



Year 9

2020-2021

The Curriculum Explained



Part of Tove Learning Trust

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Year 9 Curriculum

The academy operates a one week timetable and the day comprises of five one hour lessons. The curriculum is divided as follows:

Subject	Number of lessons per week
English	4
Mathematics	4
Science	3
Language: German or Spanish	2
Humanities: History, Geography	2
Religious Studies	1
Music	1
Drama	1
Physical Education	2
Creative Technologies: Art	1
Creative Technologies: Design Technology	2
Computing	1
Character, Citizenship and Communication	1

Year 9 Curriculum (continued)

EQUIPMENT

The academy provides all the necessary textbooks, resource materials, equipment and stationery. However, we ask that all students equip themselves with an A4 sized bag, plus:

Pens

Coloured pencils

Compass

Calculator

Pencils and Ruler

Protractor

A dictionary, thesaurus and an atlas are basic reference sources and will obviously prove useful

Language dictionary

A sensible, stout, waterproof bag in which to put everything.

ELECTRONIC LEARNING

It is vital that Year 9 know, and use, their password for their P number, email and Go4Schools. Homework tasks can be viewed by students and parents on Go4Schools. The homework timetable is designed to be balanced with two or three subjects every evening of about half an hour duration each, during Year 9. (It is essential to have a quiet place at home where students can study and complete homework).

Students will also have access to the online learning platforms - Google Classroom, MathsWatch and Educake.

In English, students are specifically helped to develop the following “competencies”:

Competencies for learning

Competencies for citizenship

Competencies for relating to people

Competencies for managing situations

Competencies for managing information.



English

ORGANISATION OF CLASSES

All classes have four lessons each week. X and Y are the two halves of the year group. Students in each half of the year are split into five groups (1, 2A, 2B, 2C and 3).

COURSE CONTENT

During Year 9, students will undertake major units of work in the following:

Autumn 1: Blood Brothers

Autumn 2: Non-fiction reading and writing

Spring 1: Poetry

Spring 2: Fiction reading, writing and performance

Summer 1: Macbeth

Summer 2: Victorian Villains

MODE OF DELIVERY

Units of work vary in length, lasting between four to seven weeks. They will include all of the “Threshold concepts” in English; context, language, grammar, structure, evidence and analysis.

The majority of lessons will follow the four phase lesson, as outlined in the National Curriculum – a lesson starter, a teacher centred section, and then a student centred section and finally, a plenary session to pull together the learning of the lesson.

Students will follow the National Curriculum, but also build the skills required to be able to access Key Stage 4 learning.

Reading

In Year 7, the students will have frequent visits to the LRC and will be encouraged to read a wide variety of texts. Students will follow the Accelerated Programme, which will help to continue to develop their reading ability. Students will be expected to seek out challenging texts and read regularly. There will be a strong focus on reading in lessons and students are expected to always have a personal reading book with them.

ASSESSMENT

The learning of all students will be monitored and assessed through the Lord Grey English Flight Paths. This builds understanding of the criteria for Lord Grey Flight Paths, in readiness for the 9-1 GCSE criteria.

Mathematics

ORGANISATION OF CLASSES

All classes have four lessons each week. X and Y are the two halves of the year group. Students in each half of the year are split into five groups (1, 2, 3A, 3B and 4). All lessons are differentiated.

COURSE CONTENT

Students follow the content outlined in the KS3 national curriculum and will study topics in the following areas:

Autumn	Spring	Summer
Reasoning with algebra	Reasoning with number	Reasoning with proportion
Constructing in two and three dimensions	Reasoning with geometry	Representations

Throughout the course, students will have opportunities to develop their fluency, problem solving and mathematical reasoning in a wide range of contexts including real world scenarios.

MODE OF DELIVERY

Lessons in mathematics generally follow a multi-phase approach including: retrieval of prior knowledge through a starter activity, the dissemination of knowledge through teacher exposition and modelling, and then opportunities for independent practice to improve fluency and encourage problem solving and reasoning.

