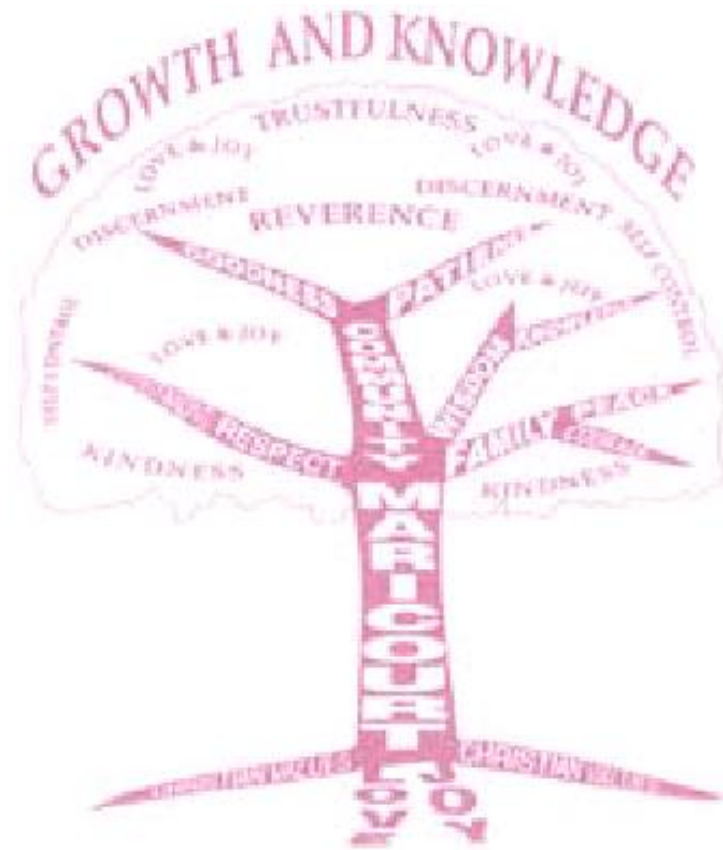


Maricourt Catholic High School



Curriculum Information – Year 9

2018/2019

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Religious Education

Pupils examine how we live in a diverse and multi faith society. Pupils make a comparison between the beliefs and practices of Roman Catholic Christianity and Islam. From January pupils begin their GCSE studies, they evaluate arguments for belief in God and pupils are expected to express their own responses to the issues and questions raised in each topic using reasons and evidence and evaluate alternate view points about these issues and questions.

Course content

- **Comparative study of Roman Catholicism and Islam;** worship, charity, pilgrimage, importance of public declaration of faith.
- **Believing in God;** belief in God, religious experience, arguments for the existence of God, Unanswered prayers, the problem of evil and suffering, belief in God in the media.

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the course including;

- discussions, question/answer
- written exercises/project work
- use of role play and group work
- use of media and ICT
- Presentations

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons.

Tasks will include:

- Written exercises
- Learning Keywords
- Research exercises
- Creating illustrations and display work
- Revision

Assessment

Continual monitoring of classwork and homework will occur. Continual monitoring of classwork and homework will occur. Gold, silver and bronze progress indicators are awarded for six pieces of work throughout the year, one each half term.

Assessments in Year 9

- Prayer
- The Importance of Worship
- Believing in God (Religious experience)
- Believing in God (Scientific explanation of the world)
- Believing in God (Unanswered prayers)

Personal Social and Health Education

Course content

Personal Identity: Self Development, Body Images, Healthy Lifestyles: Binge Drinking, Effects of Alcohol, Drug Use, Smoking, Relationships; Communication, Teamwork, Different Relationships, Diversity; Learning Disabilities and Bullying, Prejudice, Gender, Risk; Street Crime, Personal Safety, Cyber Safety, Economic Well-Being; Uses of Money, Budgeting Sex & Relationship Education programme delivered by specialist staff.

Pupils will take part in a debate on the topic:

'Free Speech - Should we be allowed to post anything we like on You Tube/Social Media?' with a particular focus on the idea of its use in extremism and radicalisation.

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the teaching of PSHEE and Citizenship lessons in Years 7-11 including:

- Discussions, question/answer
- Computer based exercises/project studies
- Internet based research
- PowerPoint presentations
- Practical skill exercises
- Use of role play and group work
- Use of video clips and live performances
- Work experience and mock interviews (in Year 10 & 11)
- Group work tasks
- Debates

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated and scaffolded so that all students can be involved.

