



Pewsey Vale School
Curriculum Booklet
Year 9

DATES AND TIMES

AUTUMN TERM

Thursday 1st September 2016 to Friday 16th December 2016

Inset Day 1 – Thursday 1st September 2016

Inset Day 2 – Friday 21st October 2016

Inset Day 3 – Monday 21st November 2016

Half term: Monday 24th October 2016 to Friday 29th October 2016

Christmas Holiday: Monday 19th December 2016 to Monday 2nd January 2017

SPRING TERM

Tuesday 3rd January 2017 to Friday 7th April 2017

Inset Day 4 – Tuesday 28th February 2017

Half term: Monday 13th February 2017 to Friday 17th February 2017

Easter Holiday: Monday 10th April 2017 to Friday 21st April 2017

SUMMER TERM

Monday 24th April 2017 to Friday 21st July 2017

May Day Closure: Monday 1st May 2017

Inset Day 5 – Monday 26th June 2017

Half term: Monday 29th May 2017 to Friday 2nd June 2017

SCHOOL TIMES

Period 0 (Key Stage 3 Intervention)	07.45 – 08.30
Period 1	08.45 - 09.35
Period 2	09.35 - 10.25
Break	10.25 - 10.40
Period 3	10.40 - 11.30
Period 4	11.30 - 12.20
Tutor Period/Assemblies	12.20 - 12.35
Lunch	12.35 - 13.05
Period 5	13.05 - 13.55
Period 6	13.55 - 14.45
Period 7 (Key Stage 4 Intervention)	15.00 – 16.00

TEACHING STAFF – 2016/2017

Name	Code	Subject/Responsibility
Mrs C Grant	CGR	Head Teacher
Mrs K Protheroe	KPR	Deputy Head Teacher
Miss C Dean	OWE	Assistant Head Teacher/Science
Mr M Surowiec	MSU	Assistant Head Teacher/Geography
Mrs V Bentley	VBE	Assistant Head Teacher/SENCO
Mr A White	AWH	Subject Leader – English
Miss C Reilly	CRE	English
Mr P Beatty	PBE	English
Miss L Sweet	LOS	English
Mr R Webb	RWE	Subject Leader – Maths
Mr I Watkins	IWA	Maths
Mr J Lewis	JLE	Maths
Mrs T Harris	THA	Maths
Mr R Carter	RCA	Subject Leader – Science
Miss T Archdale	TAR	Science
Miss D Lythe	DLY	Subject Leader – Geography/Citizenship
Mr M Maguire	MMA	Subject Leader – History
Mrs V Hay	VHA	Subject Leader – Religious Studies
Miss J Roberts	JRO	Subject Leader – Modern Foreign Languages
Miss T Thackwray	TTH	Modern Foreign Languages
Mr T Robinson	TRO	Subject Leader – ICT and Computing
Miss S Arlott	SAR	Music
Miss K Rodier	KRo	Drama
Mrs C Siswick	CSI	Subject Leader – Technology
Mr M Malhi	MMI	Resistant Materials
Mrs S Dewar	SDE	Graphics
Mrs B Sparke	BSP	Food
Mr A Thomas	ATH	Subject Leader - Physical Education
Mrs L Shaw	LSU	Physical Education
Name		Tutor Code
Miss J Roberts	JRO	9JRO
Mr M Maguire	MMA	9MMA
Mr J Lewis	JLE	9JLE

English

English lessons are focused around the key skills of reading, writing, speaking and listening. The students are encouraged to engage in all these areas to raise their literacy levels and gain an interest in English literature.

The following units are explored through half term schemes of learning - all resources are provided by the department. In year nine we will be studying the following:

Autumn Term:

September – October

A thematic approach to poetry through time- comparisons between traditional and modern texts

October – December

Historical text- the study of a challenging 19th Century novel or short stories

Spring Term:

January – February

Non- fiction- a range on a single theme

March – April

Reading and writing narratives- the study of a GCSE novel or short stories

Summer Term:

May – June

Shakespeare- the study of an entire challenging play

June – July

Class reader- the whole class studies a modern novel

Assessment

We use the GCSE criteria to assess students in KS3. There is a mini- assessment built in which leads to an end of unit task- this is graded against the GCSE criteria.

Unit one- GCSE poetry comparison question

Unit two- GCSE extract from an historical novel question

Unit three- GCSE non-fiction reading questions

Unit four- GCSE creative writing section

Unit five- GCSE extract from a Shakespeare play question

Unit six- GCSE text reading question

There are also a range of speaking and listening assessments throughout the year.

