Introduction

Welcome to the Year 9 Curriculum Guide, which has been revised and updated to take into account changes which have occurred over the last year.

It is our intention that this Guide should serve as a handy reference for parents and carers who have queries about their daughter’s learning. This Guide includes all the subjects your daughter will be studying and we have divided the information into two sections: General Information and Curriculum.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in enrichment activities, from sports to music, from drama to public speaking events.

Your daughter will be taught all the National Curriculum subjects and in addition she will also learn to develop essential qualities and skills through our Curriculum. All classrooms are equipped with interactive whiteboards and teachers make full use of this equipment to enhance participation and engagement in lessons. Laptops and iPads are used as learning aids, for example by allowing visually impaired students to enlarge diagrams or text. Mulberry will be developing its Virtual Learning Environment (VLE) this year and this should provide further exciting opportunities to use technology to enhance the student learning experience.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Mr. D. Bailey and Ms. H. Pallet

Assistant Headteachers
Section 1:

General Information
Aims and Mission Statement

Our Philosophy

We believe that students can flourish at Mulberry. Each learner is valued and respected equally, enjoying the highest possible standard of education and the chance to participate in everything that we do. We aim to enable our pupils to become confident, creative and questioning young women who are able to lead and excel in what they do. They demonstrate this in a number of ways, including making their contribution to the way that Mulberry is run, understanding the learning process and accepting the responsibility for taking their learning forward. We encourage and support them to make a positive contribution to our community and British society, now and in their future lives.

1. Provide a stimulating learning and teaching environment in which every pupil enjoys her education, feels safe and secure and is able to fulfil her full potential

2. Promote high standards of achievement and academic attainment for all, enabling every pupil to leave Mulberry School academically-well qualified, with a breadth of experience that has allowed her to develop and enrich all her talents and aptitudes

3. Create a learning environment which meets the educational and social needs of every pupil equally, regardless of ability, aptitude, ethnic background or disability, and which positively provides for their physical and emotional requirements

4. Provide a challenging, broad and a balanced curriculum from Years 7-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including arts and international school activities

5. Assist pupils to become confident, creative and questioning young women with the ability to lead in and contribute to a diverse range of fields including work, political and social citizenship, the community and family life

6. Support pupils to become independent, life-long learners who can meet, with confidence, the challenges of a diverse, rapidly changing global society and the world of work

7. Develop positive links with parents/carers and our wider community through partnerships and by making available the schools facilities and resources for family learning throughout the year
8. Invest in the professional development of our staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, building a learning community for all.

In essence Mulberry School for Girls seeks to provide an educational experience which promotes confidence, creativity, leadership and learning for all young women. It also seeks to contribute to its wider community.

**Model of School Day**

**Monday, Tuesday, Thursday and Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.40am</td>
<td>Registration/Assembly</td>
</tr>
<tr>
<td>9.00am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.50am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.40am</td>
<td>Break</td>
</tr>
<tr>
<td>11.00am</td>
<td>Period 3</td>
</tr>
<tr>
<td>11.50am</td>
<td>Period 4</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Lunch/Enrichment Clubs</td>
</tr>
<tr>
<td>1.50pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>2.40pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
</tr>
</tbody>
</table>

**Wednesday**

This year the school day is different on every Wednesday. There are still 6 periods in the day but they are slightly shorter in duration. This change together with removing registration periods has allowed time in the afternoon for enrichment of the curriculum. We will run a wide range of study options from 1.30pm. These options will enhance our curriculum and aim to develop the independence and confidence that pupils will need to access the more challenging assessments that pupils will face in public examinations.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9.25am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10.05am</td>
<td>Period 3</td>
</tr>
<tr>
<td>10.45am</td>
<td>Break</td>
</tr>
<tr>
<td>11.05am</td>
<td>Period 4</td>
</tr>
<tr>
<td>11.45pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>12.25pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>1.05pm</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
1.30pm  Study Options or Home Study
3.30pm  End of School Day/Enrichment Clubs

**Year 9 Assembly takes place on a Tuesday**

For the Enrichment Club timetable, please check the school website or check your daughter’s planner. Wednesday study options are on the school’s digital platform, Mulberry Learn.

**Year 9 Tutor Team**

I would like to take this opportunity to introduce to you the team that will be responsible for your daughter’s academic and pastoral development during this very important year in her school career. I list below the Year 9 tutor team.

**Head of Year: Ms. H. Begum**
**Attached SLT: Ms. J. Skelhorne**

<table>
<thead>
<tr>
<th>Form</th>
<th>Form Tutor</th>
<th>Co-Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>9M</td>
<td>Ms. A. Diemehave (0.8)</td>
<td>Ms. A. Ezel (0.4)</td>
</tr>
<tr>
<td>9U</td>
<td>Mr. P. Henricksen (0.8)</td>
<td>Ms. K. Stark (0.8)</td>
</tr>
<tr>
<td>9L</td>
<td>Mr. R. Macdonald (0.8)</td>
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<tr>
<td>9B</td>
<td>Mr. J. Tomlinson (0.8)</td>
<td>Ms. A. Ezel (0.8)</td>
</tr>
<tr>
<td>9E</td>
<td>Ms. L. Kay</td>
<td></td>
</tr>
<tr>
<td>9R</td>
<td>Ms. F. Begum-Miah (0.8)</td>
<td>Ms. K. Stark (0.8)</td>
</tr>
<tr>
<td>9RA</td>
<td>Ms. P. Hussain (0.6)</td>
<td>Ms. N. Sahu (0.6)</td>
</tr>
<tr>
<td>9Y</td>
<td>Ms. M. Villar</td>
<td>Mr. T. Murphy</td>
</tr>
</tbody>
</table>

**Year 9 Learning Mentors: Ms N Bellinger**
School Policies

Home School Agreement

The school aims to ensure that all pupils are given equal opportunity to fulfil their potential. This agreement recognises the important partnership between parents/carers, pupils, governors and staff.

1. **CURRICULUM**

**School**
Mulberry School has a broad based curriculum, which satisfies National Curriculum requirements in which all pupils shall participate. Teaching staff for all subjects will be from both genders. Mulberry School is an Arts Specialist School.

Where there is a choice of subject, for example between History and Geography for Year 8 or for Options at Key Stages 4 & 5, pupils will be enabled to make a guided and informed choice. In making decisions about GCSE options in year 9, all pupils have a meeting to discuss their option choices. Some subjects will include fieldwork and other off-site activities which will take place in lesson time and be supervised by staff. This includes theatre trips, enterprise education, work experience and other National Curriculum work such as careers events.