Our PSHEE and Citizenship Curriculum is further enriched by the guest speakers and external providers we bring in throughout the school year. Examples include Merseyside Police (Discussing Anti-Social Behaviour with Year 7 & 8), The Anthony Walker Foundation (Delivering Anti-Bullying and Hate Crime sessions with Year 8 and 10), Rob Thomas (Discussing Knife Crime with Year 10 students), Merseyside Youth Association (working with Year 7 & 8) and SMASH (working with a number of Year groups to discuss the dangers of Drug use). As well as these and numerous other visitors we also run a host of Enterprise activities and school trips which further enhance the Social, Moral, Spiritual and Cultural values of our pupils with our annual Year 9 retreat, visits to museums and art galleries and end-of-year reward trips to theme parks.

Extended work

Maricourt Pledges

These 14 pledges are made to all learners during their time at Maricourt...

- Be given a residential trip opportunity
- Watch a Professional Performance
- Present to an Audience (class, teachers, panel of external community members)
- Represent the school in an activity or sporting event (taking place in or out of school)
- Meet a person who can widen their knowledge of the world (a guest speaker)
- Receive an 'International' experience (residential abroad or guest speakers/activities)
- Visit or engage with a national or local park, museum, gallery or library
- Visit a place of worship or spiritual significance to widen knowledge of different cultures
- Take part in work related learning (work experience)
- Be involved in a club, society or organisation inside or outside of school
- Actively contribute to charity work or a community project inside or outside of school
- Be a volunteer within school or for an organisation outside of school
- Take part in a democratic vote every school year
- Take part in an Enterprise activity delivered by specialists

Maricourt prides itself on being able to offer such a variety of cultural experiences and developmental opportunities to our learners.

- Producing and presenting an assembly to the rest of the year group
- Research and extended reading tasks to consolidate learning that has taken place in lessons
- Community work achieved through the collection of Hampers and Good Shepherd Fundraising activities each year.

Assessment

Regular assessment takes place during all PSHEE & Citizenship lessons. Each Unit of work in each year group now has a self-assessment and teacher assessment form to be completed. Throughout KS3 a series of Milestone Assessments are completed and feedback is given to students from the class teacher. Year 7 pupils now have a PSHEE & CITIZENSHIP PASSPORT that they will record, self-assess and reflect in to show their progress throughout the curriculum.

Mathematics

COURSE CONTENT

Students cover topics from Number, Algebra, Geometry & Measures, Probability and Statistics throughout Year 9, building on their prior knowledge and preparing them for the GCSE course. Students' skills in terms of using and applying maths are developed through all units of work.

Below is an overview of units covered during year 9:

Higher tier – Sets 1, 2 and 3

Unit	Title	Estimated hours
<u>1</u>	<u>a</u> Calculations, checking and rounding	7
	<u>b</u> Indices, roots, reciprocals and hierarchy of operations	8
	<u>c</u> Factors, multiples and primes	6
	<u>d</u> Standard form and surds	6
<u>2</u>	<u>a</u> Algebra: the basics	8
	<u>b</u> Setting up, rearranging and solving equations	8
	<u>c</u> Sequences	6
END OF TERM 1 TEST		
<u>3</u>	<u>a</u> Averages and range	7
	<u>b</u> Representing and interpreting data	8
	<u>c</u> Scatter graphs	5
<u>4</u>	<u>a</u> Fractions	8
	<u>b</u> Percentages	8
	<u>c</u> Ratio and proportion	8
<u>5</u>	<u>a</u> Polygons, angles and parallel lines	8
	<u>b</u> Pythagoras' Theorem and trigonometry	8
END OF TERM 2 TEST		
<u>6</u>	<u>a</u> Graphs: the basics and real-life graphs	7
	<u>b</u> Linear graphs and coordinate geometry	10
	<u>c</u> Quadratic, cubic and other graphs	8
<u>7</u>	<u>a</u> Perimeter, area and circles	8
	<u>b</u> 3D forms and volume, cylinders, cones and spheres	8
	<u>c</u> Accuracy and bounds	6
<u>8</u>	<u>a</u> Transformations	8
	<u>b</u> Constructions, loci and bearings	8
END OF TERM 3 TEST		

