

# **COURSES FOR YEAR 9**

## **2011/2012**





# GREENSHAW

...be remarkable

## our vision

We are a forward looking school without limits; a dynamic community; welcoming to all; a family that values the journey and the destination.

We all take responsibility, believe in each other, strive for success and lead by example.

We are ambitious, sharing an exciting vision, building lives for the future.



# INTRODUCTION

This booklet is intended to help parents and students understand the general framework of the courses that are being followed in Year 9. We hope it will enable you to see where any individual piece of work fits into the whole programme and to understand how the programme is progressing: we hope, too, that with such an understanding you will be able to give support to your son or daughter in the development of their education, perhaps by helping them to find resources or to undertake research.

Please note that the timetable will alter in the summer term when students will embark on their chosen GCSE courses. There will be opportunities to hear about your son or daughter's progress during the year. The three key occasions are:

**Subject Evening:** 10<sup>th</sup> November 2011

This is for a discussion with subject teachers on progress in individual courses.

**Option Choices Fair** 5<sup>th</sup> January 2012

This is an opportunity to discuss the options process and gather information about subjects.

Full **Subject Reports** will be issued in May 2012.

These are written reports by each subject teacher, with a National Curriculum attainment level.

# CONTENT

Introduction	3
Parental Support	4
Art	5
English	6
Geography	7
History	8
Information Technology	10
Mathematics	11
Modern Foreign Languages	12
Music	14
Personal, Social & Health Education	15
Physical Education	16
Religious Studies	17
Science	18
Technology	19
Learning Support	20
Learning Resources Centre	20
Managed Learning Environment	21
Extended work	21
Marking	22

## EQUAL OPPORTUNITIES

**Greenshaw believes in equal opportunities for everyone and welcomes all staff, students and parents.**

**There is no place here for prejudice or intolerance.**

**We expect all members of the school to show equal consideration to all fellow members.**

# PARENTAL SUPPORT

The importance of parental support, with a few examples, is mentioned on more than one occasion in this booklet. It may be useful to summarise the major ways, in our experience, in which parents seem best able to assist their children's progress:-

1. **First and Foremost:** taking a positive interest and encouraging. Looking at their work, asking one or two questions, praising what is good, making suggestions if you feel there are obvious weaknesses: all these we would greatly welcome.
2. Involving them in any discussions you may be having on topical issues in the media, and just chatting to them about their personal interests are equally helpful. In general the more that they are used to asking questions, listening to others, thinking for themselves and giving opinions, the more they will be developing their minds and gaining skills and knowledge which will help in their studies across the whole curriculum.
3. Helping them to organise themselves for each day, particularly to have the appropriate equipment, clothing, books and dinner money.
4. Helping with their work if they ask for assistance. A few hints or guidelines will be invaluable, but please do not do the work for them.
5. Providing the children with as much of their own basic equipment as possible. In school we have reserve supplies for class work, but when the students are working at home or in libraries they will need their own kit. The following are the major items:
  - a) pens, pencils, ruler and eraser (no Tippex in School)
  - b) a pocket dictionary
  - c) a scientific calculator
  - d) a pair of compasses.
6. Asking weekly whether any correspondence has been sent from school (normally sent home on a Friday).
7. Checking and signing the Student Planner.
8. Making sure they have enough sleep.

Some specific examples of ways in which parents have given support to their children are by:

- encouraging and enabling them to join and use public libraries
- helping them with research projects and or questionnaires
- finding magazines, books or other resources which are relevant to particular projects
- helping them to practise a skill (like a speech or reading or drawing or using simple equipment)
- helping them to learn facts or prepare for a test
- helping them to understand words, phrases or sentences they find difficult.

# ART

## Course Content

The Art and Design course further consolidates and builds upon the skills and approaches to work covered in Years 7 and 8, and includes some GCSE style approaches to work.