**Parents/Pupils**
Pupils will participate fully in all aspects of the curriculum. All pupils are expected to participate regularly in dance at Key Stage 3, Study Support, National Curriculum trips and visits and extra-curricular activities.

2. **HOMEWORK**

**School**
Homework will be set each day in accordance with a planned timetable in order to support the progress and attainment of each pupil. Every pupil will be given a planner to record all homework given and assist organisation. Sometimes, pupils may be required to undertake Prep, supervised after school by qualified staff, if they are not making appropriate progress.

**Parents/Pupils**
Parents/guardians should check that pupils are completing their homework and sign their planner each week to indicate that this has been done satisfactorily. Comments are invited.
3. **CODE OF CONDUCT**

**School**
Mulberry school aims to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration and where all pupils can work undisturbed by others.

**Parents/Pupils**
All pupils are expected to show concern and consideration for others and this shall be reflected in their behaviour at all times.

Pupils are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential.

Parents are expected to co-operate with the school in matters of discipline and expectations.

4. **ATTENDANCE, PUNCTUALITY AND SCHOOL HOURS**

**School**
Pupils’ attendance and punctuality will be checked at registration a.m. and p.m., and at each lesson. Parents will be informed as quickly as possible of unexplained absence and any concerns reported to the Educational Social Worker. The school will keep up to date information of pupils’ addresses and telephone numbers. All this is to ensure the safety of pupils at all times.

Pupils will only leave the building or grounds with written permission from her Head of Year after parents have been contacted. Pupils are expected to report to the General Office to be signed out before leaving school during the school day. If returning to school before the end of the school day pupils must sign back in at the General Office.

Detentions – Normal school hours are from 8.45am to 3.30pm. However, pupils may be detained at the end of school until 4pm without advance warning being given. Parents/guardians will be notified in writing in advance of longer detentions. Detentions will be given for recurring lateness and reasons relating to conduct and work.
Parents/Pupils
Parents/guardians will comply with the Governors’ Extended Leave and Leave of Absence policy which does not allow such absences and ensure that their daughter attends school full time until the end of Year 13.

Pupils are expected to attend school each day unless there is a very good reason for being absent. A written explanation for any absence is always required on the day of return, even if parents have telephoned the school prior to this.
Pupils are expected to arrive at school on time for both sessions and for all lessons.

Personal information – Parents will report any change of address and telephone, or change in family circumstances, **immediately** to the Head of Year in order to update records and enable the school to contact parents/guardians.

5. **EQUIPMENT, UNIFORM AND PERSONAL BELONGINGS**

**School**
Lockers are provided with keys for pupils’ use and all reasonable care is taken to secure the safety of personal belongings.

Appropriate facilities and equipment are provided for all on-site activities and the National Curriculum.

Mobile phones should not be brought into school and if a pupil is seen using a mobile phone it will be confiscated and a parent/carer will need to come into school at the end of the week in order to collect the telephone. This also applies to iPods, MP3 players, digital cameras and any other electrical equipment

Some pupils will be provided with a laptop for use during school. This can be charged in pupils’ lockers. The laptop should never be removed from school. The laptop is the pupil’s responsibility and therefore should this be damaged the school reserve the right to ask for money to cover any replacement/repairs.

**Parents/Pupils**
It is essential that pupils come to school fully equipped for all lessons. This should include two pens, a pencil and a ruler, a calculator, a pocket dictionary and appropriate mathematical equipment.

Uniform and Physical Education kit are compulsory (see the school’s website for details). With regard to the enclosed uniform policy, pupils and parents should be aware that if pupils choose to wear a Mulberry coloured hijab it should be plain and not have any
tassels, decorations or sequins. No denim, leisure wear or leather should be worn at any time. Shoes should be flat, strong and supportive. Trainers must be worn for PE. Any hardship in relation to uniform may be raised with your daughter’s Head of Year. Uniform grants are available to families on certain benefits.

Jewellery must not be worn in school, except for small studs for pierced ears. This rule is for the safety of pupils and to safeguard against loss of property. If the rule is disobeyed the jewellery will be confiscated.

Pupils are responsible for all personal property. The school is not responsible for money or valuables as they should not be brought to school.

It is recommended that only small amounts of money should be brought in to cover the pupil’s daily needs. If it is necessary to bring a large sum of money to school, it should be given into the care of the Pupil Reception for safekeeping.

6. **THE ENVIRONMENT**

**School**
Mulberry school aims to maintain a safe secure, and attractive working environment.

**Parents/Pupils**
Pupils will ensure that the school is kept free of litter, graffiti and chewing gum.

**Homework Policy**

1. Regular setting and marking of homework are associated with good education and effective schools.

2. The completion of homework tasks should develop a student’s ability to work alone, to be self-motivated and well organised.

3. The setting of homework should generate a variety of worthwhile learning experiences which complement those at school, consolidating, extending and developing certain subject skills outside the classroom.

4. There should be a variety of homework tasks, within a coordinated framework, leading to a wider concept of homework. For all subjects, tasks will develop skills of researching, organising, writing, the reading of relevant materials and the enjoyment of reading.
5. Pupils should see the purpose and relevance of homework tasks set. These should arise naturally from, and lead to, classroom activities; they should be relevant and have a clear purpose.

6. Homework should not just be a time to finish off uncompleted classwork.

7. Students with language and learning needs, who require differentiated learning resources and tasks in the classroom, will also need differentiated homework. Able students should also be catered for and challenged by relevant tasks set for them.

8. Homework practice should be a matter for whole-school concern, not left to the initiative of individual teachers or departments. It should also reflect all the general aims and policies of the school.
Homework timetables are collated as soon as the school teaching timetable has been written. These are coordinated as far as is possible for the benefit of departments, year groups and individual pupils. Copies of these timetables are issued to tutors, H.O.D.s, H.O.Y.s, subject teachers, pupils and parents.

A Student Planner is issued to all pupils in which they should keep a record of homework set each day. Tutors and parents are asked to check this record and sign it each week. There is space for them and the pupils to make comments.

Homework is an important opportunity for home and school to keep in touch, and for parents to become involved in their daughters' education. Links should be made through the planners, and through letters from departments to explain their homework requirements, as well as through letters from parents to explain why homework was found difficult or not done. Links should also be made through parents' evenings and other contacts with year teams and teachers.

Many departments run homework support sessions during lunchtimes and after school; other homework clubs and study support sessions are being developed. Departmental guidelines on homework should be included in all departmental handbooks, including differentiated homework.

