



2022 – 2023

Curriculum Overview Year 9



Contents

Introduction

English

Science

Maths

History

Geography

MFL

Art and Design

Music

Philosophy, Religion and Ethics

Food and Nutrition

Design and Technology

Drama

Dance

PE

Media

Psychology

Form Time PRE (Philosophy, Religion and Ethics)

Enterprise

Health and Social Care

Sociology

Level 2 BTEC Tech Award Creative Media Production

GCSE Computer Science

Level 2 BTEC Tech Award Digital Information Technology

Introduction

This booklet is designed to give you and your child an overview of what they will be learning over the coming year in each subject they are studying as part of their core curriculum and for their GCSE options.

Each subject page looks at what will be studied and why, along with what content will be covered over the coming year and what impact this will have on the progress and development of each student's knowledge and understanding, in preparation for their final assessments at either the end of Year 10 or 11.

We very much hope you will gain a love for learning from this curriculum content and develop the skills and knowledge and understanding needed for your final assessments at GCSEs.

Best wishes.

Miss K Hayward

Executive Principal

Subject: English Literature

Year Group: Year 9

Intent:

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

The exams will measure how students have achieved the following assessment objectives.

AO1: Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Teachers adapt lessons accordingly to ensure all students are appropriately challenged and students with educational needs are supported to enable them to make progress and learn the same skills on the learning journey in preparation for success at GCSE. Teachers work closely with the SEN department and through research to ensure a variety of resources and teaching styles are used to have the most effective impact on challenge and supported learning.

The curriculum is carefully planned to ensure progression of challenge through text choices and assessment to demonstrate skill. All teaching is leading a range of skills towards the assessment objectives for GCSE as well as life and communication skills needed for the future.

Implementation:

Students will study a range of GCSE texts to cover Shakespeare, 19th Century novel, modern texts and drama.

Year 9

Students study 'A Christmas Carol' over the first term then the drama 'An Inspector Calls' followed by 'Power and Conflict' poetry collection. These texts focus on using skills of comprehension, inference, summarising, linking context, creating personal responses, using quotations, identifying and commenting on writer's methods, learning new vocabulary, forming written arguments and responses, verbally giving feedback and reasoning, summarising, comparing and contrasting themes and meanings, completing exam questions and analysing past responses to create and guide own learning.

The curriculum is ambitious and varied so that students are exposed a range of literature and styles of writing. The texts and extracts are cover a range of eras and authors to prepare students for a range of context and cultural views. Resources are designed and created by the department where collaboration and sharing good practise means that the quality is high and varied. Staff take part in exam board standardisation and training to ensure the most up to date methods and resources are utilised. Each English lesson begins with 10 minutes reading to emphasise the importance it holds. Reading is modelled in lessons and shared by students with vocabulary and meaning supported to ensure high levels of understanding.

Teaching regularly revisits and revises skills so that new learning can build on prior knowledge that is learnt, remembered and applied at the ability of each student. Staff know reading and spelling ages from the very start of Year 7 so that reading, writing, literacy, grammar, punctuation and spoken language skills are always pitched accurately to guide and develop learners to become confident whilst making progress.

Impact:

Throughout the course students gain an awareness of a variety of texts, cultural contexts and analytical skills that prepare them for their GCSE exam and future life. Looking at Authors' intentions and messages linked to the wider world of culture and society.

The course encourages critical thinking by students; it encourages a love of reading and writing; it encourages analytical reading to identify themes, characterisation, plot devices and use of imagery. Students are taught the necessary technical language needed to analyse texts and poems and are encouraged to learn quotations, off by heart, to demonstrate confidence and knowledge. These skills develop memory boosting and the facility to interpret, dissect and critique. Exposure to classic and modern writing (and first-class writing) is intended to help students to become creative in themselves. It complements the work that students will learn in English Language and for some, it will be the basis of a career in which they use the written word (journalist, PR, publicity, author, teacher, lawyer, curator) for impact and effect.

The Spoken Language assessment prepares students for interviews, speaking professionally and clearly, preparing and presenting their ideas and meeting deadlines. The aim is to ensure that all students make progress throughout the course and are equipped to the best of their ability.

Students take pride in their work and their assessments demonstrate learning, revision and progress as they build on prior learning. Student work demonstrates confidence and learning as the curriculum is taught and becomes more challenging.

Students leave to succeed in a range of academic destinations including sixth form, college, Universities and apprenticeships.

Subject: Science

Year Group: 9

Intent:

Science is a set of ideas about the material world. Students are encouraged to conduct their work in a way that leads them to investigating, observing, experimenting or testing out ideas and thinking about them.

The Science GCSE curriculum begins in Year 9. Students build on the knowledge and skills they have developed at KS3 by delving deeper into the fundamental elements of science. This gives teachers and students an opportunity to build in time for discussion, debate, application of concepts and further retrieval, enabling students to deepen and extend both their knowledge and understanding of science.

Implementation:

Students in all classes will follow the same curriculum in Year 9, based on the AQA syllabus. It is a linear course, with clear progression in complexity and demand. The key concepts in Biology, Chemistry and Physics are covered to support students through the transition from KS3 Science, ensuring all have a solid grounding in the fundamentals necessary to make good progress through the GCSE courses. The GCSE curriculum builds in multiple opportunities for recapping and revisiting previous content, meaning that learning is embedded as students' progress through GCSE science.

The topic areas from the AQA specification are split into manageable topic areas, meaning that students are revisiting ideas regularly and are building up their knowledge over time. They will have three teachers for each of Years 9, 10 and 11, with specialist teachers for biology, chemistry and physics. In Year 9, students will study the following:

	Biology	Chemistry	Physics
Term 1	Cell Structure Photosynthesis	Atomic Structure Periodic Table	Types of Energy Circuits
Term 2	Cell Division and Respiration Digestion and Movement	Bonding Structures	Energy Transfers and Energy Resources Electricity in the Home
Term 3	Diseases Transport Systems	Hydrocarbons Chemical Changes I (acids and alkalis)	Particle Model

Due to the level of content included in GCSE Science, it is imperative that students recap and recall their knowledge regularly. Students will be given many opportunities for retrieving information using retrieval tasks and spaced practice in lessons. Homework is designed around students creating revision resources to help them in the future. We also aim to teach students how to best revise and some techniques so that they can practice throughout years 9 and 10, getting ready for their exams in year 11. The design of the pathway through the Year 9 curriculum means that there is plenty of interleaving between topics and opportunities for recall.

Students also complete several required practicals in Year 9:

Biology

Microscopy

Osmosis

Food Tests

Enzyme Reactions

Photosynthesis

Chemistry

Preparing Dry Salts

Physics

Specific Heat Capacity

Investigating Resistance in Circuits

Investigating I-V Characteristics in Circuits

Density of Regular and Irregular Shapes

This is not an exhaustive list of practicals for the year, and students are encouraged to complete work through practical sessions in lessons. The required practicals are required by the exam board to complete the practical endorsement, proving that the students understand the basic concepts around working scientifically. Students will complete them in lesson and complete tasks relating to them to check their understanding. The required practicals can be specifically assessed in the exams at the end of Year 11.

Impact:

The aim for learners studying Year 9 Science is that they will: continue to be enthusiastic about their science learning; be secure in the fundamental science knowledge that underpins the rest of the curriculum and developing study habits, retrieving and practicing their knowledge. Year 9 covers the foundations of GCSE Science which allows students to understand and access the rest of the GCSE course in Years 10 and 11.

Students are assessed in Year 9 in a familiar way to KS3. Students will complete end of topic assessments for each topic and will complete termly cumulative assessments, which cover all content taught to that date. Students will also sit a baseline assessment at the start of Year 9 so that students can be placed into the correct set to best enable them to make progress.

After each assessment students will be encouraged to reflect and evaluate their work to date and set their own targets for improvement.

Subject: Mathematics

Year Group: 9

Intent:

- To provide a correct scope and sequence that a broad content covered under the curriculum is fully coherent and balanced, enabling students of different abilities and backgrounds to:
 - ❖ develop fluent knowledge, skills and understanding of mathematical methods and concepts
 - ❖ acquire, select and apply mathematical techniques to solve problems
 - ❖ reason mathematically, make deductions and inferences, and draw conclusions
 - ❖ comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- To provide a basis for schools and colleges to be held accountable for the performance of all their students
- To provide a strong foundation for students entering their first year of GCSE with us. To prepare students for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial. As well as provide students the knowledge and skills they need as they grow into young adults.

Implementation:

- At KS4 students are set in ability groups, there are 2 tiers within the scheme of work providing a differentiated structure so that all levels of ability can access the new curriculum.
 - ❖ Providing stretch to different ability students preparing them for the rigors of the higher and foundation GCSE and beyond. Whilst also preparing and supporting learners in building their confidence in using mathematical techniques, problem solving and reasoning.
 - ❖ Assessments are done at the end of each unit of work and termly to get students used to consolidating their knowledge and solving problems individually. This also allows movement between groups to support the students in their progress
 - ❖ For those students who may need added support they will complete AQA ELC Mathematics alongside their GCSE so they will have a Certificate in Mathematics alongside the GCSE grade they will achieve.
- SOW strongly embedded– CL carries quality assurance of the SOW and the curriculum to ensure the coherence, a well-balanced and broad Maths education under a very coherent curriculum. Regular department collaboration in curriculum design to continually adapt and evolve to the needs of the students involving ML, CL, SLT, teachers. Students complete the following units in Year 9.