Unit	Title	Estimated hours	
<u>1</u>	a	Integers and place value	6
	b	Decimals	5
	c	Indices, powers and roots	7
	d	Factors, multiples and primes	6
<u>2</u>	a	Algebra: the basics	8
	b	Expanding and factorising single brackets	6
	c	Expressions and substitution into formulae	7
END OF TERM 1 TEST			
<u>3</u>	a	Tables	7
	b	Charts and graphs	7
	c	Pie charts	4
	d	Scatter graphs	6
<u>4</u>	a	Fractions	7
	b	Fractions, decimals and percentages	4
	c	Percentages	7
<u>5</u>	a	Equations	7
	b	Inequalities	5
	c	Sequences	7
END OF TERM 2 TEST			
<u>6</u>	a	Properties of shapes, parallel lines and angle facts	10
	b	Interior and exterior angles of polygons	6
<u>7</u>	a	Statistics and sampling	4
	b	The averages	6
<u>8</u>	a	Perimeter and area	10
	b	3D forms and volume	6
END OF TERM 3 TEST			

Learning activities and teaching approaches

Students are taught in ability groups within the two school bands and are formally tested three times a year; at the end of each term. The progress of students is monitored regularly, with changes in teaching groups possible if we feel a student is misplaced and it is affecting their progress.

Extended work

Students have the opportunity to attend the weekly chess club taking place in N12 every Wednesday lunch. This club is for pupils of all ability in chess and is attended by pupils from year 7 – 13.

Students in Years 7, 8, 9, 10 and 12/13 are entered for the UK Mathematical challenges at Junior, Intermediate and Senior Levels respectively. Many of our students achieve Gold, Silver and Bronze certificates.

Assessment

There will be formal milestone assessments throughout Year 9.

Milestone 1 – week beginning 18th December 2017

Milestone 2 – week beginning 12th March 2017

End of Year exam – week beginning 4th June 2017

The teacher generally assesses attitude, effort and organization. This will form the picture that the class teacher builds up of a student. These will be recorded formally through the progress reviews and reports.

English

Course Content

Throughout the English curriculum there is a clear focus on improving students' basic skills of technical accuracy, namely their spelling, grammar and punctuation. Our approach to teaching grammar emphasises the function of words, phrases and clauses in context, and helps students to develop their understanding of the ways that parts of sentence structures operate on their own and in relation to other, larger structures.

The year 9 curriculum allows students to bridge KS3 content and KS4 content. Pupils will study authors in depth, a full Shakespeare play and encounter a variety of literary forms. The units of work have a sharp focus on the key skills, assessment objectives and question stems required for GCSE English Language and English Literature. We follow AQA English Language and Literature specifications for GCSE.

Students are encouraged to become fluent, independent, critical readers of all kinds of texts, who question and reflect on what they have read and who enjoy reading for pleasure. Independent reading is promoted through one timetabled library lesson each week. Ten minutes at the start of every English lesson is dedicated to silent, independent reading. Students in year 9 take part in the Accelerated reader programme.

Term 1 and 2	Term 3 and 4	Term 5 and 6
English Language Skills: reading fiction (Paper 1 Section A)	English Language skills: writing fiction (Paper 1 Section B)	Revision of English Language Paper 1 fiction reading and writing skills
English Literature: Study of a modern prose or drama text	English Literature: Study of Shakespeare play	End of year exams

SPaG Content

Ellipsis, synonyms, lexical fields, development of noun phrases through use of: adjectives and adverbs; nouns used as adjectives; verbs used as pre-modifying adjectives. Pronouns, intensifiers, sentences – subject-verb and subject-verb-object constructions, subordinate clauses and subordinating conjunctions, relative clauses, non-finite clauses, quotations, indirect reported speech, verb tense, modal verbs, imperatives, personal pronouns and determiners, synonyms, colons, relative clauses, non-finite clauses, non-finite verb, coordinate clauses, coordinating conjunctions.

Learning Activities and Teaching Approaches

A variety of teaching and learning styles are used to help students develop their understanding of how meaning is created in both their own writing and in literary texts. Activities and learning are shaped so that students write for a variety of audiences and purposes and learn to appreciate the benefits of drafting and redrafting and proof reading. Students are encouraged to recognise the power of talk as a means of exploring language and ideas. They have opportunities in the classroom to take part in small groups, class discussions, role plays and drama. Students are encouraged to work independently and collaboratively in small groups, according to the task set. The department is well resourced with a variety of up-to-date materials.

