

Curriculum Information Pack

St. Crispin's
Excellence for all



Year
9



Year 9 English



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

By the start of Year 9, our students have been prepared how to approach sophisticated text analysis and more ambitiously structured writing. It is also a time when we carefully introduce more adult themes into their reading. As young adults who are moving towards greater independence, they rightfully expect to encounter serious issues and we aim to guide them through encounters with the diverse range of opinions that shape the adult world. We aim to teach pupils how to evaluate different sources of information and express their own opinions artfully and in a manner befitting a citizen of the 21st century. For most of the year group, it is expected that basic literacy skills will be securely in place and increasingly, pupils will be applying (to a higher and higher standard) the skills they have already acquired. They will refine these skills in order to meet the needs of specific contexts, including formal assessment.

Core Skills

- **Writing with skill and accuracy** is a constant focus. Pupils continue to work on key vocabulary lists and glossaries in each unit of work. They should now be in the habit of using new vocabulary in their own creative writing and in the analysis of texts. Spelling and punctuation skills are reinforced throughout Year 9, with specific revision of relevant skills prior to assessment. Targeted feedback is given to address any areas which students find more challenging
- **Reading for pleasure** allows pupils to select private reading books. We encourage them to be more and more ambitious. Private reading is encouraged and monitored at the start of each lesson. Class readers such as *Of Mice and Men* introduce the students to social and political issues of the time that remain of relevance today
- **Reading classic English Literary texts** pupils focus on famous Gothic texts such as *Frankenstein* and *Dracula*. They will be shown how to cope with the challenges of older texts
- **Reading texts that explore diversity** through biographies, speeches and poetry from different cultures
- **Poetry is read and written** with an emphasis on comparison. Students study war poetry and explore the continued impact it has
- **Non-fiction texts are read and written** with an emphasis on differing perspectives allowing the exploration of cultural diversity and equality.



Year 9 English continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Skills

- **Creative writing** focuses on short stories and descriptions of setting and character. Pupils will learn to appreciate settings, character, flashbacks and narrative perspective as they read a range of short stories and are given opportunities to write their own
- **Speaking and listening** skills are practised, with an emphasis on the idea of providing a convincing account of one's opinion on a matter that is likely to be disputed. Students will learn strategies to improve the writing and delivery of their ideas through the choice of formal register, appropriate rhetorical strategies and effective rehearsal.

How has learning been assessed?

Students will be assessed in a variety of ways e.g. verbally through questioning in class, through multiple choice quizzes, comprehension questions, short written responses and formal assessments. Some assessments will be through differentiated GCSE-style tasks that being to acclimatize pupils to the demands for Year 10 and beyond. At the end of Year 9, students will sit a short, GCSE style examination in public examination conditions. They will be fully prepared for this in class.

What is coming up in the following year?

Students will embark on their GCSE courses. They will follow the AQA specification for both Language and Literature. A range of non-fiction texts as well as literary texts such as, *An Inspector Calls*, *A Christmas Carol* and *Macbeth* will be studied.



Year 9 Maths



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ul style="list-style-type: none">• Number – whole number and decimal calculations• Geometry – measures, perimeter and area• Algebra – expressions and formulae• Number – fractions, decimals and percentages• Geometry – angles and shapes• Algebra – graphs• Number – decimal calculations• Data handling – statistical representations• Geometry – transformations and scale• Algebra – equations• Number – powers and roots• Geometry – constructions• Algebra – sequences• Geometry – 3D shapes• Number – ratio and proportion• Data handling – probability• Functional maths.	<p>Students in Year 9 are following our historic Key Stage 3 curriculum. It is a spiral design curriculum where we repeat each topic at the same time each year, recapping previous learning and going deeper into the topic. By revisiting the key skills of number, algebra, geometry and data we ensure deep understanding and the ability to make links to skills across the curriculum.</p> <p>Core skills students will develop are to:</p> <ul style="list-style-type: none">• Be able to reason mathematically• To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning. <p>Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work.</p> <p>Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically.</p>

How has learning been assessed?

