



# MANSHHEAD UPPER SCHOOL



## A GUIDE TO THE



## YEAR 9 CURRICULUM

2011 - 2012

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# 1. INTRODUCTION

This guide is intended to outline for you the learning programme each subject will deliver in year 9. It details the topics that will be taught and how the teaching staff will assess each student's progress during the year, as well as explaining the expectation for every student in each subject.

The formal assessment section gives you some advance notice about the frequency and type of assessments students will be given in each subject during each term. Although, each department has their own homework policy it is an expectation that all students prepare thoroughly for all assessments and this will require them to do preparation work at home for their assessments.

Finally, this guide will also give you an indication of the additional opportunities each subject offers students, so that they can explore the subject area outside of normal lessons. Year 9 students will officially become Year 10 students at the end of June 2011 when they start a new timetable for their GCSE Level 2 courses.

We hope this booklet will help you to understand the learning programme your child is following and will be able to support them in working at home as much as possible.

If you have any comments on the content of the booklets please let us know at school via the school secretary or by email [office@mansheadschoo.co.uk](mailto:office@mansheadschoo.co.uk)

## 1.1 The Learning Gateway

As you read this guide you will come across references to The Learning Gateway or Portal. This is Manshead's internet based service and it enables students to continue their learning at a time convenient to them. It is available 24/7 via the school's web-site: [www.mansheadschoo.co.uk](http://www.mansheadschoo.co.uk) (follow the link to the "Manshead Learning Gateway" at the top of the home page) or directly from the following address: <https://portal.mansheadschoo.co.uk>

The Gateway provides students with the following:

- Home page – this has important announcements for students to read
- My site – a virtual storage space for them to keep their work so that it is accessible over the internet
- Email – a school email service for students to communicate with staff and each other
- Subject sites – these contain important worksheets, internet links and a calendar of exam dates
- Colleges site – This informs students of activities and resources as part of their Learning guide time

## 2. YEAR 9 - ART

### Topics to be covered

All year 9 students will follow a scheme of work that covers many different aspects of art and design.

#### Unit 1 Drawing

The students will start by producing a range of drawings using different approaches and techniques these will then be used to inspire their work for the remaining units.

#### Unit 2 Printing and Ceramics

For this project the students will be exploring a range of different ways that patterns can be created. They will focus on natural and geometric patterns. This work will be supported by research into patterns from other cultures. They will work towards producing a print and or a ceramic tile

#### Unit 3 Photoshop

For this project the students will develop an understanding of Surrealism and what Surrealist artists were trying to achieve in their work. They will seek to create their own pieces that convey these double meanings. They will experiment with a range of ideas and will express these using collage, photomontage, and Photoshop.

#### Unit 4 Painting

The students will make use of what they have learnt in the year so far. They will look at a range of different artists and will produce their own A3 painting.

### Expectation

- Sketchbook, 2B pencil, a rubber and sharpener must be brought to all lessons.
- A list of extension tasks that are closely linked to the different projects will be available for the students to work on at home. These will support their learning and when completed relevant feedback will be given.
- Levels of achievement and attitude to learning grades are given during the course.
- Students are expected to respond to advice and do their best at all times.
- Teachers will comment on and discuss progress in lessons throughout the year

**Formal Assessment - Each half term an assessment will take place to establish how well the students have done the following:**

Autumn Term	Spring Term	Summer Term
<p>1<sup>st</sup> Half Term</p> <p>Observed their subject. Looking specifically at</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Composition</li> <li>• Form</li> <li>• Handling of the materials.</li> </ul> <ul style="list-style-type: none"> <li>▪ Researched into and have an understanding of how different cultures have used patterns</li> <li>▪ Experimented with and explored a range of different pattern making techniques.</li> </ul> <p>2<sup>nd</sup> Half Term</p> <ul style="list-style-type: none"> <li>▪ Produced a collection of pattern designs</li> <li>▪ Understood the printing process and applied it in their own work.</li> <li>▪ Worked with clay. Created and painted a final ceramic tile.</li> </ul>	<p>1<sup>st</sup> Half Term</p> <ul style="list-style-type: none"> <li>▪ Researched the work of the Surrealists. Do they have a clear understanding of what these artists were trying to achieve in their work?</li> <li>▪ Experimented with a range of collage and photomontage techniques.</li> <li>▪ Produced a final piece using Photoshop.</li> </ul> <p>2<sup>nd</sup> Half Term</p> <ul style="list-style-type: none"> <li>▪ Researched the work of other painters.</li> <li>▪ Developed different compositional ideas and experimented with their handling of paint.</li> </ul>	<p>1<sup>st</sup> Half term</p> <ul style="list-style-type: none"> <li>▪ Handled paint. Have they successfully fulfilled their intentions in their final realisation?</li> </ul>

Target sheets will be stuck in the back of the students sketchbooks where they will be expected to write what they need to achieve in the next lesson.

### Enrichment activities

Will be available for those students who are interested in continuing with art and design beyond KS3 and those students who are on the gifted and talented register.