The overall theme of the year is Modern Art and Culture. Students will explore a variety of projects. These may include :

<b>Cubist Portraits</b>	Experimentation with cubist approaches to art.
<b>Perspective</b>	One, two and three point perspective.
<b>Japan</b>	Exploring culture and art in Japan.
<b>Pop Art</b>	Linking Art and Media: Exploring the work of Andy Warhol

## Learning Activities and Teaching Approaches

Students will have the opportunity to :

- investigate their ideas in greater depth
- develop increasingly personal responses to stimuli
- explore the methods and techniques involved in printmaking
- analyse, compare and respond to art from a range of periods and cultures
- modify and evaluate their work throughout the duration of a project

## Citizenship

Students continue to access the art of different cultures as they did in Years 7 & 8. In doing this students learn about the lifestyle and values of other societies, such as Japan. Aspects of art and the media are also examined, considering how different messages are conveyed to different audiences.

## Extended work

About 30 minutes will be set fortnightly and will be based on the following activities :

- observational work
- research work - collecting resources, making sketches and colour studies, exploring the work of artists, craftspersons and designers
- further exploring and modifying ideas
- appraising their own and others' work

## Assessment

Students will be encouraged to engage in individual, small group and whole class discussions about the progress of their work. During this, students will evaluate and self assess their classwork. Staff will mark students' work and discuss their progress both individually and as a whole class.

A student will be assessed on :

- their skills in handling and exploiting the properties of a wider range of media
- their ability to develop increasingly personal responses to tasks
- their ability to organise and present research in an increasingly imaginative way
- their understanding, knowledge and ability to respond to the work of artists, crafts persons and designers
- their ability to appraise both their own and others' work
- their effort
- their organisational skills
- their ability to work both individually and with other students

## Extra Curricular Activities

Students will have the opportunity to work on their art work in the Art Department on Mondays, 3.00 – 3.40 pm in Art Club.

# ENGLISH

The English Course in Year 9 forms part of the National Curriculum Key Stage 3 and develops work begun in Years 7 and 8. The aims of the course divide broadly into four areas:

**WRITING** To develop every student's ability to construct and convey meaning in written language, matching style to audience and purpose. To develop accurate use of punctuation, paragraphs and vocabulary and encourage the use of a range of sentence structures.

**READING** To develop the ability to read, understand and respond to different types of writing. To develop information-retrieval strategies for the purposes of study, including the use of the Learning Resources Centre, computers and other technological equipment.

**SPEAKING AND LISTENING** To develop students' understanding of the spoken word and their capacity to express themselves effectively, matching style and response to audience and purpose.

**DRAMA** To develop students' performance skills, as well as their understanding of character and plot. To develop skills including role play, mime and script writing through individual and group work.

Students learn about the use of Standard English in these four areas and are taught to recognise and evaluate the use of special features in spoken and written language. The six units that follow have been devised to satisfy the National Curriculum requirements for the study of English.

<b>Unit One</b>	<i>Stone Cold or Face</i> – Prose Fiction	<b>Unit Four</b>	Reading Skills
<b>Unit Two</b>	<i>Romeo and Juliet</i> - Shakespeare	<b>Unit Five</b>	Media introduction to film
<b>Unit Three</b>	Writing Skills Unit	<b>Unit Six</b>	Citizenship

Each unit will take approximately 4-6 weeks to cover. The units allow students to develop and bring together the skills they have learned throughout KS3. The work covered, prepares and supports the transition into Key Stage 4. The sequence of units will not necessarily be as set out above.

## Learning Activities and Teaching Approaches

By the end of Year 9, all students will have been given a number of opportunities to practise the range of skills which are to be developed and assessed. Learning activities are carefully structured so as to maintain the balance of time spent on the teaching of the compulsory areas.

### Citizenship

The course supports the school's commitment to citizenship: the units explore a wide range of social issues and human experiences such as prejudice, poverty and the powerful influences of the mass media on the individual. Developing students' skills in taking part in discussion, justifying a point of view orally and in writing are key parts of this course.