Extended work

Students take part in the Accelerated Reader programme which can be accessed from a home computer. One of their homework tasks each week is to read for twenty minutes each evening. Parents/guardians are required to fill in the record form in their reading logs. Other homework tasks might include: various writing tasks; preparing a presentation; grammar; spelling or research.

Throughout the academic year the department provides a range of extra-curricular opportunities. These include: theatre trips; National Poetry Day events; World Book Day; poet in residence project, visiting authors. We also offer a drama, journalism and reading clubs.

Assessment

At KS3 the department uses a combination of formative assessment and summative assessment. This ensures both the effective on-going monitoring of pupil progress and the diagnosis of areas for individual development, as well as the assessment of how overall learning has progressed at regular intervals.

Students complete either a reading or writing task at the end of each unit. These pieces focus on the assessment of specific skills or competences and are marked as a portfolio in assessment books that follow the pupil across the key stage.

Art

“Every child is an artist. The problem is how to remain an artist once we grow up.” — Pablo Picasso

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Course Content

In year 9 pupils are taught Art and Design once a week for 2 terms. They cover 2 Schemes of Work.

In September pupils begin the theme “**Graphics**”. They explore current trends in advertising and popular culture. Pupils should be taught to increase their proficiency in the handling of different materials especially paint.

In February pupils begin the theme “**Multi-Cultural**” they will learn about the historical and cultural development of their art forms and produce original designs.

Schemes of work will be taught as close to GCSE style as is possible with timetable constraints.

Outcomes will be determined by individual teachers and all pupils will study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day ran parallel to practical work.

All year 9 pupils will study **painting** during one of their Schemes of Work.

Learning activities and Teaching approaches

A range of teaching and learning approaches will be adapted to ensure pupils have opportunity to;

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

All pupils will be expected to participate in tasks and activities will be differentiated to ensure this.

Extended work

Extended work will be given once every 2 weeks with tasks in between such as collecting, gathering, research etc. Tasks will be directly relevant to class work and will cover tasks such as drawing, copying artists work, producing original designs, completion of worksheets, collage etc.

Pupils will also produce a research task that will encourage them to visit a library, gallery and/or make comparisons between artworks.

Pupils will be encouraged to purchase more sophisticated materials, such as canvases, to work on.

Assessment

Assessment will follow the school policy.

Informal assessment such as verbal feedback, self/ peer assessment, touch marking should be present in each lesson. Formal assessed work will be completed each half term. Pupils will be given positive feedback as well as specific advice on how to improve. Pupils will also be marked on effort and be told if on target or not.

Progress will be measured from a year 7 baseline drawing test and subsequent levels of attainment.

Careers Education

Course Content

Year 9 follow the national guidance for CIAG (Careers Advice and Guidance):

Topic 1: **Self Awareness**- encourages students to look at their strengths and weaknesses in terms of skills and qualities. It also encourages them to link their interests, talents likes and dislikes to possible career paths. This topic looks at the types of work contracts available and encourages them to think about their values.

Term 2: **Stereotyping**- This topic challenges stereotyping to ensure students see that all options and career paths are available to everybody. Students are also introduced to Equal Opportunity Laws.

Term 3: **Decision Making**- This topic introduces students to the additional support available in school to help with making informed decisions. Students will also analyse the use of different decision making techniques in preparation for choosing their options.

Topic 4: **Opportunity Awareness**- This topic gives students the opportunity to explore suitable research availabilities and software packages. This includes looking at using the National Careers Service and Kudos (which is a career matching package).

Topic 5: **Transition**-This topic includes the delivery of subjects that will be important when entering employment and when completing work experience in year 10. These include items such as pay slips, budgeting, trade unions and organisation charts.

Learning Activities and Teaching Approaches

- Personal reflections
- Group discussions
- IT based research
- Quizzes
- Class discussions
- Specialist DVDs

Extended Work

Students will have access during break and lunch times to meet with our schools one to one Careers Advice and Guidance specialist who is based in the Careers room on Wednesdays and Thursdays. Students will also be asked to start thinking about their work experience placement which takes place in Year 10.

Students will also participate in various Enterprise activities throughout the year which aims to enhance their employability skills.

Computer Science

Having developed a bank of skills in year 7 and year 8, the focus for year 9 students is the development of their Computer Science skills, in line with the development of computer studies. All students will study the same unit for the first term and will either study Computer Science or IT in the final two terms. The teacher will make a decision on which strand will be best suited to the students in the class.

