

## Year 9 Personalised Curriculum



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## 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 have a personalised timetable for our Year 9 students.

The purpose of a different curriculum offer is to have an element of choice for students, whilst still providing 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 at 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.**

STRIPE continues to be an important part of our curriculum in Year 9. The STRIPE approach achieves the following outcomes:

- significant impact on student 'readiness' for the secondary curriculum
- more cohesive student interactions as they integrate from different local primary schools.
- enables students to focus on skills development as much as knowledge and understanding.
- heightens appreciation of the links between subject areas across the curriculum.
- raises levels of participation, via the 'passport' of competencies that enables all students to engage.
- improves levels of enjoyment in learning.
- provides stretch and challenge for students of all abilities and aptitudes.



All schemes of learning are planned to deliver an education which develops these key skills. However, instead of driving questions, the year 9 programme of study follows 3 key themes throughout the year.

### Autumn: Developing Aspirations

Subjects this term focus on the world of work and the range of jobs which exist today. Career opportunities are explored whilst we share our Key Stage 4 curriculum with students and help them to choose a pathway which is right for them.

### Spring: Debate and Discuss

During their subjects this term, students will be learning how to construct a reasoned argument in a range of scenarios using different sources of research. Parents can encourage and support their child by developing these key skills at home.

### Summer: Extended project



Students will be planning and delivering an extended project which draws on all of their STRIPE skills and subject specific knowledge. They will have to work together and independently in order to be successful. This level of research will prepare them effectively for their Key Stage 4 programmes and GCSE curriculum.

With that in mind, all students will study the following subjects:

Subject	Number of lessons per week
English	4
Maths	4
Science	4
Modern Foreign Language: Spanish	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
Business and Enterprise	2
If you choose to do Design Technology, you can do up to 2 of the following: Food Preparation and Nutrition Textiles Product Design	 2 2 2
Drama	2
Modern Foreign Language: French	2
Music	2
Social Sciences (Psychology and Sociology)	2
Sports Leadership <b>or</b> Dance	2
Total number of hours 3 x 2 hours per subject	6 hours



## **The Maths Curriculum in Year 9**

As our mathematics curriculum becomes increasingly demanding, our teaching needs to be effectively personalised to give the best possible outcomes for our students. The best way for us to do this is to re-organise maths groups, allowing us to provide appropriate support, stretch, and challenge at all levels of understanding as they build towards GCSE content.

Mathematics GCSE is one of the very few subjects that still has 2 tiers of entry at GCSE: Higher and Foundation. The two tiers of entry have approximately a 20% content overlap around the Grade 4/5 questions. We start our GCSE content in Year 10 but as we approach this, it is essential that students secure the appropriate prior knowledge to be successful at GCSE, meaning we need to offer a more personalised curriculum.

Maths groups in Year 9 are organised in line with our mixed ability, inclusive approach to education. All groups will cover the same topics and will have access to all BASE levels of work. However, starting points for understanding will be accurately tailored to individual student requirements, so that all students can access the curriculum, whilst also being sufficiently challenged.

Common assessments will be used in all groups throughout the year to allow students to showcase their understanding at all levels of work. This means we also have the flexibility to move students between groups as we see fit. The Maths group that a student is placed in for Year 9 will have no bearing on which tier of entry students will be sitting, the final decision on tiers of entry are not decided until Year 11.

## **STEAM Learning**

We believe that STEAM subjects (Science, Technology, Engineering, Arts and Maths) enable students to explore those fields in a real life context. It means that students can see a purpose to their learning and can make links and connections between what happens in the classroom and beyond. Students are encouraged to see and make these links across all subjects, strengthening their love of learning and their ability to 'Succeed and Thrive' at John Taylor Free School. We have visiting speakers, links with business and industry, Universities and local employers who can all support us in bringing our curriculum to life. This is achieved through the schemes of learning and delivered through the taught curriculum. It also occurs as part of our enrichment programme.

## **Numeracy and Literacy Across the Curriculum**

We want our students to be positive and confident with both numbers and the written/ spoken word. This is an important part of our mission that everyone can succeed and thrive. We use a variety of ways to enable students to develop their numeracy and literacy in timetabled lessons and as part of our enriched curriculum. Central to this is the development of a reading culture where students spend time engaging with literature throughout the day, both in lesson time and in their dedicated independent reading time Teachers plan for the development of numeracy and literacy alongside their subject content and STRIPE.

## **PSHE/ SMSC/ British Values, Citizenship and CEIAG Curriculum**

In order to promote the school ethos for all to succeed and thrive, we: promote equality and diversity;

- democracy, debate, discussion and understanding of the world around us
- challenge prejudice, discrimination and stereotyping
- encourage healthy active lifestyles; identify unhealthy coping strategies and lifestyle balance
- provide knowledge which allows the students to be prepared for an ever-changing world; managing conflict and dealing with peer pressure
- provide impartial CIEAG. Understand careers and future aspirations. Identifying strengths and setting goals as part of the GCSE options process
- relationships and sex education including healthy relationships and consent

The school provides the above via timetabled Personal Tutor sessions, PSHE lessons and via a comprehensive assembly programme. Staff deliver effective PSHE and Citizenship Education, which enables the student to understand British



Values, and contribute strongly to our student's SMSC development, via specific lessons and via cross-curricular themes which are established within schemes of learning.