### Drama

At Key Stage 3, Drama forms part of the English curriculum and, in addition to developing students' communication skills, aims to prepare students for continuing Drama studies into Key Stage 4. The Shakespeare unit, incorporates a range of drama activities to support students' understanding of a text. Students have two drama sessions a term in the drama studio to help develop their skills and understanding.

### Extended work

Extended work may involve a range of tasks relating to oral, reading or written assignments. The length of the extended work will vary according to whether it is research, first draft or final draft work but during a fortnight cycle, students would be expected to spend about 1½ hours on English extended work.

**Assessment**

All students will compile a coursework folder that will contain evidence of their best written and oral work on a variety of topics. Each unit of work has a Key Assessment that measures students' attainment in the unit. Evidence of their attainment is placed in the folder and a National Curriculum level is awarded. Targets are also set for each student.

In the summer term, students will take an internally set GCSE style examination. This will assess reading comprehension skills.

During the year, students will take part in individual, pair and group oral exercises. Students will evaluate their competence and target areas for improvement.

# GEOGRAPHY

Geography is a living subject and has a direct/indirect influence on us all.

The Year 9 course is part of a three year programme which starts in Year 7 with local and British Isles themes, moving to Britain and Europe in Year 8 and culminating in placing Geography in a world context in Year 9.

Students will gradually gain a wider perspective on issues which affect them directly and also on global issues which affect us all. They will develop a range of skills over the three years in a practical sense, using maps, graphs and photographs as well as being able to apply their knowledge and understanding.

## Course Content

- World population distribution (sparse and dense)
- What is development? - the measurement of development
- A case study of a developing country - Kenya; including physical and human features, Nairobi settlement study and tourism
- Super powers (USA/Russia/Japan)
- A case study of a developed country - Japan; including physical and human features, Tokyo settlement study, volcanic/earthquake hazards, trade and industry
- Resources -
  - Renewable/non renewable
  - Energy resources
  - Recycling
  - Extraction and restoration
- World hazards - Greenhouse effect/acid rain
- Environmental Management
  - National Parks
  - Fragile environment - Antarctica
- Skills
  - Mapwork 1:25000/1:50000, route planning
  - Decision making
  - Photograph/satellite images

## Learning Activities and Teaching Approaches

A full range of activities will be used by staff throughout the course including :

- Discussions, question/answer
- Written exercises/project studies
- Practical skill exercises
- The use of role play and group work
- The use of videos, IT and CD-ROM

It is very important that students are fully involved in all activities. Teaching styles will vary and tasks will be differentiated so that all students can be involved.

## Citizenship

The Geography course supports the study of citizenship by enabling students to:

- Understand how decisions are made about places and environments (from global to local) and appreciate opportunities for their own involvement
- Reflect on, and discuss, topical social, environmental and political issues
- Understand the diversity of cultures and identities in the UK and the wider world
- Understand their rights and responsibilities to other people and the environment

**Extended work**

Students will be set about 40 minutes of extended work over the two-week timetable cycle. These will vary according to the topics being covered but will always be relevant. Tasks will include :

- Written exercises (questions, paragraphs, short accounts)
- Project studies (usually over several weeks)
- Research exercises - newspapers, Learning Resources Centre
- Illustrations/charts
- Completion of classwork
- 

Students are actively encouraged to use the Geography rooms and our stock of books and equipment at lunchtimes and after school.

**Assessment**

Continual monitoring of classwork and extended work will occur. In order to give attainment levels, a series of three assessments will be carried out (2 per term).

- Skills: Ordnance survey work including reduction and enlargement of areas
- Kenya project: research exercise including tribes, cities and tourism
- Tokyo: problems facing a modern city

# HISTORY

The Year 9 course forms the last part of a three year programme of study in Key Stage 3. Students are encouraged to develop a range of skills and apply these to a series of topics.

