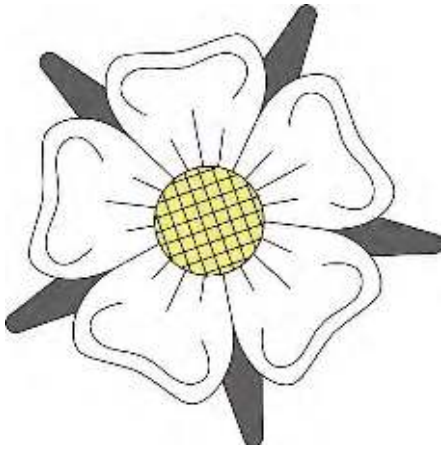

Year 9 Personalised Curriculum Pathways

Year 9 Personalised Curriculum Pathways

We aim to ensure that all students can access a personalised curriculum which is also broad, balanced and suitably challenging. Therefore, as part of this, we would like to offer a personalised timetable for our Year 9 students.

The purpose of a different curriculum offer is to provide an element of choice for students, whilst still offering a range of subjects which will enable them to succeed and thrive. This will enhance the level of engagement for students and provide an opportunity to learn from making decisions which affect them. By offering a bespoke curriculum, students will be able to pursue those subjects that they are good and also enjoy the most.

It is important to note that this is not an early start to a GCSE programme. GCSE courses will begin at the start of Year 10 and any student not studying a subject in year 9 is still able to take this as a GCSE at the appropriate time.

All students will study the following subjects:

Subject	Number of lessons per week
English	4
Maths	4
Science	4
A Modern Foreign Language	2
History	2
Geography	2
Religious Studies	2
PSHE	1
Computing	1
Physical Education	2
Total	24

Any student who is studying a Guided Learning Programme will complete this as part of the appropriate subject above. Guided Learning includes lessons on Numeracy, Literacy, Social, Emotional and Mental Health (SEMH) and Outdoor Wild Learning (OWL). If these sessions are relevant for your child it will be discussed with you by the Individual Needs Team.

Students will then be able to study 3 subjects from the following pathways:

Subject	Number of lessons per week
Art	2
Psychology	2
Music or Digital Music Production	2
Drama	2
If you choose to do Design Technology you can do up to 2 of the following:	
Food Technology	2
Textiles Technology	2
Product Design	2
Sports Leader ship	2
Total number of hours 3 x 2 hours per subject	6 hours

Contents

Art and Design

Aims:

Skills and knowledge will emerge through:

- practical experimentation with a wide variety of materials
- practical demonstrations and instruction
- research and investigation
- developing ideas in a sequential way from initial idea to final outcome
- engaging with art and artefacts
- a gallery visit

Content:

Art in Year 9 builds on skills and techniques learnt in Years 7 and 8 alongside opening new ways of creative thinking. This year Art will go beyond the sketchbook and scale will be increased to A1 presentation sheets. Three dimensional opportunities will also be explored with the possibilities of sculptural outcomes. As with previous projects your termly projects will tell a visual story by responding to a theme or question. You will be encouraged to make links to other subject areas. For example, an extract of text studied in English or scientific facts could provide further depth to your individual projects. The thinking and learning within Art demands reflection on the world around you, opening discussion, leading to better understanding of society and culture past and present.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Steam Punk inspired multi-media project We will be looking at a diverse range of historical (Victorian) and contemporary (Steampunk) references to answer imaginative design problems. This unit will look to develop both 2D and 3D exploration.	During the first half of each term students will be assessed mainly on development and recording of ideas connected to the overarching theme. In the second half of each term the emphasis of assessment changes to refinement and presentation.
	Term 2	What is a circle? This project involves exploring the CIRCLE. We live in a world surrounded by creative visual imagery. Artists, designers and craftspeople are required to see everyday things in an exciting and innovative way. You will need to develop skills to seek out, organise, select and record a wide variety of information and references relating to a circle!	As above.
	Term 3	Portfolio Project Personalised project for each student building on individual strengths of a previous project. This project will be self-directed building on prior knowledge and skills.	As above.

Assessment:

Students develop responses to initial starting points listed above and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. Effective organisation and presentation of outcome is also vital.

Extended Learning:

Extended learning will be available within the school enrichment programme alongside two weekly tasks set on Go4Schools. There will be an expectation of 60 minutes of extended learning every two weeks.

Connection to the JTFS Approach

Whole School Theme	How does Art and Design support this?
STRIPE	Self-manager – As with all aspects of learning, self-organisation and control is vital. Team player/Participator - Most arts disciplines are collaborative in nature, sharing responsibility, and compromising with others will be necessary. Reflective and resilient – Again, artistic development requires an expectation to repeat, revise, practice to build mastery of skill. Innovate and create – Through innovative thinking students will develop an understanding that there is no right or wrong. Mistakes can lead to happy solutions! Enquirer – Through looking at and making art, students will need to develop an analytical mind, allowing personalised interpretation.
STEAM	Once art and science were seen as diametrically opposite; but today some of the most innovative artists are fusing art, technology and science. Students will develop an understanding of how advances in technology have challenged artists approach, alongside opening new possibilities.
Literacy	Students will develop their abilities to think critically, problem solve effectively, reason clearly, listen constructively, and speak and write persuasively. Within their visual outcomes students will use written reflection to communicate their deep understanding of what they are learning; not just memorising facts related to the artwork or concept studied but comprehending the problems that have been solved.
Numeracy	Numeracy in Art and Design is embedded throughout most practical activities with developing skills related to proportion, estimation, perspective, enlargement, scale, tessellation, ratio and symmetry. Applying this knowledge is then transferred to identifying these concepts within artworks studied.
SMSC, British Values and Citizenship	SMSC, BV and C are centrally linked in art and design. Students will investigate issues raised by different cultures and religions as many art works relate directly. Exploring also how different artists viewed themselves as a part of the human condition. This in turn is relative to the values and beliefs held at specific times.

Computing

Aims:

- To build on student's fluency and understanding of computing
- To develop student's ability to think computationally and programmatically
- To encourage student's inquisitiveness and creativity with computers
- To prepare students for GCSE Computer Science

Content:

This year we build on the three strands of computing: computer science (programming), IT skills (using computers), and digital literacy. Initially, students will have a thorough refresher on fundamental computing, as many may have had limited or no access or exposure to a computer for several months. Programming will be addressed with HTML and CSS, and Javascript as stretch and challenge / extended learning. Cyber security extends digital citizenship, and knowledge of the effects and role of computers in our civilisation. Representation extends learning completed in Year 7 by moving into more advanced topics and using more advanced software to manipulate image and sound.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1A	ICT Skills. One half term to refresh on IT skills. These include file management, making sure that all students can effectively organise their work. It also refreshes on different areas of digital literacy such as word processing and digital presentation.	Correct completion and presentation of tasks. Recall of knowledge assessed in Forms.
	Term 1B	Cyber Security – What challenges does society face because of a lack of security in the digital age? This unit answers why criminals exploit weaknesses in computer systems, and what can be done to stop it. It also introduces careers in cyber security.	Essay style presentation of knowledge and research. Recall of knowledge assessed in Forms.
	Term 2	Representation – How do computers show their data? How do collections of 0s and 1s manifest into sound, visual feedback, and programs? This unit shows how computers store and read this data so it can be manipulated and re-saved when processed. Using the image manipulation program Gimp, and the sound editing program Audacity.	Correct completion and presentation of tasks. Recall of knowledge assessed in Forms.
	Term 3	Web Technology – The language of the internet and how websites are built. How information is sent back and forth between user's devices and the site's servers. HTML is the structure and content of a website, CSS is used to stylise and beautify the bare-bones of HTML.	Portfolio of work – websites including structure, styling and functional code. Recall of knowledge assessed in Forms.

Assessment:

Assessment for computing varies greatly depending on the nature of the unit. Digital forms to assess knowledge will be a frequent method, project / portfolio work is most appropriate for programming units.

Extended Learning:

Students will be set one to two hourly blocks of extended learning per half term. Extended learning will also be available in the weekly enrichment coding club.

Connection to the JTFS Approach

Whole School Theme	How does computing support this?
STRIPE	**Self-manager** – Even in group work, the upkeep of one's record is an individual task. Students will need to pay attention to their own folders, keeping it up to date and organised. **Team player/Participator** – Paired programming gives students different roles, the helper and the writer. This relationship requires patience and communication skills. **Reflective and resilient** – Resilience to grasp and think carefully about new concepts that may feel completely new and unapproachable. **Innovate and create** – Students will be creating their own websites, and will be innovating by their application of knowledge on data representation. **Enquirer** – Students learn new technologies, and how technology changes the world and their lives. They will have many avenues to explore they can apply their new skills and knowledge to other areas that interest them.
STEAM	All units relate closely to STEAM, with computing being a STEAM subject.
Literacy	The grammar of web languages follow the programming paradigm of 'declarative language'. This means declaring what is required of the computer. This strips down language to simplest terms and uses the structure of the code to do the work of compounding, conjunction and functions words.
Numeracy	Representation uses binary as an alternative method of language representation (and hexadecimal as an extension). The use of numeracy in the sample rate and bit rate of sound gives a computational application of large numbers, and exponentials. CSS uses numeracy for the physical layout of a web page, including spacing, size, and colourisation.
SMSC, British Values and Citizenship	Students will explore the responsibilities of being a knowledgeable and conscientious citizen in Cyber Security. This also involves the British Value of the rule of law, and the moral element of SMRC, in considering issues such as privacy and data integrity.

