



**THE FOREST ACADEMY**

**Year 9  
Curriculum Booklet**

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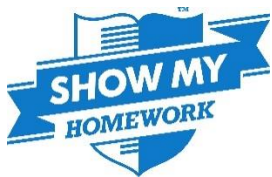
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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At The Forest Academy we have a broad, balanced and challenging curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. Parents can then log in using a parental pin (please email [admin@theforestacademy.co.uk](mailto:admin@theforestacademy.co.uk) if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set or should you require any further information, please do not hesitate to contact us.



# Art

TERM	Main assessment task
<p><b><i>Autumn/ spring 1</i></b></p> <p><u>ART PROTEST</u></p> <p>Through the project Art protest student are encouraged to engage with contextualisation of their artworks, with reference to contemporary issues. Exploring the theme of messaging and communication within art and design and the importance of creative practice and public power and action.</p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Continue to develop their skills in a variety of materials and formal elements.</li> <li>• Gain contextual and historical understanding of art and action and how this has influenced social change and good.</li> <li>• Artist research focused of protest artists and movements both historical and contemporary.</li> <li>• Explore symbolism and messaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment applying tone to shapes using materials such as pencil, coloured pencils and paints and a variety of other materials</li> <li>• Observational drawings.</li> <li>• Research into art and protest</li> <li>• Artist research.</li> <li>• Conceptual and creative development</li> <li>• Final realisation</li> <li>• Visual analysis</li> </ul>

### ***Spring 2/ Summer***

#### **LANDSCAPE ART**

Student will explore the genre of Landscape through understanding and experimentation of a variety of materials and techniques in response to relevant artists.

Students will be given the opportunity to:

- Explore photographers and artists that focus on Landscape art
- Develop photography skills
- Explore composition
- Research into historical and contextual information about Landscape art.
- Look at a variety of pathways to completing a design.
- Use a variety of materials to show texture, tone, proportion and composition.

- Artist research.
- Research on different photography techniques.
- Observational experiments
- Final realisation
- Visual analysis

#### **Year 9 Course Description**

Students use art and design to explore the world around them, experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three-dimensional construction, ICT, photography and many other forms of creative practice in order to develop a personal and creative response to stimulus. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.

- Draw on an expanded range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design across history, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others, using a range of starting points.

### **Assessment**

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art
- Understand key features of major styles and periods in art history and realise how particular artists contributed both to these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

### **Homework**

It is expected that regular homework will be given once every other week to students in Year 9. Homework will be marked in accordance with the school policy. Homework will normally be either drawing from observation, research, using ICT, or preparation for projects.

### **How Parents Can Help**

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide your child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

# Drama

TERM	Main assessment task
<p><b>Autumn 1</b></p> <p><u>Theatre Devising (performance or design): Epic Theatre – intro, costume, make up &amp; mask</u></p> <ul style="list-style-type: none"> <li>• Projections / set &amp; lighting</li> <li>• Stimulus &amp; staging</li> <li>• Montage &amp; multi-role</li> <li>• Planning</li> </ul>	<ol style="list-style-type: none"> <li>1. Exploration of theatre practitioners and styles of theatre</li> <li>2. Assessment rehearsal (informally self/peer-assess)</li> <li>3. Assessment rehearsal (feedback &amp; fix it)</li> </ol>
<p><b>Autumn 2</b></p> <p><u>Devised Performance</u></p> <ul style="list-style-type: none"> <li>• Devising: Epic Theatre - log 1 &amp; 2</li> </ul>	<ol style="list-style-type: none"> <li>4. Devising: Epic Theatre - performance / design assessment – can present at Christmas showcase</li> <li>5. Devising: Epic Theatre - assessment feedback &amp; fix it</li> <li>6. Performance and written assessment of devised performance linking to a theatre practitioner or style</li> </ol>
<p><b>Spring 1</b></p> <p><u>Set Text</u></p> <ul style="list-style-type: none"> <li>• Scripted (DNA): characterisation ,physical &amp; vocal</li> <li>• Scripted: staging &amp; set design (theatre-in-the-round / promenade)</li> <li>• Scripted: light &amp; sound design</li> <li>• Scripted: characterisation (proxemics)</li> <li>• Scripted: characterisation (hot-seating / role on the wall)</li> <li>• Scripted: characterisation (improvisation)</li> </ul>	<ol style="list-style-type: none"> <li>7. Exploration of set text</li> </ol>
<p><b>Spring 2</b></p> <p><u>Set Text Continued</u></p> <ul style="list-style-type: none"> <li>• Scripted: written questions on lighting &amp; sound</li> <li>• Scripted: written question on character (short)</li> <li>• Scripted: written question on character (long)</li> </ul>	<ol style="list-style-type: none"> <li>8. Written exam based on the set text</li> <li>9. Scripted : written assessment</li> <li>10. Scripted: assessment feedback &amp; fix it</li> </ol>

**Summer 1**Scripted Performance

- Live Theatre Review: overview & watch
- Live theatre: vocal & physical skills
- Live theatre: staging, lighting & sound
- Live theatre: planning written response

11. Performance with students explaining their ideas and creative process
12. Live theatre: written assessment
13. Live theatre: assessment feedback & fix it

**Summer 2**Devised Performance

- Design: puppetry intro. - 'War Horse'
- Design: puppetry design
- Design: puppetry building
- Design: make up intro. - 'Frankenstein'
- Design: make up design

14. Devised performance with written assessment
15. Design: design assessment
16. Design: assessment feedback & fix it

**Year 9 Course Description**

Drama is a core subject that all students in KS3 will study throughout their first three years at secondary school. Within Drama, students develop life skills that can support them in all subjects. They learn how to effectively communicate in different settings and within a group, to work together as a team, problem solve, time manage, to question and to have confidence in what they do, as well as to understand that it is okay to get things wrong. They will do this through exploring skills and strategies specifically relating to drama, discussion, creative writing and exploring topics creatively.

In year 9, this is the final year of KS3 before year 9 pick their option subjects, so this is the year that is tailored more to that of the GCSE Specification but simplified where necessary to develop other skills.

These include:

- Developing independence and confidence with new written skills.
- Applying understanding of performance skills to written text and exams.
- Applying creative skills to explore texts and applying those to the purpose of written assessment

**Assessment**

By the end of year 9, it is anticipated that students should be able to demonstrate they can:

- Apply ideas and understanding of performance skills to written work following basic GCSE Requirements.
- Understand what is required for the written elements of the GCSE for future consideration for KS4 options
- To be able to apply the creative skills learnt to other aspects of performance such as film.



### **Homework**

Homework will take a variety of forms such as written work, script writing, research or line learning dependant on what they are learning at that point.