Students in Year 9 will explore the Twentieth Century through a number of themes including ordinary life, empire, conflict, movement and settlement, and power and democracy. They will investigate the answers to questions such as “Why did soldiers carry on fighting in the trenches?” and “Winners or losers? Why do people argue about who gained and who lost from the British Empire?” The aim of the course is to engage students in the study of history, to take them on an exciting journey and, along the way, to develop their knowledge and understanding of this period and to continue the development of the important historical skills such as source analysis and interpretation. To support their study of 20<sup>th</sup> century conflict, students will have the opportunity to visit the battlefields of WWI.

## Course Content

- What can the Olympics tell us about the twentieth century?
- Winners or losers? Why do people argue about who gained and who lost from the British Empire?
- The end of Empire: Why did British rule end in India, Kenya and Hong Kong?
- Why did soldiers carry on fighting in the trenches?
- When and why did the Second World War turn against Hitler and his allies?
- Why did civilians in the Second World War find themselves at greater risk than ever before?
- Why was the US army forced to withdraw from Vietnam?
- How similar were Joseph Stalin and Adolph Hitler?
- What can the story of Frank Bright and his classmates tell us about the Holocaust?
- How did women in Britain campaign for the right to vote?
- How did black Americans campaign for equal rights?
- What has had the biggest impact on improving people's lives?

## Learning Activities and Teaching Approaches

A variety of learning activities are employed which demand flexibility in terms of teaching approach. Teachers are especially sensitive to the variety of learning needs and structure their lessons accordingly. Teaching styles also reflect the content, concepts and nature of the learning activity.

Students are encouraged to participate in class discussion and group work as well as carry out individual research. The results of their efforts may be written up in exercise books or on a computer or presented to the rest of the class through presentations or wall displays. Other activities may include role-play, model-making, use of ICT and educational visits.

## Extended work:

Extended work reinforces classroom-based learning activities and as such has great importance attached to it by the History Department. Extended work amounting to 40 minutes worth will be set over the two-week cycle. Examples of extended work activities are:

- Carrying out interviews
- Researching a topic
- Written responses to questions
- Illustrations and/or charts
- Recording information
- Completing classwork
- Reading
- Watching a documentary

Students are encouraged to visit the History rooms during the lunch period and after school for help and advice. They may also book out resources to help them with their extended work tasks.

## Assessment

Assessing students work is part of the learning process. In line with school policy, students' effort is assessed by awarding letter grades Ex; G; J and N, whilst students' attainment is assessed by awarding number grades 1 - 5. Common assignments are used once a term to assess historical knowledge and conceptual development in line with the National Curriculum attainment levels.

**Citizenship**

The study of history makes a huge contribution to the development of students' awareness of their world and of their rights and their responsibilities. By exploring what it was like to live in the past, students develop a better appreciation of the relative social comforts we enjoy today. By exploring how people fought for their political rights, students come to understand the importance of political participation. And by developing the historical skills of reading sources critically and recognising both sides of an argument, students become better prepared to operate and survive in an increasingly information-rich world.

# INFORMATON AND COMMUNICATION TECHNOLOGY

## AIDA

### What is AIDA?

- Award In Digital Applications
- Part of the new DIDA qualifications
- New course
- GCSE equivalent
- Revolutionary delivery

### AIDA – THE LEARNING REVOLUTION!

In Year 9 all students start to follow the new GCSE DIDA qualification and aim to complete the first part – the AIDA, which is worth 1 GCSE, in that year.

In Year 10 all students aim to complete the second part – the CIDA, which combined with the AIDA is worth 2 GCSE's.