For information on Careers please see <https://johntaylorfreeschool.co.uk/careers/>

## Personalised Learning

John Taylor Free School is committed to ensuring that learning is personalised to meet the needs of the individual student. In lessons, staff plan for all learners to ensure that they are challenged appropriately, that they all produce an excellent standard of work and that where appropriate, students are stretched to achieve even more. We "teach to the top" and provide appropriate scaffolding for students to meet or exceed their challenging IBASEOM targets (see below). We expect all students, regardless of their prior attainment, to take pride in their work and always seek to improve the standard and quality of their task.

Regular challenge tasks must be made available to ensure that the more able students, in whatever subject are challenged in their thinking and not doing more of the same work as everyone else.

Mrs Bosworth is our SENDCo and she has the strategic leadership of the education for those students who have additional needs (LAC, EAL, SEN and catch up). She ensures that students have a personalised approach to their studies, including appropriate support and invention.

## Extended Learning

A range of extended learning opportunities will be offered to students and we will expect them to complete tasks as directed. Some of these activities will be challenges presented in the lesson to deepen or develop understanding, knowledge or skills in that subject. Other tasks may include preparing for a lesson for example reading an article or creating a list of questions on a topic. Projects may be set over a period of time which require collaboration with other students or research-based tasks. Some activities will require work after school either at home or in the Learning Resource Centre.

Students are encouraged and rewarded for reading both fiction and non-fiction books in addition to their other learning challenges. Parents can support with this by talking about the books chosen and regularly discussing the content with their child.

All extended learning activities contribute to the lessons and therefore the development of the student in that subject. It is very important that parents talk to their child about their learning in school and what extended learning they have taken part in each week. All extended learning tasks will be recorded on Bromcom with deadlines relevant to the tasks set.

## Assessment

### Target Setting

At the start of Year 7, students are set targets using the following data:

- Key Stage 2 data (except for the 2020 and 2021 cohort where KS2 SATs did not take place)
- Reading Age scores
- CAT4 Tests
- Baseline assessments in English, Maths and Science

This information is used to generate subject specific aspirational targets, which we refer to as the 'minimum expected grade' for each student using our BASE approach.

### Minimum Expected Grade

Initial	Working at a level below age related expectations
Beginning	Beginning to meet age related expectations
Approaching	Approaching age related expectations



Securing	Securing age related expectations
Exceeding	Exceeding age related expectations
Outstanding	Outstanding progress against age related expectations
Mastering	Mastering age related expectations.

## Feedback

Students will have regular feedback on their learning within and between lessons. This feedback may take the form of:

- Self/peer assessment using subject specific criteria
- Teacher feedback during the lesson which may be verbal or recorded on their work
- Detailed comments given on specifically chosen pieces of work
- Next steps or What Went Well/ Even Better If comments

Students should know what they are learning and precisely what they need to do to achieve above and beyond – this will enable them to meet their challenging target.

## Assessments

The amount of assessed pieces will vary depending on the amount of curriculum time spent on that subject. There will be 2 – 4 pieces of work available each half term which will contribute to the overall BASE grade for that half term. These assessments will be recorded on Bromcom and provide the live tracking of progress for parents. This means that parents will know whether their child is meeting their target or not. Attitude to Learning will be recorded once per half term.

## Reports

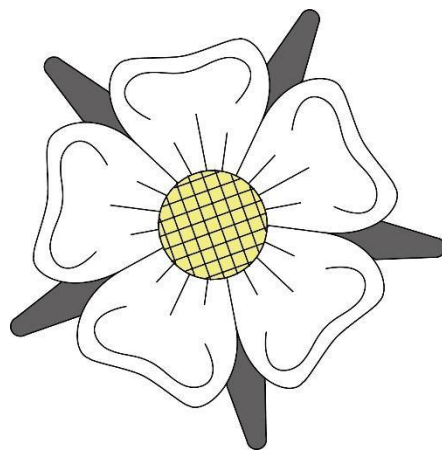
Parents will be able to access progress reports for their child 3 times per year via MCAS/Bromcom. These are produced using the data that has been inputted into the live mark book by staff, including an Attitude to Learning score.

## Student Learning Conferences and Reviews

- Students will meet with their peers 3 times per year to discuss their learning and progress in Student Learning Conferences.
- Student led consultations will take place with parents and teachers once per year to discuss their learning, progress attendance and behaviour for learning.

## Student Led Consultations

Students prepare for these meetings with their Personal Tutor and their parents during Tutor Time. They review their reports, targets and areas for improvement following feedback from each subject specialist. They lead the meeting and explain their strengths, areas for development and targets/ next steps. All aspects of life in school are discussed - achievement, enrichment, attendance and contribution to life in school. Consultations take place once per year for each year group. Regular contact between school and home is encouraged during the year. Parents access live data throughout the year via the MCAS/Bromcom App.



## Year 9 Subject Offer





## Art

### 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 up 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	Steampunk 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	Dots and Circles- Simple or Complex? This project involves exploring the theme. 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	Extended Project A return to Steampunk from Term 1; allowing for further personalised outcomes from a familiar starting point. Students will design an imaginative, up-cycled sculpture and experiment with modelling and relief skills to create their piece at the end of the design process.	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 Bromcom. 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 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.