### **How Parents Can Help**

- Encourage students to embrace the skills taught to them in Drama and how they can help in future careers.
- Encourage students to look into the careers having a GCSE in Drama can benefit.
- Support their child with the homework provided.
- Help their child to understand how GCSE Drama can help with other cross curricular subjects such as English and History at GCSE.

## English (THEME FOCUS: Power)

TERM	Main assessment task
<b>Autumn 1</b> <u>The Woman in Black</u>	1. Character or theme-based question
<b>Autumn 2</b> <u>The Woman in Black</u>	2. Character or theme-based question
<b>Spring 1</b> <u>Merchant of Venice</u>	3. Creative writing question
<b>Spring 2</b> <u>Merchant of Venice</u>	4. Creative writing question 5. Oracy based on the condemnation of Shylock
<b>Summer 1</b> <u>Disturbed Characters in Literature</u>	6. Evaluative question
<b>Summer 2</b> <u>A View From The Bridge</u>	7. Oracy based on a character from the play

### Year 9 Course Description

English is a foundational subject studied by all students throughout their five years of secondary education. The curriculum is designed to cultivate proficiency in reading, writing, oracy, and active listening. Through the study of English, students learn to communicate effectively across a range of contexts and for diverse purposes, while also engaging with literature that spans different historical periods, cultures, and lived experiences.

At Key Stage 3, students begin to acquire the essential skills that will prepare them for GCSE examinations and life beyond the classroom. These core competencies include:

- Analysing and interpreting both fiction and non-fiction texts.
- Developing sophisticated writing skills, with an emphasis on adapting style and structure for varied audiences and intentions.
- Communicating confidently and appropriately in a variety of social and professional contexts.
- Building oracy skills to foster self-assurance in public speaking and verbal expression.

### Assessment

By the end of Year 9, students are expected to demonstrate a mature and refined command of key English skills. They should be able to:

- Critically analyse the use of language and structural features across a wide variety of forms and genres.
- Select and seamlessly embed textual quotations to support a range of developed ideas and interpretations.
- Write with purpose and precision, employing language for deliberate effect and structuring their work with clarity and coherence.
- Exhibit confidence and clarity in public speaking, demonstrating well-developed oracy skills.

These skills will be assessed at the end of each half term, with progress systematically tracked through students' exercise books and reflected in interim reports to support ongoing development.

### **Homework**

Students will be set regular homework tasks aligned with the topics currently being studied, or designed to reinforce key targets in spelling, punctuation, and grammar. Homework will be assigned on a fortnightly basis and may encompass a variety of activities, including research tasks, extended writing, reading comprehension, spelling assessments, and quizzes.

In addition, as part of the Sparx Reader programme which monitors students' reading levels and tracks their progress dedicated reading homework will be set weekly. Students are also expected to maintain independent reading habits outside of school throughout the academic term, fostering both fluency and a lifelong engagement with literature.

### **How Parents Can Help**

- Ensure that their child comes equipped to class.
- Ensure students are engaging with Reading Plus as an online programme.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time.

# Food

TERM	Main assessment task
<b>Autumn 1</b> Students will explore: *Routines *Risk assessment and hazards. * Special Food technology equipment and their uses. *Demonstration of Large scale kitchen equipment and their uses. *Principles of nutrition.	a. Knowing and following risk assessments in a cooking area. b. Knowing how to use cooking equipment with precision. c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. d. Ability to identify hazards and knowing how to prevent hazards in a cooking area. e. Class tests, questioning in class, demonstration of tasks.
<b>Autumn 2</b> Students will research into Functional properties of some major ingredients Functions of eggs in cooking. Protein foods: Meat and poultry. Planning towards own healthy or multicultural dishes. Cooking practical assessment (selected multicultural / healthy dishes of students' choice showing skills	a. Extended writing task on Protein in food. b. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. c. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. d. Ability to explain the different types of meat, different methods of cooking meat, etc. e. Class tests, questioning in class, demonstration of tasks.
<b>Spring 1</b> Students will study: Protein foods: Fish, dairy foods, Milk, Cheese, Soya, tofu, TVP, etc). Vegetarianism Special diets Cooking practical assessment (Cooking for a selected type of vegetarian or non-vegetarian (eg macaroni cheese for lacto-vegetarians, chicken curry for a pollo-vegetarian) or Spaghetti Bolognese (non vegetarians).	a. Essay writing on factors affecting what we choose to eat. b. To be able to differentiate between the different types of bacteria. c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. e. To be able to describe different ways to preserve food. f. Class tests, questioning in class, demonstration of tasks.
<b>Textiles classes will move to Food and Food students will move to Textiles. These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.</b>  <b>Spring 2</b> Students will research into: Food provenance. Food and environmental issues. Bacteria and food poisoning. Food spoilage.	<b>Textiles classes will move to Food and Food students will move to Textiles. These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.</b>  a. To be able to explain the different types of special diets. b. To be able to plan a diet to meet the needs of a specific dietary requirement.

Food preservation.	<p>c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>e. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>f. To be able to demonstrate how cooks could help to preserve the environment.</p> <p>g. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Summer 1</b></p> <p>Students will carry out design processes for a selected food product (<b>pizza</b>):</p> <p>*Go through the various stages of the design process.</p> <p>*Learn how to design a food product for a target group, and how it could be produced in larger quantities.</p> <p>*Be able to Research for ideas using computers.</p> <p>*Know and to understand a design brief and the factors to be considered in a design brief.</p> <p>*Generate their own design specifications.</p> <p>*Plan their task by the use of a brainstorm / mind mapping.</p> <p>*Conducting surveys to find out opinions of consumers.</p> <p>*Representation of ideas in different forms.</p> <p>*Developing their design ideas.</p>	<p>a. Writing own specifications to meet design brief.</p> <p>b. Making own mind map for the task.</p> <p>b. Conducting a survey.</p> <p>d. Designing ideas.</p> <p>e. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>f. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p>
<p><b>Summer 2</b></p> <p>*Designing and developing food package for the pizza.</p> <p>*Making of the actual food product to meet specification.</p> <p>*Evaluation of products made.</p> <p>*Suggestions to improve product (pizza).</p>	<p>a. Designing appropriate food package for the pizza made.</p> <p>b. Planning and cooking to meet design ideas and specifications.</p> <p>c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>e. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>PRACTICAL TASKS:</b></p> <p><i>Throughout the academic year, students will plan, organise and learn how to cook, prepare, present and evaluate dishes like:</i></p> <p>Orange / Lemon / Banana cake; Viennese biscuits; Swiss roll; Cooking own planned dish like: Calzone, Pizza (Project), Spaghetti Bolognese, Macaroni cheese, Macaroni cheese,</p>	<p>*Ability to cook dishes of acceptable qualities.</p> <p>*Describe how to make selected dishes.</p> <p>*Ability to follow a recipe.</p> <p>*To Choose equipment appropriate to each task. *To weigh and measure ingredients accurately. *To work independently in an extremely competent and confident manner. *To follow the order of work correctly. *To use the right cooking methods. *To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required.</p> <p>*To show good knowledge in relation to seasoning.</p>

Vegetarian dish, Dish with meat or fish, special diet dishes, etc.