Foundation -

Unit 1 Number
Unit 2 Algebra
Unit 3 Graphs, Tables and Charts
Unit 4 Fractions and Percentages
Unit 5 Equations, Inequalities and Sequences

Unit 6 Angles
Unit 7 Averages and Range
Unit 8 Perimeter, Area and Volume 1

❖ Higher -
Unit 1 Number
Unit 2 Algebra
Unit 3 Interpreting and Representing Data
Unit 4 Fractions, Ratios and Percentages
Unit 5 Angles and Trigonometry
Unit 6 Algebraic Graphs
Unit 7 Area and Volume
Unit 8 Transformations and Constructions

- Department subscriptions to ActiveLearn, Mathsbox and other resource websites available for teachers, allowing access to high quality new specification resources and tools to help improving learning.
 - ❖ Resources available allow teachers sharing lesson planning to ensure high quality lessons planned across the department and consistency of its delivery across all key stages. CL provides quality assurance to ensure the coherence.
- Sparx subscription available for both teachers and students, allowing both accessing high quality new specification resources and tools to help improving learning (used for homework and independent study).
 - ❖ Sparx provides differentiated homework for each student related to what they are learning in class, allowing them to them progress at their own pace and level. Students consolidate their learning with the Compulsory Task and then extend themselves with the XP Boost and Target sections.
 - ❖ Students can access explanatory videos to help them tackle tricky questions, showing how to plan, solve and display an answer (used for homework and independent study). They can also flag a question after a couple of attempts to make their teacher aware they are struggling.
 - ❖ Teachers receive accurate reports and evidence of learning against lesson learning objectives, and then feedback to groups or individual student. And as the student's progress is tracked over time, further reports can be generated and shared with colleagues or parents. Teachers are also provided with weekly Insights to allow them to provide feedback and support students with support in lesson so they can complete their homework.
- Students in set 1 entered for the Intermediate Maths Challenge to expose them to more difficult questions, to stretch students' learning and problem-solving capabilities. These students are given a starter each week from previous Maths Challenges to constantly keep stretching and challenging their thinking in preparation for the Maths Challenge and beyond.

Impact:

- By the end of KS4 students would have achieved the following aims and objective of the Pearson Edexcel GCSE (9-1) in Mathematics relevant to their personal ability and learning pathway.
 - ❖ They would have developed fluent knowledge, skills and understanding of mathematical methods and concepts.
 - ❖ Acquired, selected and applied mathematical techniques to solve problems; reasoned mathematically, made deductions and inferences, and draw conclusions.
 - ❖ They would have mastered how to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- Students will have developed appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. As well as been provided with the knowledge and skills they need as they grow into young adults.

Subject: History

Year Group: 9

Intent:

To provide all year 9 students with discipline and a positive attitude to learning to develop key skills in analysis, knowledge and evaluation to achieve key assessment and learning objectives required for History GCSE. This is to be achieved through a breath study using written, source enquiry skills and use of case studies. Students should develop an understanding of the impact of various factors on outcomes to include the role of the individual, science, technology, economic, social and political influences. This will build on the foundation of knowledge and concepts examined at KS3.

Implementation:

Investigation of types of crime, law enforcement and punishment and factors leading to change and continuity c 1000-present day. Exploration of case studies of the role of the Church Courts; Witchcraft and the Gunpowder Plot; Robert Peel and Pentonville Prison; The Tolpuddle Martyrs and Conscientious Objectors and the case of Derek Bentley. Examination of Whitechapel including the social conditions, levels of crime, policing and methods to catch Jack the Ripper.

Students will develop understanding of key words and concepts to develop literacy skills. Assessments will be conducted at intervals to reflect the assessment objectives outlined for the course. Appropriate support provided to enable all students to make progress.

Impact:

Students have an enthusiasm for History and make good progress. They are developing key historical skills of causation, change and continuity. They should be able to demonstrate knowledge and understanding of key features and characteristics of crime and punishment c1000 - present. They demonstrate developing skills of source analysis and evaluation of usefulness. Students have an appreciation of the complexity of the nature of crime, punishment and changing social attitudes towards this. The importance of the role played by society in law enforcement and punishment.

Subject: Geography

Year Group: 9

Intent:

Set by the Geographical Association. By the end of KS4, students should:

Knowledge: have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale.

Understanding: gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.

Application and skill: be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.

Implementation:

Subject knowledge

At GCSE, we follow the Pearson Edexcel A Geography specification. This course has clear links and progression with its' sister A-Level course taught in Years 12 and 13 and is designed to meet the 2014 National Curriculum.

Curriculum

For Year 9 students study the following topics:

- Resource Management
- Energy Resource Management
- Global Development
- UK Changing Landscapes (geology)
- UK Changing Landscapes (coasts)
- Geographic Investigations: coasts (with compulsory trip to Walton-on-the Naze)

Assessment

We use various methods of assessment and homework throughout the year. These are aimed, not only to assess progress, but to develop creative and critical thinking skills, literacy and numeracy.

Students are assessed by:

- Essay questions
- Poster presentations
- Cumulative end of topic assessments
- Google quizzes
- Independent research and investigation

Impact:

Impact is measured through student engagement and enjoyment of the subject.

This is also measured by the number of students choosing to take Geography at A-Level

Achievement is discussed in lessons and reflected upon, allowing students to reflect on their work and what they need to do to improve.

Subject: Modern Foreign Languages

Year Group: 9

Intent:

Almost all students are expected to study either French or Spanish for GCSE.

It is our intention to equip students with the skills and knowledge required for successful outcomes in the GCSE examination at the end of Year 11.

Students' language skills in KS4 continue to be developed in the four key areas tested at GCSE – Speaking, Listening, Reading, and Writing. Students are encouraged to use language creatively and to acquire a useful level of competence in real-life situations. Language and cultural awareness are promoted as well as a deeper understanding of grammar.

The learning strategies that help students to pronounce, memorise and translate individual words and phrases confidently continue to be developed. Students begin to write and understand even longer passages of text that include more complex opinion, justification, and sophisticated vocabulary.

Assessments, including exam-style questions and practice exam papers, are planned at regular points within each module allowing students to become familiar and comfortable with the exam. We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background.

Our Year 9 curriculum is sequenced into 3 modules, one per term, based on the Pearson courses. Knowledge and skills build on prior learning and enable students to widen their understanding, knowledge, and use of a variety of language competencies.

Implementation:

How the curriculum is implemented:

Almost all Year 9 students are provided with the opportunity to study either French or Spanish for GCSE.

Students are taught 5 x 60-minute lessons per fortnightly cycle.

As in KS3, lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.

Students are expected to continue to develop familiarity and use of meta-linguistic terminology and lessons are partially taught in the target language.

Teachers use a wide range of strategies to suit all learning styles and needs.

We refer to skills and vocabulary covered in KS3 and build on their prior knowledge.

Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material.

Students continue to be taught to communicate effectively in the target language as well as in English.

Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.

Cultural aspect is explicitly referenced throughout the SOW as MFL broadens student awareness of the world around them and is an intrinsic part of language learning.

Year 9 Overview:

French

Term 1 – Family, friends, and relationships

Term 2 – Free time

Term 3 – Everyday life and special occasions

Spanish

Term 1 – Travel and tourism

Term 2 – Life at school

Term 3 – Family, friends, and relationships

Impact:

We try to make the lessons fun and engaging to encourage students to become confident linguists.

Students have access to a wide and varied range of resources which support and challenge.

Students are enthusiastic about and engaged in their learning.

At regular points throughout a module students will be assessed. We use AQA marking criteria so that students can track their progress and identify areas for development.

We refer to and model GCSE exam techniques, so that students become more confident.

Subject: Art and Design

Year Groups : GCSE 9 and 10

Intent:

The GCSE curriculum is designed to engage and be accessible to all students, one of the ways this is achieved is through the reviewing of schemes of work each year by assessing the impact of the previous year's learning and adapting them to the students' needs. Each scheme of work is designed to be a guide to allow for each teacher to adapt them to the ability of their own class and individual students through changes of media used and time dedicated to each task presented.

Art and Design being a broad subject with a variety of ways of producing and looking at Art, we aim to engage all students with an area that interests them and allows them to develop into their own artist. To do this we introduce students to a variety of artists, crafts people, designers and movements in Art, across different time periods, religions and cultures to engage them in topics of interest and skill level throughout all year groups and level of learning.

Students are provided with materials to work with throughout the course, students have the opportunity to purchase materials and equipment from the school throughout the course and students are given the opportunity to attend a trip to a gallery to greater develop their understanding of work and opportunities within the Art world.

