



Year 9
Curriculum
Guide
2019-2020

INVICTUS
Education Trust



Curriculum Guide

Subject: Art

Year: 9

Key Assessment Information:

Assessment takes place each half term.

Content:

AUTUMN TERM

Theme – Food Unit 1. Drawing

Objectives - To develop drawing skills by recording from direct observation
To study an artist's work and develop new artwork
To control a range of media and techniques

Outcomes. - A series of observation drawings
A sketchbook of ideas, research and experiments

SPRING TERM

Theme – Food Unit 2. Painting

Objectives - To use observational studies to create effective compositions
To identify key characteristics in an artist's work and use/adapt them to create images
To learn to analyse images and record decisions and judgements through annotation

Outcomes. - Preliminary compositions
Painted studies

SUMMER TERM

Theme – Food Unit 3. Printing

Objectives - To control print media and tools
To explore the characteristics of an artist's work
To learn how to evaluate, modify and refine
To experience and control different processes and techniques
To create a series of controlled prints

Possible Outcomes. – Mono Prints & Block Prints

Teacher, peer and self-assessment are used throughout the project to analyse and develop students work. Progress sheets are used to record attainment and set targets for individuals.

One theme has been identified to allow an in-depth study of different aspects, processes and techniques. Also to explore the qualities of a range of media. As students will be working on a larger scale, time has been allowed for them to realise their ideas to an effective standard.

Homework will be set appropriate to the lesson tasks and from prepared homework sheets

Contact Details

Head of Department	School Email Address
Mrs. P.Strachan	pstrachan@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Core Studies (C9 / ICT)

Year: 9

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

Each unit contains an assessment focus using a variety of different software based on the unit.

Microsoft Excel, Microsoft Publisher, Microsoft Word, Adobe Premier Pro, Audacity, Adobe Animate, Adobe Photoshop

Assessments take the form of a report, Financial model, Presentation task, Poster design and Data analysis, Leaflet design, Movie, Podcast

Content:

By Term or Module

Core Studies combines ICT (Information, Communication Technology with PSHE (Personal, Social and Health Education) and Creative Media

Autumn Term

Digital Detectives:

Using information and communication technologies safely.

Understanding online safety issues.

Computer Risks

Malware

E-Commerce

Computer Legislation- The Data Protection Act/ GDPR

Digital Footprints

Adobe Muse- Creating a multipage website:

Website Features

Planning your website

Setting up a layout & page

Adding & tagging images

Adding Slideshows

Adding Hyperlinks

Adding Rollover Images

Adding Anchors

Adding Animation

Spring Term

Image Manipulation- Adobe Photoshop Advanced Course:

Applying, compositing, retouching and colour adjustments effects on photos.

Role of the Media & stereotyping.

Placing Text on an image

Mirror Image Effects

Layering of Images

Creating logo text and stroke effects

Careers & Future Plans:

Options

Using a range of websites to assist researching Careers

Reviewing Future Plans on Ello

Review and identify achievements, skills & qualities gained since last year

Explore current aspirations /relate own skills/ interests to particular career pathways

Summer Term**Creative iMedia Skill Building:**

Health & Safety on a computer

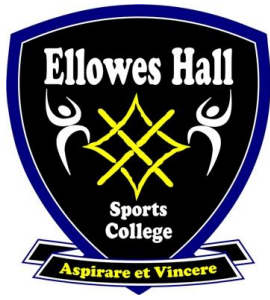
Considering target audience

Sources of information & referencing

Legislations

Contact Details

Head of Department	School Email Address
Miss S Jones	sjones@ellowes.dudley.sch.uk
Mrs O McEvoy	omcevoy@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Citizenship

Year: 9

Key Assessment Information:

There will be three formal assessments in Citizenship. Informal tests are left to the teacher's discretion.

Content:

Pupils will begin to study Citizenship for half of the academic year.

The study of citizenship is broken down into key concepts that aim to give students a better understanding of the country they live in.

Democracy – Developing the understanding of what a democracy is and developing the notions mutual respect and understanding in a modern democracy

Free Press – Understanding the reasons for and against a free press, and comparing to countries where the free press does not exist e.g. China and North Korea

UK Identity – A look at the groups that make up the society of the UK, including factors such as immigration, devolution, and migration

Brexit – What is it? Why did it happen? How will it effect the UK? Is it good or bad? We aim to address the answers to these questions

Human Rights – Developing a basic understanding of what human rights are and how they may conflict with other rights we have

Parliament – Investigating where power sits within the UK, with politicians or the monarchy, and evaluating the pros and cons of each

Active Citizenship – Understanding how action can enforce change and how students can become active citizens

Contact Details

Head of Department	School Email Address
J Horton	jhorton@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Computer Science

Year: 9

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency eg end of each half term, continuous).