Extension work: Design and make their own healthy or multicultural dishes.

\*To present the present dishes in attractive manner with skillful garnishes. \*To produce accurate portion control in all dishes.

\*Health and safety rules should be thoroughly practiced.

\*To work independently without support and use range of high and medium level cooking skills. \*To show high standard of competence.

\*Organoleptic testing and evaluation of food and using the right words to evaluate food.

### Year 9 Course Description for Food Technology

Students learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. In Food and Technology students will combine practical and technological skills with creative thinking to design and make food that meet human needs. As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making food products.

**Students are taught to:** a Understand and apply the principles of nutrition and health. b Cook both savoury and sweet dishes so that they are able to feed themselves and others a healthy and varied diet. c. Understand the source, seasonality and characteristics of a broad range of ingredients. d. Respond creatively to design briefs, developing their own proposals and producing specifications for products. e. Apply their knowledge and understanding of a range of food materials, ingredients to design and make their food products. f. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. g. Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.

### Assessment

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as meeting or not meeting their targets. At the end of Year 9 students are given an overall grade based upon the average grade obtained throughout the year.

### Homework

It is expected that regular homework, which will be given to students, is related to the topics. Homework will be given every other week. For example, if homework is give in week 1, will be collected in week 2 and marked in accordance to school policy.

### How Parents Can Help

- \* Ensure that their child has the right ingredients for practical lessons.
- \* Provide your child with an apron, a container and mathematical set for written and design work.
- \* Assist and monitor to make sure that your child's homework has always been completed.
- \* Encourage children to do revisions at home.

# French

TERM	Main assessment task
<b>Autumn 1</b> <u>Module 1 'Mon monde à moi'</u> <ul style="list-style-type: none"> <li>Talking about likes and dislikes</li> <li>Talking about after-school clubs and activities</li> <li>Describing your friends</li> <li>Describing birthday celebrations</li> <li>Discussing what you are going to wear</li> <li>Using three tenses</li> </ul>	<ol style="list-style-type: none"> <li>Formative Assessments:</li> <li>Mainly through AFL in class to check understanding of content.</li> <li>Written activities including homework</li> <li>Summative Assessment: End of Module Test</li> </ol>
<b>Autumn 2</b> <u>Module 2 'Projets d'avenir'</u> <ul style="list-style-type: none"> <li>Talking about earning money</li> <li>Talking about what you want to do when your older</li> <li>Talking about what you will do in the future</li> <li>Talking about what things will be like in the future</li> <li>Writing about an inventor</li> <li>Using and consolidating the future tense</li> <li>Using questions in three different tenses</li> </ul>	<ol style="list-style-type: none"> <li>Formative Assessments:</li> <li>Mainly through AFL in class to check understanding of content.</li> <li>Written activities including homework</li> <li>Summative Assessment: End of Module Test</li> </ol>
<b>Spring 1</b> <u>Module 3 'Ma vie en musique'</u> <ul style="list-style-type: none"> <li>Talking about your musical tastes</li> <li>Describing what you used to like</li> <li>Comparing your primary and secondary schools</li> <li>Talking about how things have changed</li> <li>Interviewing a young refugee</li> <li>Using the Imperfect tense</li> </ul>	<ol style="list-style-type: none"> <li>Formative Assessments:</li> <li>Mainly through AFL in class to check understanding of content.</li> <li>Written activities including homework</li> <li>Summative Assessment: End of Module Test</li> </ol>
<b>Spring 2</b> <u>Module 4</u> <ul style="list-style-type: none"> <li>1. Talking about food</li> <li>2. How to discuss eating habits</li> <li>3. Talking about animals and the natural world</li> <li>4. Talking about plastic and the environment</li> <li>5. Talking about what you would like to do</li> <li>Referring to two different time frames</li> <li>Using the conditional tense</li> </ul>	<ol style="list-style-type: none"> <li>Formative Assessments:</li> <li>Mainly through AFL in class to check understanding of content.</li> <li>Written activities including homework</li> <li>Summative Assessment: End of Module Test</li> </ol>

<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Where you would like to go</li> <li>• Talking about impressive sites and monuments</li> <li>• Talking about what you like and dislike doing</li> <li>• Preparing a fact file and an advert on a francophone country</li> <li>• How to discuss young French-speakers you would like to meet</li> <li>• How to discuss plans for the future</li> <li>• How to discuss a past trip round the world</li> <li>• • How to write an article about a francophone artist, musician, writer or sportsperson</li> </ul>	<p>17. Formative Assessments: 18. Mainly through AFL in class to check understanding of content. 19. Written activities including homework 20. Summative Assessment: End of Module Test</p>
<p><b>Summer 2</b></p> <p><u>Assessment and Revision</u></p>	<p>21. Formative Assessments: 22. Mainly through AFL in class to check understanding of content. 23. Written activities including homework 24. Summative Assessment: End of Module Test</p>
<p style="text-align: center;"><b>Year 9 Course Description</b></p> <p>Students at Key Stage 3 students are taught to communicate through speaking and writing and to understand French through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about French grammar and gain skills in language enrichment, adaptation and translation.</p> <ul style="list-style-type: none"> <li>• Develop speaking and listening skills by understanding and responding in French.</li> <li>• Develop reading and writing skills in order to write simple sentences and find information from a short written text.</li> <li>• Manipulate the language by adding extra details e.g. opinions and justification.</li> <li>• Learn to be able to accurately translate phrases from French to English and English to French.</li> </ul>	
<p style="text-align: center;"><b>Assessment</b></p> <p>At the end of each module, Dyanmo has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.</p>	
<p style="text-align: center;"><b>Homework</b></p> <p>Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural homework that will be provided to them.</p>	
<p style="text-align: center;"><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>• Check SMHW to see what homework has been set and ensure that the pupil has completed it.</li> <li>• Buy a French dictionary and look up French websites.</li> <li>• Encourage your child to ask the teacher after the lesson if they have not understood the work.</li> <li>• Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).</li> <li>• Watch French films with subtitles, listen to French songs with lyrics.</li> </ul>	



# Geography

TERM	Main assessment task
<b>Autumn 1</b> <u>Development</u>	1. Written Assessment – How do we measure Development? How does this allow us to compare countries, and understand how and why they have developed at different rates in the past?
<b>Autumn 2</b> <u>Rivers</u>	2. Construct a factfile on the River Thames, concentrating on how it has affected the development of London as a Capital City, and how human activity has been shaped by the presence of the river.
<b>Spring 1</b> <u>Population</u>	3. Extended writing – should we control the world's population, or should we use technology to support population growth (Malthus vs. Borlaug).
<b>Spring 2</b> <u>Glaciation</u>	4. Glaciation – how do we model Glacial Processes? (3D modelling task) Create a model of a glacial feature, explaining how processes and landscapes combine to create unique features
<b>Summer 1</b> <u>Wasteful World</u>	5. Wasteful World – to what degree can recycling reduce the effects of over-exploitation of the world's resources? What can we learn about the promotion of Recycling from the Dharavi Slum in Mumbai?
<b>Summer 2</b> <u>Geographical Challenges to the UK in the 21<sup>st</sup> century</u>	6. Extended writing – what are the main challenges faced by the UK and how can we tackle them?