There should be regular monitoring and sampling of homework by Heads of Department/Faculties and Heads of Year and a checking of this against school aims and policies, in line with the School Development Plan.

The recommended time to be spent on homework each evening is:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TIME ALLOCATION</th>
</tr>
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<tbody>
<tr>
<td>Year 7</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 8</td>
<td>1.5 hours</td>
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<tr>
<td>Year 9</td>
<td>2.5 hours</td>
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<tr>
<td>Year 10</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 11</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 12 &amp; 13</td>
<td>3 – 4 hours</td>
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</table>
PSHEE – Personal, Social, Health and Economic Education

Personal, social, health and economic education is a planned programme of lessons and experiences that help children and young people grow and develop as individuals and as members of families.

PSHEE deals with the real life issues young people face as they grow up and it equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions from primary to secondary school and beyond. It also enables children and young people to think about their own values and attitudes including British Values so that they will grow into confident individuals and members of society.

Key Stage 3
The Year 7 programme focuses on enabling the new students to settle confidently into the school and to develop ground rules for class discussion. Students explore how to stay safe through the key topics of healthy eating, sex and relationship education and legal and illegal drugs.

The Year 8 programme focuses on developing students’ emotional well-being and self-esteem and their understanding of financial management and careers.

In Year 9, students revisit the two strands of PSHEE: personal well-being and economic well-being and financial capability. Students learn about budgeting and have the opportunity to complete an enterprise project. They also prepare for their KS4 option choices.

Key Stage 4
At KS4, students explore the topic of staying healthy at a deeper level, looking at the consequences of risk-taking behaviour e.g. having unprotected sex, drink/drug driving, smoking and crime. They identify and learn how to manage the pressures on young people from the media and wider society. Students are taught to manage their personal finances and the consequences of getting into debt. They are given strategies to manage stress as they prepare for GCSE exams and plan for KS5 or getting a job.

At Mulberry, a planned programme of weekly PSHEE lessons is delivered to Years 7, 8, 9, 10 and 11 by members of staff. All are committed to supporting and enhancing the personal development of our students. In PSHEE teachers create an environment where students feel safe to explore and reflect on personal issues. Lessons are active and participatory, much of our work is discussion based.

Ms. S. Rawat

Director of Personal Development
Section 2:
The Curriculum
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>9</td>
<td>Mr M. Hibbert</td>
<td>4</td>
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**AIMS OF THE ENGLISH FACULTY**
- To develop every pupil's ability to use language with competence and confidence.
- To foster a love of reading and to stimulate interest and enjoyment of literature.
- To help pupils to make sense of themselves and the world around them by giving them access to creative ways in which to articulate their own experiences.

**COURSE DESCRIPTION UNITS/MODULES**
The Year 9 curriculum is based around three core texts. The other texts students are exposed to are linked thematically so that pupils study a wide range of non-fiction, poetry and media texts throughout the year.
- Shakespeare
- The Gothic
- AQA GCSE Poetry Power and Conflict

**STUDENT GROUPING**
Mixed ability groups.

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout the year on their reading, writing and speaking and listening skills.

**HOMEWORK**
Homework is set once a week in English.

**HOW IS THE COURSE TAUGHT**
Students will be expected to read a range of literature including non-fiction. Lessons provide students with the opportunities to analyse literature and become skilled users of the English Language. Students will be encouraged to discuss ideas presented to us by writers and evaluate their success.

**TEXT BOOKS/MATERIALS/VISITS**
Students will be provided with core texts, dictionaries and thesauruses. We have theatre trips, writers and journalists coming to the school to perform to students and also organise theatre visits where possible.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>MATHS</td>
<td>9</td>
<td>Mr D Chart</td>
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**AIMS OF THE MATHS FACULTY**

- To provide opportunities for students to become confident with numeracy in everyday life.
- To teach students to use logic and encourage them to enjoy problem solving.
- To foster a love of mathematics and enjoyment of number.

**COURSE DESCRIPTION UNITS/MODULES**

We teach a balance of Number, Algebra, Geometry and Statistics work, with problem solving and logical thought at the heart of all our lessons.
The Year 9 lessons will cover the following topics: Indices and standard form, Expressions and formulae, Dealing with data, Multiplicative reasoning, Constructions, Equations, inequalities and proportionality, Circles, Pythagoras and prisms, Sequences and graphs, Probability, Comparing shapes

**STUDENT GROUPING**

Groups based on prior attainment

**HOW IT WILL BE ASSESSED**

Students will be assessed every half-term with levelled questions based on the learning that has taken place that half term.
Students will be assessed on all their cumulative learning at Mulberry at the end of the year.

**HOMEWORK**

Homework is set twice a week and will include a mixture of written problems, online work, and revision tasks.

**HOW IS THE COURSE TAUGHT**

A variety of whole class teaching and group work is used. Pupils are regularly given investigations to develop their problem solving strategies. Common approaches are used throughout the faculty which allow conceptual models to be used to solve standard and non-standard problems.

Enrichment opportunities are also provided, such as the Enigma code breaking workshop, which is run to give pupils an insight into the work of code breakers at Bletchley Park during the Second World War.

**TEXT BOOKS/MATERIALS/VISITS**

Pen and Pencil
Exercise book
Scientific Calculator*
Geometry Sets*
Students have access to MyMaths and Frog
AIMS OF THE SCIENCE FACULTY

- To inspire a love of science and develop an attitude of wonder about the world we live in.
- To enable pupils to understand how science works and to participate in scientific activities.
- To develop pupils’ scientific literacy so they are confident and creative participants in scientific discussion.
- To provide flexible, context-driven programmes of learning: science for all and science for scientists.
- To develop pupils’ knowledge about the opportunities available to them and their aspiration for further participation in science.
- To encourage teamwork and promote staff development.

COURSE DESCRIPTION UNITS/MODULES
The aim of year 9 science is to introduce students to the GCSE course. This qualification is linear. Linear means that students will sit all their exams at the end of the course. Over the three year course students will study the following key themes in Biology, Chemistry and Physics to gain 2 GCSE grades in combined science. Students have the option to choose triple science to begin in year 10. Students will cover units in biology, chemistry and physics.

**Biology topic covered in year 9**
- Cell structure and transport
- Cell division
- Organisation and the digestive system

**Chemistry topics covered in year 9**
- Atoms, bonding and moles
- The periodic table
- The Earth’s resources

**Physics topics covered in year 9**
- Energy
- Waves and electromagnetism

Over the duration of the course students will also be required to complete 21 key practicals in the 3 sciences, which they will be assessed on in their year 11 exams along with related key practical and mathematical skills.