Suggested Enrichment Activities:

For each scheme of learning there are a range of extension activities that you can do at home with your son/daughter to help their work in English. Ideas are listed on the following page:

Autumn Term:

- During the poetry unit- familiarise yourself with the fifteen poems that you will need to know for GCSE- these will change but an updated list should be available from the English teacher. You need to understand the themes, structure and poetic techniques used in each piece
- During the historical fiction unit- re-read the sections read in class. Think deeply about the sorts of words, sentences and paragraphs that the writer is using. You could begin preparing revision cards on characters and theme throughout the novel. Listen to the audiobook version; watch a television adaptation or a film version

Spring Term:

- During the non- fiction unit- read as many articles/ interviews/ reviews *etc.* as you can. High-quality writing from newspapers or magazines is a must here. Try mimicking the style in your own writing. You could listen to interviews from writers of non- fiction explaining what they do and how they do it
- During the reading and writing narratives unit- read around the genre (or indeed any genre)- begin to compare stories that cover the same themes and ideas. Listen to audiobook versions of the works studied in class. Try writing in a similar genre and attempt to reproduce the style of another writer

Summer Term:

- During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand the plot and character. Re- read sections that are studied in class and think about the language used. You could make revision cards on the characters and themes explored through the play. You must remember meaningful quotations from the play
- During the class reader unit- revise the characters and themes that are studied in class. You could re-read the sections that are studied in class. Prepare answers to common questions about the text. Listen to the audiobook and make sure you understand it

Mathematics

The Mathematics Department aims to enable all students to acquire mathematical skills and knowledge and to provide opportunities for them to use these skills to undertake problem solving with confidence, enjoyment and success. Students are encouraged to think for themselves within a clear, rigorous mathematical framework, to be critical of their own thinking and prepared to test, justify and improve their conclusions or solutions.

Year 9

In year 9, basic understanding and competence are established in fundamental mathematical topics – number, algebra, geometry and measures, data handling, probability, ratio, proportion and rates of change. Problem solving tasks and investigations are based on recognising patterns, solving puzzles and appreciating strategy in mathematical games. Tasks are chosen in which it is possible for the student to relate their solution to the underlying mathematical structure. The curriculum provides the foundation from which students tackle their GCSE course in Years 10 and 11.

Suggested Enrichment Activities:

- Help students to learn their multiplication tables
- Help students to practice other mental arithmetic skills – particularly division
- Reassure students that making mistakes is part of the learning process and that it is not something to be upset about
- Help students to learn spellings and understand the definitions of key Mathematical words
- Ask to see homework/independent study at regular intervals. If it is frequently not available, please do not hesitate to contact his/her Maths teacher
- Visiting Universities and attending weekend master classes
- Practicing Maths challenge questions issued by the UK Mathematics Trust
- Purchasing Mathematics revision guides and materials
- Visiting museums and mathematics based centers i.e. Bletchley House
- Asking regular mental arithmetic questions to develop mental agility
- Encouraging students to engage with television based mathematics such as “Countdown” and “School of hard sums”
- Asking pupils to engage with everyday mathematics or problems involving money, percentages, speed, distance and time
- Activities on www.mymaths.co.uk

Science

Science teaching at Pewsey Vale School encompasses Biology, Chemistry, Physics and utilising various practical skills with students encouraged to experiment, to explore issues and ideas, to express themselves clearly and to enjoy the intellectual and creative aspects of Science. In year 9 we continue to develop the skills introduced in years 7 and 8 as well as extending the learning on from the foundations of the KS3 curriculum and into KS4 based work. As soon as we finish the KS3 curriculum we will start working towards the GCSE syllabus.

Setting

Students will be grouped by ability, based upon their performance during year 8 and then based on their performance in subsequent assessments. It is expected that they will be studying, in the main, at the following levels:

Set 1	Grade 5-6
Set 2	Grade 4-5
Set 3	Grade 2-4

Programme of Study

This is based on the National Framework for Science and will be at a level appropriate for each ability group.

The following units are explored through schemes of learning with all resources provided by the department. In Year 9 we will be learning the following:

Acids 2
Light and Colour
Photosynthesis
Metals
Speed, Pressure and Moments
Genetics
Electricity
Fit and Healthy

Assessment

Students will be regularly assessed throughout the year on their class work, home study, with end of topic tests. All assessments will be formative in order to prepare pupils for future examinations as well as providing us with data for Transitional Progress. Their end of topic tests will be used to monitor progress on top of the assessment work and progress checking in class throughout the year and will also feed into their final end of key stage grade. The movement of

students between groups will be according to their performance in each of these tests and the setting into KS4 will be decided on their end of key stage grade.

Equipment

All students will be expected to bring basic writing equipment plus a calculator to all Science lessons. Periodic Tables and pH charts are to be found in their planners and they may need to refer to these during some lessons.