## Business and Enterprise

### Aims:

Skills and knowledge will emerge through:

- Understanding of enterprise and business concepts.
- Gaining knowledge of individuals who have demonstrated entrepreneurial characteristics.
- Using an enquiring, critical approach to make informed judgements.
- Inspiring students to develop as commercially minded and enterprising individuals.

### Content:

Business and Enterprise aims to provide excellent and varied learning opportunities that will help secure knowledge but also hopefully inspire future entrepreneurs and successful business minded people. We believe in using current business examples to demonstrate the relevancy and the importance of innovative business models to enhance student engagement and learning possibilities.

### Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Introduction to Business Personal Finance This term is an introduction to business operations and the and how individuals can manage their personal finances effective. Students will apply this new knowledge to explore: Risks and Rewards associated with starting a business Marketing Mix of a business Methods of payments Importance of savings	Assessment 1- Project based assignment that showcases students understanding of producing sustainable products  Assessment 2- Extended writing questions on personal finance
	Term 2	Ethics and Globalisation Students will investigate and analyse real business scenarios of ethical / unethical behaviour. They will learn about the impacts of a business of being unethical and how it can impact their brand image. Students will then learn about how the world is a global, interconnected market whereby the actions of one business can impact the decision making of another country in a different part of the world.	Assessment 1- Short questions and extended writing questions on Business Ethics.  Assessment 2- Tourism Project where students have to create their own holiday destination
	Term 3	Tourism and Business Finance Students will discover the effects that tourism has on local economies and the advantages and disadvantages of increased global tourism. The different factors that influence tourism will also be explored. Students will also learn how to calculate a business's costs, revenues and profits. They will be presented with scenarios where they need to improve a business's finances.	Assessment 1 – Short and extended writing questions on Globalisation  Assessment 2 – Calculation questions on the financial state of a business



### Assessment:

Within business and enterprise you will receive an assessment twice every half term. There are many opportunities to develop as commercially minded and enterprising individuals who think critically, drawing on innovative entrepreneurial ideas and evidence to develop arguments and make justified decisions. Assessment of this learning will take place using a range of methods from short written analysis, longer written research tasks, creative problem solving and group discussion.

### Extended Learning:

Students will be encouraged to read and listen to the news as a way of keeping up-to date with business and related current affairs. There will be further learning opportunities using both Mode A and B approaches. Mode B extended learning would require a longer deadline.

Mode A Homework: Practice, retrieval, pre-study reading, questions, exercises.

Mode B Homework: Research, open-ended projects, creative product-making, choices.

### Connection to the JTFS Approach

Whole School Theme	How does Business and Enterprise support this?
STRIPE	JTFS STRIPE learning behaviours are transferable for businesses to evolve, grow and survive. They are also characteristics and skills held by exemplar entrepreneurs.
STEAM	Business and Enterprise is centred around STEAM innovations. From ethical aims which is beneficial to the environment to considering different types of technology used by businesses such as e-commerce, social media, communication and payment systems.
Literacy	Oracy will be practised when pitching ideas and constructing well argued, well evidenced, balanced and structured arguments. Students will also use short and extended written answers to communicate and explain ideas. Students will build up a bank of key terms, which they will write down in their booklets each half term.
Numeracy	The list below showcases the range and extent of mathematical techniques developed by students when applying to relevant business and enterprise concepts. <ul style="list-style-type: none"> <li>• Percentages and averages</li> <li>• Revenue, cost and profit</li> <li>• Using graphs and charts to present and interpret information</li> <li>• Calculating costing, pricing, profit and loss</li> </ul>
SMSC, British Values and Citizenship	Students will be able to understand the kind of changes affect the working life of individuals and ethical decisions that businesses may have to address. Investigation, analysis and debate will support a balanced understanding towards what is right for the business/individual in contrast to the wider community/world.



# Computing

## Aims:

Skills and knowledge will emerge through

- Developing student's ability to think computationally and programmatically
- Encouraging student's inquisitiveness and creativity with computers
- Preparing students for GCSE Computer Science

## Content:

The year begins with work on Cyber Security, with world that is ever reliant on Computing technology, an understanding of the challenges in cyber security is essential. Half of the year will be spent developing programming skills focussing on Python and HTML, which is the core knowledge required behind all computing devices. One unit of work will look at Data Science, allowing links to the focus for the term "Persuasion".

## Curriculum Map

Term	Curriculum	Assessment
Half Term 1	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.	Online assessment x 2
Half Term 2	Python Programming Python programming from Year 8 is continued and built upon further. Learning about iteration, loops and commands for example.	Online assessment x 1
Half Term 3	Python Programming Continued This half term is spent applying skills taught in the previous half term through various Python programming projects.	Assessed classwork – assessed using BASE criteria
Half Term 4	Data Science Become empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends.	Online assessment x 1 Written end of unit exam
Half Term 5	HTML and Webpages 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.	Online Assessment  Completion of a webpage project – assessed using BASE criteria



Half Term 6	Computer Networks Learning is focussed around LANs and WANs. Historical figures who have been instrumental in the development of Computing are discussed through this unit of work, such as Alan Turing and Charles Babbage.	Written end of year exam  Online Assessment on key concepts of networks
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#### Assessment:

Assessment for Computing will take a variety of forms, including online assessments using Yacapaca, written assessments and assessed classwork.

