

# YEAR 9

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## Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS 

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 innovative, creative and unique curriculum is a major strength of provision that engages and motivates students... The imaginative, creative and highly innovative curriculum instils in students a real enthusiasm for, and enjoyment of, learning.”*

*(Ofsted, Jan 2019)*

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	Weird and Wonderful	Interim Assessment and target setting during design development stages of each course  Peer Assessment  End of key stage level
		<ul style="list-style-type: none"> <li>• Drawing skills</li> <li>• Artist analysis</li> <li>• Grid Method</li> <li>• Composition development</li> <li>• Developing understanding of GCSE Fine Art assessment objectives</li> </ul>	

# CRE (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Citizenship</b> Drugs	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring		<b>PSHE</b> Careers	
Summer		<b>RE</b> Rites of Passage	

# Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
<p>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.</p>	Mixed ability	<ul style="list-style-type: none"> <li>• Representations- from clay to silicone</li> <li>• Python programming with sequence of data</li> <li>• Cybersecurity</li> <li>• Physical Computing</li> <li>• Data Science</li> <li>• Creating Media Animations</li> </ul>	End of topic assessment at the end of each unit

# Design and Technology

Subject leader: Miss L Burnett			
	Groups	Focus (rotational courses)	Assessment
<p>These are some of the topics that may be covered depending on which rotation the student is taking at what time</p>	Mixed ability	<p><b>Textile design</b> GCSE Style Hat Project</p>	<p>Interim assessment and feedback throughout the project. GCSE style questions though the units of work. End of unit Tests.</p>
		<p><b>Food Preparation and Nutrition</b> Advanced food safety and preparation</p>	
		<p><b>Resistant materials</b> Sustainable hand-held game Core Principles</p>	

# Drama

Subject leader: Mr G Place			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>Working from different stimuli</li> </ul>	Formal level awarded each term  Self / peer / teacher assessments given during lessons
Spring		<ul style="list-style-type: none"> <li>Modern play texts extracts</li> </ul>	
Summer		<ul style="list-style-type: none"> <li>Bringing texts to life</li> </ul>	

# English

Subject leader: Mrs H Briggs			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>Twists in the tale: <i>Lamb to the Slaughter</i> / <i>Nightmare in Yellow</i></li> <li>Playscript - <i>Blood Brothers</i></li> <li>Classic literature - <i>Frankenstein</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading and comprehension/ analysis</li> <li>Non-fiction writing</li> <li>Creative writing</li> </ul>
Spring/ Summer		<ul style="list-style-type: none"> <li>Shakespeare - an overview</li> <li>Narrative writing</li> <li>WW1 poetry</li> <li>Global issues</li> <li>GCSE spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Reading and comprehension/ analysis</li> <li>Monologue writing</li> <li>Intro to GCSE analysis writing practice</li> <li>Non-fiction writing</li> <li>Speaking and listening</li> </ul>

# Geography

Subject leader: Mr P Schalkwyk			
	Groups	Focus	Assessment
Autumn	Mixed ability	Rivers	Ox-bow Lake End of Unit Test
Autumn		Coasts	Problem Solving End of Unit Test
Spring		Weather	Year 9 Exam
Spring		Development	Problem Solving End of Unit Test
Summer		Asia	Problem Solving
Summer		Tourism	Planning a Holiday

# History

Subject leader: Mr S Hancock			
	Groups	Focus	Assessment
Autumn	Mixed ability	Conflict in the Twentieth Century World World War 1 (inc Suffragettes)	GCSE style questions on topic areas
Spring		Conflict in the Twentieth Century World World War 2	GCSE style exam on WW1 topics GCSE style questions on topic areas
Summer		Conflict in the Twentieth Century World The Cold War and growth of International Terrorism	GCSE style questions on topic areas



# 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: Mrs S D Anderson			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>• French: My Health</li> <li>• Spanish: The world of work</li> </ul>	<b>French:</b> Students will be assessed once per term in listening, reading and writing; twice per year in speaking.  <b>Spanish:</b> Students will be assessed on the four skills once throughout the year.
Spring		<ul style="list-style-type: none"> <li>• French: The World of Work</li> <li>• Spanish: Health</li> </ul>	
Summer		<ul style="list-style-type: none"> <li>• French: My Holidays</li> <li>• Spanish: An adventure in Madrid</li> </ul>	
Students will study French for two lessons per week and Spanish for one lesson per week			

## PE (Physical Education)

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

## Science

Subject leader: Mr D Ansley			
	Groups	Focus	Assessment
All topics will be covered by all students by the end of the Summer	Streamed into ability groups based on completed assessments	<ul style="list-style-type: none"> <li>• Life - Animals</li> <li>• Life - Genetics</li> <li>• Metals - Reactions</li> <li>• Movement and Work</li> <li>• KS4 Biomimicry</li> <li>• KS4 Cell Biology</li> <li>• KS4 Atomic structure and 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

## 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.

All students at key stage 3 will follow a homework timetable and this will clearly state when this work is to be set. The work will be set using the online portal SatchelOne (formerly ShowMyHomework). 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.

In addition to this, students may also be given additional activities such as;

- Questions
- Research
- Flipped learning-students prepare in advance for the lesson
- Reading
- Extended writing
- Preparation assessments
- Consolidation of learning
- Practice examination questions / past papers
- Speaking and listening tasks
- Group work
- Preparing for a presentation
- Collecting information/evidence/artefacts
- Redrafting and improving
- Developing or extending work done in class

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.

Homework will be assessed. This can be done in a variety of ways:

- Marked by the teacher and feedback for improvement (WWW/EBI)
- Peer/self-assessment
- Orally/feedback during lessons/'show and tell'
- Through retrieval tasks

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://www.thomasestley.org.uk/homework)