Content

- **Strand 1 – Computer Systems**

This unit will ensure students understand the components which make up a computer system. They will look at both hardware and software. Students will look at how data is understood by a computer and practice binary and hexadecimal conversions. The unit will end with students investigating ethical, environmental and privacy issues in Computer Science

- **IT Strand 2 - Using ICT for Business solutions**

This unit will involve students creating design documentation for a particular business, they will use different types of application software, use email for business purpose and present their documentation in an online portfolio.

- **IT Strand 3 - Website design and development**

Students will use Serif Web plus to create a website. They will use project planning techniques before creating the website and will test the functionality of their website. Finally students will evaluate their website taking into consideration their success criteria.

- **Computer Science Strand 2 - Computational thinking, algorithms and programming**

Students will be introduced into the idea of computational thinking. They will investigate searching and sorting algorithms. Students will develop algorithms in the form of pseudocode and use these algorithms to create programs in Python.

- **Computer Science Strand 3 – Networks**

Students will investigate the different types of networks. They will identify forms of network attacks and vulnerabilities. Students will evaluate how vulnerably can be prevented.

Learning Activities and Teaching Approaches

A range of teaching styles are embedded into the course content to suit the needs of all students, including:

- Discussion, question/answer
- Group work
- Individual tasks
- Practical tasks
- Research
- Presentation

Extended work

Extended work will vary according to the work being covered, but will always map directly into unit of study. Examples include:

- Research exercise
- Extension tasks
- Common homework

Assessment

Each unit of work finishes with an end of unit assessment in order to map in what band the student is currently working at. Pupils will have access to the assessment sheet whilst completing the assessment which sets the criteria for each flight path. Students will make improvements of these assessments based on the feedback they have received. Students will complete homework each term which will also be assessed.

Design Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts.

Course Content

At Maricourt, in year 9 students experience three specialist areas:

- Food and Nutrition
- Textiles
- Product Design

Students spend one hour per week in food, textiles and product design.

Students extend their range of skills and undertake projects where they are expected to develop their own ideas, work independently to solve problems and use a wide range of resources and equipment available. Students will be asked to consider their own and others' needs, wants and values. Students will be required to consider a wide range of constraints including the environmental, aesthetics, cost, and safety.

Learning Activities and Teaching Approaches

The courses will be developing a repertoire of skills that include:

- Designing and making skills
- Knowledge and application of the principles of nutrition and health
- Ability to feed yourself a healthy and varied diet
- Knowledge about the source, seasonality and characteristics of ingredients
- Knowledge and understanding of materials including smart materials
- Knowledge and understanding of existing products that can provide starting points and ideas
- Using CAD/CAM to model, develop and present their ideas
- Ability to evaluate and disassemble products
- Knowledge of sustainable and Eco design

In each specialist subject, students will work on 'design and make' projects, using different materials, processes and skills. They will be required to develop, and model ideas, plan, make and evaluate products.

Projects covered include:

Textiles

- Students will be asked to design and make a pair of sleepwear shorts for an eco friendly company. Students will identify the environmental impact of textile production and be asked to create their shorts as sustainably as possible. Students will design for an identified target market and learn how to construct a garment applying their own decoration.

Food

- Students will develop a range of skills cooking healthy savoury products and then will apply knowledge about nutrition and healthy eating to make a healthy food to go product to be sold in the school canteen.

Product Design

- Design a display structure to present a disassembled product
- Explore cultural influences to design and make a face mask.

Extended Work

In Food students will be challenged by evaluating the contribution to RI that their product provides. They will also apply knowledge about food safety and hygiene to produce advice to students about food safety.

In textiles students will be challenged by completing an independent research project on the topic of fair-trade. They will be asked to research existing companies who sell fair trade goods and discuss the moral argument for buying/selling fair trade goods and the impact fair-trade has on developing countries.

In product design students will be challenged by investigating cultural influences and application of ICT in designing their outcome.

Assessment

Assessment in Design and Technology will be based on National Curriculum expectations and students will be assessed against the school marking system. Students will be given regular next steps advice about how to develop their skills and knowledge.

Drama

Drama enables students to develop their communication skills, self-esteem and confidence. It is a powerful learning medium which prepares students for life beyond the classroom. It promotes independent thought and creativity. It enables students to work collaboratively and provides opportunities for them to communicate their ideas and emotions. The study of Drama encourages students to develop and refine artistic, aesthetic, historical, literary, cultural and moral judgements through a wide range of dramatic experiences. The subject is delivered to all year 9 students for two terms as part of a carousel with Art and Music. We encourage students to develop their ability to use voice, movement, gesture and facial expression in acting, mime and improvisation. Through our schemes of work, the emphasis is very much on the individual in a group context; roles and ideas are negotiated, problems solved and decisions made together.