Students take summative assessments at the end of every half term.

Students also sit a formal summative end of Key Stage 3 assessment in the hall at the end of the academic year to provide setting data for GCSE.

What is coming up in the following year?

The same topics are extended upon at GCSE with new material appropriate to their tier of entry – foundation or higher.



Year 9 Science



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Students start their GCSE course in Year 9.

Biology - Ecosystems and sampling

Students build on their knowledge of interdependence and study both biotic and abiotic factors that effect the distribution of species. They develop their ability to investigate a range of different habitats across the school that we have grown to provide further practical opportunity.

Biology - Cell structure

Students revisit cells from Year 7 and 8, this time deepening their knowledge to include transport in and out of cells and the difference between Prokaryotes and Eukaryotes.

Biology - Photosynthesis

Students revisit previous topics on plants from Year 7 and 8 and study how plants use the sun's energy to produce food, how plants transport sucrose and water and how diseases effect the growth of plants.

Chemistry - Atomic structure

Students revisit the idea of particles, deepening this knowledge with atomic structure. They learn about how different mixtures and solutions can be separated.

Chemistry - Periodic table

Students revisit the structure of the periodic table, learning about the organisation of the major groups and their reactions.

Chemistry - The Earth's atmosphere

Students are taught about how the Earth's atmosphere has evolved and about climate change, with an opportunity for cross over with the Physics energy topic. Students also learn about the Earth's resources, such as how we obtain potable water and extract metals.

Core Skills

Students continue to develop their practical skills, gaining in confidence. Disciplinary knowledge is reinforced through a series of written tasks that build on activities in class.

Students develop their ability to record data in tables and graphs and use these to write conclusions.

They then move to using predictions or hypotheses to write a method, both procedures and investigations or to write a method based on a set of data. At the end of the year they will write their own methods based on scientific observations they make..

Students also complete a number of practicals in lessons, in addition to the exam board required practicals.



Year 9 Science continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Physics - Energy Students are introduced to energy resources and how they are used to generate electricity. The impact of these on the environment is taught.</p> <p>Physics - Waves Students build on the topic of waves from Year 8. They are taught about the nature and properties of waves. All students are taught about light and sound waves and the electromagnetic spectrum.</p> <p>Physics - Forces Students are taught about the interaction between forces and motion and about graphs of motion.</p> <p>Physics - Heating and cooling Students revisit from Year 8 the ways energy can be transferred by heating.</p>	

How has learning been assessed?

Each half term, students will take a multiple choice assessment in class. This assessment will provide rapid feedback to students helping them to identify their areas of weakness. In class, students will also complete a written task based on key practical skills. For example, they may be shown equipment and asked to write a method to separate sand and water. This will develop their written skills and develop their disciplinary knowledge.

What is coming up in the following year?

Students will continue their GCSE studies into Year 10.



Year 9 Art and Graphics



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

- Expressive approaches to drawing and painting
- Art History focus on Futurism, Pop Art and Surrealism. Broadening specialist vocabulary
- Print making (linoleum block printing)
- Understanding approaches to interior design and model making.

Core Skills

- Expressive techniques taught and then applied
- Deconstructing work aesthetically and conceptually. Learning stylistic techniques and developing stylistic approaches to idea interpretation, opportunities for personal extension
- Learning techniques in composition layout, approaches to printmaking design, cutting and printing techniques
- Perspective drawing techniques (one point, two point and isometric), thematic idea generation, planning and layout skills and the making of a quality 3D version of the interior room design.

How has learning been assessed?

All work at KS3 in Art and Design is marked under 3 specific categories.

1. Practical skills are assessed through:

The level of confidence and creative use of a range of materials to produce high quality work.

Reflective comments about technical skills that show understanding of how to improve.

Drawing skills that show understanding of structuring proportions and tonal shading. (An expectation that stylistic mark making is used appropriate to the image, idea and media.

2. Exploration and experimentation with ideas is assessed through:

Sketches and notes that develop experimental and creative ideas and show some independent extension of the work set.