Implementation:

The department has a broad range of experience and specialisms from drawing and painting, illustration to photography and print making, we strive as a department to ensure each teacher has expertise in each main area of Art we teach and when unsure we research, workshop and develop to successfully teach what is required.

We aim to create a broader picture within our planning of schemes of work to further develop the skills of our students. This is done by teaching students' basic skills (no matter their prior learning) in a variety of materials and processes in KS3 and beginning to develop their analytical skills to prepare them for GCSE. Then in GCSE we continue to further develop these skills, preparing students for independent learning and exploration of the subject and their interests within KS5. This enables teachers to recall prior learning with students from year 7 onwards.

During lessons, teachers consistently use key terminology when discussing work and demonstrating techniques/processes no matter the learning stage.

We begin GCSE by teacher led learning in lessons, guiding students with tasks through demonstrations, exemplar work and one to one tutorial. Students are then expected to slowly build up their own decisions within their work with teacher guidance and support by the choosing of their own artist, media usage and eventually leading to the students creating an outcome from their own exploration and decisions by the end of the course.

Teachers regularly discuss progress and work with students in the use of formative and summative assessment in marking books, one to one tutorial, questioning and student own reflection on projects, this informs future planning for the teacher and the departments overall scheme of work. Teachers use a wide range of resources from own demonstrations to individuals, small groups or the whole class using department visualisers. PowerPoints, handouts, videos or demonstrations of/by practicing Artists, crafts people and designers are used to support students learning and

understanding of techniques in Art and Design, as well as those who work within it. Department has access to a wide range of materials to develop students' skills, including printing press, kilns, paints, gloss printer, dark room, light boxes and a wide range of still life objects.

Students are encouraged to further their own interests through reading articles/books on inspired Artists or processes. Students will be required to explain their knowledge through the written language in their sketchbooks.

Impact:

Each student will leave the course with greater knowledge in a variety of skills and specialisms within the areas of Art and Design that interests them, whether Art or Photography. Students will have advance knowledge within that specialism and a greater understanding on how to further develop areas of interest. Photography skills may include photogram, manual digital photography through the use of Aperture, ISO and Shutter speed, photoshop and editing software, lighting and studio setup, interpretation and understanding of Artist work. Art skills may include painting in acrylic and watercolour, printing methods such as lino and mono, clay relief, and a variety of dry media materials in both abstract and realism. They also will have skills in interpretation and understanding of other artist work.

Students who pursue the subject further, go to college to fully study Art and Design, or take the subject at A-Level amongst others. Some of those then go onto a foundation diploma and eventually higher education studying a specialism within Art and Design.

The work produced reflects the interests and skills of students and their influences within the course. Students' sketchbooks should be presented like a portfolio to use as evidence of their capabilities for further and higher education.

Subject: Music

Year Group: 9

Intent:

Students who opt for music in Year 9 will commence a two-year programme of study (OCR GCSE Music 9-1 J536). The OCR GCSE in Music provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Students will be assessed in these three core areas.

Students are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.

This specification enables students to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in the areas of study, students will explore musical context, musical language, and performance and composition skills.

The intention of Year 9 music is for students to develop and apply musical knowledge gained in Key Stage 3 music to enhance their skills and understanding to become well-rounded musicians. Students will be expected to perform regularly in lessons as a soloist and/or in an ensemble, focusing on developing their performance skills and instrumental/vocal technique.

A key aim for Year 9 music is for students to become more familiar with recognising and writing about the elements of music (melody, articulation, dynamics, texture, structure, harmony, instrumentation, rhythm and tempo). Through performance, composition and music theory lessons and workshops, the skills acquired in Key Stage 3 can be refined as students develop their musicianship in a supportive and thriving environment. Students of all backgrounds will be catered for in GCSE music lessons, including those with SEND requirements.

Year 9 music students are challenged in all lessons to be able to demonstrate understanding and creativity through performance, composition, through collaboration with their peers and through evaluation of their own work. The curriculum is intended to encourage students to increase their terminology and vocabulary, so students are confident in describing music 'musically'.

Implementation:

Students in Year 9 receive 5 hours per fortnight of specialist music teaching. Subject teachers are music specialists.

Curriculum at GCSE music is primarily knowledge based and this knowledge underpins and enables the application of skills. Both knowledge and skill are important aspects of the course, and these go hand in hand to promote positive outcomes in the subject.

The pedagogical approach for KS4 music involves embedding challenge and metacognition in lessons. Lessons are divided up between the three components of GCSE Music (Performing, Composing, Appraising). Students study two contextual areas of study in Year 9 including AoS5: Conventions of Popular Music, and AoS4: Film and Video Game Music. Students will build on their appraising from KS3 to learn the key characteristics of these genres to successfully analyse pieces of music in the context of an exam. Key terminology is regularly revisited through low stakes quizzing

to promote retention of knowledge and memory recall. Music technology is embedded to a greater extent in lessons as students become familiar with notation packages such as Flat.io, MuseScore, Sibelius etc., as well as DAW packages such as Soundtrap, GarageBand and Logic Pro X. In developing core compositional skills and knowledge, students will explore composing for a range of genres and contexts, using stimuli where appropriate.

By the end of Year 9, students should have a free-choice composition completed (1m30 duration). The free-choice element allows students to play to their strengths. In terms of resources, students will frequently use the dedicated music department computer suite and iMac suite. The use of digital technology promotes positive progress in AoS1: My Music. Students can use instrumental resources in the department to improve their musicianship on their instrument. Assessments in music ensure students remain on track and make progress.

Summative assessments include end of topic listening tests, music theory assessments, performance assessments (solo and ensemble) and formal composition feedback. Formal assessments for music receive written feedback as per marking policy. Students undertake regular assessments in both theoretical and practical elements of the course. These include instrumental exams, mock listening exams and coursework. Students will also receive ongoing developmental formative assessment, usually in the form of verbal feedback which is real-time and allows students to improve. Reading and literacy are promoted throughout GCSE music activities such as key terminology embedded in learning. Students are guided to reflect on their assessments and progress made in that particular topic.

Impact:

Students in Year 9 music will make significant progress as a musician through performance skills lessons and interventions to support students on their instruments.

Progress is measured through regular recordings of performances and a portfolio of composition evidence. Progress towards OCR GCSE examinations will be measured through mock assessments and assessed coursework submissions.

At the end of Year 9 music, students will be confident in accessing the remainder of the GCSE areas of study and refining performance and composition activities. The expectations of the quality of work produced will be consistently high and this will aid students in revising material covered in Year 9. Students' literacy will be improved, and extended writing will become more coherent with the use of key terminology where appropriate.

Subject: Philosophy, Religion and Ethics (PRE) Year Group: 9 GCSE

Intent:

Our GCSE covers two of the major world religions, and four contemporary ethical themes ensuring students have a diverse choice of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Students will be able to consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. Students will study the influence of the beliefs, teachings and practices of individuals, communities and societies.

Common and divergent views within Great Britain in the way beliefs and teachings are understood and expressed will be considered be included throughout. Students will be able to refer to a range of different religious and secular perspectives in their answers.

Students are encouraged to aim beyond they target grade irrelevant of prior attainment. Students are encouraged to engage with beliefs other than their own and explain the rationale behind other people's points of view. They are also encouraged to be evaluative of their own viewpoints.

Students are encouraged to engage with beliefs other than their own in a respectful and academic way. They are encouraged to promote values such as tolerance and respect.

Implementation:

Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their examination performance.

Students are challenged to empathise with views other than their own and critically evaluate their own ideas.

The course content has been chosen to include issues relevant to students own understanding about the world.

Course Content Year 9:

At Key Stage 4 students follow AQA Religious Studies Specification A – studying Christianity, Islam and Thematic Studies.

Introduction to Christian Beliefs and Christian Practices

- Nature of God: God as omnipotent, loving and just, and the problem of evil and suffering
- The oneness of God and the Trinity: Father, Son and Holy Spirit
- Different Christian beliefs about creation including the role of Word and Spirit

- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation

Beliefs and teachings about:

- The incarnation and Jesus as the Son of God
- The crucifixion, resurrection and ascension
- Sin, including original sin
- The means of salvation, including law, grace and Spirit
- The role of Christ in salvation including the idea of atonement
- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth

The importance of the worldwide Church including:

- Working for reconciliation
- How Christian churches respond to persecution
- The work of one of the following: Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund.

Theme D: Religion Peace and Conflict:

Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:

- Violence
- Weapons of mass destruction
- Pacifism

Introduction to Islamic Beliefs and Practices:

- Shahadah: declaration of faith and its place in Muslim practice
- Tawhid (the Oneness of God)
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer
- Angels, their nature and role, including Jibril and Mika'il
- Predestination and human freedom and its relationship to the Day of Judgement
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell
- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.

The holy books:

- Qur'an: revelation and authority
- The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority
- The imamate in Shi'a Islam: its role and significance
- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).