### Support via

- After school sessions supervised by ICT staff
- ICT mentoring system

### How does AIDA work?

- Coursework based project
- SBP – Summative Project Brief
- 30 hours minimum
- Must be teacher supervised
- Creation of an E-portfolio
- No paper submitted
- No written exam paper

### What's the project about?

- Using ICT to solve real life problems
- Variety of different skills – not just on e focus, including:
  - Brainstorming, timelines
  - Internet skills, questionnaires, surveys, spreadsheets, databases
  - Leaflets, reports, posters, presentations, letters web pages

### Why are we running the AIDA in Year 9?

- Relates to the KS3 ICT National Strategy
- A successful history of running GCSE courses early

### Extended Work

- **About 40 minutes of extended work will be set over the course of a fortnight cycle.**

# MATHEMATICS

## Course Content

Year 9 classes follow the National Curriculum at the appropriate level. Topics are summarised below:

Numbers and the Number System	Work with number including fractions, decimals and percentages as well as positive and negative whole numbers; number patterns; primes; ratio and proportion.
Calculating	Calculating includes methods of addition, subtraction, multiplication and division of all forms of number; rounding; solving problems involving percentage changes
Algebra	Algebra includes generalisations; formulae and equations; sequences; graphs
Shape, Space and Measures	Polygons; imperial and metric measurements; angles; volume; surface area; translations (including column vectors); plane shapes and properties; bearings; scale drawing and perspectives; co-ordinates and shapes.
Handling Data	Collection representation and analysis of statistical data; probability - theoretical and experimental.
Using and applying Maths	This is both important preparation for GCSE as well as being required by the National Curriculum. The idea of using and applying Mathematics is present whenever possible throughout the course - but in particular students are asked to solve three problems during the year. These are then assessed using the National Curriculum criteria. Problems set are: <ul style="list-style-type: none"><li>• Shapes and diagonals: number patterns and generalisations.</li><li>• Maximum area: deciding the best solutions - and explaining reasons</li><li>• Table investigation: patterns and relationships including predictions and explanations</li></ul>

Students are encouraged to calculate mentally and are frequently asked aural questions to develop these skills. They are encouraged to use a calculator sensibly and to develop efficient strategies to check the appropriateness of any answer.

Computers are used to cover National Curriculum requirements and also to teach and support general mathematical concepts.

Excel (spreadsheet)	Formulae and number patterns - including the ability to solve mathematical problems; statistical analysis and display of information using the graphical facilities.
Autograph	Produces graphs from formulae and equations, allowing deeper investigation of the effects of changes.
Geometer's Sketchpad	Translations and graphical relationships

### **Learning Activities and Teaching Approaches**

Students in Year 9 work in Maths classes set by ability. The same general topics are followed by all students with overlap of work between adjacent ability groups. The course recognises that students vary in understanding considerably. National Curriculum levels studied vary from 3 to 8. Extra support is available for some classes in terms of class sizes and materials. Other classes are expected to understand a topic to a much greater depth, with challenging material or activities for individual students being available. Learning takes place through teacher exposition, group discussion and individual work. Students are class taught using the same topics in every set. The work covered and the depth to which a topic is pursued varies with the set and individual student. "Maths Frameworking" textbooks are used, although other resources are used to supplement this and varied activities are used to further students' understanding.

Computing takes place in a mathematics room equipped with 32 new machines

### **Citizenship**

Through an enhanced emphasis on Statistics, The Maths Department ensures that students are well equipped to interpret the increasing amount of data generated in the real world, and therefore can fully play a part as informed citizens.

### **Extended work**

Extended work is set three times in the two week cycle, each to take approximately 30 minutes. The depth and level is appropriate for the set. Extensive use is made of the set text book, as well as worksheets and a variety of other types of task such as drawing, writing, making, research, data collection, learning or revising.

### **Assessment**

Extended work & Classwork	Cyclic effort mark Ex- N
Using and applying Maths	Attainment using the National Curriculum levels 3 - 8
Tests	Roughly every half term, marked using National Curriculum levels 3-8.
End of Key Stage Exam	Given early into the Summer term, marked using National Curriculum levels 3 – 8. Pupils then proceed onto the GCSE course.