Clear explanation and visual evidence of how the experimental studies and research on artists / craftsmen / designers have affected the student's own work.

3. Analysing artists' work is assessed through:

Evidence of analysis of the work of artists, craftsmen and designers from different social, historical and cultural backgrounds.

Evidence of personal research with links made between the ideas, styles or techniques being studied and their personal project work.



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Unit 1 - Cyber security

My Digital World: Exploring Online Issues:

- Website Reliability and Quality of Sources of Information
- Safe & Effective Searching
- Copyright Issues
- Online Dangers
- Strategies to Stay Safe.

Unit 2 - Flow charts and binary

This unit will cover an introduction to visual algorithms and to advance on data representation learnt in Year 8.

Unit 3 - Computer systems and legislation

- Hardware
- Software
- Ethics.

Unit 4 - Inside a computer system

- Networks
- Logic Gates
- Malware
- System Security
- Von Neumann.

Unit 5 + 6 - Programming

- ROM & RAM
- Print/String
- Variables
- Selection
- Iteration
- User Input
- Lists
- File Handling.

Core Skills

- Develop computational thinking
- Evaluate and apply ICT to solve problems
- Gain practical experience of writing computer programs
- Use a variety of programming languages.



Year 9 Computing continued



How has learning been assessed?

Students complete project based tasks within lessons that are submitted for assessment.

What is coming up in the following year?

If students continue onto GCSE Computer Science they will extend their knowledge developed in Year 9 and become far more competent programmers.



Year 9 Drama



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills and Theatrical Conventions
<p data-bbox="284 443 609 477">Noughts and Crosses</p> <p data-bbox="389 488 504 517">Context</p> <p data-bbox="389 526 499 555">Racism</p> <p data-bbox="354 564 536 593">Segregation</p> <p data-bbox="389 602 501 631">Slavery</p> <p data-bbox="349 640 541 674">Epic Theatre.</p> <p data-bbox="242 723 647 757">Practitioners and Devising</p> <p data-bbox="395 766 496 795">Brecht</p> <p data-bbox="319 804 572 837">Frantic Assembly</p> <p data-bbox="359 846 533 875">Paper Birds</p> <p data-bbox="395 884 501 913">Stimuli.</p> <p data-bbox="162 963 727 996">Documentary and Verbatim Theatre</p> <p data-bbox="138 1005 754 1039">Style and conventions of the theatre style</p> <p data-bbox="359 1048 533 1077">Paper Birds</p> <p data-bbox="395 1086 501 1115">Stimuli.</p> <p data-bbox="279 1164 611 1198">The Theatre Business</p> <p data-bbox="268 1207 624 1236">Roles of theatre makers</p> <p data-bbox="215 1245 686 1279">Financial aspects of production.</p> <p data-bbox="204 1328 687 1361">Oracy and Ignition Programme</p> <p data-bbox="175 1370 724 1404">Components of the Voice 21 initiative.</p>	<p data-bbox="809 443 1461 555">Epic theatre conventions; direct address, narration, cross cutting dialogue, split stage, transitions</p> <p data-bbox="809 645 1283 678">Conventions of the practitioners</p> <p data-bbox="809 687 1211 721">Building blocks for devising</p> <p data-bbox="809 730 1155 763">Interpretation of stimuli</p> <p data-bbox="809 846 1000 880">Script writing</p> <p data-bbox="809 889 1461 922">Using research and stimuli to create theatre</p> <p data-bbox="809 931 1414 999">Incorporating real life stories, events and facts with in the script</p> <p data-bbox="809 1043 1246 1077">Team work and collaboration</p> <p data-bbox="809 1086 1469 1153">Being able to justify decisions based on your theatre role</p> <p data-bbox="809 1162 1326 1196">Public speaking and direct address</p> <ul data-bbox="809 1245 1123 1397" style="list-style-type: none"> <li data-bbox="809 1245 1102 1279">• Physical Oracy <li data-bbox="809 1288 1118 1321">• Linguistic Oracy <li data-bbox="809 1330 1123 1364">• Cognitive Oracy <li data-bbox="809 1373 1075 1406">• Social Oracy.