D&T - Product Design

Aims:

- Theory and understanding of materials, manufacturing and designers of the past.
- Developing creative design ideas and understanding the iterative design process.
- Practical making skills both in the workshop and in use of CAD/CAM.

Content:

Product Design in Year 9 builds on key skills and content from Years 7 and 8 alongside developing an understanding of electronics. Students will gain making skills both in the workshop with resistant materials and in using CAD/CAM equipment. Students will understand the design process, where ideas are created, modelled, crafted and then evaluated. There will be more in depth theory lessons on topics such as materials, materials of the future and mechanisms.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	What is design? How have designers of the past created products? Students will learn about materials, manufacturing and designers of the past. Students will apply this knowledge to create a wooden phone box inspired by a chosen design era. The project will include drawing, theory, computer and practical lessons. Students will develop workshop skills in shaping and finishing wood, acrylic and metal. Theory lessons will give students a deeper understanding of how products are manufactured in the real world.	Theory lessons will be end with a test. This will include simple questions and a longer answer on the topics of materials, materials of the future and design eras. Design work will be assessed as in Year 8 to reflect presentation, complexity of ideas and idea communication. Practical skills will be assessed in the completion of a workshop product.
	Term 2	What is electronics? How can we programme and use electrical systems? Students will begin to understand common electrical components and input, process, output systems. Students will build on manufacturing skills and will construct a programmable LED smart light. Theory lessons will complement this and topics will include energy production and sustainability. Students will further develop drawing and presentation skills and will experiment with different media to present ideas.	Theory lessons on energy, electrical systems will have a test. Design work will be assessed to reflect presentation and communication of design idea. CAD/CAM and more traditional manufacturing techniques will be assessed along with knowledge of programmable electronics.
	Term 3	How can we control movement? Students will understand forces, motion and common mechanisms. Knowledge will be applied to a CAM	Theory lessons will include simple questions and a longer answer on

		toy. Students will really get to grip with the design process and will design for a specific target user. Students will understand about designing for disability or different cultures. The iterative design process will be explored and ideas will be modelled in 2D and 3D before a final outcome developed. Students will be given increased responsibility to adapt a design brief and to work in different materials dependant on ideas.	the topics of forces, mechanisms, movement. Design work will be assessed on communication of ideas and also how ideas are designed for different target groups. Practical skills will be assessed in the completion of a workshop product.

Assessment:

Students will be assessed in three main areas including: 1. drawing/design/presentation, 2. Theory knowledge and written communication and 3. Practical work and material manipulation. Each termly project gives students the opportunity to work in these three areas. Students will now work in A3.

Extended Learning:

Students will extend the content of the three projects by having a focussed research, drawing or theory task. These will enhance the portfolio of work and will be crucial in building a stronger knowledge to come up with better ideas or to understand why a design idea needs to be developed that way.

Connection to the JTFS Approach

Whole School Theme	How does D&T – Product Design support this?
STRIPE	Self-manager – Students will need to be organised and look after DT folder and portfolio. Students will need to finish some project work at home. Innovate and create – Through understanding how to get inspired. Where to get ideas from. Enquirer – Understanding how products are made and why?
STEAM	Maths and science will be needed in understanding electronics, mechanisms and also in accurate measuring of materials. Art knowledge will assist in developing and presenting ideas well.
Literacy	Students will need to communicate their ideas and research and be able to understand materials and manufacturing processes. Theory will be a major theme of the subject.
Numeracy	Numeracy is embedded throughout with the need to measure, sizes, shapes and tessellation, and also in programming electrical systems.
SMSC, British Values and Citizenship	Students will need to understand how designers of the past influence products and also the wider social implications of using materials to manufacture goods. In term 3 students will design for specific users and understand their need.

Drama

Aims:

- To understand the basic principles of Drama: creating, performing and responding
- To develop fundamental performance skills as an actor
- To understand the role of theatre makers
- To develop ability and range of ideas in devising dramatic pieces;
- To understand and apply a range of drama rehearsal techniques, skills, style and genre
- To begin to develop knowledge and practical understanding of drama theory;
- To critically appreciate live theatre

Content:

The year 9 curriculum is a dynamic and exciting introduction to professional theatre, practitioners and theatre-makers. Students use stimulus and texts that challenge their thinking about important topics such as friendship, social class and truth.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Literal and Lateral Learning: Devised theatre We will be experimenting with various stimulus to develop an original piece of devised theatre.	Creating and performing an original devised performance
	Term 2	Creating the Life of the Human Spirit: The Role of the Actor in Performance We will explore and experiment with Stanislavski's theory and system for character development.	Duologue performance
	Term 3	Live Theatre: Theatre Makers and Production Values We will watch and review live and streamed theatre in order to consolidate our understanding of the techniques learnt across KS3, to understand the role of Theatre Makers professional performance and to prepare for this element of the GCSE curriculum.	Live theatre review

Assessment:

Assessment will take place throughout each term, with devising, performance and responses in review at all times. Each term will formally assess a different aspect of drama.

Extended Learning:

Our extended learning will see students conducting research and wider reading on the topics and themes in our lessons in order to stretch and challenge. Students will use extended learning also to prepare for lessons through rehearsal and planning. Extended learning will also enable students time separate to lessons to critically reflect and evaluate on their own work, their peers' and that of professionals.

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	Reflection and resilience will be developed through ongoing response to drama in all lessons and through explicit teaching of this skill: the language of evaluation and critique will be a key aspect of the year 9 curriculum where students will be taught and encouraged to question the decisions of others (enquiry). Students will enhance their teamwork skills through ensemble pieces and duologues, and all students will evaluate their own roles as participants. A third of this curriculum is devising and as such students will experience and experiment with creative and innovative approaches to their work.
STEAM	The use of technology in performance will be evaluated as well as experimented with in our own performances through use of sound and lighting,
Literacy	We will use scripts (reading and writing of), song lyrics and non-fiction and fiction texts for wider reading and research. Students will also be developing their ability to write a theatre review.
Numeracy	Sequencing and structure, proxemics and placement will be explored in performing and devising theatre. Costing and budgets will be introduced in term tree.
SMSC, British Values and Citizenship	Many of the themes encountered in the year 9 curriculum will help students to explore and enquire into SMSC, British Values and Citizenship: bullying, migration, social class and deprivation, family, friendship, religion, truth, mental illness,

Digital Music Production

Aims:

- To develop skills, knowledge and understanding of the music technology industry.
- To allow students to gain practical skills in creating music using technology.
- To enable students to acquire, develop and apply the skills and knowledge of Digital Music Production

Content:

Digital Music Production at Year 9 introduces a new subject for students interested in music. In this course, you will perform and compose using various technologies, learn what it means to work in the music technology industry, and experience setting up sound equipment for live and recording events.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Sounds around us You will be using the iMacs to become familiar with using GarageBand, whilst considering and using the sounds around us at school and at home to create music. Students will start to explore genres of electronic music. Jobs in the Industry Students will explore the potential of Music Technology by investigating different career paths.	GarageBand question sheet Students create a 'how-to guide' 'Sounds around Me' composition Careers question sheet Students create individual resource about careers
	Term 2	Performing with music software You will use a range of different applications and online resources to create group live performances and continue to explore genres of electronic music. Live Sound and Recording Here you will discover how to use sound equipment for live performances and recording studios. Students will look at a range of different microphones and realise their individual purpose.	Group performance Performance diary Live sound – labelled diagram Practical activity – setting up for live sound Microphones question sheet
	Term 3	Mixing and mastering This project will see you recreating Shape of You (Ed Sheeran) or New Rules (Dua Lipa) by manipulating samples, MIDI parts and vocal recordings. Scoring for film and gaming To conclude the year, you will use the iMacs to create music for a scene from a film or game.	Listening questions (on both tracks) Project diary Mixed project (of one of the tracks) Music for film and gaming question sheet Film or game scene composition

Assessment:

Assessment in Digital Music Production will take many forms. Most lesson time will be dedicated to larger composition or mixing projects on the iMacs, but there will also be a range of smaller assessments to help measure progress made. These smaller assessments will include answering question sheets relating to scheme-specific knowledge, creating revision guides to demonstrate understanding, and maintaining detailed diaries to reflect on progress made.