Lessons are differentiated to meet the needs of the students, providing support and encouragement whilst also ensuring students are stretched and challenged. We use a wide range of resources including purpose-created textbooks, online platforms such as MathsWatch and personalised teaching materials.

Students will also receive weekly homework tasks which aim to consolidate learning from the classroom, interleave learning from earlier in the year or research a new topic or skills prior to its introduction in the classroom.

ASSESSMENT

Students take part in formative assessment throughout the year, where areas of strength and improvement can be identified to help students make good progress. There are also three summative assessments each year, which allow students to demonstrate how they can apply knowledge and techniques to problems in a range of contexts. These assessments follow the GCSE (9-1) grading criteria and form part of the students journey to formal examinations in Year 11.

Science

ORGANISATION OF CLASSES

All classes have three lessons each week. Students are set according to their ability in Science and Mathematics.

COURSE CONTENT

In Year 9, Science students follow on from their mastery approach to work covered in Year 8. The KS3 course is a three-year course however Year 9 acts as a bridging year where content which will be met at GCSE is introduced. In addition, students will begin to see GCSE questions and assessment material in order to prepare for starting GCSE Science in Year 10.

Topics covered:

Biology	Cell Biology, Cell Structure, Cell Division, Cell Transport Principles of Organisation Plant Tissues Organs and Organ Systems Animal Tissues Organs and Organ Systems
Chemistry	The atom Separation techniques The Periodic table
Physics	Particle model of Matter Atomic Structure Forces

For Year 9, these topics are divided into approximately 10 lesson units.

MODE OF DELIVERY

The Science course is designed to develop independent scientific learners – this is a structured course that develops thinking, practical and analytical skills, with the emphasis on experimental work wherever possible. By following the mastery approach pupils should master the basic skills before moving on.

ASSESSMENT

Students will have assessments at the end of each module. There will then be time to review and address any misunderstandings. At the end of the year, there is a formal assessment test covering everything they have done in Year 7, Year 8 and Year 9 to gauge understanding and prepare for Year 10.

Languages: German

ORGANISATION OF CLASSES

Students studying German will have two lessons each week. X and Y are the two halves of the year group. Students in each half of the year are split into five groups (1, 2A, 2B, 2C and 3).

COURSE CONTENT

In Year 9, students follow four units of work. The modules are:

- Life in school
- Future plans
- The wider world
- Me, my family and friends

MODE OF DELIVERY

Students will take part in a range of activities to develop their speaking, listening, reading and writing skills. Students will look at the culture of German-speaking countries where appropriate.

ASSESSMENT

At the end of each module of work there is a formal assessment in at least two of the following skills: Speaking, Listening, Reading and Writing. These are assessed using the GCSE 9-1 grading system.



Computing

ORGANISATION OF CLASSES

All students in Year 9 study Computing have one lesson each week. X and Y are the two halves of the year group. Students in each half of the year are split into five groups (1, 2, 3A, 3B & 4).

COURSE CONTENT

Students will be following the fairly new computing programme with some element of ICT from the OCR iMedia course of study and will study 4 units of work during the academic year. Students will be given opportunities to develop their independent work, build on peer learning partnerships, develop ideas into practical elements and self-evaluate their work. This will enable students to develop important transferable computing skills that can be used in a range of different contexts.

Python programming with sequences of data

This unit introduces students to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data that range from accessing an individual element to manipulating the entire sequence. The selection of problems used in the programming tasks are realistic and engaging: Students will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.

Cybersecurity

This unit takes Students on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. Students will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.

Representations: going audio-visual

In this unit, Students will focus on making digital media such as images and sounds, and discover how media is stored as binary code. They will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative. The unit has a significant practical aspect; students will use design software (GIMP and Audacity in this case) to manipulate images and sounds.

MODE OF DELIVERY AND ASSESSMENT

Students will be assessed through a variety of methods, including through formative and summative assessment. This will include specific tasks, verbal contributions, peer and self-assessment and written evaluations. Lessons will include a variety of learning styles and varied teaching styles. Students are assessed in line with Lord Grey Flight Paths. This builds understanding of the criteria for Lord Grey Flight Paths, in readiness for the 9-1 GCSE criteria.