Textbooks will be provided in school by the department but there is no, one fixed book appropriate for home purchase, although the CGP company do produce easy to use revision materials. Parents can support pupils in their studies by encouraging their use of the following online resource:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

Suggested Enrichment and Extension

Visits at weekends or during the holidays are a fantastic way to support pupils including visits to Zoos, natural reserves or various museums.

There are some excellent science clips on youtube that can be used to extend the learning of pupils.

Wider reading using certain periodicals (Nature, new Scientist, National Geographic etc) or GCSE level books is strongly encouraged.

Watch various documentaries and the news for highlighted stories of a scientific nature to keep up to date and read papers where science stories are featured.

Geography

In Year 9 students continue to develop their thoughts and understanding of our complex and dynamically changing world. Particular focus is paid to geographical questioning, investigation and critical thinking about issues affecting the world and people's lives now and in the future.

There is a KS3 geography club that runs on a Tuesday lunchtime, the focus is 'geography in the news'. This aims to inspire debates and trigger discussions on current events to boost the student's interest in the subject.

Setting

Students are in mixed ability classes and have new seating plans each term. Groupings for activities are based on peer support for collaborative working to allow each student to reach their full potential.

Programme of Study

This is based on the 2014 national curriculum for geography. Each unit has lessons that include various ways of learning through visual, auditory and kinesthetic activities.

In Year 9 we will be learning the following:

Term 1:
Global Snowball
Urbanisation

Term 2:
Population
Natural Resources

Term 3:
Tourism

Assessment

Students will be given an Independent Learning Project (ILP) for each unit of work as a homework project. There will be one main assessment per unit of work alongside mini assessments to check student's learning throughout.

Equipment

All students are expected to bring in basic equipment: pens, pencil, sharpener, eraser. Additional equipment which is useful are scissors, glue and colouring pencils.

The geography department is a textbook less department using a variety of resources. Websites that support students learning are:

<http://www.bbc.co.uk/education/subjects/zrw76sg>

<http://www.juicygeography.co.uk/>

Suggested Enrichment Activities

To read between two and four BBC news articles each week that are related to geography. Research key words in the article to understand their meaning and create a glossary.

History

History teaching at Pewsey Vale School encompasses reading, writing, speaking and listening, with students encouraged to debate, to explore issues and ideas, to express themselves clearly and to enjoy studying a wide range of historical events, people and changes.

The Attainment Targets in History measure:

- A01 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. (35%)
- A02 Explain and analyse historical events and periods studied using second order historical concepts: (a) Change and Continuity (b) Cause and Consequence (c) Significance (d) similarities and differences (35%)
- A03 Source Analysis: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. (15%)
- A04 – Interpretations: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. (15%)

These are built upon over time from Key Stage 3 through to Key Stage 4.

Aims of Course

Students in Year 9 build upon the good practice established in Year 8 and continue to follow the Key Stage 3 Programmes of Study. In addition, the principal aim of the course is to prepare students for end of Key Stage 3 assessments and practise skills needed for GCSE History. Pupils will focus on life under the Industrial Revolution, an in-depth study of the Slave Trade and the British Empire. Pupils will assess the political changes and events in the Twentieth Century World, considering the two world wars, the rise of dictatorships in Europe, with an in-depth focus on Germany between the wars and aspects of the Cold War. Pupils will finish off with a thematic overview of History through to the modern day looking at History from a GCSE analytical approach over change during this period.

Organisation

Students are taught in mixed ability groups and tasks are differentiated according to the ability of individual students. They have four lessons over the fortnightly timetable each week. Most work is completed in workbooks, using ICT documents, all presented with headings and other prompts for the students. This is collated by the students. In Term 6 pupils take their options and move into year 10 to start their GCSE classes.

Major assessment work

The Slave Trade Assessment. The British Empire Assessment. World War One Trench Assessment. The German dictatorship Assessment. World War Two Assessment. A GCSE History Through Time Overview. End of Key Stage History Assessment.

Course Content:

- 1) Life in the Industrial Revolution;
- 2) The Slave Trade and the British Empire;
- 3) Causes and consequences of World War One;
- 4) The inter-war period, rise of the dictators, Germany, the Nazis and the Holocaust;
- 5) World War Two;
- 6) The wider 20th century;
- 7) An overview of History through the perspective of GCSE History courses. Note: key changes in specifications and GCSE History requirements will be introduced throughout 2016 which will affect some content during year 9 and into key Stage 4.

Extra-curricular activities

Key Stage 3 History support drop in: Mon-Weds Break and lunch time. Key Stage work support focus on Wednesday lunchtimes.