### 3. YEAR 9 - DESIGN TECHNOLOGY

#### Food Technology, Graphic Products, Product Design and Textiles Technology

##### Course content

###### Welcome to your Design technology course.

The Aims of the course are to encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It prepares candidates to make informed decisions about possible Choices for GCSE.

This year we have planned a variety of projects which will give students a broader understanding of the applications of design and technology today.

1. WW2 Project (cross curricular )
2. The Whipsnade Zoo KS3 design Project
3. Mini Design and make project

**Project 1** is planned to have a cross curricular link with History, It will support the topic of WW2:

**Project 2** is the main KS3 project for the year. The design and technology subjects will each focus on a different design element relating to Whipsnade Zoo. Students will be taken on a research trip and will be expected to complete a body of work, relating to their findings.

**Project 3** is a final design and make project, relating to their areas of study.



##### Expectations

- We want you to enjoy your Technology lessons in safety at Manshead School. It is everybody's responsibility to act in a sensible and mature manner, listen carefully to instructions and wear the appropriate protective clothing.
- You will be required to behave appropriately and follow department rules whilst in Technology subjects.
- Always bring your planner to record information
- You should always be well equipped for your lesson, a pen and pencil, ruler, eraser and sharpener are essential.
- Keep up to date with homework set.
- **Over the last few years we have seen an increase of students bringing mobile phones, IPods, head phones or other electronic gadgets into lessons. We would like to remind you that if students are found using them during lesson time, the items will be confiscated and returned to parents, from the main office at the end of the day.**

*\*Lunch time and after school catch-up sessions, will be available from September.*

##### Autumn Assessments

###### WW2 project Design (Cross curricular)

- Research and generating ideas assessment
- Developing and modelling assessment
- Making and evaluating assessment

##### Spring Assessments

###### The Whipsnade Zoo design project.

- Research and generating ideas assessment
- Developing and modelling assessment
- Making and evaluating assessment

##### Summer Assessments

###### 1. The mini design and make project Theory assessment

- Research and generating ideas assessment
- Developing and modelling assessment
- Making and evaluating assessment

## 4. YEAR 9 - ENGLISH / ENGLISH LITERATURE

Areas of study to be covered	Expectations
<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• Writing to argue</li> <li>• Library and ICT skills</li> <li>• Who am I? Creative writing</li> <li>• Analysing poetry</li> <li>• Group discussion and individual presentation skills</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>• Preparing for Functional English – Reading and Writing skills</li> <li>• Other cultures: compare and contrast two poems by Moniza Alvi</li> <li>• Other cultures: read and analyse Ismith Khan's <i>The Red Ball</i> (a short story)</li> <li>• Group discussion and individual presentation skills</li> </ul> <p><b>Summer Term 1</b></p> <ul style="list-style-type: none"> <li>• Getting ready for Functional English (examinations in May)</li> <li>• Exploring Shakespeare: <i>The Tempest</i></li> </ul>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> <li>• arrive to lessons on time</li> <li>• listen to and follow teacher instructions</li> <li>• come equipped with student planner, pen, pencil, ruler and some highlighters</li> <li>• put away mobile phones/i-Pods</li> <li>• try their hardest in every lesson</li> <li>• take responsibility to catch up with any missed work</li> <li>• complete homework in time</li> <li>• spend at least 1 hour a week either completing homework or reading fiction/non-fiction texts</li> </ul>

Formal Assessments		
Autumn Term	Spring Term	Summer Term
<p><b>Writing:</b> Write a formal letter to the government arguing that advertising aimed at children should be banned</p> <p><b>Speaking and listening:</b> Work independently and prepare a presentation with a clear purpose</p> <p><b>Reading:</b> Compare and contrast the presentation of London in Blake's 'London' and Wordsworth's 'Composed Upon Westminster Bridge'</p> <p><b>Speaking and listening:</b> You are part of a committee responsible for organising the Year 9 Christmas Party ... Your Head of Year wants detailed proposals and clear plans...</p>	<p><b>Reading:</b> Specimen paper for Functional English (AQA)</p> <p><b>Writing:</b> Specimen paper for Functional English (AQA)</p> <p><b>Reading:</b> PEEL paragraph(s) linked to <i>The Red Ball</i></p> <p><b>Speaking and listening:</b> Group discussion (linked to <i>The Red Ball</i> and other texts) about arguments for and against the smacking of children</p>	<p><b>Reading</b> Functional English examination (May 2012)</p> <p><b>Writing</b> Functional English examination (May 2012)</p> <p><b>Reading</b> How does Shakespeare make Act 3 Scene 2 of <i>The Tempest</i> comic?</p> <p><b>Enrichment activity:</b> <u>Drama workshops in English (May 2012)</u></p> <p>Students have a day to explore <i>The Tempest</i> in a fun and practical way. They will understand the play in more detail and develop essential speaking and listening skills.</p>