Humanities: Geography

ORGANISATION OF CLASSES

All classes have one lesson each week of Geography.

COURSE CONTENT

Students will study three Geography units over the year:

The problem of desertification

Students will be learning about Bauchi State in Nigeria, and the issues it faces with regard to desertification. They will learn what desertification is, why it is getting worse, and the impacts that this has on the people who live there. They will investigate how desertification can be reduced, and decide which solutions they think are best for the area.

Comparing countries

Students will learn how to compare different places around the world. They will look at the differences between the physical landscapes, as well as differences between the ways in which people live and work. They will learn about how different places are represented in the media, and how this affects how countries are viewed around the world.

Virtual fieldwork

Students will find out about different methods of carrying out fieldwork. They will find out about the use of primary and secondary data, including the use of surveys and questionnaires, and consider the best ways to present results and findings in readiness for analysis. They will also consider the question 'Where should we build new homes?', and complete this as a local problem solving activity using fieldwork techniques and analysis.

MODE OF DELIVERY

The lessons are made interesting by the use of a wide variety of teaching techniques. They are varied and cater for a range of learning styles; video, role-play, debates, display work, group work and presentations are all used to support and help deliver teaching.

ASSESSMENT

Students are assessed by regular low stakes assessments throughout the year, which are based on the criteria and assessment objectives which will help them progress through Key Stage 3 and prepare for GCSE courses.

Humanities: History

ORGANISATION OF CLASSES

All classes have one lesson each week of History. X and Y are the two halves of the year group. Students in each half of the year are split into five groups (1, 2A, 2B, 2C and 3).

COURSE CONTENT

Across the year, three History topics will be covered. Within each topic, students will be taught the historical skills of chronology, empathy, cause and consequence and source analysis. These skills help to directly prepare students for the GCSE History course.

The Early Twentieth Century

This unit covers two depth studies. The first is an examination of the British Empire, including rule in India and Africa, detailing the positive and negative impact – both short and long term. The second depth study focuses on voting rights in England, and the struggle of working class men, and all women to participate in choosing their governments and holding them to account.

Nazi Germany

Students will explore the rise of Hitler and the Nazi Party. They will examine government policies, the impact on society and the international implications. There will be a focus on the Holocaust at the end of this unit.

The Second World War

Within this topic, students will examine the impact of war on civilians in Britain as well as the major battles and key figures involved. They will have the opportunity to explore the role of Bletchley Park and the local area.

MODE OF DELIVERY

Lessons are varied and cater for a range of learning styles; video, role-play, debates, source analysis, display work, group work and presentations are all used to support and help deliver teaching.

ASSESSMENT

Work is evaluated through a series of class examinations, and will be marked in line with the new GCSE policy, in order to show progress throughout the period of secondary school education. This builds understanding, in readiness for the 9-1 GCSE criteria.



Humanities: Religious Studies

ORGANISATION OF CLASSES

All classes have one lesson each week of Religious Studies.

COURSE CONTENT

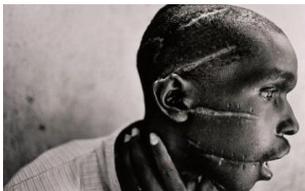
In Year 9, students will complete three units over the year.



Religion and Life: In this unit, students will consider a variety of topics such as: Scientific origins of the universe, Evolution, Creation, Religion and Science, Humanity and Animals, Animal experimentation, Christian stewardship, Environmental Issues, Sanctity and Quality of Life, Abortion, Euthanasia and Life after Death.



Crime and Punishment: In this unit, students will explore the following topics; Types of Crime, Causes of Crime, Aims of Punishment, Corporal Punishment, Treatment of prisoners, Worst Prisons in the world, Capital; Punishment, different religious views on the Death Penalty.