Theme B: Religion and Life:

- Explaining and evaluating contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious or secular tradition: the Sanctity of Life
- The origins of humanity and the universe
- Abortion
- Euthanasia
- Animal experimentation

We interleave the content from the religion paper with the content from the themes paper rather than teaching paper 1 and then paper 2 in their entirety. Students often find the themes more engaging, dealing as they do with current ethical and philosophical issues which lend themselves to discussion and debate. This also allows key beliefs such as the sanctity of life, the quality of life, stewardship etc to be taught and revisited several times over the course of the two years, leading to greater depth of understanding and a more synoptic view of the course.

Impact:

Assessment opportunities, both formative and summative, are routinely built into lesson planning at all key stages. Starter and plenary tasks (for example TABOO, or 'If I am the answer, what was the question?'), regularly check understanding of prior learning, reinforce key vocabulary and provide students with opportunities to apply learning to exam questions in KS4. Low stakes tests such as quizzes and key words/facts points tests are designed to quickly check knowledge and understanding.

Progress checks and summative end of unit assessments are built into all schemes of learning, and end of year and mock exams are synoptic. Students in Year 9 have regular dedicated review and reflection lessons to revisit previous topics.

Subject: L1/L2 Technical Award Hospitality and Catering

Year Group: 9

Intent:

The UK is currently seen to offer the friendliest hospitality service in Europe. For the majority behind this growing industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

In Year 9, students will have opted to study the Eduqas Level 1 & 2 Technical Award in Hospitality and Catering. This course allows students to draw upon prior knowledge, understanding of topic areas and practical skills. This course is a gateway to a future job/career in the hospitality and catering industry.

There is a dual emphasis of studies in the first year of this course; The hospitality and catering industry (Unit 1-theory based) and Hospitality and catering in action (Unit 2-a mixture of theory and practical based work).

Food studies is an inclusive department, and every effort has been made for all students to succeed, regardless of their background, SEND or any other potential barriers. Student premium students have their ingredients provided in such a way as to not draw attention to the fact and SEND students are provided with differentiated materials and support as needed. Students are encouraged to adapt recipes in order to fit the challenge level to their abilities but are expected to stretch and challenge themselves throughout the rotation.

Implementation:

As part of Unit 1 in hospitality and catering, students will learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. They will learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

As part of Unit 2 in hospitality and catering, students will learn about the importance of nutrition and how cooking methods can impact on nutritional value, learn how to plan nutritious menus as well as factors which affect menu planning.

Students will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review their work effectively. There will be an emphasis on skills development and how to combine a wider range of skills within a single dish to prepare and cook dishes that are classified as high-level complex dishes- such as jointing a pheasant/chicken to create meatballs and pasta in a cherry tomato sauce or developing skills in pastry by making choux buns filled with creme patisserie. This will build on their learning from Years 7 and 8.

Following on from KS3 learning, students will also continue to learn about the source, seasonality and characteristics of a broad range of ingredients and what this means for catering businesses in today's world.

- The main aims are for students to learn how to make food, which is safe to eat, focussing upon key practical skills, using tools, equipment and processes
- Each practical session is sequenced and designed to further develop and embed the key skills
- Each student will investigate each recipe fits into a well-balanced diet and how this links to their (and others') health and wellbeing
- If students would like to practice their cookery skills at home the recipes can be downloaded from our on-line sites (Google classroom and Edulink).

Hospitality and Catering is taught by a subject specialist who takes every opportunity to improve subject knowledge through CPD offered through specialist organisations (for example the Food Teachers Network). Further support is provided by a full-time technician who has a background in the food industry as well as having been a learning support assistant at this school.

Subject matter is planned and structured to promote advancement of skills and knowledge and is delivered clearly. Knowledge is embedded through the use of discussion, ppts, textbooks and classroom displays.

Students are asked to memorise spellings of keywords and to use knowledge organisers to practice recalling facts. They are required to use keywords in all work that they produce. The work that is given to students is fully differentiated and demanding, requiring all students to stretch and challenge themselves. Homework will be set in-line with school policy and will at times include exam-style questions.

Students will be assessed through a written examination and an assignment in their second year of study.

Impact:

Students will develop a range of skills which will make them desirable to a range of employers:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management

In addition to being desirable to employers, these skills will help students in their ongoing studies throughout the school and in their general day-to-day lives.

In the second year of this linear course, students will be assessed through a written examination and an assignment. Unit 1 will be assessed through a written exam, which is worth 40% of the qualification. Assessment of Unit 2 is through completion of an assignment where students will plan and prepare a menu in response to a brief. This will be worth 60% of the qualification and will take 12 hours.

Upon successful completion of this technical award, students may choose to go onto an apprenticeship programme or continue their studies. There are a variety of educational opportunities at college and university levels.

All students will achieve the best possible outcomes in line with their personal and educational needs as well as in regard to their age.

Subject: Design & Technology

Year Groups: 9 & 10 (GCSE)

Intent

Year 9 students focus on three main strands of learning through the first two terms.

1. Practical manufacturing skills and confidence building in using a wide variety of tools and equipment and software-based design learning.
2. Focused practical projects in which students are able to develop key NEA communication skills. Key areas include:
 - Research and task analysis
 - Understanding how to write brief and specifications
 - Communicating and presenting design concepts through drawing methods and technical drawing
 - Use of CAD/CAM
3. Use of revision materials in consolidating knowledge learnt in the projects through the use of online revision apps and individual tests completed at key points of the learning to establish success of understanding and initiate intervention if need be.

Implementation:

These three areas are achieved as follows:

Students undergo **3 main practical outcome-based projects** in Year 9. These are predominantly focused on giving them a variety of opportunity in developing their skills in all the major area which are necessary to be successful in the coursework element.

The projects currently being used for 2022-2023 are:

Product Design – Resistant Materials option:

Winter Half Term 1 Phone amplifier Design and Make task
Winter Half Term 2 Batch production Enterprise project (DT based Christmas Fair)

Spring Half Term 1 Metal working 'bottle opener' design and make task/
Spring Half Term 2 Mock NEA practice project.

Product Design – Textiles option:

Winter Half Term 1 E-Textiles Christmas decoration
Winter Half Term 2 Batch production Enterprise project (DT based Christmas Fair)

Spring Half Term 1 Textiles Clock Inspired by the Work of Others
Spring Half Term 2 Mock NEA practice project. (Shorts)

Impact:

- Key skills are built upon and developed through a practical, hands-on approach using the workshops to good effect and developing the student's individual creative skills and practical skills which are so important to success in the NEA
- Essential NEA skills are established in the students, to allow for greater independence in their coursework approach
- Establish a clearer prior learning relevance that benefits them directly as they work through the Year 10 course of study. This is mainly independent learning
- Development of up to date and industry relevant software and CAD/CAM opportunities allow the students to achieve high quality elements into their coursework which command the higher mark bands – leading to better project scores and ultimately better overall outcomes in grades
- Students have a chance to develop 'lifelong' practical skills which are relevant to many different industries and vocational job opportunities.

Subject: Drama

Year Group: 9

Intent:

In Year 9 Drama our intention is to empower our students with the skills and knowledge required to be successful in all aspects of the final assessment outcomes in GCSE Drama, in preparation of them embarking on this in Year 10.

This curriculum has been planned to support students:

- in developing a greater range of vocal, physical and interpretive skills or design skills in the practical elements of their work
- with knowledge of a greater range of performance styles, devising techniques and Drama techniques which they can use to devise a performance
- with the skillset required to approach and realise a published text as actors, designers and directors
- in building on students' drama vocabulary from Key Stage 3 and ensuring they use a more sophisticated range of vocabulary appropriately (performance and design)
- in developing students' ability to analyse and evaluate their own work and the professional work of others (using PEE and PEEL where appropriate)
- further developing students' empathy, their understanding of a range of social issues and challenging their perception of the world
- developing confidence
- in instilling a love of learning and a love of drama
- in developing cross-curricular skills such as teamwork, communication and leadership skills

We intend for our curriculum to be inclusive and collaborative and seek to ensure that students at all levels are fully supported and challenged regardless of their additional needs or their social economic background. For these reasons we offer our students the opportunity to be supported down the Acting pathway, or Design route (set, costume, sound design).

The Year 9 curriculum has been sequenced to act as a bridge from Key Stage 3 to Key Stage 4, and to support and challenge students ensuring they are ready to undertake all of their final assessments in Year 10. The curriculum includes initially exploring smaller issue-based topics which are similar in format and style to Key Stage 3 at the start of the course, and support students in developing confidence and recapping key drama skills and techniques, whilst introducing them to a range of theatrical practitioners and their styles. Following this, students are taught the content to be covered in the written examination to allow them time to develop and embed their examination technique, and there are planned 'mocks' of all final practical examinations. Our intention with this is to fully support students in developing their knowledge and skills in this area as well as ensuring that they are confident in the process of preparing for the assessments in Year 10.

Implementation:

How the curriculum is implemented:

All teaching staff in the Department have a Drama related degree (BA Hons) and have a strong knowledge of the subject. The CL is an external examiner for GCSE Drama (Edexcel) and supports all staff in the Department to ensure students achieve their very best in line with the expectations set by the exam board.