STUDENT GROUPING
- Ability groups

HOW IT WILL BE ASSESSED
- Students will complete assessments at the end of each term.

HOMEWORK
Homework will be set in accordance with the School Homework Policy and will aim to consolidate class learning and give opportunities for extended research.

**HOW IS THE COURSE TAUGHT**
The course covers key themes in Biology, Chemistry and Physics, taught in units with strong links running between them. The KS3 curriculum prepares students for the expectations at GCSE level and this foundation is built upon to solidify practical and theoretical skills. Students will develop their practical and analytical skills over the three year course and learn to apply them to a range of different contexts. They are encouraged to question and explore new ideas and concepts.

**TEXT BOOKS/MATERIALS/VISITS**
All course materials are provided, this includes access to an online textbook and related resources through Kerboodle. All students have their own log in.

### Subject Year Group Head of Department Lessons per Week

| Citizenship | 9 | Ms. R Burlton | 1 |

**STUDIES**

**AIMS OF THE CITIZENSHIP DEPARTMENT**
A high-quality citizenship education at Mulberry aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Students will become politically literate in how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to make sensible decisions.

**COURSE DESCRIPTION UNITS/MODULES**
Citizenship Studies aims to prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. Across the 3 years of Key Stage 3, students will develop a keen awareness and understanding of democracy, government and how laws are made and upheld. They will cultivate the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

**Year 7 - Modules:**
- **M09 - Multicultural Britain** – exploring development of the UK’s multicultural society and the benefits and drawbacks this brings
- **M10 - UK Politics & Government** - how national democracy and national government work, including political parties and general elections
- **M11 - Justice & UK Court System** – the purpose and operation of the UK Justice System, including the role of citizens and the Youth Court System
- **M12 - Financial Education - Personal Finance** – managing your personal finances, including financial risks
STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Students will be assessed via mid topic tests. These are formal written tests conducted in exam conditions in class.
Additionally, students complete a concluding piece of work for each module which is self- or peer-assessed to help students reflect on their own strengths and weaknesses within each Module.

HOMEWORK

Homework is set weekly in a Module-specific homework booklet. These booklet focus on honing key skills, and widening knowledge and understanding beyond lessons. Activities include: building subject specific vocabulary; reading comprehension and source-based questions; creative and critical thinking activities; extended writing. Each booklet concludes with revision to prepare for the End of Year Exams.

HOW IS THE COURSE TAUGHT

A mixture of content-led learning and independent enquiry. Students engage in group projects where possible, and regularly participate in class discussions and debates.

TEXT BOOKS/MATERIALS/VISITS

Students will be provided with a wealth of materials in class, and a module-specific homework booklet for each module.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>GEOGRAPHY</td>
<td>9</td>
<td>Mr. P. Henricksen</td>
<td>3</td>
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AIMS OF THE GEOGRAPHY DEPARTMENT

The study of geography helps make sense of our beautiful, complex and dynamic world and prepares you for your roles as global citizens in the twenty-first century. Geography stimulates an interest in, and a sense of wonder about places. It explains how places and landscapes are formed, how people and environment interact and how a diverse range of economies and societies are interconnected. It builds on your own experiences to investigate the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, for the present and future. Fieldwork is an essential element of this. Students will learn to think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information. Geography inspires
students to think about their own place in the world, their values and responsibilities to other people, to the environment and the sustainability of the planet.

There are a number of key concepts that underpin the study of geography, which are needed to deepen and broaden knowledge, skills and understanding.

These concepts are:
- Place
- Space
- Scale
- Interdependence
- Process (human and physical)
- Cultural Diversity

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION/UNITS/MODULES</th>
</tr>
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<tbody>
<tr>
<td>Students start the GCSE Edexcel B geography course in year 9 and study the content and skills over 3 years. There are 3 components / exam papers which contain the following topics-</td>
</tr>
<tr>
<td>Component one – Hazardous Earth/Development Dynamics/Challenges of an Urbanising World</td>
</tr>
<tr>
<td>Component two – The UKs evolving physical landscape – Coastal change and conflict and River processes and pressures. The UKs evolving human landscape which includes a case study of London. Geographical Investigations which includes one physical fieldwork investigation and one human fieldwork investigation.</td>
</tr>
<tr>
<td>Component three-People and the biosphere/ Forests under threat/Consuming energy resources</td>
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<table>
<thead>
<tr>
<th>STUDENT GROUPING</th>
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</thead>
<tbody>
<tr>
<td>Mixed ability groups</td>
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<table>
<thead>
<tr>
<th>HOW IT WILL BE ASSESSED</th>
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</thead>
<tbody>
<tr>
<td>Students are taught in line with the school marking policy with grades awarded for key assignments. Exercise books are marked regularly; grades are recorded and monitored by the classroom teacher. Exam style questions will be set to assess students using past papers and following the new format of the new specification.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td>Homework will be set in line with the school homework policy</td>
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<table>
<thead>
<tr>
<th>HOW IS THE COURSE TAUGHT</th>
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<tbody>
<tr>
<td>A wide range of resources are used in lessons so that all types of learners can access lessons. Resources range from Digimaps and Kerboodle to videos and fieldwork.</td>
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<table>
<thead>
<tr>
<th>TEXT BOOKS/MATERIALS/VISITS</th>
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<tbody>
<tr>
<td>Textbooks for the new specification – student access through Kerboodle. Compulsory fieldtrips to meet the new exam criteria and a residential fieldtrip.</td>
</tr>
<tr>
<td>SUBJECT</td>
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<tr>
<td>HISTORY</td>
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</table>

**AIMS OF THE HISTORY DEPARTMENT**

At Mulberry we aim to inspire students and create curiosity about the past. To this end we focus on active learning strategies and an enquiry based model for the History curriculum.

We want to help students learn to:

- Appreciate the achievements of individuals and societies.
- Question source material and interpretations of the past.
- Argue rationally using historical evidence to support their ideas.
- Understand the nature of cause and consequence, continuity and change, similarity and difference.
- Write clearly and concisely using a range of genres.
- Appreciate the diversity of the world and to develop their own religious, cultural and political views through an understanding of the past.
- Develop essential study skills such as the ability to locate and extract relevant information from a wide variety of sources; detect bias; analyse information; and develop their own original theories and ideas.

**COURSE DESCRIPTION UNITS/MODULES**

- Who was to blame for the Titanic disaster?
- How did women in Britain campaign for the right to vote?
- What caused World War 1?
- How were different groups in Britain affected by the First World War?
- Who was Adolf Hitler?
- How did World War 2 affect Britain?
- Why was the Holocaust such a significant event?
- Was America’s use of the atomic bomb justified?
- Why was Jack the Ripper never caught?