Extended Learning:

There will be lots of opportunity for extended learning with Digital Music Production. Students will have the opportunity to run and control the sounds for various events throughout the year, and enrichment clubs will be added to the enrichment programme. Students will be expected to listen to music during the week, and consider the effect music technology has had on that particular piece. We also hope to collaborate with the Music cohort during the year, by the Digital Music Production students recording and mixing performances by the Music students.

Connection to the JTFS Approach

Whole School Theme	How does Digital Music Production support this?
STRIPE	Self-manager: during larger projects, students will need to create and follow a plan, and meet regular deadlines. Team player/participator: Students will regularly work and reflect as a class and provide feedback to each other. Reflective and resilient: Project diaries will be maintained to reflect on emerging needs. Innovate and create: Students will need to take risks in this subject and try things out before knowing the outcome. Enquirer: Students will need to analyse situations and information to inform planning.
STEAM	Using technology runs through the entire Music Technology curriculum. Students will explore, experience and appreciate how technology has transformed music.
Literacy	Students will learn lots of new key terminology and be able to use these confidently and accurately as we go through the curriculum. Students will communicate their understanding of why certain processes work and others do not.
Numeracy	Numeracy is embedded in the larger projects in Music Technology, particularly when using digital audio workstations (GarageBand and/or Logic). Quantisation is important, alongside understanding how much notes or samples will fit in a number of beats or bars.
SMSC, British Values and Citizenship	As part of this curriculum, students will explore genres of electronic music from different areas and cultures of the world. We will embed an appreciation for musical genres – even for those we might not personally favour!

English

Aims:

- To continue to encourage students to develop their academic (tier 2) vocabulary and to be able to use it proficiently within their own written work
- To continue to develop a love for reading and to encourage students to engage with a range of different texts from different writers and perspectives
- To continue to develop students' abilities to write for different audiences and purposes
- To continue to promote the importance of oracy skills both in and out of lessons
- To continue to encourage students to think critically about the world around them and to relate their reading to their social/historical contexts

Content:

The lesson content is designed to simultaneously prepare students for the challenges posed by the GCSE English curriculum whilst also ensuring that students receive a broad and balanced experience of English. Texts have been chosen to both stimulate and challenge students, with all texts being pitched to at least GCSE level. English Language skills will be taught through the study of Literature texts.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	1. Animal Farm by George Orwell Animal Farm is an allegorical story about the Soviet Union's early years. Students will be exploring Orwell's use of symbolism and discussing the societal issues which arise from it. 2. Gothic fiction An extract based unit which introduces students to 19th century gothic fiction. We will also be using time to ensure that students are familiar with 19th century non-fiction texts in preparation for the GCSE English Language exam.	Reading assessment- OM's speech. Writing assessment- Dangers of Animalism Reading assessment- Unseen extract Writing assessment- Descriptive writing piece based upon a stimulus
	Term 2	1. WWI Poetry Students will be studying a range of poems from a number of influential writers of the period. They will be exploring their use of poetic technique in their portrayal of the conflict and analysing how attitudes changed over the course of the conflict. 2. Kindertransport by Diane Samuels Kindertransport is a play, which examines the life, during World War II and afterwards, of a Jewish child who comes to England as a refugee. It uses a dual narrative to switch between two time periods to explore the lasting impact of the holocaust upon those who were lucky enough to survive it.	Reading assessment- Comparing early and late war poetry. Writing assessment- Diary entry Reading assessment- The importance of family

	Term 3	1. Romeo and Juliet This classic tale of love, jealousy, loyalty and fate will prepare students for the challenges of studying a text at GCSE and allow them to explore some of the key themes that characterise his writing. 2. Spoken Language Students will write a speech about a topic of their choice and present it to the rest of the class in preparation for their GCSE Speaking and Listening certificate.	Reading assessment- GCSE English Literature style question. GCSE S+L assessment

Assessment:

Students will be assessed near the end of each project with at least one formal essay/assessment which will evaluate students' abilities within one key area of the subject. These will be an assessment of students' reading or writing abilities with repeated opportunities to practice these skills within lessons.

Extended Learning:

Students will be completing a range of home learning tasks including research tasks to support their contextual understanding of the texts which they will be studying, as well as revision of key knowledge which will then be tested as a part of retrieval quizzes within their lessons.

Connection to the JTFS Approach

Whole School Theme	How does English support this?
STRIPE	Students use all of the STRIPE skills over the course of the year, with particular emphasis being placed upon students' ability to reflect upon the work and use enquiry skills when relating texts to the social/historical context.
STEAM	Students will be completing art projects for class display boards related to the texts being studied. There will also be scope for students to explore various aspects of theatre craft when studying Kindertransport and Romeo and Juliet.
Literacy	Repeated opportunities for students to use reading, writing, and speaking and listening skills throughout the year.
Numeracy	We will use tension graphs and mood graphs when exploring characterisation and the methods used by writers to create suspense. We will also conduct close analysis of written data sets.
SMSC, British Values and Citizenship	Students will be exploring the moral issues arising from the texts being studied. These will include philosophical discussions surrounding the role of the state, the futility of war and our attitude towards refugees in 21st Century Britain.

Food and Nutrition

Aims:

- Students will demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food whilst using different cooking techniques and equipment.
- Students develop knowledge and understanding of the functional properties and chemical characteristics of food. Students deepen understanding of the relationship between diet, nutrition and health.
- Students will understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Content:

This programme of study has been designed to build upon prior knowledge in Years 7 and 8 and will enable students to make connections between theory and practice, so that they are able to apply their understanding of food science and nutrition to practical cooking. Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Principles of Nutrition – Are we what we eat? Students will research the role of macro nutrients and micro nutrients in relation to human nutrition. For example, the specific function, the main sources, dietary reference values, recommended daily allowances, complementary actions of the nutrients. Students will carry out practical investigation into nutrients and cook a predominant repertoire of savoury dishes based on the 5 groups of the 'eat well guide'. E.g. Protein – portioning chicken and making a marinade.	Theory - knowledge and understanding will be tested via Forms using a selection of appropriate BASE(O) theory questions. Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio – Portfolio includes dishes from both macro and micro nutrients. Testing and Evaluation – Sensory testing quality of food.
	Term 2	Food production – Are ready meals nutritious? Students will be able to calculate energy and nutritional values of: (i) a recipe (ii) a meal (iii) an individual's existing diet over a period of time. Students will investigate nutritional information/data to determine why, when and how to make modifications. In addition, research of food labelling will enable students to make informed choices about what they eat. Students will consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes. Students will research, prepare and cook nutritious ready meal dishes (e.g. fish pie) to meet the nutritional needs of different age groups, dietary and lifestyle needs.	Theory– knowledge and understanding will be tested via Forms using a selection of appropriate BASE(O) theory questions. Food skills - Demonstration of a good range of specific practical skills Practical Portfolio – a portfolio of evidence which includes documentation related to the selection of dishes, designing and planning of ready meal dish. Testing and Presentation- Class presentation and testing of developed products.

	Term 3	Food provenance – Where does food come from? Students will know and understand: foods origins, where and how foods are grown, reared, or caught, food miles, impact on the carbon footprint, buying foods locally, the impact of packaging, global food production and the effects of food poverty. Students will have theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine. Examples include: cottage pie, chicken curry and Cornish pasty. Students will have the opportunity to explore, research, prepare and cook dishes that could be served on a themed menu to promote the cuisine of a specific country or region.	Theory– knowledge and understanding will be tested via Forms using a selection of appropriate BASE(O) theory questions. Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio - a portfolio of evidence which includes documentation related to the selection of British and international dishes. Evaluate – written evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes.

Assessment:

Within each term students will be assessed in four main areas including: 1. Theory, 2. Food skills programme, 3 Practical portfolio and 4. Evaluation and presentation skills. Students will document learning within A4 folders and photographic evidence.

Extended Learning:

Students will deepen knowledge and understanding further through focussed research, pre-learning activities, retrieval practice, routine sample theory questions and presentation rehearsal. This extended learning will enhance the students learning portfolio.

Connection to the JTFS Approach

Whole School Theme	How does Food and Nutrition support this?
STRIPE	Students will need to be responsible to obtain ingredients, cook in a tidy workspace and be resilient in tackling tricky theory content. Students will have opportunity to be creative and to innovate their own product.
STEAM	Students will understand the science of food functions including molecular chains, glycaemic index, understanding the chemical properties of ingredients to achieve a particular result.
Literacy	Students will develop their oracy skills through presentations, discussing their work with others in detail. Students will also build on technical vocabulary and use it frequently within written work. In addition, instructional texts will be developed for production plans. Sensory Analysis will form the basis for all evaluations.
Numeracy	Students will implement a range of numeracy skills during production including weights and measures, calculations of RIs, BMI, BMR, PAL and nutritional analysis. Students will also calculate percentages, ratio and costing.
SMSC, British Values and Citizenship	Student will understand the nutritional needs of others, taking account of varying age groups and culture. Furthermore, students will understand the impact of global food production in our world, consider sustainability and food waste.