All Departmental resources have been created internally and are regularly updated by subject specialist teachers to allow us to best meet the needs and interests in our learners, ensure they receive high quality lessons every lesson, and ensure students are ready by the end of Year 9 to

complete their final assessments when they begin Year 10. Subject matter is presented clearly, broken down into smaller chunks, and scaffolding is provided in all tasks (theoretical and practical elements) to support students in their learning. All elements of the curriculum have a practical element to foster a love of the subject, continually provide opportunities for students to develop their performance skills and ensure that the theoretical content is taught in a way that engages and appeals to our learners. The curriculum allows students to recap and build upon their learning at Key Stage 3 by providing opportunities for students to revisit the skills and techniques explored in Key Stage 3 and allowing students to study more challenging concepts such as exploration of practitioners, realising a professional performance as a performer, director and designer, and live theatre evaluation. This also ensures that our Year 9 students have the skills and knowledge required to be successful in their final outcomes in Year 10. Opportunities for verbal teacher feedback, and self and peer assessment are provided every lesson to support students in making progress and students receive regular written feedback on their assessed work in line with the school's marking policy. Class teachers use students' assessment outcomes to inform planning and target support and intervention.

Homework is set weekly and includes a variety of different tasks such as spellings, research, learning lines, additional rehearsals, character development exercises, and practise exam questions. Our homework builds upon and embeds the learning explored in the classroom, supports students in their memory recall of key subject content, helps students to improve their exam technique, and develops the self-discipline required to be successful in all areas of final assessment in Year 10.

Literacy is promoted in all aspects of students' learning. Students are challenged to use Drama vocabulary when self and peer assessing their work verbally or using written English, and the use of and presentation of spoken language is a vital element of students' practical outcomes. Reading is also fundamental to students learning. In Component 2 students must realise two extracts from a published play as a performer or designer, and in Component 3 student must study a complete published play in its entirety and respond to a number of questions explaining how they would realise a key extract from this text as a performer, director and designer. Due to the highly theoretical nature of GCSE Drama (70% of the course is theoretical) students have the opportunity to develop their written evaluative and analytical skills regularly in lessons and through homework by completing written self and peer evaluations and by answering practise questions.

Term by Term Overview:

1: Developing Skills and Techniques

Knowledge: Knife crime, teacher-in-role, role-play, thought-tracking, how to evaluate a performance using PEE as an extended piece of writing.

Skills: Devising skills, characterisation, improvisation, analytical and evaluative skills, communication, team work, confidence.

2: Introduction to Practitioners

Knowledge: Key practitioners; life, style, techniques, work, aims and intentions (Stanislavski, Brecht, Frantic Assembly), devising skills.

Skills: Improvisation, characterisation, devising skills, design skills, acting skills such as: clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance.

3: Devising

Knowledge: How to create a performance (style, content, form, characters), responding to a stimulus, devising techniques, Drama techniques, analysing and evaluating their work in light of their creative aims.

Skills: Interpreting a stimulus, improvisation, devising, characterisation, analytical and evaluative skills, written communication skills, design skills, acting skills such as: clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance.

4: Component 3 Section A

Knowledge: Knowledge of the set text; An Inspector Calls (characters, themes, plot, language, context), performer and design focussed terminology, how to communicate meaning and ideas to an audience as an actor, designer or director, how to structure answers to a range of exam questions using PEE or PEEL.

Skills: Acting skills, design skills, interpretive skills, analytical and evaluative skills, written communication skills.

5: Component 3 Section A / Mock Component 2

Knowledge: How to interpret character, dialogue, stage directions, style etc from a text as an actor or designer and how to apply a range of vocal, physical and interpretive skills and/or design skills to realise an extract. How to communicate effectively with an audience/other group members.

Skills: Characterisation, vocal and physical skills such as: clarity, pace, inflection, pitch, projection, use of space, gesture, stillness, stance, design skills, communication, interpretation, control, confidence.

6: Component 3 Section B

Knowledge: Knowledge of the live theatre performance explored; acting style, costume, set, lighting, sound, special effects, content, characters, context, plot, form, style, performer and designer focussed terminology, how to analyse and evaluate how effectively meaning and ideas have been communicated to an audience

Skills: Acting skills, design skills, interpretive skills, analytical and evaluative skills, written communication skills.

Impact:

By the end of Year 9, students will have built upon their range and competency in their application of vocal, physical and interpretive skills, or design skills and how these are used to realise their own devised work or the published work of others (a script). They will have knowledge of an increasing range of performance styles in relation to different practitioners and be able to demonstrate knowledge of how to approach a script as an actor, designer or director. They will also be able to devise their own work using a range of Drama techniques. All of which will be evident in their achievements in our internally assessed practical tasks which are set regularly throughout the year and their homework.

Students in Year 9 will be able to use an increasing range of Drama terminology effectively and have developed competency in their ability to analyse and evaluate a live performance using PEE (Point, Evidence, Explain) and PEEL (Point, Evidence, Explain, Link), and explain how they would use a wide range of performance and production elements to realise an extract from a play. This will be evident in their achievements in their end of Year 9 written mock paper and their homework.

Students in Year 9 will also have had the opportunity to develop a range of cross-curricular skills such as confidence, working as part of a team, communication and leadership skills.

This will ensure our Year 9 students have the skillset required to be successful when they begin working on their final assessment outcomes for GCSE Drama in Year 10.

Subject: DANCE

Year Group: 9 GCSE

Intent:

Students start Year 9 with some basic knowledge of dance as they have studied it in Years 7 and 8. Most students should be able to perform a phrase from start to end with reasonable performance skill, and link movements together and apply some choreographic techniques. The curriculum in Year 9 is designed to further develop these skills and support students in developing a knowledge of how to analysis dance works. To do this the curriculum covers each set work and this is delivered with both a practical and theoretical focus to allow students to fully embody what they are learning. Students will use prior knowledge of choreographic techniques and start to analyse these in the works they watch. They are then supported in applying performance and choreographic skills to their own creation of the work.

Students at the end of the year will be able to perform two learnt set phrases with confidence. They will be able to describe the production features and movement content of at least 3 set works and link their examples to the intentions of the work. Students will understand how to structure a long answer question for section B and C of the theory paper and will be able to attempt this independently.

The curriculum is sequenced to develop prior knowledge of performance and choreography through group work and analysis of set works. New knowledge of methods of writing are developed through discussion into paragraph into essay.

Send students are supported with full understanding of their needs and advised strategies to ensure they achieve their potential. Disadvantaged students are given access to resource when needed and lunch time clubs/ interventions ensure they have further support.

Implementation:

The subject is taught in Year 9 practically with a theoretical underpinning. The practical approach to the course ensures students maintain engagement and are able to effectively use the curriculum time to continue developing practical skills whilst learning the theory elements.

Students' memory of previous learning will be tested each lesson through starter activities, quizzes and questioning. This will ensure the retention of knowledge. Compare and contrast is used to recall previous knowledge and combine it with new knowledge whilst focusing on the written element of the course. Technique phrases and continued set warmups continues student's development of movement vocabulary and supports later choreographic ideas. Homework supports the theory element of the course and develops knowledge used in lessons through various written tasks.

Set phrase performance is developed slowly over the year developing key material into choreographic tasks. Students begin working on this aspect in groups, this is slowly reduced to twos by the end of Year 9 to build confidence performing alone.

Students take part in an intensive period in the summer term to learn the group piece. This gives them the chance to work with their group creatively for a sustained period of time which is linked to the working industry of dance.

Students continue their capital cultural education through learning about styles from different countries. Students start the year looking at capoeira which provides familiarity as it was studied in Year 8. This is used in a set work based on Brazilian samba culture.

Assessment happens every lesson through AFL, observation and the use of verbal feedback. Written assessments happen at the end of each set work and will be used to identify misconceptions in key areas. If this is set work based, it will be revised in a seek and sort lesson. If this is skill/ knowledge based, it will be covered in further detail when learning the next work. Written feedback is provided to support student's improvement.

Impact:

Students are able to structure answers to Section C and B questions and understand the skills required are performance and choreography. This will allow them to access the written examination with some confidence.

Students will be able to perform the set phrase confidently in a small group. The impact of both of these elements is assessed in an end of year mock style assessment. This will be used to plan for the next year.

Formal assessment of continual progress will measure impact over time. Whereas verbal feedback and student reflection will measure impact during each learning session.