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

Students will be assessed on progress through out units and tested on the knowledge they have gained at the end of each of the units.

**HOMEWORK**

Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**

A mixture of independent enquiry and enquiry based lessons are taught which answer important historical questions within each topic.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be able to visit the battlefields and memorial sites of the First World War in Belgium.
AIMS OF THE RS DEPARTMENT
Religious Studies at Mulberry follows a multi-faith approach. That means that students will learn about the idea of religion by studying the six major faiths found in the United Kingdom: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

The content of the curriculum is guided by the locally agreed syllabus for Tower Hamlets which has been written and agreed by the Tower Hamlets Standard Advisory Council for Religious Education.

We want to make students think about their own beliefs and also about the beliefs of other people. That is why there are two main targets in Religious Studies:

- Learning about religion
- Learning from religion

COURSE DESCRIPTION/UNITS/MODULES

How did we get here?
Students compare a range of answers to the question of how humans came to be on the planet, and analyse the extent to which religious ideas can be compatible with scientific evidence.

How do we mark the stages of life?
This unit gives students the opportunity to analyse how different religions mark important stages in our lives and how it is celebrated, including birth rites in Sikhism, Islam and Christianity.

GCSE religious studies
From January of year 9 students will begin studying for their GCSE in Religious Studies. The exam board for the course is AQA Religious Studies Specification A.

GCSE Unit 1: Islam: Beliefs and Values
Students cover the core beliefs and principles of Islam, looking in particular at qualities of Allah, and Muslim ideas about life after death and the day of judgement.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
RE class and homework is checked by the teacher regularly and one piece of written work is formally assessed at the end of each unit. Students will also be encouraged to assess each other’s work and set their own targets for improvement. Effort is rewarded through the school’s rewards system.

HOMEWORK
Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT
The course is taught by specialist teachers using a range of materials, with a focus on active learning.

TEXT BOOKS/MATERIALS/VISITS
There are textbooks available for students to use at school and students will be provided with resources and revision materials throughout the course.
AIMS OF THE SPANISH DEPARTMENT
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue

COURSE DESCRIPTION UNITS/MODULES
Unit 1: British Bengali - Talking about their identity. Discussion on colonialism between Britain and South Asia. Especially 2nd generation of British Bengalis.
Unit 2: The place where you live – Talking about the old and the new London. Discussing the history of Tower Hamlets. Debating how settlers from different parts of the world came in Tower Hamlets.
Unit 3: Health – Naming parts of the body and talking about eating habits/lifestyle.
Unit 4: Food and drinks – talking about healthy/unhealthy food items
Unit 5: Climate and weather – Describing the weather. Talking about the weather forecast in different cities in the UK.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

HOMEWORK
Homework will be set twice a week.

HOW IS THE COURSE TAUGHT
Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to share with their peers details of their heritage and comparing where their families originally came from and how those societies may differ to life in Britain today. Also students will be expected to participate in role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS
Students will be provided with grammar booklets, dictionaries and vocabulary booklets.
AIMS OF THE FRENCH DEPARTMENT

- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To enable pupils to spend time focusing on individual liberty, specifically, exploring their own identity.
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue.

COURSE DESCRIPTION UNITS/MODULES

**Unit 1**  
Theme: Identity and culture: Me, my family and friends  
Relationships with family and friends

**Unit 2**  
Theme: Local, national, international and global areas of interest:  
Home, town, neighbourhood and region

**Unit 3**  
Theme: Current and future study and employment:  
My studies

**Unit 4**  
Theme: Identity and culture:
My studies

**Unit 5**  
Theme: Identity and culture:
Free-time activities: Music, Cinema and TV

**Unit 6**  
Theme: Identity and culture:
Free-time activities: Food, eating out and sport

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

HOMEWORK

Homework will be set twice a week.

HOW IS THE COURSE TAUGHT

Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to share with their peers details of
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**TEXT BOOKS/MATERIALS/VISITS**
Students will be provided with grammar booklets, dictionaries and vocabulary booklets.

<table>
<thead>
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<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>SPANISH</td>
<td>9</td>
<td>Ms M. Villar</td>
<td>3</td>
</tr>
</tbody>
</table>

**AIMS OF THE SPANISH DEPARTMENT**
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue

**COURSE DESCRIPTION UNITS/MODULES**

**Unit 1** - Theme: Identity and culture: Me, my family and friends
- Relationships with family and friends

**Unit 2** - Theme: Local, national, international and global areas of interest:
- Home, town, neighbourhood and region

**Unit 3** - Theme: Current and future study and employment:
- My studies

**Unit 4** - Theme: Identity and culture:
- Free-time activities: Music, Cinema and TV

**Unit 5** - Theme: Identity and culture:
- Free-time activities: Food, Eating Out and Sport

**Unit 6** - Theme: Identity and culture:
- Customs and Festivals in the Spanish-Speaking World

**STUDENT GROUPING**
- Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

**HOMEWORK**
Homework will be set twice a week.

**HOW IS THE COURSE TAUGHT**
Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the translation strand as part of the new curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state.
Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to share with their peers details of their heritage and comparing where their families originally came from and how those societies may differ to life in Britain today. Also students will be expected to participate in role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be provided with grammar booklets and vocabulary booklets. We have workshop facilitators coming to school to help pupils to deepen their cultural knowledge of the Spanish speaking world.

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<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>ART</td>
<td>9</td>
<td>Ms. A. Hargreaves</td>
<td>2</td>
</tr>
</tbody>
</table>

**AIMS OF THE ART DEPARTMENT**

- To develop imagination and equip students with the tools to express themselves creatively through Art and Design.
- To develop self-confidence and raise self-esteem through Art.
- To foster the love of Art and Design as an involvement for life, both as critic and creator.
- To enable students to understand and appreciate the educational, historical, social and cultural role of Art and Design.
- To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live.

**COURSE DESCRIPTION UNITS/MODULES**

**Portraiture – Painting/Photoshop – Foundation project to support transition into GCSE Art and Design.**

Students will look at the work of artists David Hockney, Chuck Close, Cindy Sherman and Francis Bacon. They will develop a range of artworks, which explore portraiture in different mediums. They will take part in discussion work around history of art and will also analyse contemporary art forms. Students will develop their own design ideas in preparation for an individual creative final piece. Students will develop their observational drawing and painting skills.

