



# **The Ridgeway School & Sixth Form College**

## **Year 9**

# **Curriculum Overview**

**2017/18**

This booklet will provide an overview of the curriculum content for each subject your son or daughter is taking during this academic year.

Both course content and assessment methods are included. If you have any questions or queries regarding your child's progress please contact the subject lead or Mrs Allbrook—Dunn.

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# Art

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In the art department we believe that art is a way of the students being able to express themselves visually. Our projects are mainly practical and we focus on developing skills in a variety of different areas within art ranging from 3D sculpture to printing, drawing & painting.

The students will study a range of art movements and artists which will inform & inspire their own work.

Each project in year 9 runs over 2 terms and the students are marked on key assessed tasks which will form the basis of the level within the cycle report. In each project students take part in different tasks and exercises in order to deepen their understanding of art.

It is the students' performance in the projects that will lead to the overall level achieved.

Students making good progress will move forward by a complete level over the course of the academic year.

Year Group	Term 1	Term 2	Term 3	Term 4, 5 & 6
Year 9	Junk Food Goes Pop			Expressive Faces

**Key Assessment Tasks** form part of the total assessment procedure in years 9.

The students will have one piece of work marked each term. The students will be informed each term as to which piece of work is being marked for the Key Assessment. The marking gives them the level they have achieved for their cycle report and will give them feedback on how to improve their work and what they have done well. The students will also have an opportunity to respond to this feedback.



# Design & Technology

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At The Ridgeway School and Sixth Form College Key Stage 3 students have the opportunity to engage in creative and innovative projects developing their designing and making skills. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through Design and Technology students develop confidence in using practical skills and become discriminating users of products.

<b>Design and Technology KS3 Teaching Outline</b>			
Year 9 choose two material areas and work in both for the whole year.			
	<b>Food</b>	<b>Graphics</b>	<b>Resistant Materials</b>
<b>Textiles</b>	All Projects follow the Design Process with each material area emphasising a different aspect of the process. Within each Project students make a product focusing on safe and accurate use of tools and equipment to achieve a high quality outcome.		
<b>Year 9 Key concepts &amp; skills:</b>	<p>The use of current healthy eating advice to create a balanced diet.</p> <p>The principles of risk assessment in the food industry. Dishes using staple foods. Foods from international countries. Making choices about nutrition and menu planning.</p>	<p>Corporate branding. The importance of corporate identity. How to advertise a campaign to a specific target audience. Finishing techniques that can be applied to paper.</p> <p>The analysis of given graphic designers to inform design and evaluation.</p>	<p>The use of CAM in industry. The social, ethical, moral &amp; economic impact of technology. Marketing and advertising. Packaging materials. Colour theory. Cultural symbols. Plastics. Accuracy of cutting and measuring. 3D modelling software.</p>
<b>Assessment</b>	<p>Students are given detailed assessment criteria on a Learning Ladder and are encouraged to self-assess throughout each Project.</p> <p>There are three main teacher assessments within each Project where students are marked against their data target grade—working towards, working at, working above. Students reflect on their achievement and respond to the feedback.</p> <p>Students have a test in each assessment week based on the previous module.</p>		





# Drama

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Module		Content	Assessment Details	Resources/ Information
TER M 1	The Stones	Students tackle import, current and relatable issues such as peer pressure, friendship, crime and bullying through extracts from 'The Stones' – a true story about two young Australian boys who cause the death of an innocent motorway user. Students explore physical theatre, debating, improvisation, digital theatre, TIE and TIR during this SOW.	Summative use of formative assessment used at the end of most lessons, especially when students are learning new skills.  Formal assessment at the end of each term for use on cycle reports. These assessments need to be set out with criteria at the beginning and will focus on something that the students have learnt or developed over the course of the term.	Detailed SOW available for teachers.  Extracts from the play with copyright licence for class use.  Francis Assembly 'chair duet' video on YouTube.  'Guilty/Not guilty' resource
TER M 3	Blood Brothers	Students use this GCSE set text to develop script work skills necessary for GCSE drama. Over the course of the unit they will learn the themes and issues of the play as well as understanding the social, cultural and historical background to the text. Accent work incorporated.	During formal assessments the key skills: <b>Making, Performing and Responding</b> should all have a focus.  Students use GCSE frameworks to complete written evaluations on work that they have produced. They also have a focus on design elements of performance, eg. Costume, lighting, set and sound.	Class set of play texts  Mickey vs Eddie resource – understanding the play.  BBC Bitesize website – play overview  YouTube accent workshop.
TER M 4	Stage Combat	Students learn in a safe and secure environment how to create successful stage combat routines that can be used in performance work. Strong links to physical theatre.	Students use GCSE frameworks to complete written evaluations on work that they have produced. They also have a focus on design elements of performance, eg. Costume, lighting, set and sound.	Painted black blocks to use for 'knapping' Stage combat SOW Stage Combat moves Stage combat speed dating cards
TER M 5	Devising from a stimulus	As devising is now a key component at both GCSE and A Level students are taught methods for devising, strategies that can help them generate ideas and finally how a stimulus can be used to inspire thought provoking ideas. Students spend the final weeks of the term developing their own final devised performance from a set stimulus.		Selection of stimulus (OCR website)  Funnel method PowerPoint
TER M 6	Final Devised Project			