Each unit contains an assessment focus using a variety of different software based on the unit.

Microsoft Excel, Microsoft Publisher, Microsoft Word, Microsoft Access, Python.

Assessments take the form of a report, Presentation task, Poster design and Data analysis, Leaflet design, Podcast or a formal theory exam which would follow the format of a typical Computer Science theory examination.

Content:

By Term or Module

What topic/skills and knowledge will be taught in each term/module. Include links to parent resources for each topic/skill if applicable.

Autumn Term

Practical Topics

App Development

Evaluation of apps currently on the market

Research techniques

App design

App development

Testing

Evaluating & Reflection

Theory Topics

The Fundamentals of Computer Systems

Health & Safety when using a computer

Different types of computers

Input & Output devices

Computer Hardware- the inside of a computer

The CPU

Von Neumann Architecture

Secondary Storage & Memory

System Software- The Operating System

Spring Term

Practical Topics

Algorithms

What is an algorithm

Flowchart symbols

Pseudocode

Flowol

BBC Microbits

Theory Topics

Networks

What is a network
Network Hardware
Types of Networks
Network Topologies
Network Protocols
The Internet
Network Security Threats

Summer Term

Practical Topics

Python

Inputting data in Python
Comments & annotation
Creating Variables
IF Statements
Python & Numbers
Python Turtle

Theory Topics

Computer Science In The World

Social Media
Censorship
Health & Safety
Environmental Issues
Computer Legislation
Digital Divide

Additional content taught throughout programming units:

Pseudocode
Algorithms
An introduction to flowcharts
Testing
Analysis

Contact Details

Head of Department	School Email Address
Mrs O McEvoy	omcevoy@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Dance

Year: 9

Key Assessment Information:

No official GCSE Examination or Coursework Assessment in Year 9.
Students will be assessed at the end of each unit and additionally for the three school assessment points throughout the year.

Content:

Autumn Term 1: Students will be introduced to safe studio practise and begin to develop performance skills. They will learn set dance material in dance styles linked to the GCSE Dance Anthology piece: Emancipation of Expressionism featuring street dance, hip hop and whacking. They will explore choreographic tasks set in these styles developing a group dance performance piece and appreciate professional work in these styles.

Autumn Term 2: Students will develop contact skills and safe execution, this will be linked to the GCSE Dance Anthology work: Artificial Things. Students will be set choreographic and appreciation tasks linked to this professional work, exploring ideas based on the themes used within this piece.

Spring Term 1: This term will focus on the development of contemporary dance skills. Students will use a set stimulus and props linked to the theme of refugees. Choreographic and appreciation tasks will develop students understanding of GCSE Dance set work: Shadows by Christopher Bruce

Spring Term 2: This half term students will explore a fusion of dance styles linked to GCSE Dance Anthology piece: A Linha Curva (Brazilian Carnival theme). This work will result in a group ensemble piece and appreciation of this work.

At the end of this term there will also be an opportunity for Year 9s to perform their work for the Annual Dance Showcase.

Summer Term 1: This term students will have an introduction to the Set Phrases for GCSE Dance and further development of technical skills and physical skills. They will also explore and appreciate duet choreography looking at Infra choreographed by Wayne McGregor and Within Her Eyes by James Cousins exploring the theme of relationships.

Summer Term 2: This term students will be 'Dancing Through the Decades'. They will learn and develop set phrases in dance styles from different periods in time, such as Lindy Hop/ Charleston/ Jazz.

They will be developing an understanding of historical context and appreciation linked to Musical Theatre.

Contact Details

Head of Department	School Email Address
Mrs Giles	rgiles@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Drama

Year: 9

Key Assessment Information:

No official GCSE Exams in Year 9 No official GCSE Coursework to complete in Year 9

Content:

Autumn Term: Students will begin the term looking a variety of Drama Practitioners. It is essential to learn about key Drama Practitioners to enable students to feel confident exploring different styles of theatre. Being able to write confidently about practitioners work is also essential, as it will boost their marks in the coursework aspects of the GCSE.