## 5. YEAR 9 - ETHICS & PHILOSOPHY

<p><b>Topics to be covered</b></p> <p><b>It's my life – includes beliefs, values, religious rules.</b></p> <p><b>Buddhism – the life of the Buddha, basic Buddhist beliefs and lifestyle</b></p> <p><b>Religion and Prejudice – includes prejudice, discrimination, racism, sexism</b></p> <p><b>Religion and Planet Earth – creation, how humans are destroying the planet, solutions</b></p>	<p><b>Expectation</b></p> <p>In line with the school policy students are expected to arrive on time and smartly dressed for lessons. We also ask that in lessons all students should come with a pen, pencil, ruler, colouring pencils and planner.</p> <p>We expect books to stay in school unless instructed to take away to revise for assessments / homework tasks</p> <p>Homework will be set where relevant e.g. before assessments, to finish / develop classwork. Students are expected to have access to the internet, the portal and the library for independent learning.</p> <p>We request that phones, mp3 players, iPods, etc are removed before the lessons and students are to ask the teacher should they wish to use them in class.</p> <p>Pupils will start the term by studying the “It’s my Life” module which is part of the KS3 national curriculum, however from Christmas, pupils will begin their full course GCSE in Philosophy, Ethics and Religion.</p> <p>We would hope all students to turn up with a positive attitude and an open mind. It would be helpful if they could keep up to date with what is happening in the world around them as this would be useful for lessons and may impact their opinions on the topics covered</p>
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<b>Formal assessments</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
1) End of module assessment based on Buddhism  2) End of module formal assessment on Buddhism	3) End of module assessment based on Religion and Prejudice	4) End of module assessment based on Religion and Planet Earth.

## 6. YEAR 9 - EXPRESSIVE ARTS – DANCE

Projects to be covered	Expectations
<p><u>Urban</u> <u>Our Planet</u> <u>Performance Theatre</u> <u>PROJECT: Arts Award</u></p> <p>Dance in Year 9 will be taught under the 'Expressive Arts' heading. It will work on a rotation with Music and Drama, therefore students will study one unit from each discipline before the final Arts Award project. The project is a Level 1 qualification in the Arts and is awarded by Arts Council England.</p>	<ul style="list-style-type: none"> <li>• Students will be expected to wear full PE kit for their Dance lessons: Manshead Polo Shirt, Manshead Jogging Bottoms and bare feet.</li> <li>• Hair will be tied back.</li> <li>• No jewellery will be permitted in Dance lessons. All valuable to be submitted to the teacher at the start of each lesson.</li> <li>• Students will be expected to participate in all lessons and respect the work of their peers.</li> <li>• Homework set will need to be completed by the date set- late homework will result in sanctions.</li> </ul>

Formal Assessments		
Autumn Term	Spring Term	Summer Term
<p><b>Urban</b> Students will learn dance styles from the urban genre. This will include Street Dance and a study of Martial Arts as a form of movement vocabulary. Students will be assessed through performance and composition based around ideas from 'Into the Hoods' and 'Stomp'.</p> <p><b>Our Planet</b> Students will study the professional work 'Tributo A' and be assessed through performance and composition tasks. The topics African Culture and Slavery.</p>	<p><b>Performance Theatre</b> Students will be learning phrases from the popular work 'West Side Story'. They will engage with themes of the dance and be assessed through performance and composition tasks.</p> <p><b>Popular Cultures: Project-</b> Students will be taught phrases of movement from popular, modern-day dance works. They will then develop this phrase into a performance piece.</p> <p>After the Easter holiday, the students will begin a final Arts project that they write a script for, choreograph and film- this promotes independent learning skills.</p>	<p><i>After the summer half term students begin their study towards Key Stage 4.</i></p>

Enrichment activities
<p>Thursday Lunch time- Circadia Dance Group School Production rehearsals between October and March College Dance- During the Summer Term Visit to MK Theatre to watch a musical during the 'Theatre' unit- recent visits include: 'Chitty, Chitty, Bang, Bang!' &amp; 'Little Shop of Horrors'</p>

## 7. YEAR 9 - EXPRESSIVE ARTS – DRAMA

<p><b>Projects to be covered</b></p> <p><u>Our Planet</u>  <u>20<sup>th</sup> Century Influence</u>  <u>Shakespeare's England</u>  <u>PROJECT: Popular Cultures</u></p> <p>Drama in Year 9 will be taught under the 'Expressive Arts' heading. It will work on a rotation with Dance and Music and therefore students will study one unit in each discipline before the final project.</p>	<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>• Students will be expected to participate fully in drama lessons and to behave appropriately.</li> <li>• We expect students to come to lessons ready for practical work, to participate in group work and stay on focus.</li> </ul>
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<b>Formal Assessments</b>		
Autumn Term	Spring Term	Summer Term
<p><b>Our Planet</b>  Exploring the concept of globalisation and the environment through drama, learning and using drama skills to create a piece of theatre that has a global perspective.</p> <p><b>The 20<sup>th</sup> Century Influence</b>  Exploring the influence of two key practitioners, Stanislavski and Brecht, on modern theatre and how masks are used in theatre, culminating in the creation a piece of mask theatre.</p>	<p><b>Shakespeare's England</b>  Students will explore and work towards creating a class performance of a section from Hamlet, learning some basic stage combat and performance skills.</p>	<p><b>Popular Cultures</b>  Students will be able to bring together their different drama experiences and skills into a performance based on the perception of celebrity in the UK at the moment.</p> <p><i>After the summer half term students begin their study towards Key Stage 4.</i></p>

