all the work covered.

During Year 9 students are introduced to coursework related to National Curriculum Levels of Attainment.

1. Ecosystems
2. Earthquakes
3. Tourism
4. Development

The geography team awards a final National Curriculum Level based on all the classwork and homework completed during the year, the coursework and the examination grades.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at: <http://mapzone.ordnancesurvey.co.uk/mapzone/>

History - Year 9

What are we aiming to achieve?

Students will build on the skills they have learned in Years 7 and 8, as far as using evidence and writing essays are concerned and to develop their understanding of cause and effect and change and continuity, as well as the ability to argue confidently and objectively.

What is the programme of learning?

September - December Black Peoples of the Americas

During this unit of study we ask the following questions:

What is freedom? Why was slavery and the slave trade abolished? How did black people in America become more free and equal? What was the importance of Martin Luther King in the Civil Rights Movement?

January - July

Students study the 20th Century world. The focus is on progress, change, continuity and regression. Students are encouraged to develop an overview of the key events and ideas including communication, medicine, technology and warfare. Specific topics covered include World War One, the Dunkirk evacuation and the Vietnam War. Various aspects of World War Two are also studied including the Blitz and D-Day.

How can homework support this learning?

Assessment is by homework, once a week, based upon the work undertaken in class.

What resources can support this learning?

A full range of resources to support the Year 9 history course is available in the Library Resource Centre.

What extra opportunities to learn are available?

Students will be provided with a list of historical fiction to complement the topics followed in class. A visit to the Imperial War Museum is scheduled for the summer term.

How are students grouped?

Students are taught in mixed ability classes by Tutor Group.

How do we assess progress?

There are a number of common assessments throughout the year and there is also a written exam in June. The assessments focus on the slave trade, Martin Luther King, Vietnam and the bombing of Dresden.

Altogether these assessments indicate what National Curriculum level each student has achieved by the end of Key Stage 3.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.schoolhistory.co.uk

www.bbc.co.uk/history

www.historylearningsite.co.uk

www.historyonthenet.com

Science - Year 9

What are we aiming to achieve?

In science we want to encourage independent enquirers who are able to reflect on the work that they complete, who are able to work effectively in teams and become self managers and who are able to balance the demands of the school curriculum whilst developing their creative thinking skills. We want all students to become effective participants in all aspects of science: most of all, we aim to provide an experience of learning about science that fosters happy, fulfilled students who enjoy lessons.

What is the programme of learning?

Key Stage 3 science now has the following range and content that unfolds throughout the Key Stage in Years 7, 8 and 9. The course includes the following:

Energy, electricity and forces

- energy can be transferred usefully, stored, or dissipated, but cannot be created or destroyed
- forces are interactions between objects and can affect their shape and motion
- electric current in circuits can produce a variety of effects.

Chemical and material behaviour

- the particle model provides explanations for the different physical properties and behaviour of matter
- elements consist of atoms that combine together in chemical reactions to form compounds
- elements and compounds show characteristic chemical properties and patterns in their behaviour.

Organisms, behaviour and health

- life processes are supported by the organisation of cells into tissues, organs and body systems
- the human reproductive cycle includes adolescence, fertilisation and foetal development
- conception, growth, development, behaviour and health can be affected by diet, drugs and disease
- all living things show variation, can be classified and are interdependent, interacting with each other and their environment
- behaviour is influenced by internal and external factors and can be investigated and measured.

The environment, Earth and universe

- geological activity is caused by chemical and physical processes
- astronomy and space science provide insight into the nature and observed motions of the sun, moon, stars, planets and other celestial bodies
- human activity and natural processes can lead to changes in the environment.

During Year 9 students are taught a variety of topics in grouped themes. An example of how they are themed is shown below.

Science 2

Inheritance and selection
Fit and healthy
Plants and photosynthesis
Plants for food

Science 3

Reactions of metals and metal compounds
Patterns of reactivity
Environmental chemistry
Using chemistry

Science 4

Gravity and space
Energy and electricity
Speeding up
Pressure and moments

As part of the course, students will develop their practical skills by carrying out experiments, develop their research ability and extended writing. The National Curriculum requires that students have the opportunity to:

- Using scientific ideas and models to explain phenomena and developing them creatively to generate and test theories.
- Critically analysing and evaluating evidence from observations and experiments.
- Exploring how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave.
- Examining the ethical and moral implications of using and applying science.
- Recognising that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice.
- Sharing developments and common understanding across disciplines and boundaries.