Student will then begin a 'Mini Mock' of Component 1. Component 1 is a devising component of the GCSE that consists of students producing a piece of drama based on a topic set out by their teacher. This mini mock will look at the topic of the 'Craig and Bentley.' Students will explore this topic through a number of set lessons then, begin to devise a short piece of drama inspired by the initial stimuli.

Component 1 also has a portfolio that documents the devising process. Students will produce a short mock portfolio that documents their devising process.

This mini mock will prepare them for the real Component 1 that will take place in Year 10.

Spring Term: Component 3 is a written examination. The written exam will be completed in the Summer term of year 11. However we will begin looking at the text in year 9.

The text that has been chosen is 'An Inspector Calls'. This term we will begin exploring this text practically. We will perform scripted extracts of the text and devise pieces based on the play. We will explore the role of the Inspector and Eva's Smith's life before she met the Birling family. This will enable students to really understand the text ready for the exam in year 11.

Summer Term: In the component 3 of the GCSE exam students will watch a piece of live theatre and then answer a question on the play in the exam. This term we will go and watch a piece of live theatre and complete a mock exam based on the piece of theatre that we have seen. We will explore the production elements used in the play such as 'lighting', 'costume' and 'sound' and analyse their impact on the production.

The second half of this term we will look again at the Drama practitioners. Students will create a variety of piece based on their styles and explore a range of different stimuli. This will allow students to implement their techniques in their own pieces and Drama throughout Year 10 and 11.

Contact Details

Head of Department	School Email Address
Miss H.Warren (Drama)	hwarren@ellowes.dudley.sch.uk



Curriculum Guide

Subject: English

Year: 9

Key Assessment Information:

In class assessments: These take place at the end of each half-term and are relevant to the current area of study to monitor progress. There are two writing assessments and four reading assessments.

End of Year Exams: Students will also sit both a reading and writing exam in the hall/gym for their end of year exams. This will help to give an overall view of what students can and cannot do and will help to put them in the relevant set for their next academic year.

Content:

By Term

Autumn Term: During this term, students be studying a range of extracts from the dystopian genre, including 1984, The Handmaid's Tale and The Hunger Games. Students will use these texts as a basis for their creative writing and will be working on both descriptive and narrative writing skills. Students will be taught how to write in the correct style, using challenging vocabulary and figurative language, as well as how to create an engaging structure, with accuracy skills continually embedded. For the second half of this term, students will begin their study of a novel. Higher ability students will study Catcher in the Rye, To Kill a Mockingbird or 1984, middle ability students will study Of Mice and Men and lower ability students will study The Boy in the Striped Pyjamas. Students will work on inference and context skills and will learn how to develop their responses into detailed answers, showing a good understanding of and making links to the time period.

Spring Term: During this term, students will continue to study their chosen novel but will now work on evaluation skills as well as context skills. Students will learn how to make judgements about a text and how to structure and develop their responses, whilst making links to the context of the novel. For the second half of this term, students will study transactional writing around a given topic: higher ability students will cover a range of current affairs, middle ability students will be focusing on the theme of violence in the community and lower ability students will focus on animal cruelty. Students will learn to create their own voice through their writing and to develop an argument with logical points, in a logical order, with accuracy skills continually reinforced.

Summer Term: During the final term, students will study the AQA GCSE Power and Conflict poems. They will work on understanding the poems, developing their explanations of ideas in the poems, identifying and explaining the effects of methods used in the poems and on comparing and contrasting ideas in poems. Higher ability and middle ability students will also be taught how to approach unseen poems, and will be tested on these, whereas lower ability students will focus solely on the set poems.

Contact Details

Head of Department	School Email Address
Rachel Ward (Director of Faculty)	rward@ellowes.dudley.sch.uk
Lucy Goldsmith (Head of KS3/ Second in Department)	lgoldsmith@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Food Preparation & Nutrition

Year: 9

Information:

Teacher, peer and self-assessment are used throughout the project to analyse and develop students' work. Assessment sheets are used to record attainment and set targets for individuals. Some practical outcomes will be photographed as part of their projects. End of project tests will be taken at the end of each term to measure progress.

Content:

Year 9 Food design, plan and make tasks: Fair Trade, Food Science investigations and Nutrition.

Note: In Year 9, the projects become slightly more advanced with students learning more about the scientific function and nutritional properties of ingredients, healthy eating and keeping food safe. Students will cook a wide range of predominately savoury dishes using a wide variety of staple and seasonal ingredients. They will further their culinary skills as an introductory to GCSE level.