<p><b>Enrichment activities</b></p> <ul style="list-style-type: none"> <li>- Drama Club for Years 7 to 9 is held after school on Wednesdays.</li> <li>- College Cabaret Competition takes place between September and November</li> <li>- School Production takes place between October and March</li> <li>- There is one Yr9 Expressive Arts theatre visit each year during the 'Theatre' unit- last year we watched 'Chitty, Chitty, Bang, Bang!' at MK Theatre.</li> <li>- There is an opportunity for Year 9 students to join their peers in Year 10 and 11 to see Les Miserables in the Spring Term.</li> <li>- There will be a day of drama workshops, run with the English Department, in the Spring Term to help students in their study of Macbeth.</li> </ul>
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## 8. YEAR 9 - EXPRESSIVE ARTS - MUSIC

Projects to be covered	Expectations
<p>Popular Culture Our Planet Performance Theatre</p> <p>Music in Year 9 will be taught under the 'Expressive Arts' heading. It will work on a rotation with Dance and Drama, therefore students will study one unit from each discipline before the final Arts Award project. The project is a Level 1 qualification in the Arts and is awarded by Arts Council England.</p>	<p>All students will be expected to participate fully in the lessons and behave appropriately.</p> <p>These topics are project based and therefore the homework that is set will usually be research around the topic area and it is intended that this will broaden the students' knowledge. Though they will also be asked to collect resources for example various pieces of 'junk' (tins, plastic tubs, cardboard tubes etc) for the Our Planet project. There will be one piece of homework per project.</p>

Formal Assessments		
Autumn Term	Spring Term	Summer Term
<p><b>Popular Culture</b></p> <p>Students will be peer assessed on an Advertisement project and teacher assessed on a film based composition.</p> <p><b>Our Planet</b></p> <p>Students will be assessed on an African drumming composition and 'Stomp' style performance.</p>	<p><b>Performance Theatre</b></p> <p>Students will be assessed on a performance and composition based on Musical Theatre.</p> <p><b>Arts Award Project</b></p> <p>Students will study the 3 expressive arts disciplines combined to be assessed according to the requirements of the Arts Award.</p>	<p><b>Arts Award Project</b></p> <p>Students will study the 3 expressive arts disciplines combined to be assessed according to the requirements of the Arts Award. Project to be completed.</p> <p><i>After the summer half term students begin their study towards Key Stage 4.</i></p>

Enrichment activities
<p><b>Monday lunchtime</b> – Show Choir  <b>Tuesday lunchtime</b> - Orchestra  <b>Wednesday lunchtime</b> - String group  <b>Wednesday afterschool</b> – Chamber Choir  <b>Thursday lunchtime</b> – Big Band  <b>Thursday afterschool</b> – Wind Band</p> <p>There will also be opportunities to participate in workshops, concerts and the annual school production. There is one Yr9 Expressive Arts theatre visit each year during the 'Theatre' unit- previous performances seen include <i>Chitty, Chitty, Bang, Bang</i> and <i>Little Shop of Horrors</i>.</p>

## 9. YEAR 9 - FRENCH

<p><b>Topics to be covered</b></p> <p><u>Autumn Term</u> Personal information Sport and leisure</p> <p><u>Spring Term</u> Future plans Education and work</p> <p><u>Summer Term</u> Travel and tourism Out and about</p> <p><u>Grammar:</u> Verb tables, Present, past, future, conditional, reflexive verbs, adjectival agreement, word order, complex sentences, opinions, connectives, negative.</p>	<p><b>Expectations</b></p> <p>students will be expected to:</p> <ul style="list-style-type: none"> <li>• arrive to lessons on time</li> <li>• listen to and follow teacher instructions at all times</li> <li>• be fully equipped – with book planner, pens, ruler at the very least.</li> <li>• try their hardest in and out of lessons</li> <li>• take responsibility to catch up any work missed</li> <li>• complete homework in time</li> <li>• access the portal for homework, revisions, language games, and competition</li> <li>• spend at least 1 hour's worth of work at home during the week</li> </ul>
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### Formal Assessments

Autumn Half Term 1	Spring Half Term 1	Summer Half Term 1
<p><b>1. Controlled assessment:</b> Write an essay (over 200 words for a higher grade) about Personal Information.</p> <p><b>2. Reading:</b> Answer questions about Personal Information.</p>	<p><b>1. Controlled assessment:</b> Write an essay (over 200 words for a higher grade) about Education.</p> <p><b>2. Reading:</b> Answer questions about Education.</p>	<p><b>1. Controlled assessment:</b> Write an essay (over 200 words for a higher grade) about Holidays.</p> <p><b>2. Reading:</b> Answer questions about Travel and Tourism.</p>
Autumn Half Term 2	Spring Half Term 2	Summer Half Term 2
<p><b>3. Controlled assessment:</b> Speaking presentation about Sport and Leisure</p> <p><b>4. Listening:</b> Answer questions about Personal Information + Sport and Leisure</p>	<p><b>3. Controlled assessment:</b> Speaking presentation about Jobs</p> <p><b>4. Listening:</b> Answer questions about Education + future Plans</p>	<p><b>3. Controlled assessment:</b> Speaking presentation about Sport and Leisure</p> <p><b>4. Listening:</b> Answer questions about Travel and Tourism + Sport and Leisure</p>