Regular viewing of student's feedback on a whole department level assesses the impact across the department to look for consistency or issues arising. Regular learning walks and discussions with students measures the quality of work produced and whether progress is on track for that point in the curriculum

Subject: Media Studies

Year Group: 9

Intent:

- To increase student awareness of how meaning is created in media texts and that those meanings may be used to persuade people to respond in certain ways, such as adopting certain attitudes or values or engaging in purchasing, using or producing media texts
- To explore how different people interpret meaning in different ways according to their own circumstances and experiences and the value of all of these
- To build understanding of how media has evolved over time and examine historical context to highlight how people of different ages in society consume and use the media and identify the value of all of these
- To develop understanding of how differing social groups of people are represented by the media and evaluate favourable and unfavourable representations and reasons for these
- To support and challenge all students of all abilities and all backgrounds to achieve their best and fulfil their potential
- To inspire students to learn more about the industry as a whole and consider career options in the media
- To encourage independent learning and creative thought through the creation of their own media coursework with the utilization of ICT skills
- To encourage questioning minds and independent learning through developing analytical skills in exploring how media texts are constructed and understood
- To build confidence in their own ability through analysis of unseen texts and exploration of the value of differing interpretations
- To increase the cultural capital of students by introducing them to more demanding or niche media texts with which they would not normally engage.

Implementation:

Media Studies teachers have good knowledge of the subject and courses taught and have studied Media at degree level. They reflect on previous knowledge and ideas in view of technological developments and changes in media products, keeping up to date with industry developments.

All schemes of work are written by subject leaders and are constructed in response to guidance from the exam board and AQA training courses. The schemes of work are divided by topic with each topic focussing on a specific media form with close study media products to be examined as examples of these forms.

Lessons are clearly structured and broken into sections with a clear focus and task. Discussion of ideas and interpretations as a whole class is encouraged as well as group and paired work. Teachers model responses and answers and correct any misunderstandings in discussion as students' progress.

Lessons build on students' prior learning by using quizzes and questioning of previous knowledge to promote effective memory recall and move students forward. The work set is demanding and guides students to make good progress and achieve aspirational targets in preparation for public exams. Wall displays in classrooms show exemplar work by students, real media products for study and key words and terminology. These are referred to frequently during lessons and provide a visual cue for students.

Students complete a written assessment at the end of each taught unit to assess learning and identify any needs for revision resources or materials. During lessons progress is assessed through informal peer assessments, teacher questioning, self-assessments with teacher guidance and informal verbal feedback from the teacher. Along with formal written marking of work this assessment informs planning of subsequent lessons, their content, pace and challenge as required by groups of students. Schemes of work may be adapted as necessary. Intervention sessions are provided after school for students who need extra support.

Students complete a coursework project using prior learning of relevant media forms from lessons. They develop their ICT skills using programs such as Photoshop, Publisher or Wix to create their project. Teachers model work, provide examples and refer to real media products in identifying conventions to be applied in work. This allows students to implement what they have learnt in theory in a practical project.

Over the course of the year's study students build their knowledge and understanding of media language, industry, audiences and representation in different media forms and contexts. These areas of study are the focus for each unit of work and develop the students' depth of understanding as well as breadth of knowledge from one media form to the next.

Good literacy is encouraged through teaching and assessment. All Media Studies teachers are also English teachers and formal written assessments give specific areas for improvement in literacy, where necessary. Teachers promote correct spelling and use of ambitious vocabulary through use of written and spoken language in lessons. Development of a wide use of effective vocabulary and subject specific terminology is encouraged through homework tasks studying terminology and informal quizzes.

Impact:

Students develop detailed knowledge and skills during the year and achieve well. This is reflected in assessment results which show good progress and meet expectations for this stage of the course. They are ready for the next stage of the GCSE course and are well prepared for examination in the topics they have covered.

Students' work is of good quality, and they respond well to feedback about how to improve written work and their coursework project.

Subject: Travel & Tourism Tech Award

Year Group: 9

Intent:

Travel and Tourism will give learners the skills and confidence they need to progress into a vibrant, exciting career in one of the world's largest industries. Learners will gain an understanding of the importance of travel and tourism within the UK's economy and how the sector influences and connects many aspects of people's lives and livelihoods. They will develop greater locational knowledge and a sense of place and the why of where. Learners who perform well in this qualification will have achieved this intent and could consider this progression route as it can lead to employment in the travel and tourism sector.

Our intent is that students are given the opportunity to build knowledge in the travel and tourism sector that show an aptitude for further learning. They will acquire a broad base of information and skills that will motivate learners to engage fully with challenging study

Implementation:

Subject knowledge

This course builds on and uses the knowledge and skills learnt in GCSEs, particularly subjects including languages and maths. It is also complementary to the Geography curriculum as it allows students to apply their knowledge of place and develop a broader understanding of locations.

This course supplements other GCSE subjects as it gives the opportunity to apply knowledge, skills and the techniques learnt in practical ways such as through research and investigations.

Curriculum

The BTEC Tech Award in Travel and Tourism has been developed by Pearson to give learners at Key Stage 4 the opportunity to study one or more vocational areas as part of their curriculum. Learners are required to complete and achieve three components in this qualification:

1. Travel and Tourism Organisations and Destinations
 - a. Investigating the aims of UK travel and tourism organisations
 - b. Exploring travel and tourism and tourist destinations
2. Customer Needs in Travel and Tourism
 - a. Investigating how organisations identify travel and tourism trends
 - b. Exploring how to meet the needs and preferences of travel and tourism customers

Assessment

Learners will be assessed internally after completing each Learning Aim within each component. These will be in the format of an informal written paper with a variety of multiple choice and short answer questions. At the end of each full Component (all Learning Aims studied) students will undertake preparation for and complete formal coursework set by Pearson. The 2-year course will culminate in a final external assessment at the end of the course. This will be in the format of a formal written exam. Learners will be expected to work hard for their qualification and positive behaviours for learning will be encouraged to meet the demands of the course.

Impact:

The impact of our course will not just be measured in outcomes of exams. Student engagement can be seen by the teacher in lessons, during observations and class discussions. Uptake figures for the Tech Award are encouraging, suggesting that students are keen to expand their vocational experience and sense of place.

Attainment can be assessed through discussions and encouraging students to ask questions. Regular progress checks will allow an assessment of impact and ensures that the right level of challenge is being incorporated.

Subject: Psychology

Year Groups: 9 and 10 GCSE

Intent:

Psychology is a subject that gives an understanding of how to function effectively in the real world; to:

- understand why we behave as we do and how to communicate and work with others in wider society

In Psychology, we aim to deliver a curriculum which is accessible to all students, regardless of starting points OR prior knowledge-experience – we aim to be totally inclusive. We intend that students will develop confidence in a new subject at GCSE, extend their curiosity and thrive on their love of learning.

A specification driven intention enabling students to develop the ability to understand, apply, analyse, evaluate, and discuss psychological terms, concepts, research studies and explanations/approaches of human behaviour. Topics include Memory, Perception, Brain Development, Neuroscience, Research Methods, Social Influence, Language, and Contemporary Psychological Problems.

Implementation:

Students will apply their knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and research studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding human behaviour; this should lead to a respect for all through deeper compassion and empathy for the diverse behaviours displayed by others and the wealth of issues experienced.

Students will develop comprehension skills in listening and reading to a level where they are able to understand psychological terms and concepts. In writing, students will develop a working knowledge of how to structure answers to meet the AQA specification examination requirements.

Throughout their learning journey, students will have the opportunity to develop literacy, mathematical and science-based knowledge and skills, the knowledge acquired in their supporting GCSEs will be highly relevant to studying Psychology. Students will learn how to pay attention to detail, solve problems, analyse beyond face value, think 'out of the box'.

Impact:

Psychology can therefore lead to any occupation that involves working with or caring for others. More specifically, one can specialise in many areas and become: a teacher, a lecturer, an educational psychologist, a counselling psychologist, a therapist, a clinical psychologist, a criminal or forensic psychologist, a sports psychologist, or an occupational psychologist, to name a few professions. The skills learnt will enable students to enter the world beyond Sandy Secondary School as a good citizen and a perceptive, adaptive, and valued employee

Subject: Subject: Philosophy, Religion and Ethics (PRE)

Year Group: Form Time PRE

Intent:

At Sandy Secondary School Philosophy, Religion and Ethics, our curriculum is based on the Agreed Syllabus for Bedfordshire and Luton. It is an entitlement for all children and the school plans lessons to link with the termly topics.

Religious Education does not seek to urge religious beliefs on students or to compromise the integrity of their own beliefs by promoting one religion over another. The principle aim of PRE is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to questions, as well as develop responses of their own.

Our curriculum is underpinned by three main aims:

- 1) Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2) Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The curriculum is designed to enrich the cultural capital of our students to build on their prior knowledge of PRE and allow them to make connections, understanding and accept differing beliefs and express their beliefs in a tolerant and respectful way. Also,

The curriculum is created to support all students, the lessons and resources are planned with a high level of differentiation and support to enable all students to make progress and support that with additional needs.

All PRE materials are prepared by subject specialist staff and tutors receive training on how to deliver the PRE content on an annual basis.

Implementation:

All PRE lessons are planned by a subject specialist to support non-specialists in their delivery of the content. PRE is monitored by the subject leader throughout all year groups using a variety of strategies, such as booklet monitoring, lesson observations and student interviews to discuss learning and establish the impact.

The curriculum is underpinned by a discussion focused approach to provide students with the opportunity to reflect on their beliefs and the viewpoints of others. Each lesson has a knowledge focus with key words, activities, and guided discussion.