How has learning been assessed?

- Low stakes Q and A
- Written Q and A
- Vocabulary in oral communication and written communication
- The creation and rehearsal process
- Performance
- Peer feedback/individual feedback/group feedback
- Designs
- Discussion
- Personal study
- Observation during rehearsals
- Presentations
- Constant formative assessment
- Summative assessment at the end of each term.



Year 9 Drama continued



What is coming up in the following year?

GCSE Drama

Component 1 - Understanding Drama

Component 2 - Devising Drama

Component 3 - Texts in Drama



Year 9 French and Spanish



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Universals (Non-negotiable principles) Emotions Weather in the present, past and future tense.</p> <p>School and Career: School subjects School uniform Professions Routines.</p> <p>Health: Symptoms of illness Healthy living Imperatives and giving advice Resolutions Perfect tense.</p> <p>Holidays: Region of France/Spain Countries Weather Travel arrangements Booking a hotel.</p>	<ul style="list-style-type: none">• Saying how you feel• Asking questions• Knowing weather phrases in the present, past and future tense• Giving reasons and opinions• Literacy skills: Understanding Structure of sentences and using accurate grammar, spelling and punctuation• Becoming confident with listening to a variety of spoken language.• Reading and showing comprehension of material from a range of different sources• Speaking with confidence in real life situations<ul style="list-style-type: none">• Numeracy skills• Embracing the French culture.

How has learning been assessed?

Languages are assessed under 4 specific skills (Listening, Speaking, Reading, Writing)

The students complete a Quiz me every 5 lessons to monitor progress.

Writing is also practiced during the term through various tasks. Feedback is given to students in order to improve.

Speaking is at the core of everything we do in languages and this skill is practised and assessed through a variety of activities in lessons.

At the end of the year all students in Year 8 should be able to say how they feel and talk about the weather in the present and past tense fluently.



Year 9 French and Spanish continued



What is coming up in the following year?

In Year 10, students have now opted to study French or Spanish for 2 more years.

They will study in:

Year 10: Family, technology, free time, customs and traditions, environment

Year 11: School, careers and holidays.



Year 9 Geography



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Learning about human and physical geography through the following topic areas:

Tectonics – students will study the physical processes which lead to the formation of tectonic hazards. They will understand how human and physical processes interact. Students will learn the causes, impacts and management strategies associated with a range of earthquake, tsunami and volcano case studies.

Middle East – students will explore the human and physical characteristics of the Middle East. They will study the conflicts in the region, natural resources and development.

Extreme weather – Students will study different extreme weather events and the impacts they can have on people's lives and the activities that they do, including case studies of tropical storms and tornadoes.

India – students will extend their knowledge of India's physical and human characteristics. They will explore how India's society and economy are influenced by values and attitudes.

Energy – Students will evaluate the benefits of renewable and non-renewable energy. They will take part in a decision making exercise, including a mini energy audit and impacts assessment of the school.

Prisoners of Geography – students will extend their locational knowledge and deepen their understanding of increasingly complex geo-politics of the world's countries.

Core Skills

- Investigate the world around students
- Enquiry skills through an energy project around school
- Analysis and interpretation of varied sources and issues
- Challenge misconceptions
- Literacy skills
- Cartographic skills, including the use of OS maps and atlases
- Numeracy skills
- Consolidate and extend geographical knowledge from Year 8 into Year 9
- Understand both human and physical geographical processes
- Enrich locational knowledge and students' spatial and environmental understanding
- Analyse and interpret a range of sources
- Communicate geographical information in a variety of ways; numerical / written / maps / diagrams / graphical / GIS
- Understand the importance of place and build detailed place-specific examples for both the human and physical sections of the subject.



Year 9 Geography continued



How has learning been assessed?

End of topic assessment at the end of the first half term of each term, on the following topics:

- tectonic hazards (October)
- extreme weather (February)
- energy (May).

Personal study tasks.

What is coming up in the following year?