## Year 9 Course Description

Our Year 9 curriculum is designed to have two main goals – to prepare students for the requirements of the GCSE Geography curriculum, and to ensure all students reach the targets set out by the Key Stage 3 National Curriculum for Geography. Pupils will develop a greater understanding of the issues that separate countries, using a range of locations to consider historic and future causes of conflict .

## Assessment

All pupils will complete a set of departmental assessments, which will inform their teachers as to their progress, and to any issues with understanding that need to be addressed. GCSE consideration basis.

## Homework

Homework tasks are designed to stretch all pupils' understanding of the lessons covered. Examples include speech writing, poetry, scientific diagrams and analysis.

## How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their Geography topics, using news websites and other sources. They can also check that homework are being completed using the online SatchelOne system.

# History

<b>Autumn 1</b> <u>20<sup>th</sup> Century World Conflicts</u>	1. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 2. Extended written explanation task- Why did the USA use nuclear weapons in 1945?
<b>Autumn 2</b> <u>The Holocaust</u>	3. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 4. Extended written explanation task- Why did so many people do nothing to help?
<b>Spring 1</b> <u>Civil Rights in the USA</u>	5. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 6. Extended written explanation task- Who could be considered more important MLK or Malcom X?
<b>Spring 2</b> <u>The Middle east and the 20<sup>th</sup> century.</u>	7. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 8. Extended written explanation task- Write a narrative account of the relationship between the USA and the Middle East between 1990 and 2003.
<b>Summer 1</b> <u>The 1980s and Changes in UK society</u>	9. Project based assessment. Pupils will create through a media of their own choice a display/ presentation.
<b>Summer 2</b> <u>What is the best way to bring about change in society?</u>	10. Project based assessment. Pupils will create through a media of their own choice a display/ presentation.

## Year 9 Course Description

During Year 9, pupils will complete a range of units that prepare them for the requirements of the Edexcel GCSE course used in Key Stage 4. This part of the curriculum focuses exclusively on the events of the 20<sup>th</sup> century. This part of the course will continue to support the skills required for GCSE as well as important contextual knowledge.

## Assessment

Pupils will be given summative assessments at the end of each unit they study, allowing them to see how they are progressing against their individual targets. They will practice with formative assessment throughout the course.

## Homework

Homework tasks will be set on a weekly basis, and will be following the 'meanwhile elsewhere' programme of homework. This is intended to help the curriculum be more inclusive and less Euro/ British centric.

## How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils may also be required to complete research-based homework.

# ICT

TERM	Main assessment task
<p><b>Autumn 1</b></p> <p><u>E-safety &amp; Binary, bits and bobs</u></p> <ul style="list-style-type: none"> <li>Students will spend some time going over e-safety after which they will explore how a computer understands instructions.</li> </ul>	<ol style="list-style-type: none"> <li>Students will produce a detailed leaflet on e-safety</li> <li>Students will complete worksheets testing them on binary</li> <li>End of unit test</li> </ol>
<p><b>Autumn 2</b></p> <p><u>Microbit advance</u></p> <ul style="list-style-type: none"> <li>Understand logic, sequencing and iteration to produce advance microbits.</li> <li>Students will also work with variables.</li> </ul>	<ol style="list-style-type: none"> <li>Various microbit projects</li> </ol>
<p><b>Spring 1</b></p> <p><u>Introduction to Python</u></p> <ul style="list-style-type: none"> <li>Students will learn how to write and compile a python program.</li> <li>They will learn what variables are, data types, selection and iteration</li> </ul>	<ol style="list-style-type: none"> <li>Weekly worksheets to add to their python workbook</li> </ol>
<p><b>Spring 2</b></p> <p><u>Next Steps with Python</u></p> <ul style="list-style-type: none"> <li>We will investigate and use loops, lists, procedures, and functions.</li> </ul>	<ol style="list-style-type: none"> <li>Weekly worksheets to add to their python workbook</li> </ol>
<p><b>Summer 1/ 2</b></p> <p><u>HTML</u></p> <ul style="list-style-type: none"> <li>Understand the structure of a website.</li> <li>Learn the HTML tags and program and 3-to-4-page website about themselves</li> </ul>	<ol style="list-style-type: none"> <li>To produce a 3-to-4-page website about themselves</li> </ol>

### **Year 9 Course Description**

ICT is a practical subject that all students will study throughout KS3. Students will be able to understand the importance of safe use whilst on social media. Later they will use HTML & CSS to create their own website. In the second half of the autumn term students will continue designing and creating a website using a professional web creation application.

In the spring term students will develop their animation skills. Students will also create their own spreadsheets using complex formulas to find their answers. They will also use goal seek function and use break-even graphs.

The first part of the summer term will focus on skills in graphic products using Photoshop. By the end they will be familiar with common tools in Photoshop and produce a professional DVD cover.

The second half of the summer term there is a multi-disciplined project where students apply what they have learnt earlier to produce an array of products for a business company.

### **Assessment**

By the end of year 9, it is anticipated that students should be able to demonstrate they can:

- Evaluate the importance of safety whilst using Social Media and research /summarize a real report to produce a conclusion on how this could have been prevented.
- Final Design
- End of Year Test

These skills will be assessed at the end of each project and progress will be tracked on trackers and through interim reports. Students will also complete end of unit tests as well as an end of year exam.

### **Homework**

It is expected that regular homework will be given to students related to the topic they are studying. Homework will be given once a week and will include a range of research, evaluating what they have learned in the lesson and quizzes.

### **How Parents Can Help**

- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set
- Encourage and support their child with the research outside of school.