#### 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 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	HTML uses numeracy for the physical layout of a web page, including spacing, size, and colourisation. The Data Science unit links into mathematical thinking, with the application of statistics.
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.



## Dance

### Aims:

- To create and perform imaginative original Dance work based on given themes/topics/stimuli
- To develop practical skills as a Dancer
- To reflect upon rehearsal and performance and offer clear direction for the improvement of work
- To work effectively as a member of a team, shaping work as a Choreographer whilst providing support to others

### Content:

This pathway is not exclusive to just those students who have danced before, therefore this course is accessible to all abilities. All students will develop their physical, expressive and performance skills through learning different choreographic processes and exploring the repertory of professional artists.

### Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<u>Choreographic skills</u> Introduction to the use of motif and motif development, choreographic devices and the principles of structuring a piece of original work created by the student. Students will predominantly work in groups but will also produce some solo choreography.	Process: Choreographing original work from a given stimulus. Performing: Performing the work created Reflection: Evaluating how effectively choreography communicates Dance idea.
	Term 2	<u>Performance skills</u> Introduction to the physical, expressive and performance skills required to develop as a dancer. Students will explore the work of a range of different practitioners in a range of different styles, including contemporary, hip hop and musical theatre.	Process: Understanding and applying a range of different rehearsal strategies. Performing: Applying specific skills required to perform different styles of Dance and accurate reproduction of repertory material. Reflection: Evaluate how effectively skills have been used within the specific styles.
	Term 3	<u>Industry based assignment.</u> Students will be given a vocational scenario that may exist in the professional world of Dance. In groups they will draw from their learning of choreographic skills and performance skills to produce a complete performance piece that will be performed to a live invited audience. The performance will be choreographed by the students, but may take influence and ideas from the work of professional artists. Students will keep a detailed choreographic and rehearsal diary to submit alongside the practical performance and complete a detailed reflection of the process and final performance.	Process: Choreograph and bring to performance an original piece of work. Written log to be completed alongside. Performing: Perform an original piece to a live audience. Reflection: Evaluate effectiveness of the process and final performance and set targets in preparation for level 2 study.



### Assessment:

Every unit of work will be assessed in 3 ways; Process, Performing and Reflection. Process includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. Performing includes being a dancer, choreographer and performer. Reflection includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.

### Extended Learning:

Year 9 Drama students will be expected to rehearse all practical work independently outside of lesson time. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

### Connection to the JTFS Approach

Whole School Theme	How does Dance support this?
STRIPE	Self-manager: By taking responsibility for themselves during group work and through the creating of their practical performance. Team player/participant: By working cooperatively with others when creating work. Reflective and resilient: By offering ideas for the development of their work and making suggestions about how work could be improved. Innovate and create: By exploring a range of ideas whilst experimenting with Choreographic devices Enquirer: By completing research to support the development of work.
STEAM	Students will utilise the vast array of technology available to support development in Dance both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.
Literacy	Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Dance vocabulary.
Numeracy	The key aspects of numeracy that will be used in Dance are time, timing, rhythm and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focussed on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Dance work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things.





## Drama

### Aims:

- To create and perform imaginative original work based on given themes/topics/stimuli
- To perform an original character using a range of vocal and physical skills within a Theatre Style
- To reflect upon rehearsal and performance and offer clear direction for the improvement of work
- To work effectively as a member of a team, shaping work as a Director whilst providing support for others and commitment to the work.
- To begin to understand the wider role of Theatre Makers

### Content:

Drama in Year 9 will make direct links to Key stage 4 Drama. All students will use skills, techniques and theoretical understanding through practical exploration. Students will build on their existing knowledge in Drama with a clear focus on creating original and thought-provoking work. All students will explore, first-hand the wider purpose of Theatre Makers whilst appreciating the importance a Theatre Maker has interpreting and communicating a narrative to an audience.

### Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<u>Literal and Lateral Learning</u> : Devised theatre We will be experimenting with various stimulus to develop an original piece of devised theatre. 'Fast Car' by Tracy Chapman will be the stimulus. We will learn and apply the methodologies of Theatre Practitioner Antonin Artaud	Creating: Creating a Lateral Devised Performance. Performing: Applying the Practitioner in practical work Responding: Self-assessment of use of Practitioner
	Term 2	<u>Creating the Life of the Human Spirit</u> : The Role of the Actor in Performance We will explore and experiment with Stanislavski's theory and system for character development. We will learn and apply the methodologies of Konstantin Stanislavski <u>Scripted Find Me</u> Students will apply Stanislavski's Psycho System in creating a duologue performance. The script which student will be using is Find Me	Creating: Character profile logbook Performing: Duologue from Find Me Responding: Self-assessment
	Term 3	<u>Live Theatre</u> : Theatre Makers / Physical Theatre 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 RSL curriculum. We will learn and apply the methodologies of Frantic Assembly	Creating: Character profile logbook Performing: Duologue from DNA Responding: Self-assessment

### Assessment:

Every unit of work will be assessed in 3 ways; Creating, Performing and Responding. Creating includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. Performing includes being an actor, director or theatre maker. Responding includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.