Attitude, effort and organisational skills are generally assessed informally by the teacher - being part of the picture that the class teacher builds up of an individual. These are recorded formally through progress reports and profiles as part of the reporting process. More formal recording of these skills can take place for individuals or the class through departmental monitoring procedures.

### **Extra Curriculum**

There is a Maths Club open to all years.

# MODERN FOREIGN LANGUAGES

## Course Content

All students in Year 9 continue to study the foreign language begun in Year 7, be it French, Spanish or German. In Year 9 greater emphasis is placed on developing knowledge of the structure of the language and further developing an awareness of the culture of the language studied. This is done within the context of the topics being taught.

All students are entered for the AQA Foundation Certificate of Secondary Education

The following areas of language are introduced / revised in Year 9:

- Meeting people
- Holidays
- Health & Fitness
- Food & drink
- Media & Leisure

## Learning Activities and Teaching Approaches

The aim of Modern Language lessons is to enable students to communicate in the foreign language and as such great emphasis is placed upon developing listening and speaking skills, and building up the students' sense of achievement, confidence and enjoyment of the language.

Students are given every opportunity to practise skills in a variety of situations and contexts. These include:

- Pairwork
- Groupwork
- Surveys
- Songs
- Games
- Comprehension activities
- Using video
- Reading for pleasure
- Gist understanding
- Recognition of cognates
- True/False activities
- Word processing
- Gap filling
- Text ordering
- Carousel activities
- Drama and mime

## Citizenship

The Modern Foreign Languages Department seeks to make a distinctive contribution to the provision of citizenship by:

- Encouraging positive attitudes towards speakers of other languages
- Developing students' knowledge, understanding and appreciation of different countries, cultures, people and communities
- Promoting the concept of global citizenship

## Extended work

Two pieces of work taking about 45 minutes in total, which are considered to be integral to lessons and to the course in general, are set each cycle. These involve students in a variety of tasks and are used as a means to develop student competency further in the four skill areas of Listening, Speaking, Reading and Writing. They may include any/all of the following:

- Learning of new vocabulary
- Reading tasks: comprehension activities; true/false; gap filling; reading for pleasure

- Writing tasks: responding to a stimulus, letter writing, gap filling
- Preparing for a spoken task
- Recording a spoken task
- Research into an issue/theme related to the course.

There is constant revision and practice of language learnt in previous years.

### **Assessment**

The progress of students is constantly monitored and, in line with the National Curriculum for Modern Languages, assessment is an integral part of the course. At the end of each module students complete assessments in listening, reading writing & speaking. These assessments are then moderated by AQA and pupils will achieve a Pass (Level 4), Merit (Level 5) or Distinction (Level 6).

As well as the formal recording of these assessments teachers also assess student attainment on the outcomes of classwork and extended work.

### **Extra Curricular Activities**

The MFL Department organises a variety of cultural visits to France, Spain and Germany.

# MUSIC

## Course Content

The music course includes performance, composing, listening and appraising using the topics of :

- Keyboards
- Britpop
- Reggae
- Film and Television
- Historical elements of popular music
- Computer performance and composition – dance music

## Learning Activities and Teaching Approaches

Students will have the opportunity to:

- Learn about keyboards, electric guitars and drums
- Perform, play and sing, together as a whole class and in small groups
- Improvise around imaginative ideas or chord schemes
- Compose together in small groups
- Extend their expertise of IT using specifically musical software
- Refine the work they have created
- Notate in various ways
- Analyse the success of their music
- Listen as a whole class and discuss opinions of what has been heard
- Write accurate accounts of what has been studied

## Citizenship

Music contributes to citizenship education by:

- Providing opportunities for engagement with, and appreciation and understanding of, music from different times and places
- Helping students take responsibility for their own decisions and valuing their own work
- Recognising the need for different roles within a group performance
- Increasing motivation through achieving success in a non-verbal medium