# Maths

TERM	Main assessment task
<b><i>Autumn 1</i></b>  <u>Geometry 1</u> Right angled triangles and angles  <u>Number 1</u> Number properties and standard form  <u>Algebra 1</u> Linear equations	1. End of Units test for all units 2. Books marked on a regular basis with feedback 3. Homework is set and marked weekly 4. End of year test covering all material studied
<b><i>Autumn 2</i></b>  <u>Geometry 2</u> Perimeter, area of plane shapes and volume and surface area of prisms  <u>Number 2</u> Fraction, decimals and percentages  <u>Algebra 2</u> Number and sequences	5. End of Unit test for all units 6. Books marked on a regular basis with feedback 7. Homework is set and marked weekly 8. End of year test covering all material studied
<b><i>Spring 1</i></b>  <u>Statistics 1</u> Charts, tables and averages  <u>Algebra 3</u> Linear graphs	9. End of Unit test for all units 10. Books marked on a regular basis with feedback 11. Homework is set and marked weekly 12. End of year test covering all material studied

<p><b>Spring 2</b></p> <p><u>Geometry 3</u></p> <p>Transformations</p> <p><u>Ratio 1</u></p> <p>Ratio, speed and proportion</p>	<p>13. End of Unit test for all units</p> <p>14. Books marked on a regular basis with feedback</p> <p>15. Homework is set and marked weekly</p> <p>16. End of year test covering all material studied</p>
<p><b>Summer 1</b></p> <p><u>Probability 1</u></p> <p>Probability and events</p> <p><u>Statistics 2</u></p> <p>Representing Data</p>	<p>17. End of Unit test for all units</p> <p>18. Books marked on a regular basis with feedback</p> <p>19. Homework is set and marked weekly</p> <p>20. End of year test covering all material studied</p>
<p><b>Summer 2</b></p> <p><u>Geometry 4</u></p> <p>Angles, construction and loci</p> <p><u>Algebra 4</u></p> <p>Simultaneous equations and inequalities</p>	<p>21. End of Unit test for all units</p> <p>22. Books marked on a regular basis with feedback</p> <p>23. Homework is set and marked weekly</p> <p>24. End of year test covering all material studied</p>

#### Year 9 Course Description

Mathematics in Year 9 requires students to build on strong foundations set in Year 8 in order for them to be ready to meet the challenges of the new GCSE course.

Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. We follow a 3 year GCSE scheme of work which begins in Year 9 and is linked with the Pearson-Edexcel GCSE framework. In line with the national changes, the students will be carrying out some "Challenge tasks" throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.

### **Assessment**

The year 9 students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year. Class work and homework are monitored frequently. The top two sets are moving towards completing the Higher GCSE paper and the lower set will be doing the Foundation paper. The setting is flexible and there may be movement between groups throughout the year. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator which can be bought from the Maths Department for £8.

At the end of Year 9, the students will complete internal GCSE assessment papers so that all students will be aware of their current attainment before entering Year 10. This paper will also help decide whether the student should be doing the Higher or Foundation GCSE.

### **Homework**

Homework is set at least once a week and should last for approximately 30 minutes. All homework will be set on the website HegartyMaths.com. This website provides instructional videos that help students if they are unsure with the content. The class teacher will also always record the homework set on Show My Homework.

### **How Parents Can Help**

GCSE Revision Maths revision books can be bought from the Maths Department for £2.50 to help support students through their Maths lessons. The Khan Academy (free login, but does require registration at [www.khanacademy.org](http://www.khanacademy.org))

Nrich (web resources for stretching and provoking thought at [www.nrich.maths.org](http://www.nrich.maths.org))

# Music

TERM	Main assessment task
<b>Autumn 1</b> <u>Performance</u> <u>Keyboard skills</u>	1. A solo performance of a keyboard piece to demonstrate knowledge of notes on the stave, rhythms and performance skills.
<b>Autumn 2</b> <u>Performance</u> <u>Finding chords</u>	2. Working out major and minor chords on keyboards and using these skills to perform a pop song.
<b>Spring 1</b> <u>Composition</u> <u>Indian Classical</u>	3. A composition based around a Raga and learning how to perform Indian Classical rhythms.
<b>Spring 2</b> <u>Performance</u> <u>Guitar</u>	4. Learning how to read chord charts and performing a well-known pop song.
<b>Summer 1</b> <u>Composition</u> <u>Minimalism</u>	5. A class composition based on techniques used by a variety of Minimalist composers, using a range of instruments.
<b>Summer 2</b> <u>Ensemble performance</u> <u>Gamelan</u>	6. An ensemble of 'Baris', a traditional Balinese piece, using metalaphones.

## Year 9 Course Description

Music is studied by all students in KS3. Students will explore a wide range of musical genres that encompasses not only Western classical tradition, but music from other cultures. Within music, students will learn a number of vital skills that can be transferred across subjects and help prepare for GCSE and life beyond school:

- Team work and communication
- Listening
- Creativity
- Confidence
- Problem solving and reasoning
- An awareness and understanding of different cultures and socio-political issues around the world

## Assessment

- Students will be assessed on all 3 areas outlined in the curriculum: performing, composing and appraising.
- They will understand how to give and receive constructive feedback against a given success criteria and justify their choices.
- Skills and abilities will be marked and tracked using a modified GCSE mark scheme with regular feedback

## Homework

Homework will include a variety of activities including music theory exercises to independent research projects.

## How Parents Can Help

- Encourage their child to listen to a wide variety of music and discuss features
- Support child with their learning and discuss importance of the skills being taught



# PE

TERM	Main assessment task
<b>Autumn 1</b> <u>Football / Basketball / Netball/ Handball/ Table Tennis</u>	1. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<b>Autumn 2</b> <u>Basketball / Netball/ Handball / Rugby / Football/ Table Tennis</u>	2. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<b>Spring 1</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	3. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<b>Spring 2</b> <u>Badminton / Health related Fitness / Rugby/ Netball/ Football/ Basketball/Handball</u>	4. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<b>Summer 1</b> <ul style="list-style-type: none"> <li><u>Athletics</u></li> </ul>	5. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<b>Summer 2</b> <u>Cricket / Volleyball / Rounders/ Softball/Short tennis</u>	6. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
Year 9 Course Description	

Students are taught advanced skills developing the core skills and applying them as tactics of success. They are encouraged to lead and manage a group of students as either a coach or manager designing extended warm-up drills and leading the tactics to use. These activities encourage the use of team work, communication, leadership and being able to perform individually. With each sport students will gain the understanding of the importance of a healthy active lifestyle as they are taught the effects of exercise on the musculoskeletal system and cardiovascular system. Students will learn the principles of training and how to conduct fitness tests for each component of fitness. They will learn the more advanced rules and regulations to be able to apply them when officiating in competitive situations.

#### **Assessment**

Assessment is based on the design of the sessions that they lead and how this is applied within the team games. Students are assessed on knowledge and understanding of the effects of exercise on the body systems through demonstration and questions and answer during the lesson.

#### **Homework**

Join an extra-curricular club in order to further develop their core skills. Design a successful warm-up containing 3 phases.

#### **How Parents Can Help**

Encourage them to join a sports club either in school or out of school and motivate full participation during PE lessons.