### Enrichment activities

Onatti theatre company  
School foreign movie club

## 10. YEAR 9 - FRENCH Single Linguist

<p><b>Topics to be covered</b></p> <p><u>Autumn Term</u> Home and Family Leisure, Town, Direction</p> <p><u>Spring Term</u> Healthy living and the body Sport activities, Food and drinks Clothes, money Relationships</p> <p><u>Summer Term</u> Travel and tourism Out and about</p> <p><u>Grammar:</u> Future &amp; Past tense, conditional, connectives, imperative mood, adjectival agreement</p>	<p><b>Expectations</b></p> <p>students will be expected to:</p> <ul style="list-style-type: none"> <li>• arrive to lessons on time</li> <li>• listen to and follow teacher instructions at all times</li> <li>• be fully equipped – with book planner, pens, ruler at the very least.</li> <li>• try their hardest in and out of lessons</li> <li>• take responsibility to catch up any work missed</li> <li>• complete homework in time</li> <li>• access the portal for homework, revisions, language games, and competition</li> <li>• spend at least 1 hour's worth of work at home during the week</li> </ul>
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### Formal Assessments

Autumn Half Term 1	Spring Half Term 1	Summer Half Term 1
<p><b>Reading, Listening and Writing:</b> book end of unit 2</p>	<p><b>Reading, Listening and Writing:</b> book end of unit 4</p>	<p>1. <b>Controlled assessment:</b> Write an essay (over 200 words for a higher grade) about Holidays.</p> <p>2. <b>Reading:</b> Answer questions about Travel and Tourism</p>
Autumn Half Term 2	Spring Half Term 2	Summer Half Term 2
<p><b>Reading, Listening and Writing:</b> book end of unit 3</p>	<p><b>Reading, Listening and Writing:</b> book end of unit 5</p>	<p>3. <b>Controlled assessment:</b> Speaking presentation about Sport and Leisure</p> <p>4. <b>Listening:</b> Answer questions about Travel and Tourism + Sport and Leisure</p>

### Enrichment activities

Onatti theatre company  
School foreign movie club

## 11. YEAR 9 - GEOGRAPHY

### Topics to be covered

Fantastic Locations- students explore far-off destinations and what makes them so unique. They then assess the impacts that tourists can have upon these places.

Contrasting Cultures- with particular reference to Africa, students explore the lives of different individuals and how they are very different to their own lives.

Sustainable schools- linked with "Eco-schools," students assess how sustainable Manshead is and suggest ways that our school could be improved to help combat Global Warming and Climate Change.

### Expectation

In line with the school policy students are expected to arrive on time and smartly dressed for lessons. We also ask that in lessons all students should come with a pen, pencil, ruler, colouring pencils and planner.

We expect books and folders to stay in school and for homework to be brought in separately.

Homework will be set every two weeks in relation to the topic studied. Students are expected to have access to the school portal, the internet, newspapers, and the library for research tasks. Parental support may be needed with some homework tasks, eg: questionnaires.

We request that phones, mp3 players, ipods, etc are removed before the lessons and students are to ask the teacher should they wish to use them in class.

We hope that all students will try in lessons and come with an attitude ready to learn.

### Formal assessments

Support material will be made available in class, in the library and on the portal.

Autumn Term	Spring Term	Summer Term
<p>1. "Location scout" Research homework on fantasy locations suitable for films or games. Based on Fantastic places. (October)</p> <p>2. "How would we minimise the impact of our film crew?" Reviewing their suggested locations students consider the impacts of a film crew in this location and what they could do about it. (December)</p>	<p>3. "Using data" assessment- following work on issues in Somalia, students use data (development indicators) to answer a series of short answer questions focusing on the UK and Somalia. (February)</p> <p>4. "Contrasting Cultures"- based on reflection of learning and the use of resources students write a short essay comparing life in the UK to life in Africa. (April)</p>	<p>5. "Could "The Day after Tomorrow" happen?" Using class work and additional research students assess whether they think the extreme effects of Global warming and Climate change could really happen. (May)</p> <p>6." Sustainable Schools"- Students identify a problem around the school site that contributes towards global warming and climate change. They collect evidence and present their findings in a group presentation, suggesting how Manshead could be more sustainable. (June)</p>

### Enrichment activities

Innovation days/ Enrichment days/ Fieldtrips linked to Geography topics.