Geography

Aims:

- To inspire curiosity and fascination with the world around us both natural and human.
- To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.
- To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.
- To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.

Content:

Students will study an interesting combination of physical and human Geography through the topics of Earth's resources, Coastal landscapes, Population and Urbanisation, followed by two regional studies in Asia and Africa. Students will explore a range of issues affecting our planet, such as water insecurity, energy insecurity and plastic in the ocean. Students will develop their knowledge of world issues to make them better global citizens. They will also learn about how physical processes shape coastal landscapes and how areas in the UK are at risk from erosion and coastal flooding. Students will be expected to make informed decisions about coastal protection. In the Population unit, students will discover issues facing urban areas and how these may or may not differ between LICs and HICs. Finally, we revisit many of our topics through the regional study of Asia and Africa. This allows students to reconsider and consolidate key concepts previously learnt throughout Years 7-9.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Earth's resources: an investigation into the Earth's natural resources and how humans impact on them e.g. plastics in our oceans, water pollution and air pollution. Students will also undertake a fieldwork investigation looking the quality of the environment around JTFS. Physical processes and landscapes; How coastal processes impact on the shape of the land and create landforms. A study of how erosional hazards can be managed.	Regular peer and self-assessment. Fieldwork write up. Knowledge assessments Decision making exercise
	Term 2	Population and urbanisation. We explore the causes and effects of problems with world populations and urbanisation. We will discover the similarities and difference between LICs and HICs Asia and India. Students will explore the physical features, historical and future challenges, as well as looking at how India is linked to the wider global community.	Regular peer and self-assessment. Knowledge quizzes Formal assessment – Exam style end of unit test
	Term 3	Africa. Students will learn about the history of Africa and how it has shaped it's modern geography. We will also revisit physical features and biomes. We will then focus on Kenya and look at a range of human and physical concepts such as climate, economy and development.	Regular peer and self-assessment. Knowledge tests Formal assessment – Exam style end of unit test

Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that particular topic. There is a mixture of extended writing or exam based assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. Learning of key words in glossary tests is an important part of the subject. We will use formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative tasks to help reinforce core learning from the classroom. Learning key words will be set as part of homework and these will be tested in lesson time.

Connection to the JTFS Approach

Whole School Theme	How does Geography support this?
STRIPE	All units inherently develop the STRIPE skills. Each lesson has a STRIPE objective and this is referred to throughout lessons.
STEAM	STEAM is embedded throughout the units. A couple of examples are the responses to coastal erosion and the management of slums in LICs. Authentic curriculum links can be made with Science when looking at Earth structures.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the end of unit assessments, whereby SPaGST will be allocated marks.
Numeracy	Maps and graphs are used throughout the units, which develops use of number. Some examples are climate graphs, pictograms and contour lines. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course. Links are established in Maths when they study compound units and when Geography looks at population and population density.
SMSC, British Values and Citizenship	By studying different places in Year 9, students understand how the concepts that they have learnt in years 7 and 8 apply to other regions/countries in the world. They also further their understanding of being global citizens. Links between the study of India and learning undertaken in DT, Music and PE will also give students a greater cultural awareness of the world around them.

History

Aims:

- To develop a rich chronological knowledge and understanding of British and International History so students have a coherent narrative from the birth of the British Empire to the start of the 21st Century. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues of the industrial and modern period.
- To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.
- To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.

Content:

Students will study a truly fascinating and ever changing period in British and International history. The year begins with students examining the transatlantic slave trade and the emergence of the United States of America as an independent country at the end of the 18th Century. Simultaneously, students study the British Empire including case studies on America, India and Australia in an Extended Learning Project. Students then proceed to learn about the dynamism of the Industrial Revolution as Britain transforms from a rural to an urban, reforming nation whilst also studying the French Revolution and Napoleon in an Extended Learning Project. Students study the changes that occurred through the Victorian period at home and abroad to understand Britain's transition into the 20th Century. The second half of the year is dominated by the First World War, the aftermath in Britain and in other nations such as Germany and Russia and the tumultuous nature of the Second World War including the Holocaust. Students undertake an Extended Learning Project on decolonisation to understand the changing nature of Britain's role on the international stage in the post-war world. The final half-term focuses on the international tensions between USA and USSR in the Cold War and the dangers we face in today's world along with a supplementary Extended Learning Project on the advancement of Civil Rights for African Americans.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	The transatlantic slave trade, the American War of Independence, industrial revolution and political and social reforms in Britain are studied in the first term. There are two extended learning projects on the British Empire and the French Revolution.	Extended paragraph assessment Formal assessment 1 Formal assessment 2 Knowledge quizzes British Empire research project French Revolution research project
	Term 2	The First World War, votes for women, the interwar period including case studies on the USSR and Nazi Germany and the Second World War are examined in the second term. Students also complete an extended learning project on	Formal assessment 3 Formal assessment 4 Knowledge quizzes Victorians research project

		the Victorians to build on knowledge from the first term.	
	Term 3	The British Home Front, the Holocaust, the Second World War in Asia and the end of the war are studied in term 3. This is followed by a unit on the Cold War and the dangers the Western World faces today. There are two extended learning projects on decolonisation in the British Empire and the advancement of Civil Rights for African Americans in the USA.	Formal assessment 5 Knowledge quizzes Decolonisation research project Civil Rights research project

Assessment:

Students will be assessed near the end of each topic with a formal essay/source assessment. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There is also five research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will review learning from lessons at home through effective and regular revision as well as undertaking well sequenced research projects that help to develop and satisfy an intellectual curiosity in the subject as well furthering their knowledge and understanding of the period.

Connection to the JTFS Approach

Whole School Theme	How does History support this?
STRIPE	Students will consistently reflect on prior learning, be effective participators in class debates on a range of historical issues, practice self-managing their own plans and hone their communication skills with their peers through lesson activities that challenge their thinking. Students are also encouraged to innovate and think creatively when faced with problematic historical sources and use their enquiry habits to ask questions and develop criticality with evidence in analysing information.
STEAM	Students learn about the technological and scientific advancements of the Industrial Revolution.
Literacy	Scan and skim reading are practiced along with exposure to challenging texts that enable students to widen their historical vocabulary. Historical fiction and non-fiction will also be formally shared with students through extended learning research projects. Formal links with English on WW1 and the Holocaust have also been established.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time. Students will also be exposed to statistical evidence in the Industrial Revolution unit and how students can use data to support their arguments linking explicitly with work undertaken in Maths in year 9.
SMSC, British Values and Citizenship	There is focus on the human rights in the unit on the transatlantic slave trade as well the theme of nationhood and self-determination which is revisited frequently throughout the year. The concepts of democracy, freedom of speech, law and order as well as individual liberty are also covered. Moral dilemmas are explored with English and RS on the Holocaust with some exploration of the complex issues.

Maths

Aims:

- Create students who think, write, and speak like mathematicians.
- Revisit, embed, and build upon topics covered in Y7 and Y8 to prepare for KS4
- Understand how to structure and record their thoughts and processes in a clear and logical way
- Improve techniques for problem solving through generating links between topics

Content:

Initially, students will use the product of primes topic to recap key vocabulary and number work from earlier years. This will then be used to inform methods of expanding and factorising brackets. Solving linear equations is a vitally important skill as students move towards KS4 so is revisited before revealing graphical ways to reach a solution. These skills will then be transferred into working with inequalities. Rearranging formulae will be covered before the end of half term 2 to prepare students for work with speed, area and Pythagoras' Theorem in half terms 3 and 4.

In the final term, students will be able to create links between the numerical and algebraic topics that have had a heavy focus in Year 7 and Y8 to work geometrically with volume and angles in parallel lines.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Product of primes revisits key number theories that will then assist in expanding and factorising algebraic expressions. Solving equations topic revisited and explored further through graphing techniques. Further development into inequalities and rearranging formulae.	Topic Assessments End of Unit Assessments
	Term 2	Using formula in calculations to cover topics involving speed, area of a circle, and Pythagoras' Theorem in right angled triangles. Similarity covered and used to introduce the trigonometric ratios	Topic Assessments End of Unit Assessments
	Term 3	Plans, elevations and nets to explore the properties of 3D shapes before calculating volume of prisms, pyramids, and spheres. Angles in parallel lines covered in depth before constructions allow parts of the ideas to be drawn.	Topic Assessments End of Unit Assessments

Assessment:

In class feedback will be provided throughout lessons using a variety of methods that check for understanding such as mini-whiteboards, vote cards, and carefully selected questioning. Students will receive regular and specific feedback between lessons using peer and self-review techniques to develop the reflective and resilient STRIPE habit. Techer input in these feedback routines will be given if, and when, needed to support and personalise the student review process.