# Religious Studies

TERM	Main assessment task
<p><b>Autumn 1</b></p> <p><u>Is it ever right to fight?</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore reasons why wars occur and the impact they have on society.</li> <li>• Explore what makes a war a fair war and use examples from history and the present day to discuss whether the Just War criteria were followed.</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>
<p><b>Autumn 2</b></p> <p><u>The Holocaust</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Learn about the Holocaust and how it affected the lives of the Jewish communities.</li> <li>• Evaluate whether God can be loving and yet allow the Holocaust to occur.</li> <li>• Evaluate whether the UK has learnt from the Holocaust.</li> <li>• Discuss who should be blamed for the events of the Holocaust.</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic.</p>
<p><b>Spring 1/2</b></p> <p><u>Is life sacred?</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore when life begins and whether abortion can ever be justified.</li> <li>• Understand the sanctity of life and its impact for religious believers.</li> <li>• Evaluate the quality of life argument when discussing issues of medical ethics such as IVF and Euthanasia.</li> <li>• Explore whether everyone should donate their organs after death.</li> </ul>	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>

## **Summer 1/2**

### Inspirational Figures

Students will be given the opportunity to:

- Discuss the work of inspirational figures in society who have made a significant and positive impact to bring about social change having been inspired by their faith

All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.

In addition, summative assessment will take place regularly during the lesson.

The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.

## **Year 9 Course Description**

Religious Studies is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. As a result it is important that students in KS3 gain a deeper insight into the lives of people who practice a faith or not and how belief can influence good actions. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. It is important that these issues are discussed in the classroom to avoid stereotyping, isolation and discrimination of faith groups.

At Key Stage 3 students are taught to:

- Learn about the different faiths around them and express how faith can lead to action within communities.
- Explore their own beliefs about creation and existence and compare them with the views of others.
- Understand historical scripture and its importance for faith communities today.
- Look at how religion can sometimes inspire people to act virtuously but also how some views can be interpreted incorrectly to influence immoral and deviant behaviour.
- To explore the ethical issues concerned with matters of life and death.
- Year 9 in particular will have an emphasis on GCSE exam criteria for assessments, giving student an introduction in to evaluation and analysis skills in preparation for GCSE exams.

### **Assessment**

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Identify and explain relevant key terms for each topic studied.
- Outline how faith can lead to action in the community.
- Express and justify their own opinion on topic areas studied for example, is war ever justified? When does life begin?
- Discuss how believers have described the characteristics of God.
- Confidently use religious teachings to support their answers.
- Understand and evaluate the importance of events from historical scripture and what they mean for believers today.
- Explain what can be learnt from religion.

### **Homework**

It is expected that regular homework will be given once a fortnight to students in year 9. Homework will be marked in accordance to school policy.

Homework could include researching a topic we will be studying or creating posters and speeches about areas learnt in the lesson.

### **How Parents Can Help**

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter.
- Ensure that their child comes equipped to class time.

# Science

TERM	Main assessment task
<b><i>Autumn Term 1</i></b> <u>Units completed</u> <ul style="list-style-type: none"> <li>Unit WS1 : Working Scientifically</li> <li>Unit B1: Cell level systems</li> <li>Unit B7: Practical skills</li> </ul>	<u>End of Unit Test</u> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <u>Deep marking Tasks</u> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge</li> </ul>
<b><i>Autumn Term 2</i></b> <u>Units completed</u> <ul style="list-style-type: none"> <li>Unit C1: Particles</li> <li>Unit P1: Matter</li> <li>Unit P7 : Practical skills</li> <li>Unit C7 : Practical skill</li> </ul>	<u>End of Unit Test</u> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <u>Deep marking Tasks</u> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<b><i>Spring Term 1</i></b> <u>Units completed</u> <ul style="list-style-type: none"> <li>Unit B2: Scaling up</li> <li>Unit C2: Elements, compounds and mixtures</li> </ul>	<u>End of Unit Test</u> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <u>Deep marking Tasks</u> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<b><i>Spring Term 2</i></b> <u>Units completed</u> <ul style="list-style-type: none"> <li>P2: Forces</li> <li>Extensive revision lessons</li> </ul>	<u>End of Unit Test</u> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <u>Deep marking Tasks</u> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>
<b><i>Summer Term 1</i></b> <u>Units completed</u> <ul style="list-style-type: none"> <li>Unit P8 Beyond the Earths</li> </ul>	<u>End of Unit Test</u> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <u>Deep marking Tasks</u> <ul style="list-style-type: none"> <li>Assesses key skills and knowledge, completed approximately fortnightly.</li> </ul>

<p><b>Summer Term 2</b></p> <p>Units completed</p> <ul style="list-style-type: none"> <li>Unit C6 Organic Chemistry</li> </ul>	<p><u>End of Unit Test</u></p> <ul style="list-style-type: none"> <li>Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit.</li> </ul> <p><u>Deep marking Tasks</u></p> <p>Assesses key skills and knowledge, completed approximately fortnightly.</p>
<p style="text-align: center;"><b>Year 9 Course Description</b></p> <p>The science course is the GCSE Combined Science A (OCR Gateway Science). This course provides the foundation for understanding the material world. Students are introduced to various key concepts in Biology, Chemistry and Physics, and develop their understanding of how these ideas can help describe diverse and complex natural phenomena.</p> <p>Students will complete:</p> <ul style="list-style-type: none"> <li>2 units of Biology,</li> <li>2 units of Chemistry</li> <li>2 units of Physics</li> <li>7 practical skills units</li> </ul>	
<p style="text-align: center;"><b>Assessment</b></p> <p>Students' progress in learning is closely monitored through regular assessments. Students will assess themselves and be assessed by teachers during lessons, through practicals, through homework and in end of unit tests. At the end of the year, there will be a Year 9 exam. Books and homework tasks are marked using the School's marking Policy.</p>	
<p style="text-align: center;"><b>Homework</b></p> <p>Homework will be set once a week on SMHW to reinforce the learning done during the lesson or to prepare for topics that they are scheduled to be studied. This may include research tasks, exam questions or extended writing tasks.</p>	
<p style="text-align: center;"><b>How Parents Can Help</b></p> <ul style="list-style-type: none"> <li>Check SMHW to see what homework has been set and ensure that the student has completed it.</li> <li>Encourage your child to use the BBC Bitesize website to complete homework and revise regularly.</li> <li>Provide their child with time at home to practise the skills learnt in class through homework set.</li> <li>Ensure their child has access to online resources provided by the school and on the web</li> <li>Show an interest in your child's work and ask them to teach you what they have learnt.</li> </ul>	