Outside speakers/ visitors

G&T trip to Cambridge and local area (Luton and Dunstable)

## 12. YEAR 9 - GERMAN

### Topics to be covered

#### Autumn Term

Greetings & classroom items  
 Presentation of self, family & pets  
 Alphabet, numbers, month & birthdays  
 Personal descriptions

#### Spring Term

Food & drink  
 Hobbies & verb forms  
 School subjects

#### Summer Term

Body, aches & pains  
 Clothes  
 House & home  
 Weather  
 Places in town

### Expectations

students will be expected to:

- arrive to lessons on time
- listen to and follow teacher instructions at all times
- be fully equipped – with book, planner, pens, ruler at the very least.
- try their hardest in and out of lessons
- take responsibility to catch up any work missed
- complete homework in time
- access the portal for homework, revisions, language games, and competition
- spend at least 1 hour's worth of work at home during the week

### Formal Assessments

Autumn Term	Spring Term	Summer Term
<p>1. <b>Writing task</b> - My family</p> <p>2. <b>Reading task</b> – Personal description</p> <p>3. <b>Listening task</b>– Personal description</p> <p>4. <b>Speaking task</b>– Personal description</p>	<p>1. <b>Writing task</b> – Personal description</p> <p>2. <b>Reading task</b> – My family, hobbies, school</p> <p>3. <b>Listening task</b>– My family, hobbies, school</p>	<p><b>Writing task</b> – My family, hobbies, school</p> <p>2. <b>Speaking task</b> – My family, hobbies, school, personal description</p>

### Extra-curricular activities

- German Theatre play by the Onatti Company.
- Day of European Languages.
- Day trip to the Aachen Christmas market.
- One-week exchange to the Lessing Gymnasium in Cologne.
- School foreign movie club

### 13. YEAR 9 - HISTORY

#### Topics to be covered

**Britain 1750 – 1900:** Students will look at the impact of industrialisation on society, The Transport Revolution, Public Health; Slavery and the Empire.

**The Twentieth Century:** Students will look at the development of society after 1900; The causes and consequences of the First World War; The rise of Adolf Hitler, The causes and consequences of the Second World War.

#### Expectations

In line with school policy, students will be expected to

- Arrive to lessons on time
- Follow teacher instructions at all times
- Be fully equipped – this includes a planner, black/blue pen, pencil, ruler, rubber and sharpener at the very least.
- Take responsibility to catch up any work missed
- Manage time effectively to complete project work at home.
- Homework will be set twice every half term, which should be completed on time. Students should refer to the homework policy in the student section of the portal.

#### Formal Assessments

Autumn Term	Spring Term	Summer Term
<p>1. Essay: Why did the population explode after 1750? (September)</p> <p>2. Using Sources: Slavery Assessment.</p>	<p>1. Using Sources: Reactions to the Treaty of Versailles.</p> <p>2. Essay: Why did the Second World War break out in 1939?</p>	<p>1. Test: End of Year test.</p>

#### Enrichment activities

## 14. YEAR 9 - ICT OCR Level 2 National Certificate in ICT Unit 1 - ICT Skills for Business

### Topics to be covered

Understand how safe working practices are applied in a business environment.

Using appropriate software, select and use tools and facilities to download files/information and to understand how to use email in a business context.

Design and create a business presentation to accompany a talk, using presentation software.

Design and create business documents using word processing or DTP software.

Design, create and use a business spreadsheet.

Select and use tools and facilities in database software to enter, sort and search for information for business purposes using a realistic business database.

### Expectation

Students will have completed all tasks for Unit 1 and the final work will be submitted at the end of Year 9.

If a student is falling behind in any task intervention strategies will be put in place to ensure that they catch up. These strategies include lunchtime and after school sessions and/or homework to complete the required work.

Students are expected to keep their self marking up-to-date; their subject teacher will then mark each task when all the sections are completed for a pass, merit or distinction.

### Formal Assessment

Assessment is by paper based portfolio. It is 100% coursework, there are no examinations.

Unit 1 is the equivalent to 1/3rd of a GCSE in ICT.

The course consists on 8 tasks for a Pass (Grade C equivalent) with a 9<sup>th</sup> for a Merit (Grade B) or Distinction (Grade A)

Autumn Term	Spring Term	Summer Term
Safe Working Practices	Letter task	Spreadsheet task
Research task	Leaflet task	Database task
Presentation task	Business card	Newsletter task (for merit or above)
Email task		

### Enrichment activities

Skills audits and theory practical work.

Tasks and quizzes on the learning gateway.

Links on the learning gateway.

## 15. YEAR 9 - MATHEMATICS

Course Details	Expectation
<p><b>Each of the topics mentioned are covered in 3 week blocks.</b></p> <p>Fraction, Decimal, Percentage /Number skills Loci / Measure / Construction Statistics 1 Arithmetic calculations (Mean, mode, range, median, IQR, Quartiles, etc) Sequences and Number patterns Statistics 2 (Graphical representation – Bar/Pie/Line / Box Plots) Basic Algebra Probability/Sets/Venn diagrams Solving Equations Area/Perimeter/Volume/D.M.V. Real life graphs/Conversion/S.D.T.</p> <p>Students will cover the same modules, but will work at different levels on the curriculum.</p> <p>Sets 1 and 2 will cover work at NC Levels 5-8 Sets 3 and 4 will cover work at NC Levels 3-6</p>	<p>Students will be encouraged to extend their knowledge and complete practice questions independently. The best Maths website that is FREE to use, is <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></p> <p>The school login and password will be given to your child at school at the beginning of the year.</p> <p>Students in Set 1 or 2 will be expected to work through the "Six Boosters" section, before moving onto the "D's 2 C's" section.</p> <p>Students in Set 3 or 4 will be expected to work through the "Four Boosters" section before moving onto "Six Boosters".</p> <p>Students will be working for sometime in mixed ability groups doing GROUP work, throughout the year.</p>