As a department we use booklets for each topic and students use their SMSC folders to store their previous work.

All lessons build on prior learning, the units of work require students to reflect on the previous units and ensure that knowledge is developed over time.

Literacy is embedded in the curriculum with key words, support for structured writing and an emphasis on high quality oracy and written English.

Impact:

At Sandy Secondary School we want the PRE curriculum to impact on students in the following ways:

- Extend their knowledge and understanding of religions and beliefs
- Extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- Deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- Explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

The impact will be achieved by providing students with challenging opportunities to:

- Appreciate the importance of religion in the lives of many people
- Grow in understanding of the influence of belief on behaviour, values, and attitudes
- Consider their own beliefs, values, and attitudes
- Consider religious perspectives on contemporary social and moral issues.

Subject: PE

Year Group: 9

Intent:

In Year 9 students will begin to refine their physical, social and emotional wellbeing through an engaging range of sport and physical activities. Development of student's physical literacy is key, with students assessed on the attitudes, skills and knowledge or becoming happy, healthy and successful people through PE. This is achieved through experiencing a range of sporting activities within specific areas (invasion, net-wall, performing at maximum, accurate replication and striking and fielding).

Implementation:

At Year 9 we continue to ensure we offer a broad and balanced curriculum which gives students the opportunity to participate in a variety of different sports. Groups are split differently to offer competitive routes to those taking part in GCSE options alongside others who may opt for the more competitive route. We also offer more recreation routes. Within these sports the focus continues to be on developing a deep knowledge of the threshold movement skills and tactics which underpin all sports, such as throwing, catching and movement skills in team sports; forehand, backhand and footwork skills in net sports; and finally hitting, retrieving and tactical awareness in striking and fielding sports. But we now move towards more specific sports to ensure students have opportunity to apply these skills.

We also have a varied offer for our examined options ensuring that we are inclusive for all students who wish to follow a sports-based route in Key Stage 4. Whether students follow OCR sport, AQA GCSE PE or BTEC sport option they will receive 5 hours lessons over two weeks of high-quality teaching on top of their core PE lessons. The core PE lessons allow students to embed key knowledge and skills that are required to achieve. Students are taught in a variety of engaging ways to develop the key concepts and skills necessary with an emphasis put on creative, imaginative and interactional ways to learn.

Impact:

In Year 9 Core PE students will be able to speak with confidence about their physical literacy. They will be able to explain how physical competence, mastery and knowledge, and character and confidence impact on their sports performance and their overall health and wellbeing. The breadth and depth allow students to find an area of the curriculum which appeals to them and helps to promote a positive attitude towards having an on-going healthy and active lifestyle. This will also be supported by our wide extra-curriculum programme, providing a competitive and recreational sports pathway for our students both inside and outside the school via community links.

The long-term plans are developed to sequence learning in a way which flows across the key stage with each topic area leading into, and relating to the next, this ensure there is fluency of learning as opposed to discrete sections of unrelated content. For example, Physical training is always taught first as this underpins all links back to all other areas of the specification. This way students see the knowledge as a 'bigger picture' with clear context as to why each new piece of learning is required to be successful in the course.

Subject: Enterprise

Year Group: 9

Intent:

The purpose of the Enterprise curriculum is to broaden students' understanding of the world of Business and the variety of sectors that operate within this vast area. Whether students are intending to work in a role explicitly linked to business/enterprise, the course provides a basis of transferrable knowledge and skills that can be used in any aspect of daily life, from financial planning budgeting to presentation skills

The course encourages students to synthesise their own independent research of Enterprises provision both locally and nationally and critical analysis of this in written form during controlled assessments and a terminal exam at the end of year 10. Furthermore, there is an emphasis on presentation skills as students will need to 'pitch' their own ideas as part of their controlled assessment in year 10. Both numeracy and literacy skills are essential to successful study, including numerical analysis of financial planning to being able to express ideas clearly in both verbal and written form.

Implementation:

During Year 9 we spend the autumn term as an introduction to the course, with a baseline assessment based around a task from Component 1 within the first two weeks, so learners are clear what the course entails. This provides us with a platform to show how progress is made throughout the course. We hope to enthuse students, as often the subject is elected because it is not part of the national curriculum, yet students have an awareness of topics such as marketing and budgeting which can appear in subjects such as Maths, English and PSHE/SMSC on the national curriculum

The remainder of the autumn term focuses on the Delivery of Component 1: Exploring Businesses in preparation for the Pearson Set Assignment release in the February of the following term. Alongside the specification content, students will use literacy mats and scaffolding to begin to develop an effective writing style. Students will build their knowledge and have a practice in PSA

Students then move on to working towards Component 2: Planning and Presenting a Micro-Enterprise idea, where students will experiment with different assessment evidence including presentation, which is a mandatory part of the PSA that will take place in the autumn term of Year 10.

Homework is focused on summative assessment of class material or research which contributes to practice or the real PSA tasks.

We encourage students to draw upon their own experiences of local and national businesses/enterprises providers, using homework as an opportunity to research organisations that meet their own interests, or they have links to (such as a friend or family member who has their own business). We also hope to invite in professionals during the academic year and in relation to the identified industries in Component 1 so students can look at the practical application of ideas explored on the course.

Impact:

Detailed feedback will help learners to begin to feel secure their knowledge and know what expectations need to be met to secure or to progress to the next grade so that they can harness this with greater academic maturity in Year 10. By completing Component 1, students can also have a realistic understanding of their current 'working at' grade and 'bank' this result towards their final grade.

We hope that students enjoy their studies in enterprise as it is very different to the national curriculum that they have studied in school to-date, making students more aware of the world of business, and getting involved with initiatives (for example Young Enterprise) both in and out of school.

Subject: Health & Social Care

Year Group: 9

Intent:

The purpose of the health and social care curriculum is to broaden students' understanding of the professionals and organisations that work within the sector, as well as examine the different interventions these sectors may make throughout a person's lifespan.

Implementation:

- Students are taught the Key Concepts unit first, as a lot of students elect sociology despite having little understanding of what the discipline is about. Therefore, Key Concepts offers a solid introduction into themes such as socialisation, social control and nature/nurture. In addition, we also introduce the theories early on so that students appreciate the theoretical nature of the subject, which are assessed in a baseline essay
- Beyond the Key Concepts unit, we follow a 'theories first' approach to all other sociological topics, as this provides a solid platform for other issues within the topic
- Students are baselined in the first 2 weeks of the course to show their ability to understand initial key concepts of socialisation and structural theories, which is then used as a basis to track progress in subsequent topics. There is an end of topic assessment at the end of all topics, leading to a full Component 1 exam being sat at the end of Year 9
- Homework is focused on summative assessment or revision preparation for in-class assessments, where prior learning is frequently rehearsed by time exam question practice
- We encourage students to draw upon their knowledge of current affairs so they can apply their sociological imagination to real life issues. Historically we have used examples such as Marcus Rashford and Civil Partnership Act as recent issues where sociological theories and concepts are applied.

Impact:

- Detailed feedback will help learners to begin to feel secure their knowledge and know what expectations need to be met in order to secure or to progress to the next grade so that they can harness this with greater academic maturity in Year 10. By using end of topic assessment to focus on specific exam papers, as well as timed practice in class, students will have opportunities to develop revision resources throughout the course. This should help students to build a picture cumulatively of what their current 'working at' grade is
- We hope that students enjoy their studies in sociology as it is very different to the national curriculum that they have studied in school to-date, making students more socially, politically and culturally aware of the society around them, and begin to express informed ideas to contemporary societal issues and problems.

Subject: Sociology

Year Group: 9

Intent:

The purpose of the sociology curriculum is to broaden students' understanding of the social world, to help them to make sense of their own experiences and develop empathy when considering various socio-economic groups. It encourages discussion, thought and debate of differing theoretical perspectives and how this links to policies beliefs and influences that exist globally today.

The curriculum itself also encourages students to find empirical research and contemporary examples within society to apply their knowledge in order to develop their social science imagination.

In addition, the aim of sociology encourages students to synthesise arguments verbally but emphasising the importance of doing this in written form, in order to achieve at the end of the GCSE course. Students' abilities to do this across the range of topics on offer is tracked through end of topic testing and mock series. Furthermore, building literacy is also an essential part of being able to develop successfully as a GCSE Sociology student, through developing an effective essay technique as well as fluency in sociological terminology.

Implementation:

Students are taught the Key Concepts unit first, as a lot of students elect sociology despite having little understanding of what the discipline is about! Therefore, Key Concepts offers a solid introduction into themes such as socialisation, social control and nature/nurture. In addition, we also introduce the theories early on so that students appreciate the theoretical nature of the subject, which are assessed in a baseline essay.

Beyond the Key Concepts unit, we follow a 'theories first' approach to all other sociological topics, as this provides a solid platform for other issues within the topic.