Objectives

Knowledge and Understanding: Fully understand health and safety and apply it. Use sensory analysis to evaluate a food product. Evaluating food products to lead to improvements in taste and flavour. Analyse different food products using correct descriptive words. Understand the functions of ingredients and how-to problem solve if dishes go wrong. Understand and know that nutrients are important for the balance of good health. Know how to adapt a product to make it original or suitable to consumers' needs. Know how to cost dishes and find out the nutritional value of dishes made. Know how to carry out different forms of research in order to plan, design and create a viable product. Understand factors that may affect people's choice with ethical and moral issues.

Making: To further develop skills in baking and cooking to produce high quality products. Know how to prepare meats, fish, fruit, dairy and vegetables accurately using correct knife skills and safety practices. Be able to use more advanced finishing techniques such as coulis, feathering, marbling, piping and other garnish techniques. Know how to make a quality product, serve and display the outcome considering portion control and presentation.

Designing: Understand that products are designed to meet needs and consider what the designer and consumer's needs are to make the product successful. Know how to plan the making of a food product using written formats. Understanding that some creative and innovative dishes don't always have to be designed but can be created through experiment.

Outcomes: Every other week, students will create a type of food product either sweet or savoury to take home. Other practical lessons will include food science experiments. Students will have learnt a wide range of food preparation skills and finishing techniques throughout the project.

Contact Details

Head of Department	School Email Address
Mrs M Stobbart	MStobbart@ellowes.dudley.sch.uk



Curriculum Guide

Subject: French

Year: 9

Key Assessment Information:

Students will continue to develop their competence in communication in and understanding of French in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Studio 3: Bien dans sa peau

Body, health & fitness

il faut + infinitive

Near future tense

Studio 3: A l'horizon

Work, languages & future plans

Modal verbs

Conditional tense

Justifying ideas & opinions

Near future tense (he/she)

Spring Term

Studio 3: Spécial vacances

Holidays

Past tense + Conditional tense consolidation

Reflexive verbs

Studio 3 : Moi dans le monde

My rights and priorities

What makes me happy

Ethical shopping

Complex structures

Summer Term

GCSE Studio: Jours ordinaires, jours de fête

Daily life & special occasions

Modal verbs, Question words, 3 tenses

Consolidation and extension focusing on speaking skills

Homework will be set weekly to include vocabulary learning, practice exercises, listening, reading and grammar questions on Active Learn. Students will all be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn account with work to complete on a computer; this work is integral to our course and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

Contact Details

Head of Department	School Email Address
Mrs M Williams	mwilliams@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Geography

Year: 9

Key Assessment Information:

AQA GCSE Geography students will be assessed at the end of each unit of work studied and will complete a mid-unit assessment. Students will study three topics and will have 5 assessments in total.

Content:

Pupils will begin their GCSE course in Year 9.

Unit 1: The Challenge of Natural Hazards.

The aims of this section are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. As well as the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Unit 1: The Living World

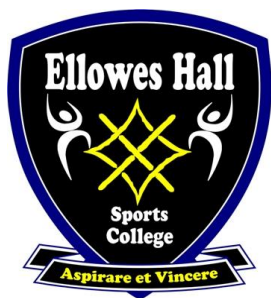
In this section students are required to study a range of ecosystems at different scales including Tropical Rainforests and Hot deserts. They will gain an understanding of how biotic and abiotic components interact, and the need for these fragile environments to be sustainably managed in the future.

Unit 1: Physical landscapes in the UK.

In this section students will gain a greater understanding of the UK physical landscape with a specific focus on river and coastal landscapes. They will gain an understanding of the physical processes that shape our land and the different management strategies used to protect these vulnerable areas.

Contact Details

Head of Department	School Email Address
S Davies	sdavies@ellowes.dudley.sch.uk



Curriculum Guide

Subject: History

Year: 9

Key Assessment Information:

There will be three assessments in history, including a formal examination. Informal tests are left to each teacher's discretion.

Content:

Pupils will begin their GCSE course in Y9.

Introductory unit: A review of historical skills and concepts that an historian requires. This doesn't involve anything that the pupils haven't studied before but is essentially a review and development of skills learnt in Y7/8. These include: the elements of an essay, evaluating sources for utility and reliability, understanding differing interpretations of the same event, chronology, identifying change and continuity and exploring the varied nature of causation. This should last up until November.

Unit 3: THE DEVELOPMENT OF GERMANY, 1919-1991: February-July.