Course Content

The Identification-To start pupils developing acting techniques, we undertake an investigation into a poem written by Roger McGough called 'The Identification'. Pupils discover that a young boy called Stephen has died in some kind of explosion. The pupils have only the contents of Stephen's pockets to try to piece together his last movements and how he died. They work in groups and re-create the last hours of Stephen based on their discoveries and imagination.

Sweeney Todd - During this scheme we examine the subject of injustice and how it could create a thirst for vengeance. Using a range of Drama techniques we look at the story of the Demon Barber of Fleet Street, identifying comic and tragic elements of the story which are then explored collaboratively in class.

Effective Speaking- A series of activities designed to support the English speaking and listening orders are undertaken. These include discussion, debate, speech work, and presentations for a variety of different purposes and contexts.

Let Him Have It - Classes work with a script which they then have to tailor to their own requirements. They use a variety of story-telling and Drama techniques to re-arrange the script, adding to or removing from the original as they wish in order to have authorship over the story.

Learning Activities and Teaching Approaches

Students are always encouraged to work with others to negotiate their work, making sure that decisions are made collaboratively. They have the opportunity to assess their own and others' work through regular performances and evaluations, facilitating independent and creative thinkers. The students are made aware of their standards and what they need to do

to progress further.

Assessment

Students are assessed regularly. The department sets clear and achievable targets. Students are assessed on; their ability to work creatively in a group, their aptitude for creating and developing a character and their performance capability. Teachers use a variety of methods to assess oral feedback, formal assessment mapped against Drama criteria, peer and self-assessment.

Geography

Geography is a dynamic and progressive subject that affects us all in our lifetime, whether it is directly or indirectly. ***Geography is the subject which holds the key to our future.***

Geography extend students' locational knowledge and key geographical skills, encouraging them to think interactively about the interrelationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future, their future. Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills. In studying geography students encounter different societies and cultures, stimulating them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Course Content

- Earthquakes and Volcanoes. This topic area covers the patterns and processes associated with earthquakes, such as their distribution and reasons for this. Further study of earthquake and volcano case studies from around the world allows the students to explore some of the world's major natural disasters.
- People in places. Students will study the key countries around the globe with a major focus upon the human interaction with resources and the problems caused. Students will explore some of the major Geographical issues within; China, studying the one child policy; Kenya, studying the impacts of overpopulation in the Kibera slums; Brazil, focusing on the management schemes created within the favelas just to name a few.
- Development. Studying the development topic allows the students to appreciate differences and similarities between places around the world in terms of social, economic, environmental and political similarities and differences. This topic also aims to deepen the students understanding of why there are differences and how attempts have been made to help those in less fortunate positions.

Learning activities and teaching approaches

A full range of teaching and learning activities will be used in each topic mentioned above, the aim of which is to ensure that students are fully involved in classroom activities. In addition all exercises will be fully differentiated to allow every student to be involved in the exercises. This range of activities will include:

- Written exercises
- Use of video and ICT
- Independent research exercises
- Presentation exercises
- Role play activities

- Graph/chart/table creation and evaluation
- Individual, pair and group work activities

Extended work

Students will be provided with opportunities for extended work within the classroom and as homework's. These activities will vary between topics, but will always be fully relevant to the topic being studied. The activities may include extended written exercises, open-ended projects, and research activities. There are also a number of websites within the Geography classrooms and books available to the students.

Assessment

There is continual monitoring and the student's classwork, homework and extended activities. In order to help us to provide attainment levels, there will be 6 assessments across each year group. This is 2 assessments per topic (mentioned above)

History

Course Content

- WWI – causes, recruitment, trenches and conditions, Weapons, General Haig and the Somme, the Lusitania, The Home Front, Women's suffrage and the Treaty of Versailles.
- WWII – Weimar Germany, Rise of the Nazis, Life in Nazi Germany, Causes of WWII, Dunkirk, Battle of Britain, Liverpool during the Blitz, Pearl Harbour, Operation Barbarossa, D-Day, The Jews and the Holocaust, The Atomic bomb.
- The USA in the Twentieth Century - Cold War, Cuban Missile Crisis, Assassination of Kennedy, Black Civil Rights, Vietnam, The end of Cold War.

