

# YEAR 9

## Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS AT

THOMAS  
ESTLEY  
COMMUNITY  
COLLEGE

# Our unique curriculum

*Taking full advantage of every learning opportunity*

At Thomas Estley, we understand that every child is different, with their own interests, experiences and ambitions; and that it is our responsibility as educators to ensure that every child has their own opportunity to shine.

We are proud to be recognised locally and nationally for our innovative and high-quality curriculum, with a process of ongoing review and improvement to ensure that we provide your child with the skills they need to succeed in school and beyond.

*The school has developed a broad and ambitious curriculum. It is organised in a way that helps pupils build on what they have learned previously ... The school is determined that all pupils are well prepared for living in modern Britain. Pupils learn how to keep themselves safe and healthy. They consider the importance of respecting diversity and fundamental British values. Visitors to the school help to broaden pupils' understanding of different faiths and cultures. (Ofsted, October 2024)*

Our curriculum intent has been built across four pillars:



## CURRICULUM INTENT STATEMENT

At Thomas Estley we believe in achieving success through great progress for all, building leadership and character together and strengthening wellbeing together. We believe that we are a community with a responsibility to work together as a team to progress these aims.

We believe that no young person should be disadvantaged through lack of money or low parental aspiration. We believe that every young person should have access to a challenging and high quality curriculum, which opens doors and embeds opportunities to consider and work towards routes into higher education and the whole range of available and appropriate career pathways. We believe that this includes opportunities to build leadership skills and to develop character at a level which is commensurate with the best state and independent schools, within an inclusive community.

We believe that every child, regardless of gender, prior attainment, individual needs and level of advantage, has the right to make good progress towards challenging targets within a knowledge-enriched curriculum which grows cultural capital and vocabulary for success, independence, resilience and the ability to retain, transfer and employ knowledge and skills across a variety of contexts.

We believe that no young person's learning should be adversely impacted by low wellbeing and self esteem - either their own or another's - and that we should work to remove and minimise barriers to wellbeing at both whole college and personalised levels.

This booklet has been created to provide you with an insight into some of the classwork that your child will be doing this year. It compliments the wide range of additional clubs, activities, projects and opportunities that are available for your child to take part in throughout the year. You can find up-to-date information on these on our school website: [thomasestley.org.uk](http://thomasestley.org.uk).

With warm regards

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# Art and Design

Subject leader: Mrs E Strudwick			
	Groups	Focus (rotational courses)	Assessment
During the academic year	Mixed ability	Urban Art	Interim Assessment and target setting during design development stages of each course  End of project knowledge and skills assessment  End of key stage level
		<ul style="list-style-type: none"> <li>• Drawing skills</li> <li>• Artist analysis</li> <li>• Painting skills under drawing skills</li> <li>• Composition development</li> <li>• Developing understanding of GCSE Art, craft and design assessment objectives</li> </ul>	

# Social Studies (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	Topic 1 - Drugs and Gangs Topic 2 - Good Vs Evil Topic 3 - Relationships	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring			
Summer			

# Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
Computing lessons equip learners with the tools and skills needed to make informed decisions in this ever-changing world. Students use computational thinking and creativity to prepare them to become digital citizens. Learners focus on one topic each half term.	Mixed ability	<ul style="list-style-type: none"> <li>• Cybersecurity</li> <li>• Programming in Python</li> <li>• Introduction to coding through Kodu</li> <li>• Control systems with Flowol</li> <li>• Graphics</li> <li>• Creating Media Animations</li> </ul>	End of topic assessment at the end of each unit

# Design and Technology

Subject leader: Mr B Serridge			
	Groups	Focus (rotational courses)	Assessment
These are some of the topics that may be covered depending on which rotation the student is taking at what time	Mixed ability	<b>Textile design</b> Cross over bag project with own Logo design	Interim assessment and feedback throughout the project. GCSE style questions though the units of work. End of unit Tests.
		<b>Food Preparation and Nutrition</b> Advanced food safety and preparation	
		<b>Resistant materials</b> Sustainable hand-held game Core Principles	
		<b>ADT Core</b> Core technical principals of DT, sustainability, Engineering & Maths	