Autumn Term	Spring Term	Summer Term
<p>A First formal assessment at half term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p>Within the second of half term each student will have a Second formal assessment the end of term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p><b>Maths staff will assess ONE piece every 3 weeks.</b></p>	<p>A Third formal assessment at half term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p>Within the second of half term each student will have a Fourth formal assessment the end of term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p><b>Maths staff will assess ONE piece every 3 weeks.</b></p>	<p>The final formal 'End of Year' assessment at half term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p>Within the second of half term each student will have an initial formal assessment (for the Year 10 work that has been started) at the end of term. From this assessment a Target letter will be sent home to parents with a list of skills that your child needs to improve on. Your child will have a Functional task to do out of class during this half term.</p> <p><b>Maths staff will assess ONE piece every 3 weeks.</b></p>

### Enrichment

The Maths department enters students in the U.K. Maths Challenge. Students get the opportunity to work against other students across the UK. It is expected that a visit to a university/ industry will also enrich our students. It is hoped that various functional projects will also appeal to students who enjoy maths, sciences and technology

## 16. YEAR 9 - PERSONAL DEVELOPMENT EDUCATION

**Theme: Relationships**

Unit: Enjoying Healthy Relationships

**Theme: Being Healthy**

Unit: Body Image, Sexual Health and Sexual Relationships

**Theme: Staying Safe**

Unit: Alcohol and Drug Education

**Theme: Enjoy and Achieve**

Unit: Preparation for Adult Life: Higher Education and the Working World

**Theme: Positive Contribution**

Unit: Rights and Responsibilities

**Expectations**

All students will be expected to participate fully in the lessons.

The homework that is set will usually be research around the topic area and it is intended that this will broaden the students' knowledge. This will be set once per half term maximum.

**Enrichment Activities:**

External speakers, off-timetable days with input from local businesses and national charities.

## 17. YEAR 9 - PE Core

### Sports to be covered

There will be 4 hours of core PE per fortnight. During the academic year each of the following sports are delivered:

Football, hockey, netball, basketball, rugby, badminton, lacrosse, tennis, rounders/ softball, cricket, athletics, handball, orienteering, gymnastics, trampolining and health related fitness.

Sports are changed every 2 weeks to ensure a varied and more interesting high quality PE curriculum.

### Expectations

At Manshead we have high standards for PE to ensure that students enjoy the lessons in a safe environment. This means that there should be no jewellery or chewing gum in lessons, students should follow staff instruction and the correct kit for the sport should always be worn. This includes:

Manshead polo shirt  
 Manshead jumper and/or rugby shirt  
 Black shorts  
 Black tracksuit bottoms (optional outside between October half term and Easter)  
 White football socks  
 Trainers  
 Football boots  
 Shin pads

Students must bring kit to every lesson regardless of injury or ailment as the teacher will make sure that the student is integrated in the learning environment.

### Formal Assessments

The effort/attitude and application in lessons is formally assessed for each report based on the Attitude to Learning Grade (ALG) from 1 to 7. Practical ability is continuously monitored throughout the year with skills/techniques, tactics/compositional ideas, evaluation of self and peers and knowledge/understanding of health and fitness all being observed through visual and verbal means.

Credits and certificates are awarded to students based on application and effort, improvement and ability on tasks.

There is an expectation that students will think about the role that sport plays in an active, healthy and balanced lifestyle, and understand the rules of the sports.

Autumn Term	Spring Term	Summer Term
Sports include; <ul style="list-style-type: none"> <li>• Hockey and football (shin pads and boots must be worn)</li> <li>• Badminton</li> <li>• Gymnastics</li> <li>• Lacrosse</li> </ul>	Sports include; <ul style="list-style-type: none"> <li>• Netball</li> <li>• Rugby (boots must be worn)</li> <li>• Health related fitness</li> <li>• Orienteering</li> </ul>	Sports include; <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Tennis</li> <li>• Athletics</li> <li>• Softball</li> <li>• Cricket</li> <li>• Handball</li> </ul>

### Enrichment activities

We offer a range of extra curricular activities at lunchtimes and after school for all years and sexes. These include football, basketball, hockey, badminton, trampolining, netball, rugby, tennis, cricket, rounders, golf and athletics. A timetable will be put on the portal each term. There are inter school, district and county matches in a range of sports. The annual Sports day is a celebration event for all athletes

## 18. YEAR 9 - SCIENCE

### Topics to be covered

#### 5 Key ideas and concepts in Science

##### Cells

###### Brief outline:-

- What are cells and what is found inside them?
- Different types of cells in the body.
- How cells come together to build complete organisms.
- The history of the microscope.
- What is cancer?
- Developing scientific enquiry.