Suggested Enrichment Activities

Key Stage 3 History support drop in: Mon-Weds break and lunch time.
Key Stage work support focus on Wednesday lunchtimes.

Religious Studies

Setting

The students will have one 50 minute lesson a week.

Programme of Study

We will be starting the new EDUQAS (Formally known as WJEC) GCSE Qualification.

Religious, Philosophical and Ethical Studies in the Modern World

Component 1: During their next three years they will cover the following themes:

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

These topics will be examined in a 2 hour written paper which will make up 50 % of the qualification.

Component 2: Will cover a **study of Christianity** including:

Beliefs and teachings:

- The nature of God
- Creation
- Jesus Christ
- Salvation

Practices:

- The Afterlife
- Forms of worship
- Sacraments
- Pilgrimage the Church in the local community
- The Worldwide Church

These topics will be examined in a 1 hour written paper which will make up 25 % of the qualification.

Component 2: Will also cover a **study of Islam** including:

Beliefs and teachings:

- Allah
- Risalah (Prophethood)
- Malaikah (Angels)
- The Akhirah (Afterlife)
- The Foundations of Faith

Practices:

- The Five Pillars of Sunni Islam
- Ten Obligatory Acts of Shir'a Islam
- Muslim practices
- Jihad
- Festivals

These topics will be examined in a 1 hour written paper which will make up 25 % of the qualification.

Assessment

Students will be regularly assessed throughout the year by doing a range of activities:

- (i) **Key Question Sheets:** These are A5 sheets which pose two to three questions connected with the next part of the unit we are working on. They need to consider these questions carefully, discuss with others and then record their thoughts. There are also examples of past GCSE questions in these sheets.
- (ii) **Research Homeworks:** Students will be asked to do personal research on a given topic or group. This information should be written in their own words.
- (iii) **Mind Map Homeworks:** Students will be issued with a list of 'maps' they need to complete on A4 paper, landscape orientation. They should present the information from the given revision booklet adding colour and illustrations to make them more memorable as they are designed and created to be used as a revision tool.
- (iv) **GCSE Question Homeworks:** Students will be given a GCSE question to complete at home using the information gained in class. If they fail to reach their target grade in

these, they will be required to come back for an 'Intervention Session'. In this session I will cover what they could have written so that they can then repeat the question.

- (v) **Revision Homeworks:** Students will be given a topic, or unit, to revise so that they can then attempt typical GCSE questions in class.

Equipment

All students are expected to bring basic writing equipment, which should include: pen, pencil, ruler, eraser, coloured pencils and their student planner.

It will be helpful to have a set of 'Fine Line Berol Coloured Pens'. These can be obtained from me at the cost price of £3.00.

They will need a plastic wallet folder for keeping their mind maps in. These can again be obtained from me at the cost price of £1.00.

In addition I will issue them with revision booklets and a pod cast to help them with their revision.

Suggested Enrichment and Extension

- Discuss the topics we are covering and in particular the Key Question Sheets. It would be good for you to debate with your son/daughter!
- Encourage your son/daughter to take an interest in the wider world and the events that are happening around them by reading newspapers and watching news and current affairs programmes on television.

Modern Foreign Languages

In year 9, students study French or German. Students receive 4 hours of tuition per week with homework set on top of this. The course is based on a mixture of the *Studio* and *Expo* textbooks for French and *Stimmt* and *Echo* for German. The textbooks are supplemented with a variety of authentic resources, listening material and internet sites. Students have the opportunity to practise their language skills and reinforce classroom learning using the *linguscope* website during timetabled lessons in ICT suites, as well as at home. Grammar, linguistics and intercultural understanding are brought in, in addition to conversation, to add depth to student learning.

Overview of Topics:

Holidays (present, past & future)	Café/Restaurant	Future Plans
Parts of the Body	Illness	At the Doctors
Food & Drink	Shopping	Healthy Living
Keeping fit	Work	Pocket Money

Assessment

Students work towards completing an assessment in each of the units studied over the course of year 9. Over the course of the year, students will be tested on all 4 skills of language learning; Listening, Speaking, Reading and Writing.

Suggested Enrichment and Extension

- Read! We have a range of books and magazines within the department which pupils may borrow. Read newspaper articles online. Print them off and highlight familiar or unfamiliar words.
- Listen and watch! Borrow a children's film from the MFL department and watch it in French or German at home. Make a list of any words you recognize.
- Websites: Log in to www.linguascope.com
(Username: pewseyvale password: mfl)

Linguascope allows you access to all KS3 and KS4 topics.

You can also search for alternative French or German games online.