**GCSE foundation preparation**

The art elements students will explore are line, shape, form, colour, pattern and texture. The main practices that students will study are: drawing, painting and collage, textile design, 3D studies, critical and historical studies, ICT and digital photography. Students will develop their use of art vocabulary and will analyse and evaluate their own work and the work of other artists. Students will create a range of independent design ideas to be able to experiment and create a refined final piece.
**STUDENT GROUPING**
Mixed ability groups

<table>
<thead>
<tr>
<th>HOW IT WILL BE ASSESSED</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding Levels 1 – 9 across a 5 year learning journey</strong></td>
</tr>
<tr>
<td>Embedding and implementing 1 – 9 level system with students. Develop students understanding of this through the use of exemplars to demonstrate how to achieve success and make progress. Encourage students to become familiar with the key words, descriptors and visual resources. Students are given performance calculators to help them understand what each level means. Students understand their starting point and how to achieve their end target for each year.</td>
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</table>

**Formative Assessment**
Throughout each project students will be formatively assessed. This will take place to track and monitor individual progress of skills, techniques and ability of a variety of creative and formal elements of art. Assessment will take on a variety of forms such as discussion, questioning, peer assessment, one on one feedback and monitoring of homework and class work.

**Summative Assessment**
Summative assessment will also take place at the end of each project. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on:
- Sketchbook work
- Preparatory creative studies
- Group work and collaboration
- Final creative outcome
- Evaluations and critical analysis of other artists work.

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- Sketchbook work
- Preparatory creative studies
- Group work and collaboration
- Final creative outcome
- Evaluations and critical analysis of other artists work.
Year 9 Foundation Art following GCSE Assessment Objectives

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

HOMEWORK
Homework will be set in accordance with the School Homework Policy.

HOW IS THE COURSE TAUGHT
The course is taught as a foundation to GCSE Art and Design introducing students to Edexcel assessment objectives to ensure that they understand criteria and are able to achieve success. Students are taught to develop:

- Creative and imaginative ability and the practical skills for engaging with and communicating and expressing original ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- Cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

The Key Stage 3 Art and Design courses are taught in line with the National curriculum. Students will be supported and encouraged to learn how to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils will also be taught to:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
TEXT BOOKS/MATERIALS/VISITS

All students will be given an A4 sketchbook to record and develop their projects against the assessment objectives. Assessment objectives are Develop, Refine, Record and Present.

- Generating and developing ideas informed by primary and contextual sources
- Refining their ideas through experimenting with media, and developing and applying skills
- Researching, recording, analysing and reviewing their own and others’ work
- Selecting, creating, realising and presenting personally developed outcome(s)

Students will have the opportunity to work with a range of media and materials such as print making, ceramics, sculpture, painting, drawing, mixed media, collage, photography, weaving, Photoshop etc.

Students will have the opportunity to attend visits to galleries and museums, which link with their work. They will also experience artist in residence projects where they are able to work as part of a creative project.

SUBJECT                YEAR GROUP  HEAD OF FACULTY               LESSONS PER WEEK
DANCE                  9              Ms. A Hargreaves          2

AIMS OF THE DANCE DEPARTMENT

- To develop imagination and equip students with the tools to express themselves creatively through dance.
- To develop self-confidence and raise self-esteem through dance.
- To foster the love of dance as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of dance.

COURSE DESCRIPTION UNITS/MODULES

Autumn – Performance and Choreography through the Dance work Infra, taken from the GCSE Dance work anthology.

Performance: pupils focus on developing the physical, technical, expressive and mental skills required for high quality performance. They learn a set phrase similar to that of which they learn at GCSE, and are challenged to replicate this accurately in the context of a group dance. 1 professional work Infra by Wayne McGregor, from the GCSE Dance Anthology is explored with a strong focus on Contemporary ballet technique.

Choreography: pupils use the idea of ‘Life in a City’ as a stimulus and explore the choreographic approaches Show (group), Task (Solo) and Make (Duet). They create an imaginative group choreography in response to each approach, considering the use of action, space, dynamics, relationships, choreographic devices, structure and overall communication of the dance idea.

Appreciation: Component 2 Dance appreciation. Pupils critically analyse and interpret the Dance work taken from the GCSE Dance anthology, Infra. Students prepare to answer GCSE exam question taken from Section C of the Written GCSE Dance paper.

Spring – Choreography.

Performance: pupils focus on developing the physical, technical, expressive and mental skills required for high quality performance through a variety of stylised warm-ups. They are challenged to replicate a peers’ motifs accurately, in the context of a solo, duet or trio.

Choreography: Component 1 choreography assessment task 2. Pupils are given a stimulus from a prescribed list (AQA GCSE Dance prescribed list from June 2018 examination) and
are to create imaginative of a solo, duet or trio choreography. Their response explores the use of action, space, dynamics, relationships, choreographic processes, structuring devices, choreographic devices, aural setting and overall communication of choreographic intent.

**Appreciation: Component 2 Dance appreciation.** Pupils reflect on their own choreography, focusing on the hypothetical choreography question in Section A and Section B.

**Summer – Performance skills.**

**Performance: Component 1 solo performance assessment task 1.** Pupils focus on developing the physical, technical, expressive and mental skills required for high quality performance of the GCSE set phrase Flux, provided by AQA. They will do this through exploring how to develop physical skills during the four stages of a warm-up.

**Choreography:** Students create their own exercises to develop the use of physical skills for performance. Students ensure they include safe dance practice when choreographing.

**Appreciation: Component 2 Dance appreciation.** Pupils reflect on their own performance, focusing on the performance questions in Section A and Section B of the GCSE Dance paper.

**STUDENT GROUPING**
Mixed ability groups.

**HOW IT WILL BE ASSESSED**
Students’ progress will be assessed throughout the units of study by their teacher. Students are then formally assessed once at the end of every unit of study on appreciation, choreography and performance in dance.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
Students are taught through learning sequences that include appreciation, choreography and performance tasks.

**TEXT BOOKS/MATERIALS/VISITS**
All students are provided with a specific booklet to support their learning in each unit of study. All year 9 students have the opportunity to attend theatre visits to view professional dance works throughout the academic year.

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<tbody>
<tr>
<td>DRAMA</td>
<td>9</td>
<td>Ms. A. Hargreaves</td>
<td>2 (on carousel)</td>
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**AIMS OF THE DRAMA DEPARTMENT**
- To develop imagination and equip students with the skills and techniques to express themselves creatively through Drama.
- To develop self-confidence and raise self-esteem through Drama.
- To foster the love of Drama and Theatre as an activity for life, both as creator and audience.
- To enable students to understand the educational, historical, social and cultural purposes of Drama and Theatre.
- To prepare students for GCSE Drama.