Low stakes quizzes and retrieval practice will be used regularly to provide students with self-assessment opportunities.

Pre-topic tests will be carried out using online, multiple choice questions to highlight any areas of improvement before the topic begins to inform teacher planning.

Topic assessments will be carried out at the end of each topic. These will be short 15-20 minutes paper-based quizzes containing questions from each of the BASE levels. The aim of these assessments is to determine the understanding of a topic at the point of study.

End of unit assessments will be used one a half term to assess the retention of a mixture of topics after a period of 'forgetting'. This method determines whether the content has been truly assigned to long term memory rather than just understanding and the time of study.

Extended Learning:

Extended learning in Maths will take two forms: retrieval via online platforms and open-ended tasks based upon the driving question for that term. The online extended learning will be set once a week and there is an expectation that even though it is computer-based, a clear record of methods is recorded in the exercise book. Open-ended tasks investigating the mathematical contribution to the driving question will be set over a longer period of time, normally two weeks.

Connection to the JTFS Approach

Whole School Theme	How does Maths support this?
STRIPE	STRIPE tags will be added to all lessons to demonstrate which STRIPE habit produces the most effective and efficient mathematics. Reflective and resilient review tickets will be used regularly to promote understanding of the students' pathway through the topic. Following each unit assessment there will be a STRIPE review to assess how performance was affected by implementation of the STRIPE habits.
STEAM	In class discussions to show how mathematical topics can be applied in job roles in conjunction with other STEAM subjects.
Literacy	Key words will be integrated into every lesson. Student explanations will need to contain subject specific vocabulary when presenting their thoughts to promote improved oracy.
Numeracy	'Know your Numeracy' tags will be used across all subjects with a maths emphasis so common teaching methods are used throughout the school.
SMSC, British Values and Citizenship	Problems in context, such as speed, provide chance to understand the impact of the topic as well as hinterland experiences regarding Pythagoras and his beliefs.

Modern Foreign Languages: French

Aims:

- Speaking and listening skills remain the main focus of the course improving the student's mastery in key structures and the target language but also facilitating spontaneity. Students will gain confidence in their interpersonal skills and become successful communicators.
- Students will develop a love and curiosity for the French language and a sound cultural knowledge of France and Francophone countries. Students will be encouraged to reflect on their own culture and compare and contrast with that of other countries.
- Students will be encouraged to use their STRIPE skills and use their enquirer and reflective skills to analyse and acquire new language. The main grammatical focus of Year 9 is for the students to comprehend and apply proficiently all 3 tenses (past, present and future) in French.

Content:

Students will use the topics of School and Future plans, Holidays, and Town and Local area as a means to gain some key communicative functions. These functions can then be applied in various different contexts as they move into KS4.

- Describing places
- Comparing and contrasting
- Reporting an event in the past
- Talking about the way one used to be
- Talking about future plans

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Students will be able to describe what subjects they study at school and give more complex opinions, focussing on adjectival agreement and intensifiers. They be able to describe facilities at school consolidating the use of connectives to form subordinate clauses. Description of primary school using the imperfect past tense and compare with secondary school. Describe future options and career plans, embedding the simple future tense. The key element of this unit will be to focus on the present, past and future tenses.	Formal speaking assessment Formal listening assessment Regular retrieval quizzes
	Term 2	Students will be able to describe where they usually spend their holidays and what they do, embedding the present tense. Students will be able to describe the accommodation, state opinions and describe weather in the past using the imperfect tense. Finally, students will be able to describe plans of a holiday in the future. This unit focuses on the application of the 3 tenses: past, present and future. Students will gain confidence in the ability to compare and contrast the use of the 2 past tenses in French; the passé composé and the imperfect tense.	Formal reading assessment Formal writing assessment Regular retrieval quizzes

	Term 3	Students will be able to describe their own town in detail, describing the facilities and explaining the geographical location in detail. They will be able to understand and give directions and compare the differences between urban and rural living, consolidating their use of opinions and comparatives. This unit will also introduce the conditional tense enabling students to describe their ideal town.	Formal listening assessment Formal writing assessment

Assessment:

Students will be assessed on a rotation of each of the 4 key skills of speaking, listening, reading and writing. Each half term they will undertake assessments in 2 of these skills along with regular retrieval quizzes to check their retention of key vocabulary and structures.

Extended Learning:

Extended learning will seek to enhance a student's language learning journey by practising skills learnt in lessons and using creative skills to display their learning. During the year there will opportunities to research some Francophone culture which will facilitate their learning in KS4 when cultural knowledge becomes key to their success.

Connection to the JTFS Approach

Whole School Theme	How does MFL support this?
STRIPE	Students will frequently use their STRIPE skills to enhance and improve their learning. Throughout the year students will need to reflect on prior learning and apply prior learning in new contexts. New grammatical concepts will need them to "enquire" and think why something happens.
STEAM	Students will learn how to discuss basic environmental issues in urban areas. This will involve reflecting on the impact of these issues on the world today and explore potential solutions.
Literacy	Use of phonetics and a focus on speaking and listening promotes high standards of literacy across the curriculum. Sentence Builders will be used at the beginning of each unit of work. Reading aloud is a regularly feature of lessons and students will begin to explore authentic texts in a foreign language
Numeracy	Numeracy continues to appear during Year 9 learning through the revisiting of higher numbers in French and the use of number patterns. Students will also need numeracy skills to plan and cost a virtual holiday abroad.
SMSC, British Values and Citizenship	This is a critical part of language learning at JTFS. Students will continually investigate what it means to be British by comparing and contrasting the culture with that of the Francophone world.

Music

Aims:

- To develop performance and musicianship skills through solo and ensemble opportunities
- To learn how to create and compose music in a number of diverse styles using a range of different techniques and software
- To cultivate reflective habits through rehearsal logs and target setting in both solo and ensemble scenarios
- To instil the STRIPE habits in students' learning in music to create resilient and reflective practitioners of their subject

Content:

Students will begin with the foundations for performing and composing music using music theory. This will cover notation, rhythms, instruments and previous theoretical knowledge covered in KS3 before advancing into more complex musical elements such as key signatures and improvisation. They will explore the world around them and how to create music from sounds with sound scaping and minimalism. This will develop their music technology skills through using the iMacs to create their own minimalistic composition. The second term centres around music from around the world beginning with Bhangra/Indian Classical and ending with African/Calypso music. There will be opportunity for students to participate in African drumming workshops which will be the base for their performance pieces over the term. Students will perform independently on their instrument and also with others, they will document their progression through reflective rehearsal logs. This topic also lends itself to outside enrichment opportunities such as shows and other live performances. At the end of the year, students will take a musical journey through centuries of artists, technology, genre and stylistic conventions with our Music Through Time topic.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Music Theory- notation, rhythm and advanced musical understanding to help with performance and composition throughout the year. Minimalism and Sound Scaping-discovering the world around them to create music using sounds and rhythms. Developing an understanding of minimalistic techniques and elements.	Written Paper on theoretical elements Composition Task displaying understanding of music theory Listening Task displaying understanding of the aural side to music theory Minimalistic composition Sound Scape composition on the iMac Minimalistic Performance Piece
	Term 2	Bhangra/Indian Classical Music- expanding their knowledge of other cultures and their musical styles. African and Calypso Music- exploring rhythm and ensemble through African drumming and steel pan sessions.	Listening Task on traditional Bhangra and Indian Classical instruments and techniques Composition Task Indian Classical Performance Piece Listening Task on traditional African and Calypso instruments and techniques Performance Pieces showing practical understanding of African and calypso
	Term 3	Solo and Ensemble Project- they will work on their rehearsal skills as well as their own personal musicianship through a solo performance and working within a group. They will also develop	Rehearsal Logs for solo and ensemble projects Performances for their solo and ensemble projects

		their ability to reflect and improve through rehearsal logs and target setting. Music Through Time- a deeper look into how music started, how it developed over the centuries and how technology also impacted this. They will research and evaluate how stylistic conventions also impact the common genre of music found throughout the different time periods such as instruments, art and architecture.	Listening Task displaying knowledge of the main time periods and their conventions Performance Piece for one of the time periods explored Composition displaying knowledge of stylistic techniques linked to certain time periods on the iMac

Assessment:

Students will be assessed in three areas in music: their ability to perform, to compose and to analyse and critique music. There will be ongoing opportunities for students to reflect on their own work and write about their thoughts. Students will also at times be required to listen to music and use knowledge they have gained from the topics they have studied to answer questions about the music.