Students are baselined in the first 2 weeks of the course to show their ability to understand initial key concepts of socialisation and structural theories, which is then used as a basis to track progress in subsequent topics. There is an end of topic assessment at the end of all topics, leading to a full Component 1 exam being sat at the end of Year 9.

Homework is focused on summative assessment or revision preparation for in-class assessments, where prior learning is frequently rehearsed by time exam question practice.

We encourage students to draw upon their knowledge of current affairs so they can apply their sociological imagination to real life issues. Historically we have used examples such as Marcus Rashford and Civil Partnership Act as recent issues where sociological theories and concepts are applied.

Impact:

Detailed feedback will help learners to begin to feel secure their knowledge and know what expectations need to be met in order to secure or to progress to the next grade so that they can harness this with greater academic maturity in Year 10. By using end of topic assessment to focus on specific exam papers, as well as timed practice in class, students will have opportunities to develop

revision resources throughout the course. This should help students to build a picture cumulatively of what their current 'working at' grade is.

We hope that students enjoy their studies in sociology as it is very different to the national curriculum that they have studied in school to-date, making students more socially, politically and culturally aware of the society around them, and begin to express informed ideas to contemporary societal issues and problems.

Subject: Level 2 BTEC Tech Award Creative Media Production

Year Group: 9

Intent:

In Year 9, it is our intent that students develop an understanding of media practitioners' work, and how techniques and technology are used to contribute to the creation of media products.

Each lesson is designed to allow for differentiation and stretch and challenge whilst supporting the needs of all users. Students will use Microsoft Office alongside Google apps to record their progress, this reduces the need for paper and allows students to work both at home and in school, it also supports the need to teach students how to access and use online services.

Implementation:

Term 1 - Component 1: Exploring Media Products	Term 2 - Component 1: Exploring Media Products	Term 3 - Component 2: Developing Digital Media Prod. Skills
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
<p>Learning Aim A: Investigate media products</p> <p>Media products, audiences and purpose</p> <p>Develop understanding of the relationship between media products, their audiences and purposes.</p> <p>Explore media products from each of the three sectors:</p> <ul style="list-style-type: none"> • audio/moving image • print • interactive • <p>Researching media products and practice using:</p> <ul style="list-style-type: none"> • Media research techniques • Contemporary (post-2000) and historical (pre-2000) media products • Context of production • Audience interpretation <p>LA A: Coursework Assessment - Task 1 - Use research techniques to select examples of media products from each sector that have approached a theme in different ways.</p>	<p>Learning Aim B: Explore how media products are created to provide meaning and engage audiences</p> <p>Develop understanding of how media products combine:</p> <ul style="list-style-type: none"> • genre • narrative • representation of people, places, issues and events <p>... to create meaning for audiences.</p> <p>Deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences.</p> <p>Focussing on techniques from one sector or combine techniques from across sectors</p> <p>LA B: Coursework Assessment - Task 2 -, based on the research relating to the theme, explores how different media products use genre, narrative, representation and media production techniques to communicate meaning to audiences.</p>	<p>Learning Aim A: Develop and apply media pre-production processes, skills and techniques</p> <p>Participate in workshops and classes to develop media planning and pre-production skills and techniques appropriate to one of the following media sectors:</p> <ul style="list-style-type: none"> • audio/moving image • print • interactive media. <p>Apply pre-production processes, practices, skills and techniques in response to a creative brief.</p> <p>LA A: Coursework Assessment: Task 1, Use media pre-production processes and practices to generate ideas and create pre-production materials</p>

Impact:

By the end of Year 9, students will have developed transferable skills, such as analysis and communication, which will help them to progress to Year 10 when they will create their own media product for a target audience.

Subject: GCSE Computer Science

Year Group: 9

Intent:

In Year 9, it is our intent that students develop an understanding of the fundamental concepts and principles of computer science. Students will analyse problems in computational terms through practical problem-solving experience.

Implementation:

Autumn Term 1		Autumn Term 2		Spring Term 1	
Knowledge & Skills		Knowledge & Skills		Knowledge & Skills	
Data storage – Numbers and Characters	<ul style="list-style-type: none"> Binary / Denary / Hexadecimal conversion Binary shift Character representation and its limitations Character sets 	Programming fundamentals and Practical Programming Skills	<ul style="list-style-type: none"> Variables/constants/operators/inputs, outputs/assignments Sequence / Selection and Iteration Arithmetic operators Boolean operators AND, OR and NOT Use of a high-level programming language. 	Additional programming technique	<ul style="list-style-type: none"> String manipulation Basic file handling operations Data storage. SQL 1D / 2D arrays Subroutines Random
Data storage – Images Sound Compression	<ul style="list-style-type: none"> Colour representation Colour depth and resolution Metadata storage Analogue sounds Sample rate Duration Bit depth 	Boolean logic	<ul style="list-style-type: none"> Logic diagrams using AND, OR and NOT Truth tables and logical operators 	Practical Programming Skills	Undertake programming task(s) using a high-level programming language.

Spring Term 2		Summer Term 1		Summer Term 2	
Knowledge & Skills		Knowledge & Skills		Knowledge & Skills	
Legal, Cultural, Ethical and Environmental issues	<ul style="list-style-type: none"> • Privacy issues • DPA 2018 • Computer Misuse Act 1990 • Copyright and Patents Act 1988 • Software Licences 	Primary storage (Memory)	<ul style="list-style-type: none"> • Why computers have primary storage • Key characteristics of RAM and ROM • Role of virtual memory • Virtual memory 	Embedded systems	<ul style="list-style-type: none"> • What embedded systems are • Typical characteristics of a range of embedded systems
Network Security	<ul style="list-style-type: none"> • Identify and prevent forms of malicious attack • Prevention methods 	Secondary storage	<ul style="list-style-type: none"> • Secondary storage devices/media and differences • Storage device advantages/disadvantages. 	Architecture of the CPU	<ul style="list-style-type: none"> • Stage of F-E-D cycle • Role/purpose of component during the F-E-D cycle • The purpose of registers.
		Computational Thinking	<ul style="list-style-type: none"> • Compression and its effects. • Advantages and disadvantages of compression 	Designing, creating, and refining algorithms	<ul style="list-style-type: none"> • Using pseudocode • Creating flowcharts
End of Unit Assessment		End of Unit Assessment		End of Year Mock Assessment	

Impact:

By the end of Year 9 students will be able to use computer science concepts to analyse problems in computational terms through practical experience of solving problems, including designing, writing and debugging programs.

Subject: Level 2 BTEC Tech Award Digital Information Technology

Year Group: 9

Intent:

In Year 9, it is our intent that students will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Implementation:

Term 1 - Component 1: Exploring User Interface Design Principles and Project Planning Techniques.	Term 2 - Component 1: Exploring User Interface Design Principles and Project Planning Techniques.	Term 3 - Component 1: Exploring User Interface Design Principles and Project Planning Techniques
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
<p>Learning Aim A: Understand user interface design for individuals and organisations.</p> <p>Understand the use of different types of user interface and how they vary across different uses, devices and purposes.</p> <p>Understand the varying needs of the audience and how they affect both the type and design of the interface.</p> <p>Understand how design principles provide both appropriate and effective user interaction with hardware devices.</p> <p>Understand the techniques that can be used to improve both the speed and access to user interfaces.</p> <p>Coursework Assessment: Task 1 - Complete a project proposal template using a project proposal brief, taking into consideration the purpose and audience, project requirements, user accessibility needs and any constraints.</p> <p>Use software to create a project plan using project planning and design methodologies and taking into consideration the project proposal brief and overall timescales for the project.</p>	<p>Learning Aim B: Be able to use project planning techniques to plan, design and develop a user interface.</p> <p>Understand the use of different planning tools and design methodologies that can be used to plan, monitor and execute projects.</p> <p>Understand project planning techniques used to develop a project proposal and project plan for the development of a user interface for a given brief.</p> <p>Understand how to produce an initial design using design principles</p> <p>Coursework Assessment - Task 2 - Design an initial user interface for four screens of a user interface that meets user requirements and user accessibility needs and other specific hardware and software needs and design considerations.</p> <p>Understand how to use a design to produce a user interface.</p> <p>Coursework Assessment: Task 3: Use initial design to develop a working prototype of the four screens of the user interface that meets user requirements and user accessibility needs.</p>	<p>Learning Aim C: Understand how to review the success of the user interface and the use of their chosen project planning techniques.</p> <p>Understand how to review the success of the user interface and the use of their chosen project planning techniques. Focussing on:</p> <ul style="list-style-type: none"> Strengths and weaknesses of a user interface. Improvements that could be made to the user interface to better meet the audience needs <p>Coursework Assessment Task 4: Review user interface and project planning techniques.</p> <p>Review will be against the following criteria – user requirements, ease of use, design principles and accessibility features.</p> <p>Suggest improvements to better meet audience needs.</p>

Impact:

By the end of Year 9, understand the project planning techniques that can be used to plan and deliver a project that meets a set of user requirements. Students will understand the different design principles that can be used to design effective user interfaces and how to apply appropriate project planning techniques to create a user interface that meets user requirements.