**COURSE DESCRIPTION UNITS/MODULES**
Autumn Term – ‘The Urban Girl’s Guide to Camping’. Students will learn drama skills and techniques through the study of a published play text. Decisions around directing, designing and performing a play text are learnt through a practical and written exploration of the play. This unit of work links to Component 3 of GCSE Drama.
Spring Term – Devised unit of work based on a theme, linking to Component 1 of GCSE Drama. A written log book of ideas explored is used to extend literacy and understanding. Summer Term – Introduction to GCSE Drama set text ‘Blue Stockings’ to support students who will be taking GCSE Drama but also offer an interesting insight into text work and performance for those students not continuing the subject. To develop an understanding of how to perform and write about creative decisions as a Theatre Maker (performer, director, designer).

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students’ progress will be assessed throughout the year by the teacher. Students are assessed on creating, performing and evaluating drama.

HOMEWORK
Homework will be set in accordance with the School Homework Policy.

HOW IS THE COURSE TAUGHT
The course is taught so students develop their drama performance skills (as performer, director and designer) as well as their written analytical and evaluative skills based on the drama created and seen.

TEXT BOOKS/MATERIALS/ VISITS
Exercise books and relevant resources are provided.

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<tbody>
<tr>
<td>MUSIC</td>
<td>9</td>
<td>Ms. A. Hargreaves</td>
<td>2</td>
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AIMS OF THE MUSIC DEPARTMENT
- To develop imagination and equip students with the tools to express themselves creatively through Music.
- To develop self-confidence and raise self-esteem through Music.
- To foster the love of Music as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of Music.

COURSE DESCRIPTION UNITS/MODULES

AOS 2 Ensemble Music - Students will work together in an ensemble to compose, arrange and rehearse for their year project performance. Students will explore this project through the use of various instruments and music technology software based on GCSE criteria.

AOS 4 Song Writing - This unit allows students to extend their composition and performance skills by composing a song with accompaniment. Through this unit students explore chord patterns, melodic techniques and rhythmic phrases that are used in popular music based on GCSE criteria.

AOS 3 Film Music - This unit aims to consolidate KS3 musical skills, by using the medium of ICT. Pupils will revisit and extend their skills using previous knowledge by looking at ways in which film composers achieve appropriate dramatic effects. Pupils will listen to music for a range of films. Through listening to and appraising film music and by deploying techniques in the composition task activities, pupils will develop knowledge and understanding of the
way in which composers have used particular techniques to create different ambiences based on GCSE criteria.

### STUDENT GROUPING
Mixed ability groups

### HOW IT WILL BE ASSESSED
**Performance:** students will be assessed on how they practise, rehearse and perform with awareness of different parts and the roles and contribution of the different members of the group.

**Composition:** students will be assessed on how they improvise, exploring and developing musical ideas when performing and on how they produce, develop and extend musical ideas.

**Listening:** students will be assessed on how they listen and identify the expressive use of musical elements, devices, tonalities and structures. How they identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations. Students will also be expected to be able to identify the contextual influences that affect the way music is created, performed and heard.

### HOMEWORK
Homework will be set in line with the school homework policy.

### HOW IS THE COURSE TAUGHT
This course will be taught through performance, composition and the appraisal of different types of music.

### TEXT BOOKS/MATERIALS/VISITS
Students will listen and watch a range of performances throughout this course. All musical instruments are provided.

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<thead>
<tr>
<th>SUBJECT</th>
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<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tbody>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>9</td>
<td>Ms. T.Doyle</td>
<td>1</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION UNITS/MODULES
A broad based curriculum offering a range of experiences in PE with health related fitness as a component within each activity. Students participate in a range of activities from the following:

- Gymnastics, Football, Netball, Athletics, Kickboxing, Basketball, Badminton, Fitness/SAQ, Rounders, Cricket, Tennis

The focus of units will be acquiring and developing skills, selecting and applying skills, evaluating and improving performance. Understanding what makes a performance effective and how to apply these principles to their own and others’ work. We encourage the development of transferable skills from one activity to the next. Develop the confidence to get involved in sports and activities out of school and understand and apply the long-term health benefits of physical activity.

### STUDENT GROUPING
Mixed ability groups

### HOW IT WILL BE ASSESSED
At the end of each activity, students will undertake an assessment.
HOMEWORK

Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT

Students are taught at least six activities throughout the year – one activity each half-term.

TEXT BOOKS/MATERIALS/VISITS

Department generated worksheets and resources.
Enrichment sports clubs

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AIMS OF THE COMPUTING DEPARTMENT

- To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment;
- To develop appropriate ICT skills, principles, methods and terminology and the ability to communicate and interpret information and concepts relevant to computing;
- To assess and monitor students’ progress and ensure progression and continuity in the acquisition of ICT skills;
- To enable all pupils to have equal access to ICT and experience success in their work;
- To use ICT to improve the learning experiences of all students, including those with learning difficulties or disabilities;
- To encourage and allow students to adapt to the rapid technological changes in society;
- To develop an awareness of social, economic and political consequences of the use of ICT for individuals and society;

COURSE DESCRIPTION UNITS/MODULES

Pupils in Year 9 will continue to develop their knowledge of Computing, building on the skills and knowledge from Year 8. They will have 1 lesson per week and will cover the fundamental aspects of this discipline including; programming, digital literacy, and information technology.

In year 9, pupils will learn about how data is stored in computer systems as well as how text characters are represented using ASCII code. Students will combine their creativity and ability to code by creating a website using HTML and CSS. Pupils in year 9 will also build on their programming knowledge and skills by undertaking a unit where they develop a computer program for a game using Python.

All these units will help prepare students studying KS3 Computing to be fully equipped with the knowledge, skills and understanding that they will need for GCSE Computing.
### STUDENT GROUPING
Mixed ability groups

### HOW IT WILL BE ASSESSED
Students will be assessed based on their classwork and homework. Students will also have a formal assessment at the end of each term which will vary depending on the unit of work and may consist of either a written assessment, a computer based assessment or a combination of both written and computer based assessment.

### HOMEWORK
Homework will be set in accordance with the School Homework Policy.

### HOW IS THE COURSE TAUGHT
The course is taught using a range of different strategies including student led activities, group work, paired work and whole class interactive activities. A range of practical activities will be undertaken by the pupils in order to develop their computational thinking ability as well as developing their skills and understanding of the units they learn in Year 8 Computing. The tasks are designed to engage pupils and ensure that all pupils’ needs are met whilst ensuring the content of the specification is also covered.