This unit focuses on the key trends and turning points that have affected the development of Germany between 1919 and 1991. Pupils will be required to consider the developments, events and personalities, which have shaped the recent history of Germany. These will include Germany after WWI, the establishment of the Weimar Republic, the rise of the Nazis, conditions during WW2 and the restructuring of post war Germany including its economic development and re-unification of West and East. Pupils will be required to examine the major political, social, economic and cultural perspectives, which have affected the lives of the German people over the whole of this period.

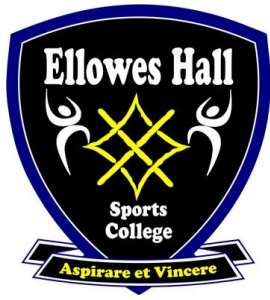
If time allows the following unit will begin in Year 9

Unit 1: Changes in Medicine and Health in Britain c500 to the present day.

This option focuses thematically on the main trends in the history of health and medicine. Pupils will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Pupils will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.500 to the present day. They should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points.

Contact Details

Head of Department	School Email Address
S Davies	sdavies@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Health Related Fitness

Year: 9

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the unit to analyse and develop a student's fitness.

Assessment sheets are used to record attainment and set targets for individuals.

Students will conduct a series of fitness tests and track progress.

Content:

During Year 9 students carry out a 6-8 week series of activities to develop fitness.

Objectives

- Understand training principles of FITT and the use of training zones.
- Understand the variety of training methods, plyometric training, interval training, fartlek training, speed training and continuous training.
- To promote fitness levels specific for a range of sports including x-country, handball, football, netball, rugby, athletics, badminton and table tennis.
- To develop an understanding of developing a personal training programme using a variety of reps, sets, weights, methods and activities.

Facilities

Sportshall, Fitness Suite, Astro turf, Playing Fields

Outcomes

- Students will develop their own cardiovascular fitness levels through the use of personal training.
- Students will gain an understanding of the FITT principle and a variety of training methods.
- Students will learn how to live a healthy and active lifestyle.
- Students will develop the ability to conduct a fitness training programme and monitor fitness levels.

Contact Details

Head of Department	School Email Address
Mr J Connor	jconnor@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Mathematics

Year: 9

Key Assessment Information:

Assessment:

This scheme is followed by the majority of the year group. There are support and extension versions depending on the ability of the pupil.

There will be assessment at the end of each half term testing the topics that have been taught. This is intended to help your son/daughter identify the areas of maths studied that they are good at and those which need further practise. It may also be used, along with teacher input, to reset students to ensure they make the best progress possible. They can revise from their books, or online with 'www.mymaths.co.uk'.

An end of year examination in June will consist of both calculator and non-calculator papers.

- Homework will be based on the topics covered in each module, as listed above.
- Homework will be set on a regular basis.
- They will be asked to complete an exercise, small open-ended task, or an online homework through 'MyMaths.co.uk', which helps to consolidate or develop the work done in class.
- 'MyMaths.co.uk' has lessons as well as homeworks. To develop independence, this should be one of the first places students look for help with homework, before asking peers, parents and teachers. There are also booster packs and fun games. So please encourage your child to use it at any time. They have a personal login to record anything they choose to do themselves.
- Please ask them what has been set and feel free to help them.

AUTUMN TERM

- | | |
|-------------------------------|---|
| Numbers and the number system | <ul style="list-style-type: none"> • use the concepts and vocabulary of prime numbers, hcf, lcm, prime factorisation, including using product notation and the unique factorisation theorem • round numbers and measures to an appropriate degree of accuracy • interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer |
| Calculating | <ul style="list-style-type: none"> • apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative • use conventional notation for BIDMAS, including brackets, powers, roots and reciprocals |
| Visualising and constructing | <ul style="list-style-type: none"> • measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings • identify, describe and construct similar shapes, including on coordinate axes • interpret plans and elevations of 3D shapes, use scale factors, scale diagrams and maps |
| Understanding risk I | <ul style="list-style-type: none"> • relate relative expected frequencies to theoretical probability • record describe and analyse the frequency of outcomes of probability experiments • construct and use theoretical possibility spaces with equally likely outcomes • apply the property of an exhaustive set of outcomes and of mutually exclusive events |
| Algebra | <ul style="list-style-type: none"> • use and interpret algebraic notation • simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices • substitute numerical values into scientific formulae • rearrange formulae to change the subject |