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# English

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9	Unit 1: Identity	Unit 2: Family	Unit 3: Literary Heritage – Conflict	Unit 4– Shakespeare Romeo and Juliet
Key Text	<p><b>Of Mice and Men</b> Or <b>Lord of the Flies</b></p>	<p><b>Blood Brothers</b></p>	<p><b>Conflict Poetry from P+C cluster:</b> <b>Exposure, Bayonet Charge, Charge of the Light Brigade</b></p>	<p><b>Shakespeare</b> <b>Romeo and Juliet</b></p>
Second-ary Texts	<p><i>The Road not Taken</i> Robert Frost Articles on the Great depression John Agard <i>Flag, Half Caste</i> Barack's inauguration speech Extracts from <i>Jane Eyre, Wide Sargasso Sea, Rebecca, Hogarth</i> Steinbeck's letter to actress playing Curley's wife.</p>	<p><i>Brothers</i> <i>Nettles</i> <i>November</i> <i>Born Yesterday</i> Nature V Nurture Feral Children Extracts from <i>The Crucible</i></p>	<p>Anne Frank's diary Book Thief Boy in the Striped Pyjamas <i>The Manhunt - Unseen</i> Letters from the War</p>	<p>Information on Queen Elizabeth and James I</p>
Mid-Term Assessment	<p>Language Paper 1 Q4 Critical evaluation of Curley's Wife 30 minutes: 10 minutes reading, 20 minutes writing</p>	<p>Language Paper 1 Section A Extract and questions based on 'Blood Brothers' 45 minutes</p>	<p>Literature Paper 2 Section B: Poetry Comparison 45 minutes</p>	<p>Spoken Language: Interview with character</p>
AOs to be tested	<p>Language A01 Language A02</p>	<p>Literature A01 Literature A02</p>	<p>Literature A02 Literature A03</p>	<p>Spoken Language A07, A08, A09</p>
Creative Homework	<p>Write a monologue from one of the characters you have studied in class. Perform or record this.  OR  <i>Who is responsible for the death of Curley's wife?</i> In groups, prepare a debate in answer to this question.</p>	<p>Write and perform a new song to feature in the play, <i>Blood Brothers</i>.  OR  Perform a scene from the play or write a missing scene and perform.</p>	<p>Create a soundtrack to accompany the texts that you have studied in class. Justify your song selections. Include a CD cover and original artwork.  OR  Write your own selection (3) of power and conflict poems.</p>	<p>Learn a scene/extract from the play off by heart; prepare costumes, props and staging. Be prepared to evaluate and justify your choices. Either perform or record.</p>
Whole School	<p><b>Whole School Exam Window 1: Language Paper 1 Section B: Narrative/ Descriptive Writing</b></p>			<p><b>Whole School Exam Window 2: Language Paper 2 Section A – Unseen Extracts</b></p>



# Geography

Miss Curtis—Slater—Curtis-slatera@ridgewayschool.com

## **Term 1 & 2: Plate Tectonics**

*Students develop an understanding of the structure of our earth and the natural hazards it creates. They assess how and why people live in areas of risk and how earthquakes, volcanoes and tsunamis affect humans.*

## **Term 3: Population and Migration**

*As our world population approaches 7.6 billion, students consider the impacts on the earth. They investigate why some global cities are growing rapidly and think about the consequences on our water, food and energy demands.*

## **Term 4: Urban Issues and Sustainability**

*Students assess the challenges in a range of world cities, including transport and waste management problems. They consider the concept of sustainability and how small actions can have global impacts.*

