



Curriculum Overview 2018/19

Subject	Art
Year group	Year 9
Head of Department	Mrs Rachel Quigley

Assessment Information

Students are formally assessed once a term. All work completed in their project over the course of the term contributes to their end of term assessment grade. The project is assessed under four assessment objectives that mirror the assessment process at key stage 4. These four assessment areas are ongoing throughout the term. Students will receive regular feedback and will have the opportunity to revisit pieces of work to improve their final grade. Assessed work will be formed from a mixture of class work and homework.

The assessment objectives are as follows:

AO1: Understanding artists and art movements. Written analysis.

AO2: Practical use of a variety of media within the project.

AO3: Quality of recording through drawing, photography, image collection and note making.

AO4: Practical final outcome of the project summarising learning.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Mixed Media Portraits (Charcoal Drawing + Ink Painting)	Illustration (Tim Burton + Pen drawing)	Graffiti (Banksy + Typography)
Assessment	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement
2nd Half	Mixed Media Portraits (Loui Jover + Mixing media)	Illustration (Quentin Blake and Watercolour Painting)	Graffiti (Stencil cutting and printing)
Assessment	Summative Assessment of the project	Summative Assessment of the project	Summative Assessment of the project

What 3 things should I be doing to support my child at home?

1	Ensuring they have the correct equipment for all lessons (A sketchbook, a variety of shading pencils, rubber, sharpener, ruler, compass)
2	Helping them to practice techniques learnt in class such as tonal shading, blending colours, painting inside lines
3	Engaging in art in the world around us. Explore galleries, museums, and discuss ways in which art is used in everyday life.



Curriculum Overview 2018/19

Subject	English
Year group	9
Head of Department	Mrs K Joyes

Assessment Information

Over the year students are assessed on the following assessment objectives:

A01:

- ▶ Identify and interpret information and ideas.
- ▶ Select and put together evidence from different texts.

A02:

- ▶ Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- ▶ Use relevant subject terminology to support views

A03:

- ▶ Compare writers' ideas and viewpoints, as well as how these are shown, across two or more texts

A04:

- ▶ Evaluate texts critically and support this with appropriate information from texts

A05:

- ▶ Communicate clearly, effectively and imaginatively.
- ▶ Select and adapt tone, style and register for different forms, purposes and audiences.
- ▶ Organise information and ideas, using structural and grammatical features that help readers understand and follow the text

A06:

- ▶ Use a range of vocabulary and sentence structures for clearness, purpose and effect.
- ▶ Spelling, punctuation and grammatical structures are correct.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The Sign of the Four/ Great Expectations	Disturbed minds	The Merchant of Venice/ Romeo and Juliet
Assessment	Critical evaluation tasks	Critical evaluation task and writing creatively	Analytical and evaluative tasks
2nd Half	Non-fiction- Article writing	Creative reading and writing- The wilderness	GCSE Power and Conflict poetry
Assessment	Exam, writing to express a viewpoint and analytical tasks	Exam and writing creatively and analytically	Exam and analytically

What 3 things should I be doing to support my child at home?

1	Encourage your child to read regularly and broadly- read with them if you can
2	Find opportunities to allow your child to handwrite in daily life
3	Encourage your child to read with a dictionary and check their understanding of complex vocabulary



Curriculum Overview 2018/19

Subject	French
Year group	Year 9
Head of Department	Mrs L Donoghue

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Self & Relationships" – we study: <ul style="list-style-type: none"> - talking about yourself, - likes & dislikes, - family & relationships, - personality & physical descriptions, - jobs, - future plans (marriage, children) 	"School & Future Plans" – we study: <ul style="list-style-type: none"> - daily routine, - school subjects & opinions, - descriptions of teachers, - opinions on uniform, - school facilities, - school rules - future plans 	"Free Time 2" – we study: <ul style="list-style-type: none"> - pocket money (what you buy with your money/save for), - revision of past tense: description of what you did last weekend, - revision of future tense: plans for next weekend
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Youth Culture": <ul style="list-style-type: none"> - shopping & quantities, - opinions on clothes & fashion, - clothes shopping (prices, sizes, problems), - uses of technology & its advantages & disadvantages 	"Free Time": <ul style="list-style-type: none"> - free time activities & hobbies, - revision of regular/irregular present tense verbs, - frequency expressions, - films & television - favourite actors 	"Home & Local Area" <ul style="list-style-type: none"> - description of home, - places in town, - pros & cons of your town, - things to do in your region, - what you did in town last weekend, - your ideal town

What 3 things should I be doing to support my child at home?