# English

Subject leader: Ms E Little			
	Groups	Focus	Assessment
Autumn	Set by ability	Rhetoric and <i>Romeo and Juliet</i>	Persuasive writing assessment - application of rhetoric  Formal reading/ comprehension task
Spring	Set by ability	The Industrial Revolution and <i>Hard Times</i>  Animal Farm	Letter writing assessment (assessment fortnight task)  Formal reading assessment/essay writing practise
Summer	Set by ability	Blood Brothers	Creative writing assessment - in line with GCSE tasks for English Language paper 1  Formal reading assessment/essay writing practise

# Geography

Subject leader: Ms R Acton Slaney			
Year 9	Groups	Focus	Assessment
Autumn	Mixed ability	Tectonics	End of Unit Assessment
Autumn		Globalisation	End of Unit Assessment
Spring		Urbanisation	Year 9 Exam
Spring		The Middle East	End of Unit Assessment
Summer		Climate Change and Energy	End of Unit Assessment
Summer		Climate Change and Energy	End of Unit Assessment

# History

Subject Leader: Mr R Ford			
	Groups	Focus	Assessment
Autumn	Mixed ability	The First World War	Assessment is done half termly with questions focused on a second order concept  Knowledge tests are done twice within each unit
		Votes for Women	
Spring		The Rise of Hitler & the Nazis	
		The Second World War	
		The Holocaust	
Summer		Tower of London Depth Study	



# Mathematics

Subject leader: Mrs R Taylor			
	Groups	Focus	Assessment
Autumn	Streamed by ability	During each term, we cover topics from each of the six areas of maths: <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Geometry</li><li>• Statistics</li><li>• Ratio &amp; Proportion</li><li>• Probability</li></ul>	Autumn-term assessment
Spring			Mid Year Examination
Summer			End of Year Examinations
<ul style="list-style-type: none"><li>• Pupils will have access to Dr Frost maths for homework and revision.</li><li>• Pupils need a scientific calculator and geometric equipment for every lesson.</li><li>• Students will also sit a personalised 'weekly skills' test each week that is matched to their ability.</li></ul>			

# MFL (Modern Foreign Languages)

Subject leader: Ms Closier			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>French:</b> <ul style="list-style-type: none"> <li>• Saying where you live</li> <li>• Describing what you can do in your town</li> <li>• Talking about your past/future weekend plans</li> </ul> <b>Spanish:</b> <ul style="list-style-type: none"> <li>• School (subjects + opinions)</li> <li>• Describing my town/where I live</li> </ul>	Students will complete a mini assessment at the end of each unit, comprised of 2 or 3 skills.  By the end of the summer term students will have been assessed on all of these skills: <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Answering questions aloud</li> <li>• French – English translation</li> <li>• English – French translation</li> <li>• Reading comprehension</li> <li>• Listening comprehension</li> <li>• Writing</li> <li>• Dictation</li> </ul>
Spring		<b>French:</b> <ul style="list-style-type: none"> <li>• Describing a typical day at school/ the subjects you study/ school rules</li> <li>• Talking about your future plans</li> </ul>	

		<b>Spanish</b> <ul style="list-style-type: none"> <li>Holidays (Past tense)</li> <li>Technology</li> </ul>	
Summer		<b>French:</b> <ul style="list-style-type: none"> <li>Describing a typical day in the present, past and future</li> </ul> <b>Spanish:</b> <ul style="list-style-type: none"> <li>Free time (Films and music)</li> </ul>	
Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.			

## RE (Religious Education)

Subject leader: Ms D Struck				
Ethics, Philosophy, and Worldviews				
Term	Unit Title	Core Content	Skills Focus	Links to AQA GCSE
Autumn	The Problem of Evil and Suffering	Theodicies, responses to suffering, free will	Philosophical analysis	Christian responses - Paper 1 and Theme C
Spring 1	Moral Decision-Making	Utilitarianism, situation ethics, conscience	Application to issues	Themes B, C, D
Spring 2	Life After Death	Beliefs in Christianity, Islam, Humanism	Comparative argument	Core to Christian and Muslim beliefs
Summer	Religion and the Environment	Stewardship, dominion, responsibility	Ethical reasoning	Theme B: Religion and Life

## PE (Physical Education)

Subject leader: Ms D Bancroft			
	Group	Focus	Assessment
Activities taught in rotation throughout the year	Mixed ability Single Sex groups	<ul style="list-style-type: none"> <li>• Team Building</li> <li>• Volleyball</li> <li>• Cross Country</li> <li>• Table Tennis</li> <li>• Netball</li> <li>• Football</li> <li>• Basketball</li> <li>• Football</li> <li>• Athletics</li> <li>• Rugby</li> <li>• Striking and Fielding</li> <li>• Tennis</li> <li>• Handball</li> <li>• Options</li> </ul>	All sports are assessed during and at the end of each unit

## Science

Students will start there GCSE science course approximately half way through year 9.