##### Particles

###### Brief outline:-

- What is the particle model theory and how can it help us explain solids, liquids and gases?
- How can we describe the different physical properties of substances and the different changes of state.
- What are the different ways of separating mixtures?
- Why do substances have differences in reactivity?
- What factors must be considered when planning an investigation?

##### Energy

###### Brief outline:-

- What are the different forms of energy?
- How can energy change from one form to another?
- How can we explain energy transfer through a solid liquid and gas?
- How can we reduce inefficient energy transfers such as in housing?
- What are the renewable and non-renewable sources of energy?

##### Interdependence

###### Brief outline:-

- How do organisms interact with each other?
- What other organisms play a vital role in an ecosystem?
- How can we count or identify organisms in a habitat?
- How can we explain feeding habits within a habitat?
- How do predators and prey interact in a habitat?

##### Forces

###### Brief outline:-

- How can we recognise the forces acting around us and what do they do?
- What is the difference between a balanced and unbalanced force and how can this facilitate movement?
- Exploring the relationship between different forces.
- What is the difference between mass and weight?

##### P1 – The Earth in the universe

###### Brief outline:-

- What do we know about the place of Earth in the universe?
- What do we know about the Earth and how it is changing?
- The structure of the Earth and how scientists know this.
- How stars are formed and what they are made of.
- Is the universe expanding? How do we know this.

##### P2 – Radiation and life

###### Brief outline:-

- What types of electromagnetic radiation are there?
- What happens when radiation hits an object?
- Which types of electromagnetic radiation harm living tissue and why?
- What is the evidence for global warming, why might it be occurring and how serious a threat is it?
- How are electromagnetic waves used in communications?

##### P3 – Radioactive materials

###### Brief outline:-

- How many different types of energy are there?
- How much energy do we use?
- How can electricity be generated?
- Which energy sources should we choose and why?

### Expectations

Each module will be assessed in two parts involving an end of module test and an assessed homework. The end of module tests will be completed under exam conditions.

Students will not be sitting a GCSE exam for the P123 module until year 10.

Homework is compulsory and completed to the best of the student's ability.

As a minimum, students bring to every lesson their books, a calculator, 2 black pens, a pencil and a ruler.

Personal music players and Mobile phones must be switched off and out of sight at all times during lessons.

Chewing gum, eating and or drinking is not permitted in the science laboratories.

...continued

## 18. YEAR 9 - SCIENCE

Formal Assessment		
Autumn Term	Spring Term	Summer Term
<p>Particles - Project based homework on '<i>How does an ice cube melt?</i>'</p> <p>Energy - Project based homework on '<i>Heat in the kitchen</i>'</p> <p>End of module tests: Particles &amp; Energy</p>	<p>Interdependence - Project based homework on '<i>The rock pool food web</i>'</p> <p>Forces - Project based homework on '<i>The journey of a car</i>'</p> <p>End of module tests; Interdependence &amp; Forces</p>	<p>Cells - Project based homework on '<i>Making a model cell</i>'</p> <p>P1 - Project based homework on '<i>Interplanetary postcards</i>'</p> <p>P2 - Project based homework on '<i>Explaining the green house effect</i>'</p> <p>P3 - Project based homework on '<i>Where does electricity come from?</i>'</p> <p>End of module tests: Cells, P1, P2 &amp; P3</p>

## 19. YEAR 9 - SPANISH

Topics to be covered	Expectations
<p><u>Autumn Term</u> Classroom language and items Greetings and introductions Alphabet, numbers, months &amp; dates Ages and birthdays Christmas in Spain</p> <p><u>Spring Term</u> Family, pets and colours Physical descriptions School subjects and opinions Telling the time Easter in Spain</p> <p><u>Summer Term</u> Food and meal times Forms of transport The weather</p> <p><u>Grammar:</u> Nouns, adjectives, word order, opinions, connectives, verb tables, present tense, future tenses, past tenses (2) and conditional.</p>	<p>students will be expected to:</p> <ul style="list-style-type: none"> <li>• arrive to lessons on time</li> <li>• listen to and follow teacher instructions at all times</li> <li>• be fully equipped – with book planner, pens, ruler at the very least.</li> <li>• try their hardest in and out of lessons</li> <li>• take responsibility to catch up any work missed</li> <li>• complete homework in time</li> <li>• access the portal for homework, revisions, language games, and competition</li> <li>• spend at least 1 hour's worth of work at home during the week</li> </ul>

### Formal Assessments

Autumn Half Term 1	Spring Half Term 1	Summer Half Term 1
<p><b>Reading, and Writing:</b> Book end of unit 1</p>	<p><b>Reading and Writing:</b> Book end of unit 2</p>	<p><b>Speaking:</b> Presentation on topic of school and routines</p>
Autumn Half Term 2	Spring Half Term 2	Summer Half Term 2
<p><b>Listening, Reading and Writing:</b> End of unit 1 test</p>	<p><b>Listening, Reading and Writing:</b> End of unit 2 test</p>	<p><b>Writing:</b> Write a minimum of 100 words on topic of school and routines (using more than one tense)</p>

### Enrichment activities

<p>Spanish exchange Onatti theatre company School foreign movie club</p>	<p>Zumba workshop Flamenco workshop Day of European Languages</p>
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