It is intended that students have an enjoyable and enriching educational experience that forms the basis for work in subsequent years. Year 9 students are taught in ability sets. They are taught the topics from Science 2, 3 and 4 on a rota basis during the year. Now that the Key Stage 3 examinations have been abolished we are able to begin delivering the Key Stage 4 science Programme of Study in the summer term. Some rearrangement of groups may occur at this time.

How can homework support this learning?

Homework is set twice a week. It is at a level appropriate to the set. The homework is varied and will include revision, writing up experiments, research, answering questions, producing posters and making models.

What resources can support this learning?

The majority of lessons are carried out in fully equipped laboratories supported by experienced technical support staff. The course is underpinned by the Hodder and Spotlight Science package which provides some electronic activities and visual aids. Students are equipped with a text book enabling students with a variety of difficulties to be catered for. Dedicated science support staff, with an excellent appreciation and understanding of science, provide personal support for students with a variety of learning needs.

What extra opportunities to learn are available?

A Science Club, “Science Extra”, provides an opportunity for students to pursue their interest further in science. Competitions are arranged for these students where they complete projects in school and compete with other students, of similar age, from both the state and independent sector. Gifted and Talented students are provided with an assignment organised by the Empiric Enquiry Organiser, which consists of science and technology teams. Students spend a day creating, developing and assessing a task from everyday science situations which hopefully challenges and stimulates their understanding of current issues.

How are students grouped?

Year 9 students are taught in ability groups from September 2009, by a dedicated science teacher. They are taught the topics highlighted above on a rota basis throughout the year. Movement between groups will occur at intervals throughout the year and after the mock Key Stage 3 Examination results are published, in preparation for their GCSE studies. If a student is obviously misplaced then movement occurs at other times.

How do we assess progress?

At the end of each topic students take a specific test based on previous Key Stage 3 examination questions. They also sit an internal Key Stage 3 National Curriculum Test in May marked by an external examiner. The results from this examination will be used in conjunction with marks obtained from end of topic tests and aggregated to determine the correct group for GCSE studies in the summer term.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate enrich or extend their knowledge and understanding might start by seeking the advice and guidance from their science teacher. Their science teacher should provide appropriate support so that a student’s needs may be completely catered for.

Design Technology - Resistant Materials - Year 9

What are we aiming to achieve?

Students take part in design and make projects that are linked to industrial practices, social and environmental issues. They work as a designer would in industry, manufacturing products and evaluating both the outcome and the whole design and make process. Students use ICT to help with their work, including computer-aided design, control programmes and ICT based sources for research. The projects provide an insight into the world of design, possible career pathways and current issues such as GM foods and recycled plastics.

What is the programme of learning?

Students will continue to develop manipulative and organisational skills, knowledge and understanding through designing and making assignments and focused practical tasks. The students have the opportunity to experience each of the following subject specialisms through the course of the year.

Resistant Materials

During the course of Year 9 students will have the opportunity to study a range of topics:

1. Clock Project

This is a design and make project that allows students to work in a range of different material areas. The students will then use their knowledge of resistant materials and processes to design and manufacture a clock. Students will have the opportunity to acquire and develop:

- the ability to produce their own detailed design specifications
- the skills and knowledge of materials and processes to design and manufacture an effective clock
- the ability to evaluate the product carefully against the design specification
- gain further experience of using hand tools, some of which will be new to them
- become increasingly accurate in their work
- emphasis on safe working practices in the workshop

2. Electronic timer & card game

A design and make assignment that further develops students understanding of systems and control involving electronics. The system approach of input, process, and output is introduced. As the students approach the end of Key Stage 3 they are able to develop their ideas for a solution to this problem without any stated perimeters. Students have the opportunity to:

- produce a circuit board with the use of specialist electronics software
- further develop their soldering skills.
- model and develop a 3D box to securely hold all three elements to the game
- use CAD to produce imagery which is applied to their box and playing cards
- test, evaluate and suggest improvements with regard to their end product

- understand the systems approach of input, process, output
- work through the design process
- choose appropriate tools, materials and processes that best meet their needs
- develop a plan of procedure for manufacture