## Extended Learning:

Year 9 Drama students will be expected to rehearse all practical work independently outside of lesson time. Extended learning may also include watching a recorded piece of live theatre and analysing the performance

## Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	<p>Self-manager: By taking responsibility for themselves during group work and through creating of their Character / role.</p> <p>Team player/participator: By working cooperatively with others when creating work.</p> <p>Reflective and resilient: By offering ideas for the development of their work and making suggestions about how work could be improved.</p> <p>Innovate and create: By exploring a range of ideas before choosing the best one. By experimenting with Theatre Styles.</p> <p>Enquirer: By completing research to support the development of work.</p>
STEAM	Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.
Literacy	Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Drama vocabulary. Learning of lines and writing of scripts will also take place during the course of Year 9. Students will learn lines from an original piece of text and will explore the meaning the use of language.
Numeracy	The key aspects of numeracy that will be use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focussed on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	<p>Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things.</p> <p>Year 9 drama will look at subject matter which is rich in social content and relevant to issues faced within a modern society, such as, cycle of deprivation, hope, family (Fast Car), teenage suicide, Bullying, Morales, mental health (Find Me).</p>



# 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	<b>1. Animal Farm by George Orwell</b> 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. <b>2. Gothic fiction</b> An extract-based unit which introduces students to 19 <sup>th</sup> century gothic fiction. We will also be using time to ensure that students are familiar with 19 <sup>th</sup> century non-fiction texts in preparation for the GCSE English Language exam.	Reading assessment- OM's speech.  Writing assessment- Descriptive writing piece based upon a stimulus
	Term 2	<b>1. WWI Poetry</b> 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. <b>2. Kindertransport by Diane Samuels</b> 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.  Reading assessment- The importance of family



	Term 3	<p>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.</p> <p>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.</p>	<p>Reading assessment- GCSE English Literature style question.</p> <p>GCSE S+L assessment</p>
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#### 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 21 <sup>st</sup> Century Britain.



## Food Preparation and Nutrition

### Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- To understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- To demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

### 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. Students will develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated throughout the course and students will appreciate the science behind food and cooking.

### Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Principles of nutrition – Are we what we eat? We will review and consider the importance of healthy and safety practices in the kitchen. The main focus areas of study will be macronutrients and micronutrients and we will investigate the functions in the body and sources in food. You will further your understanding of the Eatwell Guide and be able to relate this to nutrients, to identify dietary needs in groups of different people. Students will carry out practical sessions and cook a predominant repertoire of savoury dishes demonstrating knife skills, starch-based sauces and aeration.	Theory - knowledge and understanding will be tested 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 relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.
	Term 2	Factors affecting food choice We will develop our understanding of factors which affect or influence food choices. Students will consider the difference between intolerance and allergy. This topic provides opportunities for sensory analysis, food tasting and understanding product labelling to develop evaluation skills. Students will use their persuasion skills in a vegan related project. We will consider the influence of British and International cuisine and the impact on the meals we cook at home. Students will research, prepare and cook a dish that could be served on a themed menu.	Theory - knowledge and understanding will be tested 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 relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.



	Term 3	Food provenance – Where does food come from? We will investigate food provenance and consider the environmental impact and sustainability of food, and food processing and production.	Theory - knowledge and understanding will be tested using a selection of appropriate BASE(O) theory questions.
		Students will develop their practical skills in making a variety of dishes and apply their knowledge to adapt recipes to meet different needs and preferences. We will understand the functional and chemical properties of food, both in theory and in practical lessons.	Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio – Portfolio includes dishes relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.

### Assessment:

Within each term students will be assessed in three main areas including: 1. Knowledge and understanding, 2. Planning and product evaluation, 3 Practical skills with students documenting learning within books 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 and 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 and descriptive language 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.
- To allow students to gain a depth to their geographical knowledge of places in the locale and further afield, through the lenses of the common geographical themes and threads eg landforms and sequencing, wealth and inequality and opportunities and challenges.

## Content:

Students will study an interesting combination of physical and human Geography through the topics of Coastal landscapes, Population and Urbanisation, will look at Hot Desert Environments followed by regional studies Africa which draws together elements of their entire KS3 study – from tectonics, to biomes to population – with a focus on the rapidly changing country of Nigeria. Year 9 begins with 'Coasts' exploring the features, characteristics, and location, alongside management issues. This allows students to broaden their critical analysis skills. Students then learn about how 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 again reinforcing evaluation and analysis skills, which will be looked at again when studying hot deserts. Our next topic is population and urbanisation whereby pupils will discover issues facing populations around the world as well as issues facing urban areas and how these may or may not differ between LICs and HICs. We then investigate hot deserts and management of these. To end our Key Stage 3 programme of study, we revisit many of our topics through the regional study Africa, Antarctica, and Resources. This allows pupils to reconsider and consolidate key concepts previously learnt throughout years 7-9, whilst also deepening their breadth of geographical knowledge to ensure they can make synoptic connections between topic areas, ready for KS4.

## Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<b>Coasts:</b> Students will study coasts, the processes which take place on the coastline and the erosional and depositional features which exist because of physical processes. Management issues surrounding protecting the coastline and will investigate a Case study of coastal erosion. <b>Population and urbanisation.</b> We explore the causes and effects of problems with world populations and urbanisation. We will discover the similarities and difference between LICs and HICs, population density and spread, and how populations change over time. We will also address the rising phenomenon of the megacity and the changes this means for human populations.	Regular peer and self assessment.  Knowledge assessments  Decision making exercise
	Term 2	<b>Population and urbanisation.</b> Continued: sustainable urban living, and population management – for growing and shrinking populations including a debate. <b>Hot deserts:</b> location, characteristics, animal and plant adaptation, opportunities and challenges in the Thar, desertification, and analysis of management strategies	Regular peer/ self assessment. Knowledge quizzes and formal assessments



	Term 3	<p><b>Africa:</b> Students will learn about the history of Africa and how it has shaped it's modern geography, bringing together lots of KS3 concepts eg Hazards in Africa, Water as a resource in Africa. We will also revisit physical features and biomes. We will then focus on Nigeria and look at a range of human and physical concepts such as climate, economy, and development.</p> <p><b>Antarctica:</b> we will explore the location and history of Antarctica, the climate and characteristics and the impact of this on plant and animal life. Students will consider the idea of Antarctica as a resource. Students will look at the future of Antarctica, and the climate and issues associated with human activities such as commercial fishing, evaluation of whether Antarctica should be protected looking at the Treaty.</p>	<p>Regular peer and self assessment. Knowledge tests</p> <p>Formal assessment – Exam style end of unit test</p> <p>End of year assessment</p>
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### Assessment:

Students will be assessed at the end of each unit on their knowledge and understanding of that topic. There are 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. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment including using hinge questions.

### 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, and will research a country in Africa to stretch their research skills.

### Connection to the JTFS Approach

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 SPaG 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.
STRIPE	All units inherently develop the STRIPE skills. Each lesson has a STRIPE objective and this is referred to throughout lessons.





# History

## Aims:

- To develop a secure chronological understanding of the twentieth century, from the First World War to the modern world, helping students understand how conflict, ideology and political change shaped the world we live in today.
- To develop strong historical thinking skills, including understanding change and continuity, cause and consequence, similarity and difference, significance and interpretations, enabling students to analyse events such as dictatorship, war, genocide, civil rights and the Cold War.
- To foster curiosity, critical thinking and a love of History, encouraging students to question evidence, understand different perspectives and communicate informed judgements effectively in writing and discussion..

## Content:

Students will study a fascinating and transformative period in British and international history, focusing on the challenges and changes of the twentieth century. The year begins with an in-depth study of the First World War. Students then explore the fragile nature of democracy in the interwar period, analysing how economic crisis, political instability and social tensions led to the rise of dictatorships in countries such as Germany and Russia. Building on this knowledge, students study the Second World War, investigating why it broke out, how it was fought, and its impact on civilians across Europe and beyond. This is followed by a focused study of the Holocaust, allowing students to understand the causes, events and consequences of genocide and the importance of remembering and learning from the past. In the final term, students examine the struggle for Civil Rights in the United States, exploring how individuals and movements challenged discrimination and fought for equality. The course concludes with a study of the Cold War and the modern world, analysing international tensions between the USA and the USSR and considering how these conflicts and developments continue to shape the world today.

## Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<b>World War One and Democracy to Dictatorship:</b> Students begin by studying the causes, key events and consequences of the First World War, including life in the trenches and the impact of the conflict on Britain and Europe. They then explore the aftermath of the war and the challenges faced by new and existing democracies. This includes an examination of political and economic instability in countries such as Germany and Russia, and how these conditions contributed to the rise of dictatorships.	Formal assessment Knowledge tests
	Term 2	<b>World War Two and the Holocaust:</b> Students investigate the causes and course of the Second World War, focusing on key events, alliances and the experiences of civilians during wartime. This is followed by a focused study of the Holocaust, exploring the persecution of Jewish people and other groups, the role of Nazi ideology, and the consequences of genocide.	Formal assessment Knowledge tests



		Students will also consider issues of responsibility, memory and historical interpretation.	
	Term 3	<b>The Modern World: Civil Rights and the Cold War:</b> In the final term, students study key developments in modern world history. This includes the African American Civil Rights Movement, examining the causes of segregation, the role of individuals and protest, and the impact of legislation. Students also explore the Cold War, analysing tensions between the USA and USSR, key crises and conflicts, and the lasting impact of superpower rivalry on the world today.	End of Y9 assessment Knowledge tests

#### Assessment:

Students will be assessed through essay based questions and source evaluation. There will be regular knowledge tests to assess subject knowledge in each unit. There will also be a final assessment at the end of Year 9, which will test a range of historical skills and understanding of curriculum content.

#### Extended Learning:

Students will review learning from lessons at home through effective and regular revision as well as undertaking well personalised 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 nonfiction 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 and how students can use data to support their arguments linking explicitly with work undertaken in Maths.
SMSC, British Values and Citizenship	There is focus on the human rights in the units on the Holocaust and Civil Rights 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. Teacher 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 will continue to 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 continue to develop a love and curiosity for the French language and a sound cultural knowledge of France & 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 & Future plans, Town and Local area and Holidays, 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 will then 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 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 reading assessment  Formal writing assessment  Regular retrieval quizzes

	Term 3	Students will be able to describe where they usually spend their holidays and what they do; embedding the present tense. Describe a past holiday using the preterite tense to state where they went, what they did, how they travelled and where they stayed. 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 Spanish; the preterite and the imperfect tense.	Formal listening assessment  Formal writing assessment
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### 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 students 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.



## Modern Foreign Languages: Spanish

### Aims:

- Speaking and listening skills will continue to 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 continue to develop a love and curiosity for the Spanish language and a sound cultural knowledge of Spain. 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 Spanish.