## **Term 5: Weather and Extreme Weather**

*Global weather patterns are vital for sustaining life on earth. Students investigate the dynamic nature of the weather, including extreme events such as tropical storms, tornadoes and wildfires. They evaluate if our world's weather is becoming more extreme and how this affects humans.*

## **Term 6: Geography of the UK**

*Coasts and rivers are dominant geographical features in the UK. Students contemplate how humans manage natural processes. They develop their decision making skills regarding current issues and understanding of the place they live in.*



# History

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<b>Year 9 History</b>	<b>The First World War 1914-1918</b>	<b>Inter Wars 1918-1939</b>	<b>Nazis and the Holo- caust 1933-1945</b>	<b>Second World War 1939-1945</b>	<b>Superpower relations and the Cold War 1941-1991</b>
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## Overview of Study

The history curriculum for year 9, explores the 20<sup>th</sup> Century world, looking at how major conflict has impacted on society. In term 1 students study the First World War, looking at the causes of the war, life in the trenches and the consequences of the conflict. Term 2 follows on chronologically and looks at international relations between the wars, looking at the significance of events to identify the causes of the Second World War. Throughout terms 3 and 4, students look at Nazi Germany, The Holocaust and the Second World War, analysing why the conflict occurred and why in its shadow the genocide of 6 million people was allowed to happen. Year 9 ends with a look at the Cold War conflict, exploring how relationships between the two superpowers of the USA and USSR developed in the shadow of the Atomic Bomb.

## How work will be assessed

Work in year 9 will be assessed following the school marking policy. Home work will take the form of either an exam style question, spelling/ key word test or a research based task. Each exam style question will be marked following the GCSE mark schemes with marks out of 4, 8, 12, 16 or 20 awarded for the different style questions.

Students will be able to track their progress on a tracker sheet in their books which shows them which skill they would need to improve to do well at that style of question.

There are four assessment objectives (AO) which the students will be measured on.

AO1 – 1<sup>st</sup> order skills = knowledge and understanding

AO2 – 2<sup>nd</sup> order skills = identifying cause, change and consequence

AO3 – Source analysis = evaluating sources based on content and provenance

AO4 – Interpretation = Creating and evaluating historical interpretations.

Again this mirrors the GCSE format and allows the students to get accomplished at these in order to progress if they so choose to GCSE history.



# ICT Computing

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## **Topics covered:**

- Computational Thinking, Problem solving (Python), Spreadsheets, E-Safety, Databases, Networking & Flash

## **Assessment Strands:**

Students are then assessed across the following 5 strands: Using ICT, Computing Knowledge, Computational Thinking, Data Representation and Developing, Testing and Evaluating Solutions.

## **How can I help?**

Where possible provide access to a computer at home with access to the same software. Whilst not always possible we intentionally try to use free software so students can continue their learning at home.

Ask your child to show you what they have been doing and ask them to teach you.

BBC Bitesize has some excellent resources for students here:

<http://www.bbc.co.uk/education/subjects/zvc9q6f>

## **How are students assessed?**

During the course of the year students will complete 4 tests:

- Baseline test at the start of the year
- End of Cycle 2
- End of Cycle 4
- End of Cycle 6

These tests will be used to gauge the students progress and what level they are currently working at.

In addition to this students will receive feedback from their teacher every term.





# Maths

Mrs Dent—[dentk@ridgewayschool.com](mailto:dentk@ridgewayschool.com)

## Schemes of Work

The work is taught in 4 key areas; number, algebra, geometry and measure, statistics.

Students will follow the plan on this handout, covering topics at a level appropriate to their ability.

## Assessment

All students in KS3 are assessed during the assessment weeks, covering topics taught during the previous two terms. During term 6 students will sit a calculator and non-calculator paper, covering a range of topics taught throughout the year.

Preparation for Assessments:

Beginning each new topic, students stick a self-assessment sheet into their books, which lists the key components of learning for that term.

Prior to the assessment, the class teacher will set revision work, on SMHW, and will spend some lesson time reviewing this.