Subject leader: Mr R Comer			
	Groups	Focus	Assessment
Topics taught over the academic year	Mixed ability	<ul style="list-style-type: none"> <li>• Biology - Animals - Breathing, respiration and health</li> <li>• Chemistry - Metals - Reactions and reactivity</li> <li>• Physics - Movement &amp; work - Energy, speed and pressure</li> <li>• Biology - Inheritance - Genetics, evolution &amp; selective breeding</li> <li>• KS4 Biology - Cell biology</li> <li>• KS4 Chemistry - Atomic structure &amp; the periodic table</li> </ul>	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

# Year 9 Module Week - Money and Health Matters

Each year, we take a break from the regular academic curriculum in order to diversify our students' learning experiences beyond that which is required of us through the compulsory National Curriculum. The purpose of Modules week is to provide a co-curriculum that addresses age-important topics and complements of our leadership and character curriculum.

## Module week themes

- Year 7 - Community and Enterprise
- Year 8 - STEM (Science, Technology, Engineering and Maths)
- Year 9 - Money and Health Matters
- Year 10 - Wellbeing and Resilience for Success
- Year 11 - Future Pathways

## Learning objectives for our year 9 module

Students will look at how money is used in real life contexts

- Calculating Income Tax and National Insurance
- Housing including calculating mortgage rates
- Budgeting for a weekly shop
- Holidays
- Obtaining credit
- Students will consider the different cultural and financial circumstances that would affect decisions about each of these topics
- Sexual health
- Avoiding substances abuse
- Keeping my body healthy

# Year 9 Specialisms

Our Specialisms afternoon is an exclusive programme developed at Thomas Estley as part of our Leadership and Character curriculum. The programme, which runs throughout year 9, is designed to prepare our students develop as independent and confident learners who can apply personal learning and thinking skills (PLTS) across the curriculum and begin to prepare themselves for life beyond the school gates. All aspects of the Leadership and Character curriculum will be covered through a variety of contexts, and we allow students to indicate which of these most interest them. The courses students can choose from are;

- Arts Award
- Computing/Programming
- Dance
- Enterprise Challenge
- Theatrical Performance
- Musical Performance
- Sports Education
- ASDAN Projects (Invite only)
- Language Leaders (Italian)

# Home Learning

Learning takes place inside and outside of the classroom. All teachers will regularly set planned differentiated, meaningful homework for their classes in line with the school policy. Homework will provide students with opportunities to: extend, develop and practice what was learned in class; acquire the ability, confidence and organisational skills to work independently; work at their own pace and ability level; prepare for work in class.

At key stage 3, students will be provided with a knowledge organiser on a termly basis. This will reflect the key knowledge for each subject, and facilitate the opportunity for retrieval and application of this knowledge.

Home Learning will be set using the online portal Satchel One . This can be accessed via computer or portal device, and parents will be given a separate pin to access also.

The basis of all homework at key stage 3 will be practice for a retrieval quiz, based on information from the knowledge organiser. This allows students to retrieve knowledge from last lesson, last week and further to help them with their long-term memory.

Whilst some homework will be specific short-term tasks related to a topic at that time, other homework will contribute to longer term tasks such as projects or portfolios of work.

As students move in to key stage 4, individual subjects will provide knowledge organisers and revision guides to help support students' learning and knowledge retention. Key stage 4 students will also be provided with a homework timetable and work will be set using the SatchelOne platform.

Key stage 4 homework will be focused on retrieval practice for subject knowledge and practice of GCSE skills and exam requirements for each course.

Visit our website for more information on home learning:

[thomasestley.org.uk/homework](https://thomasestley.org.uk/homework)