- Print off some worksheets from the Linguascope website and complete them at home.
- Make up a poem or a rhyme on the topic you are studying in class.
- Play hangman in French / German with a friend.
- Create a puzzle or game using the vocabulary and structures you've learned and swap with a friend.
- Ask your teacher about e mail or penfriend links.
- Use as much of the Target Language as possible at home!
- Create a mind map or *wordle* to help you remember vocabulary.
- Teach someone at home or a friend what you have learned in French or German so far.

ICT

ICT & Computer Science teaching at Pewsey Vale School follows three strands, Computer Science, ICT and Digital Literacy.

In Key Stage 3 students cover the basic skills and principles of Computer Science including the components of a computer, simple programming and binary Logic. They also learn about the risks of being online and how to stay safe.

Setting

Students are set according to their MFL class.

Programme of Study

This is based on the National Curriculum of study for Computing and will be at a level appropriate for each ability group.

The following units are explored through schemes of learning with all resources provided by the department.

In Year 9 we will be learning the following:

- *Databases*
- *Human Computer*
- *Introduction to Computational Thinking and Number Systems*
- *Computer Science research project*
- *Introduction to Python*
- *HTML and Web Development*
- *Raspberry Pi and Physical Computing*

Assessment

Students will be assessed throughout the year on their class work, homework projects and formal tests. Grades will be awarded according to the grade criteria that is available to download on the school website.

Equipment

All students will be expected to bring the basic equipment as per the whole school policy. They are also expected to remember the username and passwords for any computer systems they are required to use in lessons.

Course readers and study guides will all be provided in school by the department where appropriate. Students are able to download any resources that are used in lessons online via the Google Apps system.

Suggested Enrichment Activities

- Completion of Scratch programming projects at home: <https://scratch.mit.edu/>
- Visit Computing museums/exhibitions such as Bletchley Park or the museum of computing in Swindon.
- Use the code academy website to develop programming skills
<https://www.codecademy.com/>
- Invest in a Raspberry Pi computer (about £30) <http://uk.farnell.com/buy-raspberry-pi> and complete programming projects using online tutorials.
- Use lesson resources provided online to further develop study set by classroom teacher in lessons.
- Watch 'BBC Click' on the BBC news channel/iPlayer.

Art

In Year 9 your child will have the opportunity to use a variety of materials including pencil, oil pastel, charcoal, wax, ink, paint, collage, papier-mâché, clay, and batik.

There will be two projects set during the year. In theme based projects, students will explore the formal elements of line shape, form, tone, colour, texture and space through drawing, painting and sculpture. Home study will normally be set as continuation work linked to current class activities.

Rotation 1	Identity project
Rotation 2	Ceramics

Assessment

Assessment will take place at the end of each project. Students will be graded against the GCSE criteria for Art & Design.

Art teachers will award grades and interim levels to students for individual pieces of work but they will be aware that these levels can go up and down as students try new materials and techniques. Final levels will be based on the complete project. We will always encourage interested students to extend projects beyond the minimum requirement and we are also keen to see any Art work unrelated to school.

Equipment

Students must have a school sketchpad/file for their art projects. These can be purchased in the classroom at the start of term. These sketchpads will be used in class and for home-works. Students must also be equipped with basic drawing.

Extra-Curricular Activities

Art teachers are generally available after school to give advice and assistance, and teaching rooms are available for the continuation and completion of work during lunchtime and some evenings after school. There may also be out of school visits relating to projects being undertaken.

Suggested Extension & Enrichment

Taking your son or daughter to an Art gallery is a great way for them to be inspired by great works of famous artists. Have a look at your local arts centre or theatre to see if there are supplementary art classes you could attend. You could learn pottery, glass blowing or textile work.

Drama

Students are taught Arts lessons on a half termly rotation. They have a double lesson timetabled each week on a Wednesday, and they will attend either Drama, Art or Music for their double lesson. Every seven weeks, we will rotate the groups so that each child has an equal amount of lessons in each arts discipline.

Through the interrelated skills of creating, performing and responding pupils will continue to develop their knowledge and understanding of performance and dramatic theory. Each unit integrates a topic alongside a new skill or concept, so that we ensure each lesson is developmental.

We develop the two main areas of study for GCSE Drama in the lower school. Each rotation will enable learners to build their knowledge and confidence of these skill areas, as well as grow as performers.

Unit 1: Performing from a Script

Year 9 students will study 'Sparkleshark' by Phillip Ridley. This is a text that looks at teenage stereotypes. Students will be taught stage combat techniques during this unit and will be expected to incorporate them fluidly into the realisation of the text.

In this unit, students will learn how to take the characters from 'the page to the stage'. By the end of this unit, they will prepare a short version of the text for a filmed, assessed performance.