Extended Learning:

Students will be expected to practice using their musical instrument, if they have one and participate in the variety of musical enrichment programmes on offer at lunchtime. Learning will be extended through a range of activities to develop their knowledge, skills and understanding throughout the course. The focus will be on their ability to compose and perform music as well as analyse and critique their work and that of others.

Connection to the JTFS Approach

Whole School Theme	How does Music support this?
STRIPE	Students will need to be team players within ensemble work and other group performances. They will need to reflect on their skill through rehearsal logs and target setting to develop practical progression and show resilience when faced with new musical knowledge and challenges. It is expected that the students will research and explore key elements of topics which will inspire their enquiries and foster their curiosity.
STEAM	The music theory topic will support their understanding of basic multiplication and addition when discovering time signatures and rhythmic problems. Their exploration of music from around the world will deepen their sense of imagery and its impact on musical/artistic styles seen in historical architecture, literature and geographical location.
Literacy	Students will be expected to understand the importance of lyrics and using literacy to convey a message. Within each written paper there will be analytical responses which demonstrate their understanding of language and appraisal.
Numeracy	Music is often closely linked with numeracy, students will need to understand how to keep a steady pulse and how rhythm is divided up into various fractions.
SMSC, British Values and Citizenship	The work on historical periods of music will guide the students through the social and moral events over time. The work on cultures around the world will support the students with a deeper understanding of how the world has evolved over time and how this has impacted western music.

Physical Education

Aims:

- Develop skills and techniques across a broad range of sports and physical activities
- Develop an understanding of strategies and tactics across a wide range of physical activities
- Be able to engage in competitive sports and activities
- Develop an understanding of the importance of leading a balanced, active and healthy lifestyle and how to do this
- Know and understand how to lead effectively in different situations
- Develop an understanding of movement analysis and the role of the body systems in exercise.
- Be able to apply the STRIPE skills to successful performance in PE, and be able to evaluate performance.

Content:

Students will study a range of Physical Activities with the aim of encouraging all students to develop knowledge and understanding of Balanced Active Healthy Lifestyles, as well as engaging within competitive sport. The Year 9 curriculum will build upon previous learning. PE lessons are delivered within single and mixed gender, mixed ability groups. As well as individual sports, students will focus upon the following key themes, healthy active lifestyles (Fitness), leadership and movement analysis.

Curriculum Map:

Year	Term	Curriculum	Assessment
9	Term 1	Students will continue to develop a range of specific skills, whilst building upon previously learned skills in order to be able to participate in a range of competitive situations. The focus of this term is Rugby, Netball and Football. In Gymnastics, students will develop more advanced skills, with the aim of using larger pieces of equipment. Students will apply these skills to create a group gymnastic routine using a range of equipment.	Students are assessed using the BASEO assessment criteria on a half-termly basis. Through regular teacher observation of performance. Students will receive regular verbal feedback from their PE teachers. Knowledge quizzes are used to assess students' knowledge and understanding of the rules and regulations of the sports/activities taught across the curriculum. Students will also use a range of self and peer assessment strategies including the use of technology in order to analyse their own and other practical performance.
	Term 2	Students will develop a range of outdoor adventurous activity skills; including teamwork challenges, orienteering and more advanced problem solving activities. In Dance, students will build upon the key requirements of a successful routine whilst developing more advanced dance skills. Students will consider the actions, dynamic qualities and spatial design when choreographing routines. Challenge will be developed via consideration of formations, relationships and composition. In Handball and badminton, students will continue to develop a range of handball specific skills whilst building upon previous learning and understanding the rules of the game in order to be able to participate in a range of competitive situations.	
	Term 3	In Athletics, students will study a range of running throwing and jumping events, including short, middle and long-distance running, javelin, discus, shot putt and high Jump. Students will focus on their speed, distance and times and how these can be improved.	

	:	Students will continue to develop a range of more advanced Cricket skills and tactics, whilst understanding the rules of the game in order to be able to participate in a range of competitive situations. Students will continue to develop a range of more advanced Rounder's specific skills and tactics, whilst building upon previously learned skills and understanding the rules of the game in order to be able to participate in a range of competitive situations.	

Assessment: A range of assessments are used across Physical Education lessons

Extended Learning: Students receive a range of extended learning activities with a focus upon researching rules, strategies and tactics. Developing knowledge and understanding of Healthy Active Lifestyles, leadership, movement analysis and evaluating their own and others performance.

Connection to the JTFS Approach

Whole School Theme	How does Physical Education support this?
STRIPE	Students are encouraged to be reflective with their own practical performance and identify ways of improving. Students are encouraged to be enquirers/innovative and creative when selecting and applying strategies and tactics. Students are encouraged to be team players in order to work effectively as part of a team. Students are also encouraged to develop their leadership skills and practice effective communication. Students are encouraged to be effective participators by taking part in a range of activities. Students are encouraged to be innovative and creative when planning, performing routines within dance and gymnastics. Students are encouraged to be self-managers by taking responsibility for their PE kit and equipment.
STEAM	Specific activity related equipment used throughout the schemes of learning. Use of performance analysis software as a tool to evaluate and improve performance.
Literacy	Students are encouraged to use specialist language, defined and used regularly throughout all Schemes of Learning.
Numeracy	Students will be encouraged to accurately: score, time keep, record distances and analyse performance data/statistics.
SMSC, British Values and Citizenship	Students will be encouraged to develop their self-knowledge, self-esteem and self-confidence. Distinguish right from wrong. Accept responsibility for their behaviour. Show initiative, and to understand how they can contribute positively. Respect other people. Understand how to deal with success and failure.

Psychology

Aims:

- understanding key psychological ideas and how they apply to the five schools of psychology
- research and investigation
- practical application of psychological concepts in research
- developing ideas to form judgments, draw conclusions and synthesise within classroom debates
- engaging with how psychology applies to everyday life

Content:

Psychology in Year 9 introduces you to the scientific study of our mind and behaviour, leading you to question the foundation of human behaviour and our basic principles of learning. This year you will be introduced to the key foundations which drive the ongoing debates within psychology and begin to develop your ability to evaluate and criticise existing theories. You will have opportunities to apply key knowledge to your own psychological research projects that will be presented in the style of a professional psychological report. You will be encouraged to question the world around you, considering why psychology is important when exploring crime and deviance in society as well as how we can improve and develop mental health and wellbeing.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	An introduction to psychology*:* we will be looking at the five key schools of psychology and exploring the debates which exist between key researchers in the field as well as the history of the discipline. Crime and deviance: this topic will begin by examining laws, social norms and values and how they all form part of our community. We will explore the role of personality types and character traits in relation to criminal behaviour. This will lead us to investigate notorious criminal cases and identify patterns of behaviour through criminal profiling.	Written assessment in the form of an extended writing task. Criminal profiling report.
	Term 2	Mental health and wellbeing: this topic relates to issues that are very prevalent in society today; we will explore what it means to be mentally healthy, mindfulness techniques as well as how psychologists work with individuals who experience mental health problems. We will apply our knowledge to specific case studies and formulate the most appropriate form of diagnosis and treatment for our 'service user'. We will use our expertise to plan and deliver a formal class debate based on the causes of mental health problems.	Presentation for the promotion of positive mental health and wellbeing campaign – you will have the freedom to choose the format in which this will be presented. Class debate – speaking and listening assessment.
	Term 3	Influential cases in psychology: this unit of work involves researching the most influential cases throughout the history of psychology. This will allow us to explore multiple areas within the broad field such as the case of Clive Wearing and what he taught us about the way memory	Written assessment in the form of an extended writing piece.

		works. We will discuss why each case study is so valuable and how they have produced great changes over time. **Research design:** as you approach the end of your first year, you will begin to apply your knowledge in order to plan and design your own research proposal. This will be in the form of a formal psychological report and will draw on your mathematical/research methods skills to decide the best way to gather and analyse your data.	Written report.

Assessment:

Within psychology you will receive an assessment twice every half term. There are many opportunities to develop skills including: speaking and listening tasks, extended writing, report writing and more visual presentations of ideas. Part of your role as a psychologist is to critically evaluate, as we learn more about the key research in psychology.

Extended Learning:

Our extended learning opportunities in psychology will challenge and extend your learning; you will be required to complete preparation tasks and research ahead of learning some of our most complex content. This will involve reading articles, excerpts from academic journals, completing internet research or even just gathering your own thoughts and ideas before you then learn the content.