GCSE Course: In Year 10 we study - Landscapes of the UK, people of the UK, environmental challenges, geographical skills and fieldwork.



Year 9 German



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Universals (Non-negotiable principles) Emotions Weather in the present, past and future tense.</p> <p>Holidays: Countries Weather Holiday activities & opinions Entertainment: Television programmes Film.</p> <p>Food: Food and drink In a restaurant Discovering cultural food and drink.</p> <p>School and Career: School subjects School uniform Professions Routines.</p>	<ul style="list-style-type: none"> • Saying how you feel • Asking questions • Knowing weather phrases in the present, past and future tense • Giving reasons and opinions • Literacy skills: Understanding Structure of sentences and using accurate grammar, spelling and punctuation • Becoming confident with listening to a variety of spoken language. • Reading and showing comprehension of material from a range of different sources • Speaking with confidence and breaking that fear of speaking in another language <ul style="list-style-type: none"> • Numeracy skills.

How has learning been assessed?

Languages are assessed under 4 specific skills (Listening, Speaking, Reading, Writing)
The students complete a Quiz me every half term to monitor progress.
Writing is also practiced during the term through various tasks. Feedback is given to students in order to improve.
Speaking is at the core of everything we do in languages and this skill is practised and assessed through a variety of activities in lessons.
At the end of the year all students in Year 9 should be able to say how they feel and talk about the weather in the present, past and future tenses fluently.

What is coming up in the following year?

Year 10: Family, technology, free time, customs and traditions, environment.
Year 11: School, Careers and Holidays



Year 9 History



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Privilege: Students know how different sections of society were treated on the Titanic. They evaluate how this influenced their likelihood of survival.

Responsibility: Students are able to assign responsibility for events of the past.

Outbreak: Students will be able to discuss the different factors that led to the outbreak of war.

Alliances: Students will know how alliances contributed to the outbreak of warfare and connect events together.

Assassination: Describe the death of Franz Ferdinand and explain how it contributed to WWI.

Recruitment: Looking at the different reasons that motivate people to fight and how propaganda is used to gain support.

Stalemate: Narrating the events that led to the First World War being in stalemate and looking at how to overcome this.

Trench warfare: Students will be able to describe the conditions of warfare and look at how soldiers were able to stay motivated. Students can also discuss the types of weapons used and how they progressed.

Bravery: A look at the characteristics of bravery and able to give a case study of those who have demonstrated it.

Female Suffrage: Students are able to define what it is and why women were campaigning for it. They can evaluate the impact the war had on the movement and suggest why it was granted.

Core Skills

Causation: the ability to look at a range of factors and explain how they lead to a certain outcome. A conclusion is then made where factors are compared and final judgements made on what factor was most significant/important.

Interpretations: students will be able to look at a range of opinions on the same historical event/person and understand and explain why they are seen differently by different people, or how the assessment of an individual can change over time. They will understand how external factors can influence our judgements.

Source Utility: students will be able to critically evaluate where information comes from. They will be able to engage with material from a range of time periods and evaluate how valuable it is.



Year 9 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued

Abdication: Understanding what factors lead to rulers having to forego power.

Revolution: Looking at how governments change and why.

Appeasement: Ability to evaluate the pros and cons of this policy and how it could contribute to a war. Students can put things into context of the time period rather than using modern standards to make judgments.

Dictatorship: Ability to present attributes of a dictatorship and how dictators are able to gain power.

Blitzkrieg: Knowing how the German army operated and was able to have vast success in WWII.

Evacuation: Knowing the reasons why children and soldiers are evacuated and evaluating pros and cons.

Justification: Students look at arrange of events and are able to consider how motive, actions and outcome give us a more rounded judgement.

Genocide: Students look carefully at how genocides happen in society, why people take part in them and show sensitivity to the victim of such events.

How has learning been assessed?

There are three formal assessments over the year. These assessments will be planned after a programme of study to teach the content. Pupils will then be given preparation lessons and personal study time before being expected to sit the assessments in timed conditions in class.