Unit 2: The Stephen Lawrence Enquiry

In this unit, students are taught about the murder of Stephen Lawrence in April 1993. We use extracts of the trial published in a scripted play to enable us to unpick the story, characters and themes. This story is based on racism, and of course is true. The aim of this unit is to create a documentary style performance that is as empathetic as it is hard hitting. We will use elements of both the text and the historical narrative to create devised pieces based on this event.

For each unit, students will be given a workbook where all classwork, home learning and notes should be kept. They are required to bring this with them to all lessons.

Assessment

We use the GCSE criteria to assess students in KS3. Edexcel GCSE Drama currently has three separate units.

Component 1: Devising

Component 2: Performance from a text

Component 3: Theatre makers in practice

Depending on which piece of work we are assessing, we will use the relevant criteria to assess students work. Relevant criteria can also be found inside the students workbooks, with an abridged version in the topic Personal Learning Checklist for each child (PLC)

Suggested Enrichment Activities:

Reading widely, the more you read the more ideas you will have.

Going to the theatre, anywhere you can. You do not need to travel to London or New York to watch incredible theatre. Find things that interest you, and go along and watch them.

Take part in local amateur dramatics or opera societies.

Attend local workshops or classes

Attend open mic events

If you're in London, go to the V&A Museum and see the Theatre exhibition. Whilst you're there go to The Globe.

Visit Stratford-upon-avon and see where Shakespeare was born

Watch films of different genres and see if you can spot the differences in the acting styles of the genre.

Music

Students are taught Arts lessons on a half termly rotation. They have a double lesson timetabled each week on a Wednesday, and they will attend either Drama, Art or Music for their double lesson. Every seven weeks, we will rotate the groups so that each child has an equal amount of lessons in each arts discipline.

Unit 1 – Music Theory – Year 9

Year 8's will be study grade 1 and grade 2 Music Theory. This will include lessons on the following elements; treble and bass clef, notes on the staff (treble and bass clef), note values, dotted notes, simple and compound time signatures and musical rests. In this unit, students will learn how to compose music in treble and bass clefs and compound time signatures. They will be able to apply different note lengths and the use of rests to include silence into their compositions. By the end of this unit students will be assessed by written test.

Unit 2 – Year 9 - Performance

Year 9's will study Musical Performance. Lessons will include confidence building exercises, performance techniques, each week students will perform music in a different genre and will be exposed to several different instruments including the voice. By the end of this unit students should be comfortable performing in groups and solo on a number of instruments and in different styles. At the end of this unit students will be assessed on a practical performance of their choice that has been learned throughout the unit.

For both units, students will be given a workbook where all classwork, homework and worksheets should be kept. Books will be kept at school unless homework has been issued then students will be required to take their books home to complete their homework then returned for class.

Assessment -

For music we use the GCSE criteria to assess students in KS3. Edexcel GCSE music currently has 3 units;

- Unit 1 - Performing Music
- Unit 2 - Composing Music
- Unit 3 - Listening and appraising

Suggested Enrichment Activities

- Learn how to play an instrument, Pewsey Vale School provides peripatetic teachers in most instruments, this is a great way of learning music and having fun.
- Listening to a variety of musical genres at home.
- Going to see live music, bands or musicals in theatres. There are lots of family events/fetes that include musical performances.
- Join a youth group, choir or amateur dramatic society
- Attend open mic night events, just to watch performances or perform yourself.

Design & Technology

All of Y9 are taught 2 lessons of Design & Technology per week in mixed ability classes of no more than 20 students.

In year 9, students participate in intensive 14 lesson modules in which they will rotate around the 4 disciplines of Design and Technology once, before starting their GCSEs in term 6. During the rotation, students will focus, in depth, on particular core aspects of the subject which will in turn give them a greater understanding of the designing and manufacturing process specified in the Curriculum. Year 9 students are encouraged to work with a greater level of independence.

Food: (Mrs Sparke)	School Meals With the aim of supporting the Food in Schools initiative in this module, students will consider the implications of developing food to be sold to the general public, with the chance to see your own meal served in the school canteen.
Textiles: (Mrs Siswick)	Smart Toys In this module, students will learn to knowledgably select appropriate fabrics, be introduced to a range of smart/ modern materials and technologies, will learn about industrial practices and will develop their ability to create 3D textiles.
Resistant Materials: (Mr Malhi)	Tatty Devine In this module, students will focus on CAD/CAM, learning to use vector based software and the laser cutter to create fun and distinctive jewellery designs.
Graphic Products: (Miss Cushnahan)	Grand Designs With the threat of global warming, sustainable living is becoming all the more popular. In this module, students will be looking at the way in which modern homes are designed to minimise their impact on the environment,t whilst learning to create architectural drawings and models.