Learning Activities and Teaching Approaches

A full range of activities will be used by staff throughout the course including:

- Discussions, question/answer
- Written exercises/project studies
- Source work exercises
- Debates and arguments
- Mysteries
- Use of role play and group work
- Use of video clips, ICT and music
- Multiple choice questions
- Storyboard activities

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons. All of these will be accessible through the school VLE.

Tasks will include:

- Written exercises (questions, paragraphs, short accounts)
- Project studies (usually over a number of weeks)
- Research exercises
- Creating illustrations and display work
- Watching documentaries
- Completion of classwork

Pupils are actively encouraged to use the History rooms, books and equipment at lunchtimes and after school. History club is provided in the lower school and upper school for pupils to gain support, or take part in creating castles and the department newsletter

Assessment

Continual monitoring of classwork and extended work occurs and is marked in line with school policy. Attainment levels, are given on six pieces of work over the year, two each term. These are then recorded by staff in the department tracker. Pupils are given time to read, reflect and act upon their teacher's comments in lesson time to support their development and progress.

Assessments currently cover in Year 9

- A letter from the trenches – conditions
- Nazi Germany: A study of GCSE sources
- Was 1941 the turning point of WWII?
- Holocaust leaflet
- The Cold War: multiple choice.
- Summer exam

Modern Foreign Languages

Course Content

Students in Year 9 continue studying either Spanish or French, depending on the language studied in Years 7 and 8. Students in Year 9 will start preparing for the requirements of GCSE and beyond, by developing a secure knowledge of tenses and grammar, whilst improving their communication skills and their knowledge of customs and traditions in other countries. All students will also take part in an international online language learning competition, in November and again in May.

The following areas of language are introduced:

Spanish: TV, film & music; My school; Health; Future plans

French: My social life; Sport & fitness; Future plans; holidays

Learning activities and approaches

Students are given every opportunity to practise skills in a variety of situations and contexts. These include:

- Pair work
- Group work
- Songs
- Games
- Gap filling
- Comprehension activities
- Making videos
- Reading for pleasure
- Drama and mime
- Use of online activities in the language lab

Extended work

Students are offered the opportunity to do extended work both in class and as homework. This enables students to further develop competence in the four skills of listening, speaking, reading and writing. They may include the following:

- Learning new vocabulary
- Longer reading tasks of authentic or adapted resources
- Reading authentic /adapted materials for fun
- Preparing for and/or recording a speaking or writing task

Assessment

Student progress is constantly monitored and at the end of each module students are formally assessed in comprehension skills (listening and reading,) and in speaking or writing. Students are regularly given time to respond to written and verbal feedback to improve their own work before the final assessments.

Extra-curricular activities

Students in Year 9 are invited to attend the after-school foreign language cinema club. Students in this year group will also have the opportunity to take part in trips to France and/or Spain as well as the established Spanish Exchange.

Music

Course Content

Music at Maricourt encourages and enables pupils to become confident and capable performers, composers and listeners. Through KS3 they develop these three strands, whilst learning about a variety of genres of music and how the elements of music are used in them:

- Unit 1 – Riffs
- Unit 2 – Music and the Media
- Unit 3 – Minimalism / Dance Music
- Unit 4 – Reggae
-

Learning Activities and Teaching Approaches

A range of teaching and learning approaches will be used to ensure that pupils are enabled to:

- play and sing a variety of music by ear, from memory and from notation
- plan and rehearse group performances in a variety of styles
- improvise, select, arrange and combine musical ideas individually and in groups
- listen in order to identify musical features and elements
- act on feedback given
- give constructive comments about their own and others work

Students will develop the skills needed to perform with confidence a variety of pieces on the keyboard. They will also be able to aurally identify a variety of features of music and will have an in depth understanding of the way that the elements of music are used in a variety of ways (e.g. in film and television music) They will also be able to use their knowledge and understanding to inform their composition skills. They will also have an appreciation of the importance and the cultural context of these styles.

Extended work

Extended work, of about 30 minutes will be set at least once each half term:

- Spellings of key words
- Research on a topic
- Notation work
- Practice of a performance piece
- Revising specific musical vocabulary

Assessment

Students' work will be assessed at the conclusion of each topic.

- Practising a piece of music
- Revising specific musical vocabulary

Assessment

Assessment will be an on-going process. Students work will be assessed at the conclusion of each task or topic.