### Content:

Students will use the topics of School & Future plans, Town and Local area and Holidays, 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
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### 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 will then 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 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 reading assessment Formal writing assessment Regular retrieval quizzes

	Term 3	Students will be able to describe where they usually spend their holidays and what they do; embedding the present tense. Describe a past holiday using the preterite tense to state where they went, what they did, how they travelled and where they stayed. 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 Spanish; the preterite and the imperfect tense.	Formal listening assessment Formal writing assessment
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### 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 students 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 <i>MFL</i> 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 Spanish 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:

- Students will perform effectively on their instrument/voice; rehearse and perform to an audience.
- Students will compose music appropriately and creatively, satisfying the demands of the genre and/or purpose;
- Students will demonstrate knowledge of theoretical and contextual issues relating to music style, genre, and audience.

## Content:

Music at Year 9 will take a slightly new direction, focussing on a more personalised approach to performance, whilst students will continue to develop as effective composers and learn to analyse music using advanced terminology. In this course, we will perform and compose using various technologies and instruments and develop our appreciation of different genres of music.

## Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	<u>Basic Music theory and Applications</u> Students will explore the main musical elements in depth, learning new musical vocabulary, developing their ability to talk about Music in a critical way.  <u>Solo performance skills and Recital</u> Students rehearse performances leading up to a live musical performance.	<ul style="list-style-type: none"> <li>• Performing: solo performances during lessons</li> <li>• Composition: applying musical elements</li> <li>• Musical elements Listening and Appraising assessment</li> <li>• Rehearsal diary</li> </ul>
	Term 2	<u>Remixes</u> Introduction to Garageband, students will learn how to change the style of a well known pop song using music technology  <u>Popular Music of the 20<sup>th</sup> Century</u> Students will learn about the key features of a range of different genres of popular music from the 20 <sup>th</sup> century including Reggae, Blues, Rock, Disco, Folk,, Jazz, Singer-songwriter and Hip-hop.	<ul style="list-style-type: none"> <li>• Remixes composition assessment</li> <li>• Music for the 20<sup>th</sup> century Listening and Appraising assessment</li> <li>• </li> </ul>
	Term 3	<u>Composing: Musescore project</u> Students will apply knowledge of musical elements and choose from a brief to compose a piece using the Musescore computer software  <u>Ensemble performance</u> Students will work together with at least one other person to rehearse for an ensemble performance leading up to a live musical performance.	<ul style="list-style-type: none"> <li>• Composition: Musescore project</li> <li>• Ensemble performance</li> <li>• Rehearsal diary</li> </ul>



### Assessment:

Assessment in Music will take many forms. The three key areas of assessment remain the same: performance, composition, and appraising/knowledge. Performance assessments will take the form of solo performances on an instrument of choice, as well as smaller group performances within topics.. Composition will also enable us to utilise Apple technologies alongside real instruments. Appraisal and knowledge will usually be assessed by answering question sheets relating to scheme-specific knowledge, completing quizzes to assess understanding of key terminology, and creating resources to present your learning.

### Extended Learning:

There will be lots of opportunity for extended learning with Music. Students will have the opportunity to perform at various events throughout the year, and enrichment clubs will be added to the enrichment programme. Students will also be given listening and research tasks.

### Connection to the JTFS Approach

Whole School Theme	How does Music 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 curriculum. Students will explore, experience and appreciate how technology has transformed music, and use various forms of technology to perform and compose.
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, particularly during performance and composition. Quantisation is important, alongside understanding how much note durations fit in a number of beats or bars.
SMSC, British Values and Citizenship	As part of this curriculum, students will explore genres of 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!



## 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.
	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.	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 3	In Athletics, students will study a range of running throwing and jumping events. Students will focus on their speed, distance and times and how these can be improved.	



	<p>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.</p> <p>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.</p>	
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### 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	<p>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.</p> <p>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.</p>
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.



## 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	<p>What is design? How have designers of the past created products?</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Design work will be assessed as in Year 8 to reflect presentation, complexity of ideas and idea communication.</p> <p>Practical skills will be assessed in the completion of a workshop product.</p>
	Term 2	<p>What are electronics? How can we programme and use electrical systems?</p> <p>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.</p> <p>Students will further develop drawing and presentation skills and will experiment with different media to present ideas.</p>	<p>Theory lessons on energy, electrical systems will have a test.</p> <p>Design work will be assessed to reflect presentation and communication of design idea.</p> <p>CAD/CAM and more traditional manufacturing techniques will be assessed along with knowledge of programmable electronics.</p>



Term 3	<p>How can we control movement? Students will understand forces, motion and common mechanisms. Knowledge will be applied to a CAM 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.</p> <p>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.</p>	<p>Theory lessons will include simple questions and a longer answer on 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.</p> <p>Practical skills will be assessed in the completion of a workshop product.</p>
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#### 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 Product Design support this?
STRIPE	<p>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.</p> <p>Innovate and create – Through understanding how to get inspired. Where to get ideas from.</p> <p>Enquirer – Understanding how products are made and why?</p>
STEAM	<p>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.</p>
Literacy	<p>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.</p>
Numeracy	<p>Numeracy is embedded throughout with the need to measure, sizes, shapes and tessellation, and also in programming electrical systems.</p>
SMSC, British Values and Citizenship	<p>Students will need to understand how designers of the past influence products and also the wider social implications of using materials to manufacture goods.</p> <p>In term 3 students will design for specific users and understand their need.</p>



## Social Sciences (Psychology and Sociology)

### Aims:

Developing skills and knowledge will emerge through-

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

Overall, the course is aimed to provide students with an insight into what Psychology and Sociology might be like if they studied at GCSE level.