Peace and Conflict:

In this unit, students will explore the following topics; Causes of War, Just War Theory, Holy War, Religion and Violence, Religion and Terrorism, Nuclear Weapons, Pacifism, Peace Makers, Victims of War Charities, United Nations, Peace and Justice.

MODE OF DELIVERY

Lessons are tailored to cater for a range of learning styles and abilities. Students are encouraged to voice their own opinions and to reflect on other people's views.

ASSESSMENT

Each unit includes an assessed pieces of work graded as Bronze, Silver or Gold. All units include differentiation.

Music

ORGANISATION OF CLASSES

Students study Music for one lesson each week. There are five mixed ability groups on each side of the timetable.

COURSE CONTENT

Students will continue to study a range of pieces of music from different time periods and parts of the world. They will further develop their analytical skills and once again get the opportunity to develop practical music skills through compositions and performances. Students will be expected to recall the key concepts of pitch, rhythm, structure, melody, harmony, timbre, dynamics and tempo from Year 8 and build upon their musical terminology with further Italian terms.

The year is designed for personal, moral development in building resilience and independence to learn an instrument and piece of music, setting their own goals. Students will also learn to get it wrong and work to redeem the difficulty both on solo and ensemble pieces. Through the exploration of famous pieces, students develop a cultural understanding of the historical progress of composing.

The strong focus on encouraging students to read a variety of music notation styles and develop specific instrumental skills continues in Year 9 with projects covering:

- Ensemble performance – working as a band to learn a popular song
- Traditional music - understanding musical features from a variety of cultures and traditions such as Reggae
- Music timeline – exploring the history of music from 1600-1910
- Pentatonic patterns - performing and composing using the five note scale
- Composing to a brief
- Musicals



MODE OF DELIVERY

A variety of theory and practical lessons will be used to bring music to life.

HOMEWORK

Students will be expected to practice instrumental skills between lessons, when appropriate, and/or complete theory tasks to ensure a core understanding of how music is constructed in accordance with the School Homework Policy.

ASSESSMENT

Music is assessed in accordance with the Lord Grey Flight Paths criteria and builds a platform from which the students can progress into Key Stage 4 Music. There are regular listening assessments of key musical vocabulary and the understanding of the musical elements. The Lord Grey Flight Paths prepare students for the GCSE 9-1 grading system.

Physical Education

ORGANISATION OF CLASSES

All classes study PE for two lessons each week. The students are taught in broadly mixed ability gender groups.

COURSE CONTENT

Students will build on and embed the physical development and skills learned in Year 7, 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 activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within 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 performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Students will have the chance to take part in a Sport Education unit. The unit is designed to develop not only leadership skills but also greater social skills and the ability to work with others as a result of this.

MODE OF DELIVERY

Each activity is studied for between four to eight weeks in blocks of work.

ASSESSMENT

All pupils are assessed through their performance and personal outcome, each worth 50% of their overall grade. Each pupil will be assessed in 2 sports per half term, with an average personal and performance outcome being calculated at the end of the year. These grades will then be transferred into a Gold, Silver or Bronze.

Drama

ORGANISATION OF CLASSES

All classes have one lesson each week. There are five mixed ability groups on each side of the timetable.

COURSE CONTENT

Students in Year 9 will cover the following components:

Component One; Devising - Students will learn how to select, explore and generate dramatic ideas from a given stimulus. They will have opportunities to create storylines and characters and will learn how to apply drama convention, such as, thought-tracking, freeze frames, cross-cutting and mime to a performance.

Component Two; Exploring a Text - Student will read and practically explore a published play and learn how to approach it from the viewpoint of a Performer, Director and Designer.

Component Three; Performance - Students will develop their performance skill by playing a range of characters from published plays.

THEMES AND TOPICS

- Devising - Victims of Violence & A Place of Guns in Our Society
- Exploring a Text - Too Much Punch For Judy & The Woman in Black
- Performance - DNA, The Curious Incident of a Dog in the Night-time, Find Me.

MODE OF DELIVERY

There is a strong emphasis on practical work supported by written evaluation and response.