Connection to the JTFS Approach

Whole School Theme	How does Psychology support this?
STRIPE	Self-manager – As with all aspects of learning, self-organisation is vital. Team player/Participator – working in a collaborative manner to plan and research within key areas of psychology. Reflective and resilient – developing skills necessary to critique and evaluate. Innovate and create – an integral part of creating your own research proposal and ensuring originality. Enquirer – asking big questions and challenging psychological theories.
STEAM	The process based learning with psychological research allows students to draw on their scientific and mathematical knowledge to form innovative ideas.
Literacy	Students will develop literacy skills through their speaking and listening assessment where they will need to plan and articulate a persuasive and powerful speech. They will be required to write clearly and cohesively about key ideas within psychology as well as developing comprehension skills through research.
Numeracy	Research methods is an integral part of psychology with all research being reliant on the skills core to science and maths. We will develop skills for analysing data, graph work, tables as well as working with results figures.
SMSC, British Values and Citizenship	We will explore cultural issues when applying research in psychology as well as how individual differences can impact results.

Religious Studies

Aims:

- To be aware of the different ethical issues that affect our world today and to look at a variety of religious and non-religious responses to these issues.
- To be aware of the work done by various religious and non-religious groups in supporting society and taking care of the planet.
- To prepare students for GCSE RS by developing exam techniques.

Content:

Students will focus on philosophical concepts that are relevant to modern society. The year will look at: the origin of the universe, modern ethical issues, crime and punishment, human rights and social justice, and religion and war. The year will allow students to learn about and from the views from a variety of religious groups as well as Humanist (non-religious) groups. Students will look to apply teachings of all the 6 main religions to different philosophical issues. All of this will ensure students receive a balanced and unbiased introduction to philosophical matters and allow them to develop their own points of view and beliefs. The year concludes by looking at denominational differences within Christianity and the difference between Sunni and Shia Muslims.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Students begin the year by revisiting theories about the origin of the universe, how these theories might challenge religion and how religion might respond to these challenges. Students then move onto modern ethical issues in society, relating to abortion, euthanasia and the use of animals by humans. Before the end of Term 1 students begin to look at crime and punishment focussing on why crime happens and how we should deal with it.	Evaluative essay on the Origin of the Universe Keyword quiz 5 question assessment on Modern Ethical Issues
	Term 2	Term 2 begins by finishing the crime and punishment unit. Students look at the importance of forgiveness and arguments around the use of the death penalty. Students then begin a unit on social justice and human rights. Students explore what human rights are and why they are important, the position of women in religion, positive discrimination and poverty and exploitation.	5 question assessment on Religion, Crime and Punishment Keyword quiz 5 question assessment on Human Rights and Social Justice Keyword quiz
	Term 3	Term 3 explores Religion and War. The term begins by looking at Just War theory, before moving onto how Religion can be linked to the Holocaust, terrorism, pacifism and peace-making. The year finishes by looking at differences within Christian and Islam in preparation for GCSE.	5 question assessment on Religion and War Keyword quiz

Assessment:

Assessment is consistent in RS, focussing on questions that are in the style of GCSE exam questions. Students will regularly have the opportunity in lessons to self and peer assess their knowledge about religious and non-religious viewpoints as well as their understanding of key terminology. Teachers will endeavour to provide regular feedback through the use of formative assessments and review tickets to ensure students make progress. Extended Learning will often feature knowledge quizzes to assess what knowledge the students are retaining.

Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend on learning that is completed in the classroom.

Connection to the JTFS Approach

Whole School Theme	How does Religious Studies support this?
STRIPE	Students are encouraged to improve communication with peers as well honing enquiry skills by analysing information and asking probing questions. Students also practice being effective communicators by being active listeners and being tolerant of views that are different from their own.
STEAM	Students explore scientific theories about how the universe came into existence. Students look at some of the different ways to better look after the planet including those that come from technological and engineering advances.
Literacy	Students are quizzed on keywords across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum. Links are established with English to explore themes and issues around the Holocaust.
Numeracy	The idea of a fair wage is considered during the social justice and human rights module, whereby percentages are discussed to consider what constitutes exploitation.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths. Students learn about how the law is made and upheld in the UK and where these laws originate from. Students also look at the values of equality, forgiveness and reconciliation. Study of the Holocaust intertwines with History and English and helps to develop students' moral and social awareness of this seismic and tragic event in human history.

Science

Aims:

- To teach students a love of science through a variety of engaging, creative and motivational lessons by teaching both project based learning and stand-alone science lessons, providing opportunities for a hands on application of knowledge and skills.
- To use big ideas and mastery goals to equip all of the students for the future, providing students with the ability to connect concepts, ensuring that they can see the world analytically, explain phenomena and make predications
- To ensure that all students will gain the appropriate base-level and beyond understanding to access the AQA GCSE science curriculum

Content:

Our curriculum is based on the AQA KS3 syllabus, ensuring that students are taught the skills and knowledge to access the KS4 GCSE science curriculum.

The aim is to re-explore and develop a range of modules that students have been introduced to in year 7 and 8 across the following themes of: Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes. These 10 themes focus on core aspects of the GCSE curriculum enabling a solid base for students to build upon when they reach GCSE level.

Once the 'core' modules have been taught in Year 9, students will focus on developing areas of their knowledge of biology, chemistry and physics through application in relation to: new technology, key turning points in science and the use of skills in detection.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Students will study a range of Biology, Chemistry and Physics topics. Topics within term 1 include Pressure, Heating and Cooling, Types of reactions, photosynthesis and respiration	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 2	Students will study a range of Biology, Chemistry and Physics topics. Topics within term 2 include Breathing, current and interdependence. Students will then move on to develop areas of knowledge through the application of content in relation to new technology, key turning points in science and the use of skills in detection.	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 3	In the study of new technology students will develop an understanding of the science and consider the ethics of how we use this new technology. Turning points in Science provides the opportunity to celebrate the contributions of famous, and some less famous, scientist including the role of women. In the study of detection students will learn how scientific evidence is gathered and the importance basing our opinions on evidence.	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.

Assessment:

Within each topic we will explore student's ability to work scientifically proving opportunities for students to develop skills in analysis, communication, enquiry and problem solving. We will also provide opportunity for students to engage in practical activities to demonstrate their practical skill and apply knowledge acquired.

In order to promote individual progress within the classroom, students will be encouraged to self-assess and test each other through peer assessment to develop their own understanding. Teachers will use a variety of assessment methods to monitor this progress. This will include formative and summative assessment in the form of small topic tests, assessed written work, presentations and practical skills assessment.

Extended Learning:

Extended learning in science draws from both Mode A and Mode B types. Mode A extended learning is where the extended learning focusses on knowledge recall and Mode B is where the students are invited to express themselves creatively in order to succeed at a challenge.

There will also be lots of opportunity for students to engage with science outside of the classroom through the wealth of enhanced curriculum provided at the John Taylor Free School. This includes participating in the STEAM club (Science Technology, Engineering, Arts and Maths) and attending science educational visits.

Connection to the JTFS Approach

Whole School Theme	How does Science support this?
STRIPE	Modules within the year help to address the key driving questions of the STRIPE curriculum and encourage students to use this knowledge to aid their other subjects. STRIPE habits are used constantly within science with particular reference to team player during experimental teamwork and the reflective and resilient strand where students are encouraged to reflect and refine their methodology. Students are also constantly encouraged to be innovative when designing their investigations
STEAM	As science is one of the key strands of STEAM, we focus on many opportunities for students to connect their learning to other subjects. We also focus on job opportunities and possibilities that exist for students. The modules of study towards the end of the year focus on applying this knowledge to the skills of detections focusing on job opportunities through crime detection such as DNA and fingerprint analysis
Literacy	Throughout each module, students are encouraged to write like a scientist. This includes learning many new science specific words and using them appropriately within their work. Students are provided with literacy template for writing up correct scientific methodology and are encouraged to self-reflect and peer-reflect for spellings, punctuation and grammar prior to submitting work.
Numeracy	Students are encouraged throughout this module to relate the content that they study to the skills they have learnt in maths. Modules in pressure and current encourage students to re-arrange equations, convert figures and perform complex calculations.
SMSC, British Values and Citizenship	Students debating the ethical issues surrounding current issues. This develops a sense of how citizens can influence decision making through the democratic process by considering the way in which controversial scientific techniques are approved. Looking into the future options for the production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general. Discussion on the impact of wind turbines also develops British Values such as student's sense of respect for others in the community. Students investigating the historical impact of scientists from around the world in numerous famous discoveries. Students considering how scientific perceptions can alter due to the development of new technologies. Students will consider local issues that develop British values, such as light pollution in Astronomy or Recycling in Chemistry.

Sports Leadership

Aims:

- Develop effective sports leadership skills;
- Develop an understanding of the roles and responsibilities of an effective sports leader;
- Develop an understanding of the range of leadership roles in sport, including coach, teacher, official and event organiser;
- Know and understand how to lead effectively in different situation;
- Be able to organise, plan and deliver a sports event.