### TEXT BOOKS/MATERIALS/VISITS
Visits will happen throughout the year.

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### AIMS OF the Graphics DEPARTMENT
In Design and Technology Graphics pupils combine practical and technological skills with creative thinking to design and make products that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

### COURSE DESCRIPTION UNITS/MODULES
In this project pupils will work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. They will develop their understanding of designing and making and expand their practical skills in the use of paper, card and other graphic equipment. They will use computers, including computer-aided design and manufacture, as an integral part of designing and making. The
The main aim of this project is to develop pupils’ understanding of designing and manufacture for a company and specific user. During this project students will be asked to design and make a new packaging for a product of their choice. Students are required to design and create a logo and name for the company in-keeping with the target audience preferences. The packaging must be made from card and can include window and separate compartments for individual products. Students will research different packaging symbols, sustainability, existing logo and net design.

**Pupils will be assessed on:**
- Research, analysis and planning of making.
- Design ideas and Development.
- Evaluations, testing and modifications/ improvements.
- Production of effectiveness of outcome (level of accuracy and finish)

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**

**Formative Assessment**
Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to analyse, design, make and evaluate. Assessment will take the form of discussion, one to one written and verbal feedback and monitoring of homework and classwork.
- Using effective questioning techniques.
- Sharing learning goals.
- Peer and self-assessment.

**Summative Assessment**
Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils’ booklet research to include:
- Research, analysis and diary of making.
- Design ideas and Development.
- Evaluations, testing and modifications/ improvements.
- Production of effectiveness of outcome (level of accuracy and finish)
- Creativity

**HOMEWORK**
Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**
The Graphics course is taught over 9 weeks in a carousel with Food and Textiles. Pupils will be taught a variety of different skills and processes which they will use to create an individual response to a design brief. This will enable students to:
- Develop knowledge and understanding of materials, tools, processes, symbols and net design
- Select and use a range of tools, equipment and processes safely and accurately.
- Understand how to take account of working characteristics of materials and components and restrictions imposed by tools and equipment.
- Understand a range of Printing Processes and Techniques.
- Accurately measure, mark out, cut and waste material.
- Evaluate work throughout the manufacturing process.
- Develop knowledge/skills to enable achievement of a high quality finish in practical work.
- Understanding of Social, Moral, Cultural and Sustainable design within a product.
- **Knowledge and understanding that will be needed or acquired:**
  - Health and safety with a particular focus on graphics equipment.
  - Mark out and use templates with accuracy.
  - Use computer-aided design and manufacture skills, 2D Techsoft Design and Photoshop.
  - Understanding of mood boards, image selection, logo design and net development.

**TEXT BOOKS/MATERIALS/VISITS**

Pupils will use their Graphics booklet which has been designed to both record their self-assessment, research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.

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**AIMS OF THE DESIGN AND TECHNOLOGY DEPARTMENT**

In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.

Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

**COURSE DESCRIPTION UNITS/MODULES**

Pupils will consolidate and build on the skills and knowledge acquired in years 7&8. They will develop pastry making skills and the knowledge of ingredients, the science behind cooking and modification of recipes. Looking at healthy eating and the importance of ‘5 a day’. Continuing to be able to follow a recipe to make a product. Pupils will work independently and in groups. They will design and make their own version of a chicken and
mushroom pie for a special dietary group, ravioli and a two course lunchtime product based on a country of their choice.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students will be assessed on how they apply their knowledge and understanding of a range of ingredients and technologies to make products.

**Formative Assessment**
Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupil’s ability to analyze, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and in the monitoring of homework and class work.

**Summative Assessment**
Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils’ booklet research to include:

- Nutrition/ 5 a day leaflet for Year 7
- Evaluations of products and practicals
- Design ideas
- Final design/planning
- Practical skills and products made
- Final design

**HOMEWORK**
Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**
The Food course is taught over 12 weeks in a carousel with Textiles and Graphics. Pupils will be taught pastry making skills, how to make healthy lunchtime products and using fruit and vegetables to provide part of the ‘5 a day’ in a variety of products. Pupils will develop their knowledge and understanding of:

- ‘5 a day’/ healthy eating
- Recipes using a range of fruit and vegetables
- Food hygiene
- Analysing a food product/sensory analysis/ comparing shop bought vegetable cous cous to home made
- Pastry making /short crust pastry/apple pie
- Evaluating practicals and food products
- Function of ingredients
- Function of eggs/coagulation/Tomato and basil quiche.
- Special dietary groups/Modifying recipes, designs and changing ingredients/nutritional analysis/ Chicken and mushroom pie
- Design own version of chicken and mushroom pie for a chosen dietary group.
- Writing a design specification
- Consumer choices/red tractor scheme/ fair-trade/organic
- Shaping and forming/spring rolls, pasties, samosas
- Gelatinisation/ lasagne
• Pasta/ designing own ravioli and making it.
• Designing a two course meal based on a country of their choice
• Making their two course meal
• Peer and self-assessment/evaluation

Students will combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.

TEXT BOOKS/MATERIALS/VISITS
Pupils will use their Food booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of ingredients and skills to support their research.

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AIMS OF THE TEXTILES DEPARTMENT
In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

COURSE DESCRIPTION UNITS/MODULES
Pupils will develop their understanding of analysing a design brief to create a reusable fabric bag inspired by Frida Kahlo exhibition at the V&A museum. They will develop their skills in fabric construction methods and their use of specialist machinery, tools, techniques and processes

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Formative Assessment
Throughout this unit pupils will be formatively assessed. This will take place to track and monitor individual progress of pupils’ ability to research, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and monitoring of homework and class work.

Summative Assessment
Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as each pupil’s final outcome. Summative assessment will be based on pupils’ booklet research to include:
- Development of design ideas
- Experimentation into the use of surface pattern to include hand embroidery and appliqué
- Final construction of a fabric bag

**HOMEWORK**
Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**
The Textiles course is taught over 12 weeks in a carousel with Food and Graphics. Pupils will be taught a variety of different textile construction and decorative techniques to create their product. Pupils will develop their knowledge and understanding of:
- Health and Safety
- Analysis of a Design Brief
- Textiles and sustainability
- Analysis of existing products
- Environmental issues in textile production (use of recycled fabric and components)
- Developed understanding of sewing machine construction skills (including seams, pattern lay and machine embroidery)
- Product analysis ACCESS FM
- Modelling ideas (prototypes)
- Properties and characteristics of fibres and fabrics

**TEXT BOOKS/MATERIALS/VISITS**
Pupils will use their Textile booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.