## Extended work

- Will be set occasionally as appropriate taking about 30 minutes each fortnightly cycle
- May require research that entails a negotiable date
- Will be varied and aim to include a wide range of musical experiences

## Learning for Tests

- written work that may be an account of what has been performed in class
- an evaluation of music heard in class
- practising a piece of music for those who can do so
- watching and listening to the television or video; noting what has happened or what message the music has communicated to its audience
- finding examples of music from students' own listening choice
- working at a project of their own choice

### **Assessment**

This may take place during the lesson as part of the learning process or may be at the conclusion of a piece of work or as a formal test. A student will be assessed in:

- their skills of keyboard performance and computer assisted learning
- their commitment to performance standards in various situations
- their ability to cope and continue however problematic a performance is
- their imaginative use of ideas to create a composition
- their power to listen and hear elements of music
- their spoken use of musical vocabulary, technical and emotional
- their writing of accurate accounts of what has been studied
- their understanding of the purpose of the performance or task
- their willingness to answer questions and discuss in class
- their preparation (by completing extended works or bringing equipment) for class and being organised in class
- being able to maintain the motivation to complete tasks
- being able to co-operate with others

### **Extra Curricular Activities**

The Music Department provides opportunities for those who wish to be involved at lunchtimes and after school. Year 9 students particularly enjoy forming their own bands and using the department to rehearse their own music. Staff are always on hand to provide compositional and performance advice.

All students are eligible for instrumental lessons and continue to derive great benefit from our scheme. Many of our students play regularly with The London Borough of Sutton bands and orchestras.

# PERSONAL, SOCIAL & HEALTH EDUCATION

The course is delivered as part of the tutorial programme and it is structured in a way that ensures delivery of cross-curricular dimensions and themes. The course is organised so that it provides a framework for delivering the skills, topics and themes outlined below.

## Course Content

1. **Rights and Identities:** Charter of Human Rights, Britain as a multi-cultural society and what being British means
2. **Alcohol:** The abuse of alcohol, its effects and the law
3. **Profiling and Careers:** Personal awareness, strengths and weaknesses, interests, aspirations and expectations
4. **Drugs:** Types and effects, uses and abuses, social perceptions, awareness
5. **Sexual Relationship :** STDs, contraception, sexual encounters, decision making

## Learning Activities and Teaching Approaches

The programme is led by the tutor and is composed of a range of topics which will seek to encourage the personal development , a healthy lifestyle, an understanding of the society in which we live and an awareness of what constitutes good citizenship.

The activities are structured so that individual, pair and group work can lead to, or be developed out of, whole class discussion. A variety of resources and materials are used in helping to deliver topics and the course is supported by a range of visiting speakers from outside agencies.

The course concentrates on developing students' knowledge of themselves, their health, how to manage their feelings and to handle relationships. It seeks to develop their ability to understand situations and to raise the awareness of students to the attitudes and behaviour patterns which exist in our society.

## Citizenship

Citizenship is an integral part of this course. The PSHE programme allows students to reflect on their experiences and consider how well they are doing. It also ensures that students develop the personal and social knowledge, skills and understanding that underpin learning in citizenship.

## Extended work

Extended work is not set on a regular basis, but students will be given a number of tasks to complete which may need to be finished in their own time. They will also be asked to volunteer for tasks which involve giving up additional time in helping with the community projects the tutor group and/or the school undertake.

## Assessment

The course is not formally assessed. Students are encouraged to consider their views and discuss them with others. Students compile a folder of pieces which illustrate their present thinking on the topics covered.

# PHYSICAL EDUCATION

## Course Content

Students revisit activities covered in Year 7 and Year 8. They are also introduced to new sports. In Year 9 students cover the following activities:

- Games : badminton, basketball, cricket, rugby, netball , volleyball, handball, football
- Athletic activities - track and field
- Gymnastics and sports acrobatics
- Dance (Girls only)

Students will refine the basic skills taught and learnt in Year 7 and Year 8 and will be given the opportunity to attempt more complex and difficult skills. They will be able to develop their tactics and strategies in a variety of situations and be introduced to the rules and laws and scoring systems of a range of games.