# Spanish

TERM	Main assessment task
<p><b>Autumn 1</b></p> <p><u>Somos así</u></p> <ul style="list-style-type: none"> <li>Talking about things you like</li> <li>Using irregular verbs in the present tense</li> <li>Talking about your week</li> <li>Using regular verbs in the present tense</li> <li>Talking about films</li> <li>Using the near future tense</li> <li>Talking about a birthday</li> <li>Using the preterite</li> <li>Talking about life as a celebrity</li> <li>Using three tenses together</li> <li>Understanding descriptions of days out</li> <li>Using the four Ws when listening</li> </ul>	<ol style="list-style-type: none"> <li>Teacher feedback in class and in books</li> <li>Peer and self-assessment</li> <li>Results from homework</li> <li>Half-termly assessments in 3 out of 4 skills.</li> <li>Writing and speaking assessments on alternate terms</li> </ol>
<p><b>Autumn 2</b></p> <p><u>Oriéntate</u></p> <ul style="list-style-type: none"> <li>Saying what you have to do at work</li> <li>Using tener que</li> <li>Saying what job you would like to do</li> <li>Using correct adjectival agreement</li> <li>Talking about your future</li> <li>More practice with the near future tense</li> <li>Describing your job</li> <li>More practice using three tenses</li> <li>Checking for accuracy and new words</li> <li>Using reference materials</li> </ul>	<ol style="list-style-type: none"> <li>Teacher feedback in class and in books</li> <li>Peer and self-assessment</li> <li>Results from homework</li> <li>Half-termly assessments in 3 out of 4 skills.</li> <li>Writing and speaking assessments on alternate terms</li> </ol>
<p><b>Spring 1</b></p> <p><u>En Forma</u></p> <ul style="list-style-type: none"> <li>Talking about diet</li> <li>Using direct object pronouns</li> <li>Talking about an active lifestyle</li> <li>Using stem-changing verbs</li> <li>Talking about your daily routine</li> <li>Using reflexive verbs</li> <li>Talking about getting fit</li> <li>Using se debe/no se debe</li> <li>Talking about ailments</li> <li>Using me duele(n)</li> <li>Giving a presentation about fitness and routine</li> <li>Using complex sentence</li> </ul>	<ol style="list-style-type: none"> <li>Teacher feedback in class and in books</li> <li>Peer and self-assessment</li> <li>Results from homework</li> <li>Half-termly assessments in 3 out of 4 skills.</li> <li>Writing and speaking assessments on alternate terms</li> </ol>



<p><b>Spring 2</b></p> <p><u>Me, My Family and Friends</u></p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>tener, ser and estar present tense</li> <li>possessive adjectives</li> <li>adjective agreement and position rules</li> <li>Technology/ mobile phone/ media</li> <li>reflexive verbs: casarse/enfadarse/llevarse</li> <li>bien con</li> <li>comparatives más que/menos que; adverbs of frequency</li> <li>regular verbs in present tense; direct object pronouns</li> <li>interrogative words such as quién, cómo, cuántos,</li> </ul>	<ul style="list-style-type: none"> <li>16. Teacher feedback in class and in books</li> <li>17. Peer and self-assessment</li> <li>18. Results from homework</li> <li>19. Half-termly assessments in 3 out of 4 skills.</li> <li>20. Writing and speaking assessments on alternate terms</li> </ul>
<p><b>Summer 1</b></p> <p><u>Free Time Activities</u></p> <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> <li>consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar</li> <li>extend range of two verbs together</li> <li>future tense introduced eg weekend plans</li> <li>adverbs such as por lo</li> <li>formation of regular adverbs such as normalmente</li> </ul>	<ul style="list-style-type: none"> <li>21. Teacher feedback in class and in books</li> <li>22. Peer and self-assessment</li> <li>23. Results from homework</li> <li>24. Half-termly assessments in 3 out of 4 skills.</li> <li>25. Writing and speaking assessments on alternate terms</li> </ul>
<p><b>Summer 2</b></p> <p><u>Revision and Assessment</u></p>	<ul style="list-style-type: none"> <li>26. Teacher feedback in class and in books</li> <li>27. Peer and self-assessment</li> <li>28. Results from homework</li> <li>29. Half-termly assessments in 3 out of 4 skills.</li> <li>30. Writing and speaking assessments on alternate terms</li> </ul>

### **Year 9 Course Description**

Students At Key Stage 3 students are taught to:

- Communicate through speaking and writing and to understand Spanish through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about Spanish grammar and gain skills in language enrichment, adaptation and translation.
- Develop speaking and listening skills by understanding and responding in Spanish.
- Develop reading and writing skills in order to write a few sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from Spanish to English and English to Spanish.

In Year 9, students follow a scheme of work based on VIVA for Edexcel GCSE Spanish 9-1.

### **Assessment**

At the end of each module, Viva has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.

### **Homework**

Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of Spanish via a variety of cultural homework that will be provided to them.

### **How Parents Can Help**

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a Spanish dictionary and look up Spanish websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).
- Watch Spanish films with subtitles, listen to Spanish songs with lyrics

## Technology (Hard)

TERM	Main assessment task
<p><b>Autumn Term</b></p> <p>Graphics Project</p> <p><b>Architectural drawing</b></p> <ul style="list-style-type: none"> <li>To build upon and improve their design and drawing skills from previous learning.</li> <li>This project readies pupils for life at KS4 with the development of design and development skills needed to be successful at the next step of their education.</li> <li>This will further develop drawing skills learnt in year 8 and prepare students for post KS3 studies in construction and the built environment.</li> </ul>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li><i>Written assessment at the end of each term</i></li> <li><i>Knowledge check throughout each task</i></li> <li><i>Marking to assess key skills and knowledge, completed approximately fortnightly.</i></li> </ul> <p><i>Practical task evaluation</i></p> <ul style="list-style-type: none"> <li>Work is assessed on accuracy, detail and quality of drawing.</li> <li>Assignment task is matched to our KS4 expectations</li> </ul>
<p><b>Spring Term</b></p> <p><b>Architectural modelling</b></p> <ul style="list-style-type: none"> <li>To build upon and improve their design and modelling skills from previous learning.</li> <li>To know and understand influential design movement. Architectural sketching and modelling. This is a project base learning that incorporates different skills and applying them to a long-term project.</li> </ul>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li><i>Written assessment at the end of each term</i></li> <li><i>Knowledge check throughout each task</i></li> <li><i>Marking to assess key skills and knowledge, completed approximately fortnightly.</i></li> </ul> <p><i>Practical task evaluation</i></p> <ul style="list-style-type: none"> <li>Work is assessed on accuracy, detail and quality of modelling.</li> </ul>
<p><b>Summer Term</b></p> <p><b>Lamp Project</b></p> <ol style="list-style-type: none"> <li>Pupils develop understanding of skills to undertake further studies that relates to 3D design at KS 4.</li> <li>Pupils work to key criteria and design for a need adhering to design based on a chosen style or movement. Pupils working with a range of techniques with some CAD/CAM are also embedded into this exciting project.</li> </ol>	<p>End of Unit Test</p> <ul style="list-style-type: none"> <li><i>Written assessment at the end of each term</i></li> <li><i>Knowledge check throughout each task</i></li> <li><i>Marking to assess key skills and knowledge, completed approximately fortnightly.</i></li> </ul> <p><i>Practical task evaluation</i></p>

### **Year 9 Course Description**

All pupils in KS3 can study a range of projects. Each project in KS3 has a specific DT focus, which range from materials, graphics with some incorporating key CAD/CAM SKILLS using 2D Design™

Each KS3 group has an allocation of 2 hours per fortnight and are in groups of mixed ability classes. Each KS3 Project had been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Pupil's work on individual projects as well as working in project teams to again develop their leadership and team building skills.