Exploring fractions, decimals and percentages

- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $7/2$ or 0.375 or $3/8$)

SPRING TERM

Proportional reasoning

- express the division of a quantity into two parts as a ratio; apply ratio to real contexts
- identify and work with fractions in ratio problems
- understand and use proportion as equality of ratios
- use compound units, change freely between compound units

Pattern finding

- generate terms of a sequence from either a term-to-term or a position-to-term rule
- deduce expressions to calculate the n th term of linear sequences

Investigating angles

- understand and use alternate and corresponding angles on parallel lines
- derive and use the sum of angles in a triangle

Calculating fractions, decimals and percentages

- interpret fractions and percentages as operators
- solve problems involving percentage change
- calculate exactly with fractions

Solving equations and inequalities

- solve linear equations with the unknown on both sides of the equation
- find approximate solutions to linear equations using a graph

Presentation of data

- interpret, analyse and compare the distributions of data through appropriate graphical representation involving discrete, continuous and grouped data
- use and interpret scatter graphs of bivariate data and recognise correlation

SUMMER TERM

Calculating space

- compare lengths, areas and volumes using ratio notation
- calculate perimeters of 2D shapes, including circles, name parts of circles
- know and use the formulae for circumference and area of a circle = πr^2
- know and apply formulae to calculate volume of right prisms (including cylinders)

Algebraic proficiency: visualising

- plot graphs of equations that correspond to straight-line graphs in the coordinate plane
- identify and interpret gradients and intercepts of linear functions graphically
- recognise, sketch and interpret graphs of linear functions and simple quadratic functions
- plot and interpret graphs and graphs of non-standard functions in real contexts

Understanding risk II

- apply systematic listing strategies
- record describe and analyse frequency trees
- use tables, grids and Venn diagrams for probability
- construct theoretical possibility spaces for combined experiments
- apply ideas of randomness, fairness and equally likely events to calculate expected outcomes

Measuring data

- interpret, analyse and compare the distributions of data through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)
- apply statistics to describe a population

Contact Details

Head of Department	School Email Address
Mrs H Boswell	hboswell@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Music

Year: 9

Key Assessment Information:

There are assessments every half term which are linked with each unit. These assess listening, composition and performance skills. There are 3 formal listening exams (one per term) in the style of a GCSE question.

Content:

Reggae Music

For this project students study the history of Reggae and its development through Ska and Rock Steady. Students learn to sing and play songs from these genres. They explore the rhythmic characteristics of Reggae and use the chord progressions studied in previous topics such as Hip Hop and Theme and Variations, which reinforces prior learning. Additionally they are given the opportunity to use new chords/keys and progressions. Students are assessed on the songs they have learned to perform and then complete a composition through the use of various instrumentation and/or computer sequencing software. Students then compile lyrics for their reggae songs with an environmental message. Extended work may include using additional instruments such as guitars and drums or practising changes of key.

Film Music

Students study the history of film music from its roots in silent movies at the start of the twentieth century to the present day. A wide variety of film genres are encompassed. Students are then required to choose a piece of film music to perform on the keyboard of which is assessed. In addition to this students complete a series of listening tests based on both visual and audio extracts which have a similar layout to the GCSE questions. Once this is complete students work in pairs on a composition. The piece must be both descriptive (based on a scenario) and include a Leitmotif (theme for a character). When composing the descriptive music and Leitmotif students are given the opportunity to use Garage Band or Logic sequencing software.

Musicals

For students planning to continue to study Music further, this project is an excellent opportunity for them to practise rehearsal skills in a solo and ensemble context. Vocalists will practise harmonising and singing more complex polyphonic music, whilst instrumentalists will be offered the opportunity to play and compose using their instrument of choice which they will continue to use at GCSE. This feeds in well to the practical components of GCSE Music where students perform and compose as 60% of the course. This unit also rounds off study of Music for those not choosing to continue at KS4, developing life skills such as presenting, communicating as a group, using technology, problem solving and basic writing skills. Students learn to perform a variety of challenging pieces from musicals that they will then record or sequence into Logic or Garage Band. As an extension task, some students may also start to compose music within this genre and record their final pieces.