Testing & Progress Monitoring

Students each have a copy of their own progress overview (as seen on below) and at the end of each study unit the subject teachers will fill in the relevant section of each student's sheet. The progress overviews are then shared with the students who are expected to monitor their own progress. The sheet provides the opportunity to set two individual targets per study unit and in the majority of cases one target will be completed by the subject teacher and the other by the student themselves although this is left to the discretion of the teacher. If at the end of the study unit, any student has missed their target level by more than one grade or has been awarded red for their effort, they will be subject to intervention.

Progress Overview

A*												End of module test 1:	<input type="text"/>
A												End of module test 2:	<input type="text"/>
B												End of module test 3:	<input type="text"/>
C												End of module test 4:	<input type="text"/>
D													
E													
F													
G													
	1	2	3	4	5	6	7	8	9	10	11		

Use this grid to create a bar chart which will help you to follow your progress for this unit over 11 lessons. The numbers along the bottom represent the number going up the class progress.

Module 8: Textiles						
Targets	1.					
	2.					
Investigating Design Context (H&G: 4)	Development (H&G: 12)		Making (H&G: 12)		Evaluation & Testing (H&G: 12)	Communication (H&G: 4)
Overall Attainment:			Making Progress:		+	= -

Module 9: Graphics						
Targets	1.					
	2.					
Investigating Design Context (H&G: 4)	Development (H&G: 12)		Making (H&G: 12)		Evaluation & Testing (H&G: 12)	Communication (H&G: 4)
Overall Attainment:			Making Progress:		+	= -

Module 10: Resistant Materials						
Targets	1.					
	2.					
Investigating Design Context (H&G: 4)	Development (H&G: 12)		Making (H&G: 12)		Evaluation & Testing (H&G: 12)	Communication (H&G: 4)
Overall Attainment:			Making Progress:		+	= -

Module 11: Food						
Targets	1.					
	2.					
Investigating Design Context (H&G: 4)	Development (H&G: 12)		Making (H&G: 12)		Evaluation & Testing (H&G: 12)	Communication (H&G: 4)
Overall Attainment:			Making Progress:		+	= -

Testing

All KS3 students will be subject to regular testing to not only familiarise them with the exams that they will be required to sit at GCSE but also to allow teachers to better monitor progress and provide more targeted intervention. The test/exams consist of questions taken from past GCSE papers chosen to reflect the content of each module/year. Testing will be performed at the following points in the curriculum:

Year 9

End of Modules Tests x 4 - A 40 minute test will be performed at the end of each module to consolidate learning within that module

End of Year Exam – A full 2 hour exam replicating the format used at GCSE level.

Assessment

The department fully supports the school assessment policy and views assessment as an

integral part of the curriculum at all levels. Assessment makes a constructive contribution to teaching and a variety of assessment techniques are used in Design & Technology from open-

ended questions to decision-making exercises, design development, oral presentations and practical work. Self and peer assessment are employed and valued in the Design & Technology department. These take place formally when assessed work is returned through comment on the work and monitoring sheets and also informally in lessons through brief comment, the awarding of positive points and discussion.

There are key assessed activities in each unit of study at KS3. These are identified in the scheme of learning and student work booklets and focus on particular knowledge, skills and/or understanding. All students complete these tasks and work is assessed using a common mark scheme based on GCSE grade descriptors. (The grades are moderated at department meetings and recorded centrally on spreadsheets and on the staff drive of the school network. Thus consistency of practice across the department is ensured).

The department recognises that no single piece of work can test every aspect of the grade descriptors. Assessments are viewed as pieces of evidence that together with other evidence from lessons, homework and discussion allow teachers to judge each student's overall performance and evaluate their 'best-fit' grade. Learning objectives and assessment criteria are shared with students. Students have a 'student-friendly' grade descriptors in their work booklets. These are referred to in lessons and thus students are familiar with the criteria against which they are assessed. The mark schemes and criteria for each assessed activity are made clear before the activity is begun and referred to again in feedback when the marked assessments are returned to students. Students identify and record a focus or target for improvement based on their performance and the level descriptors. Thus assessment is formative and criterion-referenced. Students keep assessed work with some examples being stored in exemplar portfolios and/or displayed.

Suggested Enrichment Activities

There are 4 optional competitions for all Y9 students to enter that can be found hidden within the pages of the student work books. There is also an appendix section; included in which are 'Just for Fun!' activities; a range of practical projects that could be carried out at home. These projects have been compiled to encourage students to find enjoyment in the subject and if your son/daughter does make/cook at home please feel free to send a photo of their creation to their teacher so that it can be displayed in school.

Equipment

In order to gain the most from their learning, students are expected to bring the following equipment to every lesson:

- Pen, Pencil, Rubber, Ruler and Colouring Crayons.
- DT folder and workbooks.
- A hair band (if a student has long hair).