A student will be assessed in:

- Control of vocal and instrumental sounds
- Ability to perform with others
- Developing an awareness of the skills needed from the audience's viewpoint
- Imaginative organisation of sounds in creating compositions
- Using a combination of expressive stimuli and technical information

Listening and understanding skills, identifying musical features and answering contextual based questions

- Responses and evaluations of class performances and recorded music

Extra-Curricular Activities

The Music Department provides opportunities for those who wish to be involved at lunchtimes and after school. Students can book the numerous rooms for individual or group practise. All students have the opportunity to have lessons with the Music Support Service at no extra charge. In many cases there is no rental surcharge for the loan of instruments. Students are not vetted in any way before being allowed to play an instrument. Music for some students is an expression of themselves and for others a means of developing coordination, speech, language, listening, memory, imagination, social skills and confidence. Students are able over the year to perform in numerous events and join groups run by Sefton Music Support Service.

Physical Education

Course content

Students will develop skills established in Year 8 and will be given the opportunity to attempt more complex and difficult skills. They will be able to develop their tactics and strategies in a variety of situations and be introduced to the rules, laws and scoring systems of a range of games. Year 9 students take part Badminton, Basketball, Cricket, Football, Hockey, Handball, Leadership, Netball, Orienteering, Rounders, Rugby, Softball, Tennis, Athletics and a range of fitness activities including weights, circuit training, and aerobic activities. Girls are also taught dance including Contemporary dance style 'Gothic Horror' and Music Video dance styles.

Learning activities and teaching approaches

Great emphasis is placed on the opportunity to analyse practical performance critically. Opportunity will be given to lead and organise others and to assess complex movement. Students are also able to devise and improve their own personal exercise programme. Students will be taught how to prepare for and recover from activity and the importance of monitoring health. Students will use a range of tactics and strategies to overcome opponents in direct competition. They will be 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 also take part in inter-form competitions.

Extended work and extra curricular activities

Students are sometimes asked to prepare and plan their work. Students could be asked to prepare a 5 - 10 minutes warm up activity for a specific sport or they may be asked to prepare a gymnastic sequence or choreograph a dance motif.

Extra curricular activities are an important part of Physical Education and students should attend at least one club. For year 9 students extra curricular clubs and teams include Athletics, Badminton, Basketball, Cricket, Cross country, Dance, Football, Fitness, Hockey, Netball, Rounders, Rugby, Swimming, Softball, Tag rugby and Tennis. Teams are entered into local, regional and national competitions.

Assessment

- Students are assessed through 9 strands in PE and include:-
- Individual and team games
- Gymnastics
- Dance
- Problem Solving
- Health and Fitness
- Athletics
- Rules and Officiating
- Evaluation of Performance
- Coaching and Leadership

Students are continually assessed throughout the year in all of the above areas. Opportunities are provided in the activities covered to develop individual skills. Students' effort, attainment and progress are assessed and recorded every half term. These are then used to complete reports to parents.

Science

The Science course in Year 9 forms part of the National Curriculum for Key Stage 3 but also gets students started on their GCSE pathway. Students have 6 one-hour lessons in the two week cycle. In the first half term they complete two science modules, after which the students undergo a revision programme before taking an end of Key Stage 3 exam. The outcome of this determines their suitability for dual award or triple award GCSE science (Trilogy or Separate Science).

Course Content

Term 1

Building a Body

Fast & Furious

Key Stage 3 revision lessons and End of KS Exam

Term 2/3 (on a rota basis)

Biology module 1

Chemistry module 1

Physics module1

Learning activities and teaching approaches

Students will build on their scientific knowledge and understanding from Year 8 and make connections between different areas of science. They will use scientific ideas and models to explain phenomena and events, and understand a range of familiar applications of science.

Students will think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions. They will carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work. They will communicate what they did and its significance and learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

Extended work

Students will be given a variety of pieces of work to extend their learning. These may take the form of experimental reports, worksheets, open ended questions, leaflet and poster designing, reading and/or research. Furthermore, Students will be expected to access online support to revisit topics and to aid with revision.

Assessment

At first and in the same vein as in Year 8, the method of assessing students focuses on areas of scientific knowledge as well as How Science Works. At the end of a topic the students will have an assessed task to determine their progress. At the start of the first term the students will sit a rigorous theory based exam. The results from this milestone assessment together with the assessed tasks will enable us to monitor student progress and select the best pathway for each student for GCSE.