ASSESSMENT

Students will be assessed against the criteria of Creating, Performing and Evaluating. This encompasses their ability to use imaginative and original ideas, develop interesting and believable characters and to analyse their use of explorative strategies. Communication and collaborative skills will be continually assessed. This builds understanding of the criteria for GCSE Drama and is based on GCSE grades 1-9.



Creative Technologies: Art

ORGANISATION OF CLASSES

Students will have one lesson each week. They will be taught in mixed ability groups.

COURSE CONTENT

In Year 9, students will work extensively in their sketchbooks and develop concepts through practical lessons, further developing their knowledge of formal elements.

Students will be encouraged to work more independently in year 9, developing their own ideas and selecting appropriate media. Group work will be used to encourage experimentation, while set task will enable pupils to refine their skills set.

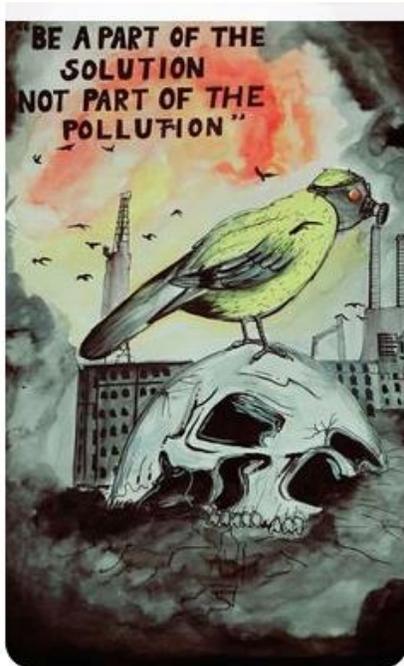
We will look to improve the students' technical abilities and contextual understanding by studying and exploring the themes of; Environmental Art and Architecture, as well as exploring Art from different periods and contexts.

MODE OF DELIVERY

Lessons consist of a mixture of theory and practical work.

ASSESSMENT

Assessment is completed twice per half term. Students will receive levels, based on Flight Paths, and engagement levels, which are both inputted into the front of their sketchbooks. This builds understanding of the criteria for Lord Grey Flight Paths, in readiness for the 9-1 GCSE criteria.



Creative Technologies: Design Technology and Food Technology

ORGANISATION OF CLASSES

All classes have two lessons each week. They are taught in mixed ability groups on each side of the timetable.

Within Technology in Year 9, students have the opportunity to work within the different subject areas of the Technology framework, **Design and Technology and Food Technology**.

COURSE CONTENT

In the workshops, students will work with a variety of tools and hi-tech equipment to produce a product. The learning will incorporate a number of skills that the students will have to learn, to enable them to understand the manufacturing industry. Pupils will explore the work of designers, the role of the client as well as the need to understand sustainability of materials and cost.

In the design studio, students will be taught 2D, and 3D drawing techniques and learn the basics of different computer design packages. Students will get the opportunity to produce a product using the same processes that would be used in industry and learn about the important aspects of product design with a focus on modelling and development. Within the project studied, students also cover a range of Mathematics that relates closely to the subject.



Whilst studying Food Technology, students will continue to develop an understanding of properties and functions of the ingredients that they are using. They will be able to identify the reasons why food is cooked and the impact that these techniques have on the properties of raw ingredients. Students will look into areas that impact an individual's food choice. Theory will include nutrition, religious impacts and the different heat transfer methods.

A range of dishes will be made to continue to build confidence in their skills, which can also be used later in their GCSE. Each student will undertake a Level 1 BTEC in Home Cooking Skills, which will involve students researching, planning, preparing and evaluating a dish of their choice, with a focus on sharing ideas and recipes.

MODE OF DELIVERY

All students in Year 9 learn two areas of Technology, gaining practical and theoretical experience from each. A project will be completed in each Technology area and students will explore and learn lots of new and exciting skills.

ASSESSMENT

Technology is assessed according to Flight Paths criteria. This builds understanding of the criteria for Lord Grey Flight Paths, in readiness for the 9-1 GCSE criteria.