### 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. You will explore key foundations which drive ongoing debates within psychology and develop your ability to criticise existing theories. 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.

Sociology in year 9 introduces you to sociological problems in society and ways that we might try to deal with those problems in society. You will be encouraged to question why people in society behave in the way that they do.

### 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. An introduction to sociology. Exploring concepts of culture, identity, and socialisation. Learning about the main perspectives of functionalism, Marxism and feminism and how these perspectives explain society.	Written assessment in the form of an extended writing task.  Extended learning research project
	Term 2	Criminal psychology and crime & deviance: examining laws, social norms, and values and how they all form part of our community. Explore the role of personality types and character traits in relation to criminal behaviour. Investigating notorious criminal cases and identify patterns of behaviour through criminal profiling. You will learn about different types of crime, such as corporate, white collar, state and green crime.	A range of questions varying in level of skill in the form of knowledge recall.
	Term 3	Sports Psychology and the Sociology of Sport. Students will learn about arousal and anxiety, including Yerkes-Dodson law and the impact of	A range of questions varying in level of skill in the form of knowledge recall.



		exercise on mental health. In addition, students will look at motivation and personality. In the Sociology of Sport, students will explore the role that sport plays in society in bringing people together. They will investigate some key debates within the world of sport.	Students will complete a presentation in small groups
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#### Assessment:

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 or sociologist is to critically evaluate, meaning there will be emphasis placed on your ability to critique your own and others work but also to question the bigger ideas as we learn more about the key research in psychology and sociology.

#### Extended Learning:

Our extended learning opportunities in psychology and sociology 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 and gathering your own ideas before you then learn the content. We consolidate knowledge through tasks such as quizzes to ensure that content is embedded, something important with a scientific subject.

#### Connection to the JTFS Approach

Whole School Theme	How does Psychology support this?
STRIPE	Self-manager – As with all aspects of learning, self-organisation and control is vital. Team player/Participator – working in a collaborative manner to plan and research within key areas of psychology and sociology. 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 established ideas and 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	They will be required to write clearly and cohesively about key ideas within psychology and sociology as well as developing comprehension skills through research. Students are encouraged to put forward arguments and then counter argue.
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 in society and investigate ways that these cultural issues may be dealt with. Students will explore contemporary issues in society.





## 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 by the year by looking at modern ethical issues in society, relating to abortion, euthanasia and the use of animals by humans. Students will complete an extended project on an animal rights issue of their choice as part of their grade. 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.	5 question assessment on abortion and euthanasia Keyword quiz Extended project on an animal rights issue Multiple choice content checks
	Term 2	Term 2 begins by finishing the crime and punishment unit, looking 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 Multiple choice content checks
	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 Christianity and Islam in preparation for GCSE.	5 question assessment on Religion and War Keyword quiz Multiple choice content checks



### 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 nonreligious viewpoints as well as their understanding of key terminology. Teachers will endeavour to provide regular feedback using 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 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 as 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. Students are encouraged to consistently reflect on their own beliefs and values in response to a range of ethical issues.
STEAM	Students study the use of animals in scientific research in term 1. Students will also explore the development of a foetus when studying different views on abortion. In term 3, students will consider the use of technology in modern warfare and whether there should be limits on this.
Literacy	Students are quizzed on tier 3 vocabulary 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. In term 3, students will explore whether statistics have an impact on what is right and wrong in warfare.
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 providing 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.



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 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 rearrange 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. 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.  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.
	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, 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.	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.
	Term 3	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 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 including leaders, teammates, opposition and officials. Understand how to deal with success and failure within the leadership environment.



## Textiles

### 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 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 original and creative 3D final fashion item. Evaluation - Learners appropriately present their final fashion item for exhibition or display.



	Term 3	<p><u>Collaborative Enterprise – Apprentice task</u></p> <p>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.</p> <p>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.</p> <p>Students create an enterprise based on research of effective business innovation: crowd funding, virtual marketing and retail and co-operatives.</p>	<p>Design - Working as part of a team students must develop designs in creative ways and present these, giving reasons for their final choices.</p> <p>Production Plan - Working in teams they will devise production plans and look at cost considerations before manufacturing and testing their products.</p> <p>Batch products - Students work in groups to make a product that they can manufacture in multiple quantities for potential sale.</p> <p>Evaluation – Class presentation of enterprise journey.</p>
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### 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	<p>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.</p> <p>Innovate and create – Students will combine ideas in new ways to create unique outcomes.</p> <p>Reflective and resilient – Students will reflect frequently through an iterative design process.</p> <p>Resilience will be required when tackling challenging practical techniques.</p> <p>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.</p>
STEAM	<p>New emerging technologies and manufacturing methods rely heavily upon science.</p> <p>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.</p>
Literacy	<p>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.</p>
Numeracy	<p>Students will implement a range of numeracy skills during production including measuring, shapes, area, seam allowance, tessellation and costing.</p>