MyMaths: [www.mymaths.co.uk](http://www.mymaths.co.uk)

school log in: **ridgeway**

password: **factor**

Stage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Topics	Number & Algebra 1	Number 2	Geometry & Measure 2	Geometry & Measure 3	Statistics 3	Geometry & Measure 5
	Geometry & Measure 1	Statistics 1	Statistics 2	Algebra 3	Number 4	Algebra 4
		Algebra 2	Number 3		Geometry & Measure 4	Statistics 4
Summary of topics	4 Operations, Negatives, Index Laws, Standard Form, Rounding & Estimating, Substitution, Formulae	Fractions, Decimals, Percentages	Coordinates, Graphs	Angles, Loci and Constructions	Data Presentation - pictogram, bar charts, pie charts, scatter diagrams	Recap Area & Perimeter
	Units, Perimeter, Area, Volume, Surface Area	Averages	Probability Set Notation	Rules of Algebra, Solve Equations, Rearrange Formula, Substitution	Ratio and Proportion	Real Life Graphs, Compound Measures
		Sequences	Factors, Multiples, Primes		Transformations	Questionnaires, Sampling
Assessment		All term 1 & 2 topics		All term 3 & 4 topics		All topics except Stats 4



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# Modern Foreign

# Languages



Our aim in year 9 is to give students the best possible preparation for their future study of the language they have chosen. That is why we have made the decision to teach parts of the GCSE courses in year 9, as this will also help students make up their minds if the GCSE is for them.

In term 1 students study the context of free time activities and revise elements of the year 8 course, before beginning to practise skills relating to GCSE and to learn vocabulary and grammar from the first two modules of the GCSE course, namely Cultural Life in the Target Language Country and Personal Relationships.

During the first whole school assessment window year 9s will do a reading and translating assessment in their chosen language and in the second, they will do a listening and writing assessment. Other assessments will take place during the course of the year and will mainly focus on speaking skills, where students will need to act out a role play, describe what they see in a photograph or answer questions on one of the contexts (Cultural Life in the Target Language Country and Personal Relationships).

Year 9 classes will also have the chance to work with one of our language assistants either in pairs or on a one-to-one basis. This really provides a great opportunity to improve fluency and pronunciation.

As part of enrichment (on a Thursday, during mentoring time) year 9 students can apply to become Language Leaders and can gain a qualification for doing so. This is really an opportunity for keen linguists to broaden their horizons by trying out some new experiences, such as teaching a foreign language to primary students, or learning some of a new language such as Swedish, or Italian.





# Music

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In the music department we believe that the best way to learn about music is by creating it. We try to keep our modules as practical as possible, and we focus on developing listening, composing and performance skills.

All Key Stage 3 teaching takes place in the form of modules. These modules fit in to school terms and therefore the level achieved by a student at the end of a module will be the level that goes home on the cycle report.

Each module students take part in different tasks and exercises in order to deepen their understanding of music. Modules focus on two or three key assessment tasks. It is the students' performance in these assessments that will lead to the overall grade achieved.

All assessment tasks come under the headings of Performing, Composing and Appraising – the three headings of the new GCSE Music course.

Module	What will I learn?	How will I be assessed?
<b>Modules 1 and 2</b>  <i>World Music</i>	<ul style="list-style-type: none"> <li>• How to recognise and appreciate music from different areas of the world</li> <li>• How culture and music impact upon each other</li> <li>• How to produce a piece of music that demonstrates an understanding of world music</li> <li>• How to write an appraisal using accurate musical vocabulary</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• World music presentation</li> <li>• Practical performance task</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• World music composition</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Written appraisal of composition</li> </ul>
<b>Modules 3 and 4</b>  <i>Music and the Media</i>	<ul style="list-style-type: none"> <li>• How and why music is used in the media</li> <li>• How music can create atmosphere and provoke an emotional/physical reaction</li> <li>• How to compose music to a visual stimulus</li> <li>• How to identify the elements of music in different types of media</li> </ul>	<p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Listening task</li> <li>• Homework – review of film music</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Radio advertisements</li> <li>• Film music composition</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Contribution to class and group discussion</li> <li>• Recording of both radio adverts and film music</li> </ul>
<b>Modules 5 and 6</b>  <b>FINAL PROJECT</b>  <i>Songwriting</i>	<ul style="list-style-type: none"> <li>• The development of popular music and the features of different styles</li> <li>• How music and social culture are linked</li> <li>• How to compose a successful song using chords, melody and rhythm</li> <li>• How to design and market a popular music product</li> </ul>	<p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Listening task</li> <li>• Quality of written work – diary and review</li> </ul> <p><b>Composing/Performing</b></p> <ul style="list-style-type: none"> <li>• Contribution to group</li> <li>• <u>Songwriting</u> skills – use of chords, melody and rhythm</li> <li>• Singing – if necessary</li> <li>• Recording of the song</li> </ul>

Please Note—Students need an inexpensive pair of headphones for every lesson.