The department enjoys state of the art DT classrooms housing 3 multi-functional workshops, these classrooms include a range of cutting-edge machinery, hand tools and CAD/CAM equipment.

### **Assessment**

By the end of year 9 it is anticipated that students should be able to demonstrate they can:

- Show evidence of analysis of form and function of similar/familiar products.
- Show a thorough understanding of physical properties/working characteristics of materials.
- Apply the conclusions from research/analysis to show how ideas better fit the target.
- Produce a variety of 2D and 3D creative ideas/models which reflect a design brief.
- Show some technical understanding of fonts, image and colour to improve an idea
- Use a range of strategies to fully develop and model appropriate ideas.
- Explain how a developed design meets a specification.
- Work independently during practical work.
- Select and use a range of tools and equipment accurately, skilfully and safely.
- Apply quality checks throughout the making process ensuring a quality product is produced.
- Use a specification to base a reflection on and suggest modifications
- Explain fully in writing how a product can be changed to improve it further

### **Homework**

It is expected that regular homework will be given once every fortnight to students. Homework will be linked to encourage the development of the projects they are currently working on in school. Homework will be marked in accordance to school policy. Support with homework will be offered by all DT Staff.

### **How Parents Can Help**

- Ensure that their child comes equipped to class
- Check homework set on Show My Homework and ensure that it is completed to a good standard
- Encourage and support their child with the research outside of school.

# Textiles

TERM	Main assessment task
<p><b>Autumn 1/ Spring 2</b></p> <p>Students will explore:</p> <p>Health and safety issues when using the sewing machines and specialised textiles equipment.</p> <p>Hazards in a textiles workshop.</p> <p>Textiles equipment and their uses.</p> <p>Using the hot textiles equipment safely.</p>	<p>a. To use advanced sewing equipment with precision.</p> <p>b. Ability to identify risks and hazards when in a textiles workshop and knowing how to prevent accidents.</p> <p>c. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>d. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>e. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Autumn 2/Summer 1</b></p> <p>Students will study: Experimentation and research</p> <p>Students explore and research into textiles basic techniques and process and apply their knowledge to fit the set brief.</p> <p>This project they will explore: -</p> <ul style="list-style-type: none"> <li>• Researching into design theme.</li> <li>• Be able to research for ideas using computers.</li> <li>• Experimenting with decorating fabric.</li> <li>• Using wet and hot textiles equipment such as tie dye, batik, marbling, heat press and glue gun.</li> <li>• Hand/ machine embroidery using hand and machine sewing equipment.</li> <li>• Applique and machine embroidery.</li> <li>• Using the sewing machines for different stitching processes.</li> </ul>	<p>a. Peer/ self-assessments throughout project. – Mid-term test</p> <p>a. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>c. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>d. Class tests, questioning in class, demonstration of tasks.</p>
<p><b>Spring 1/ Summer 2</b></p> <p>Students will be able to expand their research and experimentation into their own design and create their own final product through careful planning.</p> <p>This project students will be able to explore: -</p> <ul style="list-style-type: none"> <li>• Plan their task using a brainstorm / mind mapping.</li> <li>• Generate their own design specifications.</li> <li>• Developing their design ideas.</li> <li>• Measuring and cutting accurately</li> </ul>	<p>a. Writing own specifications to meet design brief.</p> <p>b. Making own mind map for the task.</p> <p>c. Designing ideas Writing on planning and making.</p> <p>d. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved.</p> <p>e. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p> <p>f. Class tests, questioning in class, demonstration of tasks. End of project test.</p>

<ul style="list-style-type: none"> <li>• Using a sewing machine confidently</li> <li>• Go through the various stages of the design process.</li> <li>• Learn how to design a textiles product for a target group, and how it could be produced in larger quantities.</li> <li>• Evaluation of product made.</li> <li>• Suggestions to improve.</li> </ul>	
<p><b>PRACTICAL TASKS:</b>  <i>Throughout the academic year, students will plan, organise and learn how to sew, prepare, make and evaluate:</i></p> <p>Project – Graffiti shorts project based on the design theme recycling textiles and graffiti art.</p> <p>Students will have the opportunity to use the sewing machines, hand sewing equipment, iron, and specialist textiles equipment.</p> <p>Difficulty levels: - Allow students to have a challenge based on their abilities  Red – Shorts – 2 pieces of fabric and 2 decorative techniques  Orange – Shorts – 4 pieces of fabric pieces including waistband and 3 different decorative techniques.  Green – Shorts – 6 fabric pieces including pockets and waistband with 3 or more decorative techniques.</p> <p>Extension work: Will always be set through SMHW in the extension tasks booklet.</p>	<p>*Ability to sew different techniques and process.  *Describe how to create different textiles techniques and processes.  *Ability to follow a step by step guide.  *To choose equipment appropriate to each task. *To measure and cut fabric accurately. *To work independently in an extremely competent and confident manner. *To follow the order of work correctly. *To use the right sewing methods. *To demonstrate good knowledge in relation to manufacturing a product and being able to make adjustments in practice as required.  *To show good knowledge in relation to techniques and processes learnt.  *To present the present work in a creative manner.  *Health and safety rules should be thoroughly practiced.  *To work independently without support and use range of high and medium level sewing and making skills. *To show high standard of competence. * Evaluation of final product and using the right textiles specialist words.</p>

#### **Year 9 Course Description – Textiles**

Textiles technology gives students the opportunity to investigate, explore textiles techniques and analyse how well familiar products work and who they are really aimed at. Students learn how to solve practical problems skilfully, creatively and with imagination.

#### **Assessment**

Will be set every half term with a short quiz or end of term with a end of project test to check the students understanding and learning throughout the unit. The assessment grades will go towards data input to form target grades.

#### **Homework**

Homework will be set once every other week and will be uploaded on Show My Homework app so all students and parents have access to all homework set.

### **How Parents Can**

To regularly check Show My Homework.

To assist you child with homework set – encourage them to find their own answers, explore their own thoughts and ideas.

## **INCLUSION**

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

### **Special Educational Needs and Disabilities (SEND)**

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

### **English as an Additional Language department (EAL)**

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.