Graphic Products

The Year 9 Graphic Products project will introduce students to product analysis of existing methods of film promotion and will require the students to design and make an authentic point of sale display and poster to promote a movie/film. The focus of the project will be the use of Computer Aided Design (CAD) to create a professional finish. The students will acquire and develop the following skills:

- an understanding of product analysis
- the ability to generate a range of suitable ideas that fulfil the requirements of the brief
- computer aided design skills
- the ability to produce a detailed final design

Food Technology

The course builds on the skills developed in Year 8, but introduces the students to industrial practices. It also provides further opportunities for individual and creative work with regard to product development.

1. The function of ingredients

Students will learn the basic functions of specific ingredient's e.g. eggs have foaming, binding and nutritional properties, and how they can be selected to perform a particular job within a food product.

2. Current food issues

Food production and the hygienic preparation and storage of food will be studied. Current food issues will be discussed, for example, organic and GM foods and students will be encouraged to use their knowledge of nutrition to make healthy choices in their diet.

3. Industrial processes

How food is produced in industry will be discussed with particular reference to dairy and meat foods. Focused practical tasks will include the designing and making of products, such as, pastries, cakes and cold desserts. The commercial production of food will be illustrated in tasks, such as, making multiple copies of bread and biscuits. This will also enable independent working considering the properties of foods.

4. Fast Food

A design and make assignment will be carried out towards the end of the course which involves the production of bread rolls and burgers. This is the student's opportunity to apply their knowledge of functions of ingredients, and cooking methods in the development of a fast food product. They will be encouraged to make informed choices with regard to current food issues when selecting their ingredients. The project will

culminate in their food products being evaluated against specific design criteria, simulating industrial practice.

Textile Technology

The course encourages students to utilise their prior knowledge regarding design and decorative techniques. Students will continue to develop their confidence and accuracy when using the sewing machines. They will though be encouraged to work independently, problem solve and plan ahead the making of one of their design ideas. Students will learn about the history of design and key concepts over the past 100 years, and will select an era to focus on. They will also explore how fabrics and plastics can be recycled into every day objects.

1. Vintage Clothing

Students are asked to design and make a vintage style accessory or garment for the high street store River Island. Students will have the opportunity to:

- learn about key design concepts over the past 100 years
- research into one fashion era
- consider the physical properties of fabrics and appropriate components
- develop a range of creative, exciting ideas
- apply their problem solving skills to the completion of an order of work
- develop and refine their making skills
- increase their awareness of industrial practices
- select appropriate decorative applications
- evaluate product against a range of criteria

2. Advertising and promotional methods

Students will create a promotional package to support the retail of their made product. Students will have the opportunity to apply their knowledge of graphical communication and computer-aided design to produce advertising material related to their finished hat.

Students will be working as a designer would in industry and are encouraged to develop their creative skills. They will have the opportunity to use sewing machines, specialist equipment such as an overlocker and dye techniques.

How can homework support this learning?

Homework is set on a regular basis when appropriate. It may involve research, designing, preparation of ingredients, completion of testing panels or evaluation.

What resources can support this learning?

Students are required to bring their Design and Technology folder to every lesson and to meet all homework deadlines. Providing ingredients for the food technology element of the course is the students responsibility and they are given one weeks notice. Any problems concerning ingredients must be discussed with their class teacher prior to the

lesson. Students do need to be properly equipped with basic drawing and colouring equipment brought to every technology lesson.

What extra opportunities to learn are available?

There is an opportunity for students to attend an after school Food Technology club, the focus being on multi-cultural foods and Christmas cake making. There is also a Textile Master Class for those students who want to learn the basic principles of garment construction, and this group works on a creative recycling project in conjunction with the Art Team.

How are students grouped?

All students are taught in mixed ability groups.

How do we assess progress?

All work is marked A - G. At the end of a design and make project an overall mark is given for:

folder work (designing)

final product (making)

These marks together with an effort grade and written feedback are recorded on each project design brief sheet. A student comment is also included on this sheet together with an agreed target for improvement. In the June of Year 9, students are assessed and awarded an attainment target relating to National Curriculum level descriptors.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.food.gov.uk

www.nutrition.org.uk

www.data.org.uk

www.style.co.uk