- Why was the Titanic such a disaster? (Causation)
- What really happened to the Romanov family? (Source Utility)
- Was Dunkirk a victory or a failure? (Interpretations).

Students will also complete short subject knowledge tests at the end of each unit.

What is coming up in the following year?

- Who was most responsible for Titanic being such a disaster?
A look at the 'unsinkable' ship which sank on its maiden voyage. Students will investigate original documents and hear testimony from those who survived to find out what happened that fateful night and establish what led to so many people losing their lives.



Year 9 History continued



What is coming up in the following year?

- **Why did people fight in the trenches and what were they like?**
The war to end all wars! Students look at how a man eating a sandwich led to a global conflict. Students analyse how trenches came to be and what it was like to fight in them. They look at different strategies that were used to end the war and the advance of warfare technology. Students will see the contributions of soldiers from across the empire and how women helped win the fight.
- **What happened to the Romanov Family? (Russian Revolution)**
A chance to look outside of British history and discover how the ruling family of Russia lost power, in the midst of WWI, and what happened to them? A gripping mystery that requires key detective skills.
- **How was Germany punished at the end of WWI?**
History is written by the victors. But, this unit gives students the opportunity to discover what happens to the losing side in war and consider the consequences of punishing others.
- **How did Hitler come to power?**
A chance to consider how Germany was taken over by the most infamous man in history. Students work out how he was voted into power and how he was able to take a war torn country back to war again only twenty years after the first.
- **Why did Britain win the Second World War?**
Students look at key moments of the conflict trying to pinpoint the key factors that led to Hitler losing the war.
- **How should we remember the Holocaust?**
A poignant end to the year but a vastly important one. Students practice empathy as they look at how the genocide of over 6 million Jews was able to occur and why it is important to tell their stories.

TRIP:

To complement our study of WWI and WWII, students get the opportunity to visit Bovington Tank Museum. Tanks, tanks and more tanks. Students get the opportunity to see more than 30 tanks that have helped shaped modern warfare. A chance to see the first ever tank, the waterproof tank and the Tiger tank. Students will get to see these machines of warfare up close and personal, they are even allowed to sit inside and see what conditions were like. The museum also takes the students on a journey through the trenches and shows them how warfare has changed over time by looking at weapons and uniforms that soldier's wear (no trip is complete without a bit of dressing up). Students also see current conditions our soldiers are fighting in and hear great stories of heroism from those that fought in British conflict.



Year 9 Music



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

In addition to revisiting elements of core knowledge from previous years, the Year 9 programme of study covers:

Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

Dynamics & Articulation

Sudden and extreme dynamic change
Legato
Dynamic and articulation notation as appropriate to the programme of study.

Rhythm, Tempo & Metre

Drum grooves including standard rock and Disco
Rhythm elements: Ties
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

Structure & Form

Verse/chorus structures: Intro, outro, verse, pre-chorus, chorus, middle 8/bridge
Structural notation as appropriate to the programme of study.

Melody

Leitmotif
Riff
Hook
Melodic notation as appropriate to the programme of study.

Instrumentation & Timbre/Sonority

Developments in the orchestra over time; the use of instruments and relevant techniques
Synthesised timbres
Instrumental notation as appropriate to the programme of study.

Core Skills

Development in core skills is very much a continuation of work from the previous year:

Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard.

Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to new areas of study.

Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study.

General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study
Responding appropriately to musical notation relevant to the programme of study.



Year 9 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued

Texture

Parallel

Textural notation as appropriate to the programme of study.

Harmony & Tonality

Chromatic chords (diminished and augmented triads)

7th chords

Dissonance, consonance and resolution

'Sus' chords

Pedal point

Power chords

Tonal and harmonic notation as appropriate to the programme of study.

How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.

What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Years 10 & 11 through continued exploration of musical elements in the three areas of listening, performing and composing at GCSE. These three interconnected strands are taught and assessed more distinctly as individual disciplines at KS4, while students are increasingly able to pursue their own interests with regard to NEA components.