Contact Details

Head of Department	School Email Address
Ms A Botham	abotham@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Core PE

Year: 9

Key Assessment Information:

Year 9 PE Exam – Training Methods and Application of the Principles of Fitness

Content:

Autumn Term

Football (dribbling, passing, spatial awareness, shooting)
Badminton (selecting strokes, rules of play, evaluating skills)
Rugby (passing, tackling, spatial awareness and tactics)
Basketball/Netball (dribbling, passing, rules of play and shooting)
Swimming (four strokes)

Spring Term

Football (passing, tackling, spatial awareness and tactics)
Fitness
Basketball/Netball (dribbling, passing, rules of play and shooting)

SUMMER TERM

Athletics (all track and field events)
Cricket (skills of batting, bowling and fielding)
Rounders (skills of batting, bowling and fielding)
Softball (skills of batting, bowling and fielding)

Contact Details

Head of Department	School Email Address
Mr J Connor	jconnor@ellowes.dudley.sch.uk
Mr L.Martin (Head of Boys)	lmartin@ellowes.dudley.sch.uk
Miss L.Muir (Head of Girls)	lmuir@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Photography

Year: 9

Key Assessment Information:

Assessment takes place each half term.

Content:

AUTUMN TERM Camera Basics, Photoshoot Practice and Free Choice Themed Project

Objectives - To develop camera skills by learning various modes and functions on camera
To research an artist's work and compare and contrast with images student's have taken.
To use a variety of techniques in a photoshoot setting

Outcomes. - A portfolio of evidence from project images, photoshoot set-ups and annotations
A portfolio of ideas, research and experimental photoshoots

SPRING TERM Full Project – Welcome To.....

Objectives - To research artist's that focus on Architectural and local surroundings, landscapes
To identify key characteristics in an artist's work and use/adapt them to recreate images using photoshop techniques
To learn to analyse images and record decisions and judgements through annotation

Outcomes. - A portfolio of evidence from project images and annotations
A portfolio of ideas, research and experimental photo editing to recreate work of the chosen artist

SUMMER TERM Strange and Distorted

Objectives - To explore the characteristics of an artist's work who have distorted images
To learn how to evaluate, modify and refine photos using a variety of techniques such as collage, computer and hand editing methods and various camera settings.
To experience and control different processes and techniques to create mixed media photographs, double exposure and joiners.

Outcomes. - A portfolio of evidence from project images and annotations
A portfolio of ideas, research and experimental photo editing to recreate work of the chosen artist(s)

Teacher, peer and self-assessment are used throughout the project to analyse and develop students work. Progress sheets are used to record attainment and set targets for individuals. One theme has been identified to allow an in-depth study of different artists and techniques. Homework will be set appropriate to the lesson tasks and from prepared homework sheets.

Contact Details

Head of Department	School Email Address
Miss A Anderson	Aanderson1@ellowes.dudley.sch.uk



Curriculum Guide

Subject: PSHE

Year: 9

Key Assessment Information:

There are no formal assessments in this subject.

Content:

By Term or Module

All students in Year 9 undertake a course in PSHE (personal, social and health education), Citizenship and Careers for one lesson per week.

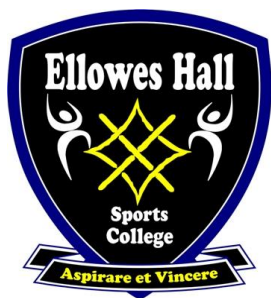
In the autumn term students will focus on the unit of physical health and mental wellbeing. Topics covered will consist of types of mental health, body image and media portrayal, healthy lifestyles, and first aid.

In the spring term, they will explore living in the wider world and careers. Topics such as extremism, radicalisation and knife crime will be covered. The careers focus will be on selecting GCSE options and preparing for securing a placement for work experience.

During the summer term, the emphasis will be on relationship education, looking at LGBT, sexting, exploitation, FGM and STI's.

Contact Details

Head of Department	School Email Address
Mrs A. Toro-Pearce Head of Careers, PSHE & Relationships	atoropearce@ellowes.dudley.sch.uk



Curriculum Guide

Subject: RE

Year: 9

Key Assessment Information:

Religious Education Following AQA Spec A GCSE Syllabus.
Each term a GCSE Assessment on each theme.

Content:

Autumn Term – Theme: Christian Practices and Beliefs

Objectives - To develop knowledge and understanding of Christian Beliefs and practices
For the GCSE Syllabus.

- The Nature of God
- The Trinity
- Christian Beliefs about Creation
- The incarnation
- The Crucifixion
- Resurrection & Ascension
- The afterlife
- Heaven & Hell
- Sin & Salvation
- The role of Christ in Salvation.