Ingredients

All students are expected to take part in all compulsory practical lessons at KS3. Students are expected to provide their own ingredients, a suitable dish and a tin, if appropriate, to transport work home.

Recipes are generally issued at least a week before practical lessons and students are requested to record the dates and the recipes into their planners.

Recipes are chosen to meet the Food Standard competencies. This includes Nutrition, Practical Cookery, Food Hygiene and Consumer Awareness. Flexibility and choice is included as far as possible.

If students are unable to provide ingredients for whatever reason, it is requested that students inform Mrs Sparke as soon as possible, and no later than 3.30am on the day prior to the lesson, so that alternative arrangements may be made.

Unfortunately, it is not possible or practical for the facility to provide ingredients for all sessions. However, from time to time specialist ingredients will be provided and a contributory charge will be made.

Food Hygiene

All students are requested to store ingredients in the fridge in room 11 at the beginning of the day. Ingredients should be labelled with the student's name and tutor group. Completed work can be stored, if appropriate, in room 11 until the end of the day.

Physical Education

Year 9 students will build on and embed the physical development and skills learned in key stages 1 and 2. They will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Year 9 students will receive a balanced and diverse range of activities that will continue to build and develop across key stage 3 the skills required to understand what makes a performance effective as well as how to apply these principles to their own and others' work.

Students in Year 9 will follow a programme of study based on the National Curriculum to ensure that the following core aims are achieved:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example netball, football, rugby, hockey, basketball, badminton, cricket, rounders, tennis)
- develop their technique and improve their performance in other competitive sports (for example gymnastics, swimming and athletics), or other physical activities (for example dance)
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best (for example, cross-country, fitness)

A detailed programme of study for Year 9 will be published to ensure students are clear on what activity they will be participating in and what PE kit is required for each half-term (a detailed PE kit list is available to be viewed on the school website).

Students will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. They will have the opportunity to:

- take part in competitive sports and activities outside core lessons through intra-school competitions and through community links or sports clubs

A detailed extra-curricular programme will be published to ensure students are clear on what opportunities are available to them at lunch times and after school. The programme will include

inter-house competition as well as intra-school competition. There will be opportunities for students to participate in sport and physical activity for personal health and fitness reasons, social benefits and competitive situations.

Assessment

We use the GCSE criteria to assess students in Year 9 and the whole of KS3. There is GCSE PE grading criteria for the practical activities and theoretical development (understanding of health and fitness) students undertake. Depending on which activity we are assessing, we will use the relevant criteria to assess students work.

How parents/carers can help

- Pewsey Vale School has a uniform policy and this is also the case for PE lessons, with specific minimum kit requirements for PE. Please ensure that your son/daughter arrives at school/PE lessons with all of the appropriate kit (details available on the school website). Safe practice dictates that appropriate clothing and footwear are vital in the physical education environment. To ensure that PE lessons can run safely and smoothly the specific points must be adhered to: all jewellery must be removed, studded boots and shin pads must be worn for football, studded boots and mouth guards must be worn for rugby. We rely heavily on your support
- As a parent/carer you can support your son's/daughter's progress in PE by encouraging their participation both in lessons and clubs. It is inevitable that there will be times when students may be in school whilst not feeling 100% healthy, either through illness or injury. If your child is in school they need to come to PE fully equipped for the lesson and with a note in order to participate in an appropriate role: leadership, coaching, officiating etc. We will not make an illness or injury worse. A full Code of Conduct for Illness/Injury will be published separately
- Our prime objective is to ensure all students have the opportunity to succeed and excel in PE and sport, we aim to do this by providing a high-quality experience for all students that will challenge them and develop their confidence, which can be achieved through providing experiences for students to see the enjoyment that can be had through sport. We focus on helping each individual achieve their potential and through this, recognise the positive contribution that can be made by everyone in a group or team. We appreciate your support in achieving this
- Encourage your son/daughter to participate in the extra-curricular provision offered by the PE department/school and local sports clubs. There are numerous opportunities for participation in physical activity available to young people, it is often about finding the right one that suits the individual and having the encouragement to participate and be active
- Research on training methods and practices to develop performance levels. Help support or design an effective training programme
- Spectating and experiencing sporting events is an excellent way of seeing motivational performances and observing role models in relation to physical activity, this can be at local sports events right through to elite level sport

Suggested Enrichment Activities

A full timetable of extra-curricular clubs will be published at the start of the year, this will include lunchtime and after school clubs that will provide opportunity for participation and competition. There will be the opportunity to be involved in inter-house competition and intra-school competition to support the development and application of skills and understanding of the variety of sports.