# Physical Education

Mr McMeeking—[mcmeekingm@ridgewayschool.com](mailto:mcmeekingm@ridgewayschool.com)

Following on from our Y7 and Y8 PE programme where we endeavour to offer as much breadth and opportunity to students with the desired outcome of students discovering their favoured PE activity/sport. The Y9 PE curriculum offers new activities which then lead into students choosing their own sporting pathway.

The new Y9 PE activities include use for each student of the Fitness Suite within a fitness block of work that incorporates a variety of Training methods. This leads into the very popular Youth Fitness extra-curricular club that students can sign up to for Fridays after school.

With changes to the format of the new GCSE PE course (60% Theory – 40% Practical and a significant reduction in the number of practical assessed activities that students can gain marks for) we also offer units of work on

Volleyball & Handball which students can still be assessed in.

## **Y9 Pathway Choices**

After Christmas all Y9 students are asked to make a Pathway choice which they will follow up until the summer term. The Pathway choices are

Outwitting Opponents – Football, Netball, Basketball, Badminton etc

Alternative/Water – Use of the swimming pool for Water Polo,

Personal Survival, Diving, Lifesaving, Swimming

New activities including Ultimate Frisbee, Golf,

Handball

Creative – Trampolining, Dance, Gymnastics, Vaulting

The aim of this is for students to spend a significantly longer period of time mastering their skills in their chosen sports. It is hoped that by giving students choice they will take more responsibility as they have been given the freedom to choose their preferred pathway. This also prepares students for the rigours of GCSE PE practical assessment in Y10 and Y11.

## **Y9 GCSE PE & BTEC groupings**

After students formally complete their Y9 GCSE/BTEC options in February for when they are Y10 and 11. In the summer term students who have chosen examination PE as either their Option choice or within their core PE, they will take part in PE lessons for practical and theory with the view to getting them GCSE/BTEC ready for the start of Y10.

## **Assessment**

This year as a result of the significant theory changes to GCSE PE we have half termly theory focuses (Anatomy & Physiology) that students will be assessed on through multiple choice questions. The aim again is to prepare students for the additional demands of the new GCSE and BTEC courses.

Students will also be assessed after each unit of work based on the following criteria

25% Practical Performance in both passive and competitive situations

25% Knowledge and Understanding of activity taken (rules, tactics and strategies, officiating)

25% Observation and Analysis (can they make recommendations aimed at improving their own or others performances)

25% Knowledge of Anatomy & Physiology in relation to practical performance.



# PSHE

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<b>Term 1 – SEP:OCT</b> <b>GLOBAL CONFLICT:</b> <b>ISIS</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
	Current global conflict	What are we doing about ISIS	Possible solutions to ISIS	How to help the victims & refugees

<b>Term 2 – NOV:DEC</b> <b>WELLBEING</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
	Assessment	Wellbeing	Wellbeing	Wellbeing

<b>Term 3 – JAN:FEB</b> <b>GLOBAL ISSUES:</b> <b>TRAFFICKING &amp; FM</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
	Forced Marriages	Forced Marriages	Drug Trafficking	Human Trafficking

<b>Term 4 – FEB:MARCH</b> <b>SRE</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
	Consent	Getting Intimate	Contraception	STI's

<b>Term 5 – APRIL:MAY</b> <b>SRE</b>	<b>Lesson 5</b>	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>
	Sexting & Internet Safety	Teenage Pregnancy	Teenage Pregnancy	End of Year Exam



# Religious Education

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The students will engage with some contentious and contemporary issues within the opening stages of the course, as they apply their knowledge of religious attitudes towards issues ranging from euthanasia to capital punishment. The students develop a mature and articulate quality to their written work as well as verbal interactions. The initial weeks of the course will address Christian perspectives concerning the sanctity of life, as well as Buddhist attitudes regarding matters of life and death. The students will discuss the key issues from this unit at regular intervals and be assessed through a summary essay.

As the course progresses, students begin to adapt and evolve their way of thinking through the consideration of alternative views and attitudes. Throughout the academic year, the students will be assessed at regular intervals through varying means, including; verbal presentations, extended essays, independent research projects and peer marking. The students will develop an expansive and in depth knowledge of religion as well as contemporary issues. Religious Education is a unique and all-encompassing subject that addresses a wide range of questions. Students will grow in confidence and self-belief as they uncover new concepts and profound ideologies concerning religion.