Outcomes - To develop an understanding on the role and implication of Jesus' life in Christianity. The implication of the Trinity and why resurrection, and salvation in Jesus is important to Christian community. To be able to use Biblical evidence when analysing sources.

Spring Term – Theme: Relationships and Family in Christianity & Islam.

- Christian teachings of human sexuality
- Sexual relationships before and after marriage
- Contraception
- Christian Teachings about Marriage
- Divorce & Re marriage Nature of families in the 21st Century
- Religious teachings on the purpose of families
- Religious attitudes towards gender equality.

Outcomes - To develop an understanding of the different Christian & Islamic beliefs

Summer Term – Theme: Religion & Life in both Christianity & Islam.

Outcomes - To develop, knowledge and understanding and beliefs on the following:

- The Origins of the Universe explore Big Bang theory
- Value of the world. Stewardship & Dominion.
- Use & Abuse of environment. Different types of resources.
- Use and abuse of animals. Attitudes to experimentation.
- Abortion. Explore religious beliefs
- Euthanasia. Explore religious beliefs
- Death & Afterlife. Religious beliefs

Contact Details

Head of Department	School Email Address
Mrs C Bennett	cbennett@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Science

Year: 9

Key Assessment Information:

In Science there will be a formal internal test done every half term for the whole cohort. This will be on all the content that has been taught before the test from September (cumulative testing). It will also contain skills they have developed over the course for example, data analysis, rearranging equations, interpreting graphs and calculations.

Throughout the year there will be teacher assessments done in class as part of the tracking process within the lesson.

Content:

By Term or Module

In Science we are following the AQA Scheme of Work. Here is a link to the specification: <http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>. The content is split between Biology, Chemistry and Physics and we will be imbedding working scientifically skills throughout the year.

Biology- *Cell biology, organisation and Bioenergetics*

Chemistry- *Atomic structure, periodic table, bonding, structure, properties of matter and chemistry of the atmosphere.*

Physics- *Matter, Energy and Waves*

Working Scientifically- *Designing Investigations, collecting data, processing and presenting data, drawing conclusions*

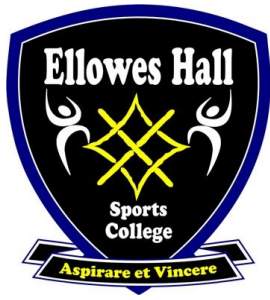
There are revision materials available to support year 9 throughout the course:

- <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- You tube
- Ello

Revision guides are available for £5.50.

Contact Details

Head of Department	School Email Address
Miss J Aston	jaston@ellowes.dudley.sch.uk
Mrs E Nicholls	enicholls@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Spanish

Year: 9

Key Assessment Information:

Students will continue to develop their competence in communication in and understanding of Spanish in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Viva 3: Somos así

Leisure & birthdays

Opinions

Present and near future tenses

Viva 3: Jóvenes en acción

Children's Rights & Environment

Comparative

Using the conjunction 'para'

Using the verb 'to be able to' – poder

Spring Term

Viva 3: Aventura en Madrid

Describing a past visit

Expressions with 'tener'

Superlatives

Past tense of key irregular verbs

Using 3 tenses

GCSE Viva: Mi vida en el insti

School life

Comparatives & superlatives

Negatives

Imperfect tense of key verbs

Summer Term

GCSE Viva: Mi gente

Social networks & relationships

Present continuous

Range of connectives

Ser v estar

Homework will be set weekly to include vocabulary learning, listening, reading and grammar questions on Active Learn. Students will be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn account where they will be set work to complete on a computer; this work is integral to our course and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

Contact Details

Head of Department	School Email Address
Mrs M Williams	mwilliams@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Travel and Tourism

Year: 9

Key Assessment Information:

In Year 9, students will study an introductory unit to the Travel and Tourism award which can be studied in year 10 and 11. Internal unit assessment will be conducted at the end of the unit.

Content:

One term introduction to the BTEC course.

The travel and tourism sector is one of the largest and fastest growing in the world. An understanding of this sector is essential for anybody looking to pursue a career in travel and tourism, and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry.

Do you know the major tourist destinations in the UK? And how they appeal to different types of visitors? Can you locate major UK airports? Do you know where other gateways, such as UK seaports, are located?

This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes.

Meeting different types of customer needs is a fundamental part of travel and tourism provision, so you will investigate the appeal of different types of UK destinations to different customer types.

Contact Details

Head of Department	School Email Address
J Marsh	jmarsh@ellowes.dudley.sch.uk