Personal, Social, Health & Economic Education [PSHE]

ORGANISATION OF CLASSES

Year 9 students will study PSHE for one lesson each week. Each half of the year group is taught in one of five mixed ability groups.

COURSE CONTENT

The programme will give students the opportunity to explore and develop lifelong skills, in line with the statutory RSE guidelines. Students will be given the opportunity to discuss their issues and to work in groups, producing a wide variety of outcomes. Students are encouraged to think about their life styles and to consider how to keep themselves safe. Students cover issues that are relevant to them and help them to understand the changes they are encountering and deal with them in an appropriate way, while also developing as a young citizen.

THEMES AND TOPICS

Autumn term

- Peer pressure & gang crime; Lifestyle balance
- Careers & future aspirations; GCSE options process

Spring term

- Managing conflict; Tackling homophobia, transphobia & sexism
- Peer pressure & illicit substances; Abuse of & addiction to drugs & alcohol

Summer term

- Consent & healthy relationships; STIs, sexting & porn
- Enterprise project; Reflecting on learning skills in KS3 & moving forward

ASSESSMENT

Students will be formally assessed in this programme in line with the Lord Grey Flight Paths, being awarded Gold, Silver or Bronze, based on the understanding they demonstrate.

They will be recognised for their research skills, role-plays, presentations and other outcomes of this programme, such as collaboration and developing independent learning skills, alongside self-motivation, preparing students for the demands of GCSE 9-1 grading system across examined subjects.



Learning Resource Centre (LRC)

Our Learning Resource Centre is committed to providing an outstanding collection of resources for our community; we aim to foster a lifelong enthusiasm for reading and learning; teach effective research and retrieval skills; and do this in a welcoming and supportive environment.

Our LRC team can help you to decide which information sources are the most useful; show you how to check that the information is relevant and up to date; and help you to find inspiring and exciting stories to read.

The Learning Resource Centre is open every day during school hours, Monday to Thursday 8.15am – 4.15pm, Friday 8.15am – 3.45pm and is used in different ways during the day: a teacher might send you to do some individual work, or change a book; you might come in with the whole class to the LRC to do some research into a particular topic; and there are many opportunities to use the LRC during your free time at break and lunch. The LRC is also after school most evenings, and this would be a particularly good time to do coursework and revision. At all times you will be expected **to work quietly and sensibly**; you must take care not to disturb other students who will also be working.

The LRC is stocked with up to date fiction and non-fiction books, and we keep a large selection of Reference books. We have an online newspaper subscription for up to date information, and we take a weekly newspaper, First News. The LRC team work with the Faculties to ensure that all resources are relevant to courses and subjects studied within the school, and are suitable for a wide range of abilities. GCSE materials are specifically purchased so that Year 9, 10 and 11 students have access to a variety of information.

So, in addition to reading for research purposes, students are encouraged to develop their fiction reading. Fiction books are added to stock throughout the year, and students are able to review the books they read and recommend them to other students via our book club on Wednesday lunchtimes. This is well attended, and we cover a variety of activities such as book quizzes, choosing new books and word games, and regularly ask teachers to speak about their reading choices.

During the autumn term the LRC hosts the annual 'Book Blast' during which authors talk to the Year 8 students about their books and how they create their stories. At the same time, all students are able to buy books, and get them signed by the visiting authors. Other events occur throughout the year to keep the importance of reading highlighted.

The Learning Resource Centre is a multi-media resource that supports students throughout their schooling at Lord Grey. The main aim is to provide a challenging, yet supportive environment to stimulate, maintain and develop a lively, enquiring mind, and a curiosity, interest and enjoyment in reading. Students are encouraged to become independent learners by using the LRC in their own time for homework and finding information out for themselves. In this way students will develop the skills they need to become life-long learners as they move into adult life.

Our Core Values:

**Be resilient,
independent and
hardworking.**

**Be kind, caring
and positive.**

**Be ambitious,
aspirational and determined.**

**Be respectful,
helpful and honest.**

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