1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).
2	Quiz your child on their vocabulary using the downloadable vocab sheet.
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.



Curriculum Overview 2018/19

Subject	History
Year group	9
Head of Department	Mrs H Sweeney

Assessment Information

HT1 – An assessment on how Hitler came to power. Homework project about How Hitler came to power.

HT2 – An assessment on how Germany became a dictatorship. Homework project about propaganda.

HT3 – An assessment of the significance of Battles of World War Two. Homework project about one battle of World War Two.

HT4 – An Assessment on how the German people came to accept the persecution of Jewish People. Homework project on an individual story of the Holocaust.

HT5 – An assessment on the effect of the Atomic Bomb 1945. Homework project about The Blitz.

HT6 – An assessment on sources and the Marshall Plan. Homework project about espionage in the Cold War.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	How Hitler came to power	Battle of WWII	The Home Front and end of WWII
Assessment	How Hitler came to power	Significance of WWII battles	Atomic Bomb 1945
2nd Half	Chancellor to Dictator	The Holocaust	Cold War
Assessment	How Germany became a dictatorship	Acceptance of Persecution in Germany	The Marshall Plan

What 3 things should I be doing to support my child at home?

1	Help them to organise their time with the homework projects
2	Revision for the assessments
3	Key word spellings



Curriculum Overview 2018/19

Subject	Maths
Year group	8, 9 and 10
Head of Department	Mr J Howe

Assessment Information

There will be a prior knowledge audit at the beginning of each module
There will be an open book evaluation at the each module followed by and 'Ethics of Excellence' lesson
Autumn Assessment (55 minutes) – Calc and non calc – Module 1 and 2
Autumn Assessment (55 minutes) – Calc and non calc – Mod 1 and 2 (30%), Mod 3 to 5 (70%)
Summer Assessment part 1 (55 minutes) – Calc and non calc – Module 1 to 5
Summer Assessment part 2 (55 minutes) – Calc and non calc – Module 6 to 8

Overview	Topics	Autumn Term	Spring Term	Summer Term
Lighting Fires	Numeracy and basic algebra	Y		
Module 1	Integers and manipulating algebra	Y		
Module 2	Fractions, decimals, percentages and probability	Y		
Assessment	See above	Y		
Module 3	Ratio and proportion	Y		
Module 4	Equations	Y	Y	
Module 5	Graphs		Y	
Assessment	See above		Y	
Module 6	Angles, construction and triangles		Y	Y
Module 7	Perimeter, area, volume and transformations			Y
Module 8	Statistics			Y
Assessment	See above			Y
Year's review	Closing the gaps from throughout the year			Y

What 3 things should I be doing to support my child at home?

1	Ask them every week to explain what they have completed in Maths
2	What with them to understand what they do not know using the PLCs in their books
3	Encourage to use PiXL Maths app, PiXL Timestable app, MathsWatch, Corbett Maths and their teacher to seek help and close their knowledge gaps



Curriculum Overview 2018/19

Subject	Physical Education
Year group	9
Head of Department	Miss H Miles

Assessment Information

- Pupils are assessed in PE from the following 4 areas across all units taught to all pupils.
- Pupils will gain a total mark out of 40 and reported as a percentage.
- Pupils are taught in single gender mixed classes for the 1st half term, pupils then choose their desired pathway route from the four activity options. Classes are of mixed ability and either single or mixed gender depending on the option chosen. Pupils considering GCSE PE in KS4 or advised to select Fitness and Games pathways to aid their knowledge and understanding of the specification taught in year 10 & 11.