Year 9 Physical Education



What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught advanced rules, skills and techniques, strategies and tactics in a variety of fully competitive situations. They should be able to select and apply these skills and a tactics to a variety of complex situations successfully and evaluate their own level of **LEADERSHIP** within **PE**.

Core Knowledge

Physical ME

Understand how to changes tactics strategies and skills to suit changing competitive situations.

Be able to choose, link and combine skills and techniques in different situations.

Cognitive ME

Understand how to use and adapt advanced tactics, rules and ideas in different situations

Understand how to transfer knowledge, adapt and apply this to new/different activities.

Healthy ME

Understands and uses the principles of training to improve fitness

Understand how to promote active healthy lifestyle habits.

Social ME

How to set realistic and challenging goals

How to take initiative to lead when officiating or leading activities.

Affective ME

How to manage emotions during challenging situations.

Understand how to support others in their learning and recognises their needs.

Core Skills

Physical ME

Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination

Change skills to suit different situations having a highly influential effect in competitive situations.

Cognitive ME

Uses and adapts advanced tactics, rules and ideas in different situations

Reflects on choices made outlining what worked well, what could have been better and why

Demonstrates effective decision making under pressure in different activities.

Healthy ME

Apply an understanding of H and F by participating in sustained physical activity within and outside of school.

Social ME

Show high levels of confidence, organisation and communication when leading

Sets up and run practices and activities to improve a performance.

Affective ME

Demonstrates high levels of self-confidence

Demonstrates clear positive values when participating and leading.



Year 9 Physical Education continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued	Core Skills
<p data-bbox="343 436 539 470">Affective ME</p> <p data-bbox="116 477 775 551">Importance of following rules and etiquette in competitive games and activities.</p> <p data-bbox="151 595 743 748">Demonstrate knowledge of the concept curriculum and how it can benefit their own LEADERSHIP in PE and beyond with particular reference to:</p> <ul data-bbox="244 792 639 1070" style="list-style-type: none"> <li data-bbox="244 792 639 831">• Attitudes & Behaviors <li data-bbox="284 875 600 913">• Effective Teams <li data-bbox="293 958 590 996">• Self-Reflection <li data-bbox="266 1041 616 1079">• Power of Positivity 	

How has learning been assessed?

Learning is assessed formatively through:
personal study 'quiz' tasks on rules, regulations, basic skills, strategies & tactics.

- AFL methods in lessons
- Teacher observation
- ME in PE Framework
- Peer assessment

Student engagement is assessed summative through 'exit quizzes' at the end of each concept curriculum unit.

What is coming up in the following year?

Students will develop their knowledge and skills of the 5 assessment areas in the ME in PE framework through a broad and balanced curriculum.

The concept curriculum will develop student's knowledge of **ASPIRATIONS AND EMPLOYABILITY** through them experiencing themes based upon:

- Employability
- Fulfilling Potential
- Emotional Intelligence
- Redefining Competition.



Year 9 Religious Studies



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ul style="list-style-type: none">• Understanding of what Philosophy and Ethics are.• Understanding of a variety of philosophical and ethical views on peace and conflict• Understanding of a variety of philosophical and ethical views on crime and punishment• Understanding of a variety of philosophical and ethical views on life after death• Understanding of a variety of philosophical and ethical views on good and evil• Understanding of a variety of philosophical and ethical views on issues arising in modern society.	<ul style="list-style-type: none">• Understanding other opinions, viewpoints and ideas• Forming opinions, viewpoints and ideas.• Justifying opinions, viewpoints and ideas• Analysing and comparing opinions, viewpoints and ideas• Using key, subject specific terminology• Structuring arguments using a PEE (point, evidence, explain) structure• Structuring balanced, discussion-based essays.

How has learning been assessed?

- In class recap quizzes
- End of unit multiple choice quizzes
- Longer written answer end of unit assessments
- End of unit discussion essay style assessments
- Personal Study.

What is coming up in the following year?

GCSE Religious Studies: Christian beliefs and teachings; relationships and families; Christian practices; religion, peace and conflict; Islamic beliefs and practices.

St. Crispin's

Excellence for all