Content:

This is a practical based course, but with some theoretical aspects of the course. The course is designed to develop generic leadership skills that can be applied to various sporting situations, and even to other scenarios away from sport. The leadership course is completed across two modules.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Students will focus upon the **organisational skills** required to be an effective leader and the factors to consider when planning & preparing a session. Students will focus on and develop the **communication skills** required to be an effective sports leader, including: importance of communication when leading groups, verbal & non-verbal, initial instructions, speaking to individuals and groups, stopping a group & giving instructions, frequency of instructions and positioning. Students will develop and use their own knowledge of the factors that affect **healthy lifestyles** in order to lead a small group through a session to improve fitness levels. They will be expected to lead fitness sessions and undertake a fitness plan to improve their own performance. Students will develop an understanding of the **responsibilities of: teachers, coaches & sports leaders, competitors and officials, umpires & referees.**	Students are assessed using the JTFS Sports Leadership assessment booklets – completed at regular intervals. Students will receive regular verbal feedback from their PE teacher and students will also peer assess to further their understanding of analysis of performance. Knowledge quizzes will be used to assess students' knowledge and understanding. Students will also use a range of self and peer assessment strategies including the use of technology. Students are assessed by their teacher through observation of their leadership in action, including supporting documentation via a portfolio of evidence to include evaluations of their own performance. Students will be expected to work in a team to plan, organise and deliver a sports event to a nominated group of students.
	Term 2	Students will develop an understanding of the **role of the official** across a range of sports. Including: the official, rules & regulations, observation & interpretation of an official and undertaking the role of a referee, umpire or judge. Students will learn about the opportunities that are available within **sport and recreation**, including: research into local facilities which offer sporting, recreational & leisure opportunities and awareness of courses of study available within sport and recreation. Students will develop an understanding of the different types of **sports events** and how these are organised and structured. Including: how to organise, plan and deliver a sports event and roles and responsibilities of running sports events	
	Term 3	**Individual Leadership:** Students will lead a minimum of 1 hour of sporting or recreational activity; they are the sole planner & organiser. Sessions should be for their own peer group, but the more competent leaders will be provided with opportunities to	

		work with those younger than themselves. Each session will be supervised and a minimum of two different types of activities must be demonstrated. Sports Event: Students will work together to plan, organise, deliver and evaluate a sports event. This event could take the form of a House competition or event for a local primary school.	There will be an expectation that there is evidence of planning within the student's portfolio of evidence, alongside evaluations of their performance.

Assessment:

A range of assessment will be used, with final assessments coming from student's completion of the leadership assessment booklet, providing a portfolio of evidence, alongside the student's ability to lead individual sessions and work as part of a team to plan a sports event.

Extended Learning:

Students will be set a range of extended learning activities with a focus on developing their understanding of the topics covered across lessons. Students will also be expected to research, plan and evaluate their leadership activities.

Connection to the JTFS Approach

Whole School Theme	How does Sports Leadership support this?
STRIPE	Students will be self-managers by taking responsibility for their PE kit and equipment and completion of extended learning tasks. Students will need to be team players in order to work effectively as part of a team when planning a sports event. Students will be required to be reflective of their own leadership performance and identify ways of improving in order to help build resilience. Students are encouraged to be innovative and creative when planning and delivering sessions, to think 'outside of the box' to deliver sessions that are engaging for all. Students will be expected to be effective participators by taking part in the range of activities delivered across the curriculum, and to act as positive role models at all times. Students will need to enquire about the best method to approach leading a particular skill and consider several ways of delivering. Students will develop their leadership skills throughout the course in order to successfully deliver sport specific training sessions and a sporting event.
STEAM	Specific activity related equipment used throughout the schemes of learning.
Literacy	Students are encouraged to use specialist language, defined and used regularly throughout all Schemes of Learning. Oracy will be a significant aspect of the course. Students will be expected to communicate effectively within different situations and will need to converse with authority but also with clarity and with ease of understanding.
Numeracy	Students will be encouraged to accurately: score, time keep, record distances and analyse performance date/statistics.
SMSC, British Values and Citizenship	Students will be encouraged to develop their self-knowledge, self-esteem and self-confidence. Distinguish right from wrong. Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively. Respect other people including leaders, teammates, opposition and officials. Understand how to deal with success and failure within the leadership environment.

Textiles Technology

Aims:

- Students will understand fashion design and the media, materials and techniques that are used in the designing of fashion products.
- To provide the student with an opportunity to understand the fashion production process. They will explore materials, techniques and processes to produce a fashion item for exhibition or display.
- Students will understand how to participate and collaborate with others, develop communication skills, following instructions, time management, understanding their roles and leadership in the development of a new enterprise.

Content:

This programme of study has been designed to build upon prior knowledge in year 7 & 8 and apply it to the context of careers within the Textile industry. Students develop their skills in fashion design and production whilst reinforcing specialist technical principles. In Year 9 students will study knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating textile products.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Fashion Design – How does technology impact our world? Students research changes in fashion and trends in relation to new and emergent technologies, including the application of modern, smart and technical textiles. Students consider the impact of designing for others, respecting people of different faiths and beliefs. How products are designed and made to avoid having a negative impact on others: design for disabled, elderly, different religious groups, etc. Students carry out a practical investigation in to a range of media, materials and techniques. Producing a range of design ideas for a collection of technical sportswear.	Theory - Lessons will be tested via Forms using a selection of appropriate BASE(O) theory questions. Practical Technical File – Includes accurate samples demonstrating textile skills: seams, fastenings, pattern templates, finishing skills, etc. Design - A2 Final design board –Capsule collection of sportswear designs. Includes flats, 3D fashion drawing, fabric samples and annotation. Evaluation – Class presentation of design board.
	Term 2	Fashion Production – How does our past influence our future? Students will investigate a range of fashion designers identifying the context in which they have worked. Examples include Alexander McQueen, Coco Chanel, Mary Quant and Vivienne Westwood. How is clothing made in industry? Students design and develop prototypes in response to research of fashion designers. Students will manufacture prototypes that satisfy the requirements of the brief, respond to client wants and needs, demonstrate innovation, are functional, consider aesthetics and are potentially marketable.	Practical Technical File – Investigation in to a range of appropriate materials and construction techniques that could be used to create their own fashion item, and produce a range of samples. Production Plan - Learners plan for the production of their final fashion item, creating a competent toile of their final design. Product - Learners produce a very original and creative 3D final fashion item. Evaluation - Learners appropriately present their final fashion item for exhibition or display.

	Term 3	<u>Collaborative Enterprise – Apprentice task</u> How products are produced in different volumes? How is making one product different from making a number of identical ones? Students will discover the reasons why different manufacturing methods are used for different production volumes: prototype, batch, mass and continuous. Students will deepen knowledge and understanding by researching into the contemporary and potential future use of: automation, computer aided design (CAD), computer aided manufacture (CAM), flexible manufacturing systems (FMS), just in time (JIT) and lean manufacturing. Students create an enterprise based on research of effective business innovation: crowd funding, virtual marketing and retail and co-operatives.	Design - Working as part of a team students must develop designs in creative ways and present these, giving reasons for their final choices. Production Plan - Working in teams they will devise production plans and look at cost considerations before manufacturing and testing their products. Batch products - Students work in groups to make a product that they can manufacture in multiple quantities for potential sale. Evaluation – Class presentation of enterprise journey.

Assessment:

Within each term students will be assessed in four main areas including: 1. Research, knowledge and understanding, 2. Design skills, 3 Practical investigation and manufacturing skills and 4. Evaluation and presentation skills. Students will present learning with display books and A3 design boards.

Extended Learning:

Students will deepen knowledge and understanding further through focussed research, pre-learning activities, retrieval practice, routine sample theory questions, design skills practice and presentation rehearsal. This extended learning will enhance the students learning portfolio.

Connection to the JTFS Approach

Whole School Theme	How does Textiles support this?
STRIPE	Self-Manager, Team and Participator – Students will need to be organised, working both individually and part of a team. Collaboration will be required as well as understanding the roles of leadership. Innovate and create – Students will combine ideas in new ways to create unique outcomes. Reflective and resilient – Students will reflect frequently through an iterative design process. Resilience will be required when tackling challenging practical techniques. Enquirer – Students will develop their own responses to a range of new knowledge and research. Outcomes will be a personalised interpretation of given design briefs.
STEAM	New emerging technologies and manufacturing methods rely heavily upon science. Art knowledge will be developed through the cyclical nature of fashion that is potentially influenced by design movements, as well as in the designing and presentation of ideas.
Literacy	Students will develop their oracy skills through presentations and exhibitions, discussing their work with others in detail. Students will also build on technical vocabulary and use it frequently within written work. In addition, instructional texts will be developed for production plans.
Numeracy	Students will implement a range of numeracy skills during production including measuring, shapes, area, seam allowance, tessellation and costing.
SMSC, British Values and Citizenship	Student will understand how we design for others, taking account of varying backgrounds, cultures, religion, disabilities etc. Furthermore, students will understand the impact of technology in our world.