How are you assessed in PE?

1. Performance: ___/10

Your ability to apply the components of health and skill related fitness into a task, as well as being able to precisely replicate the learning points from each lesson, demonstrating control, fluidity and accuracy.

2. Making and Applying Decisions: ___/10

The thought process which informs the skills that you select and apply to overcome the challenge presented to you, as well as your ability to use tactics and strategies.

3. Evaluating and Improving: ___/10

The ability to provide critical feedback to enable a partner to develop their performance, through the use of keywords and referencing learning points; as well as your ability to reflect on the feedback you receive and make adjustments to improve performance.

4. Growth Mindset: ___10

Your determination to overcome the barriers you face, seeking further challenge and putting maximum effort in all situations.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Intra –school Competition unit	Pathway 1 from choices: Aesthetics Games Fitness Leadership	Pathway 2 from choices: Aesthetics Games Fitness Leadership
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>
2nd Half	Pathway 1 from choices: Aesthetics Games Fitness Leadership	Pathway 2 from choices: Aesthetics Games Fitness Leadership	Athletics House Competition
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>

What 3 things should I be doing to support my child at home?

1	Promote the importance of physical health and exercise
2	Ensure pupils have the correct PE kit requirements
3	Support pupils attending extra-curricular clubs



Curriculum Overview 2018/19

Subject	Science
Year group	Y9
Head of Department	S. Martinez

Assessment Information
<p>Autumn Term Assessment</p> <ul style="list-style-type: none"> B1 Cell Biology <p>Spring Term Assessment</p> <ul style="list-style-type: none"> C1 Atomic Structure P2 Energy Some questions on B1 Cell Biology <p>Summer Term Assessment</p> <ul style="list-style-type: none"> C2 Structure and Bonding B4 Bioenergetics P4 Particles Some questions on B1 Cell Biology, C1 Atomic Structure and P2 Energy

Overview	Autumn Term	Spring Term	Summer Term
1st Half	HSW and Maths Skills for Science B1 Cell Biology	P2 Energy C1 Atomic Structure	P4 Particles C2 Structure and Bonding
2nd Half	C1 Atomic Structure P2 Energy	C2 Structure and Bonding B4 Bioenergetics P4 Particles	B3 Infection and response
Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment	Teacher assessment of book work completed in lesson – one task per unit. End of Term Assessment

What 3 things should I be doing to support my child at home?	
1	Encourage your child to access the free content from my-gcscscience.com log on to review lessons and help with revision.
2	Use the past papers questions and mark schemes available on google classroom to help develop exam technique.
3	Support with making flash cards and testing to help learn definitions and spellings of key words from lessons and formulae for calculations.



Curriculum Overview 2018/19

Subject	Spanish
Year group	Year 9
Head of Department	Mrs L Donoghue

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"Relationships" – we study: <ul style="list-style-type: none"> - key details about self, - talking about family, - physical descriptions, - personality, - relationships, - future plans/jobs, - ideal partner, - equality. 	"Holidays" – we study: <ul style="list-style-type: none"> - holiday preferences, - where you go normally, - what activities you usually do, - describing where you stay, - weather, - describing past/future holidays 	"Media" – we study: <ul style="list-style-type: none"> - favourite TV shows, - frequency expressions, - favourite actors, - TV habits when younger, - what you watched yesterday, - favourite films
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Home & Local Area": <ul style="list-style-type: none"> - description of home, - opinions/points of view - describing neighbourhood/places in town - shopping preferences, - shopping for clothing. 	"School": <ul style="list-style-type: none"> - school facilities, - school subjects and opinions, - describing teachers, - opinions on uniform, - ideal uniform, - school rules, - description of schools of the future. 	"Media 2" <ul style="list-style-type: none"> - film review, - comparing watching films at home versus the cinema, - music preferences, - magazines versus newspapers, - favourite book/film/song.

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3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.