## Learning Activities and Teaching Approaches

As with Years 7 and 8, students will have the opportunity to work alone and with others. Great emphasis is placed on the opportunity to evaluate practical performance critically. Opportunity will be given to lead and organise others and to assess complex movement. Students should also be able to devise and improve their own personal exercise programme. Students will be taught how to prepare for and recover from activity. They will have a knowledge of the short and long term effects of exercise on the individual and the importance of monitoring health. Students in Year 9 are taught in single gender groups for all activities.

## Citizenship

The PE Department contribute to citizenship by:

- Encouraging students to increase their self-reliance, self-discipline and social responsibility;
- Ensuring students understand about responsible and sporting behaviour and that they can distinguish between that which is good, bad and anti-social;
- Asking students to apply knowledge in solving practical and real-life problems;
- Practising the skills of reflection, evaluation enabling students to improve their own performance.

## Extended work

Although PE does not appear on the extended work schedule, students will be expected to plan and prepare work at home. This could involve leading a warm up or a group skills practice or preparing a sequence or motif to teach to others.

## Assessment

Students are assessed in the following areas :

- Effort
- Co-operation
- Performance Levels
- Fitness Levels
- Ability to perform different roles associates with PE and sport

Assessment takes place continually during the course. Student progress and attainment in all areas of activity are taken into account in the end of year reports. Students' effort and progress are recorded each term on the individual PE record card.

## Extra Curricular

A wide range of clubs and practices are offered to students of all ability levels. It is hoped that students will take advantage of the wide range of clubs and activities offered. Fixtures against other schools are held in a number of team games and individual activities.

# RELIGIOUS STUDIES

In Year 9 students use their understanding of religions from years 7 & 8 to begin to ask questions about themselves and society. The approach is philosophical, sociological and personal, and students are encouraged to compare their views and beliefs with a variety of opposing opinions.

## **Introduction to Philosophy of Religion**

This unit gets students thinking about the biggest questions in life.

It asks the question: Is it reasonable to believe in God?

- Students consider why anyone is religious
- Students learn about arguments for the existence of God
- Students are enabled to criticise these arguments

## **The Journey Of Life**

This unit is designed to encourage students to think about the direction of their own lives and how they will shape it. It asks the question: how does religion affect individuals and communities?

- Students compare ways in which people celebrate new life through different birth ceremonies
- Students consider the implications of coming of age and the responsibilities of adulthood.
- Students investigate marriage within different religious traditions
- Students compare different attitudes to death and the after-life

## **Religion and Politics , Religion and Justice**

These units of work enable students to whether religion has a positive or negative impact on the world today. It asks the questions: how does religion affect the world? And how can religion make the world a better place?

- Students study the Middle East conflict, investigating its historical and religious background.
- Students take case studies on UK religious charities, attitudes to the environment, trade justice and examine a local faith community and its work

## **Citizenship**

- Students examine different political ideologies within the unit, learning about democracy, communism and non-cooperation.
- Students have an opportunity to write to their local MP to express their personal views
- Students learn about the importance of Human Rights and examine Human Rights abuses
- Students consider how individuals can influence and change political and social structures
- Students examine and compare religious attitudes to adulthood with Britain's laws
- Students reflect upon the social responsibilities that accompany citizens' rights
- Students consider the implications of living in a multi-cultural and multi-faith community

## **Learning Activities and Teaching Approaches**

A variety of teaching and learning styles are used to help students learn about and from religions. Students investigate religious beliefs through media, literature, art and film. Lessons involve discussion to encourage students to reflect upon and respond to the issues raised. Students are encouraged to work independently and collaboratively.

## **Extended work**

Extended work of about 30 minutes is set once a fortnight. In order to develop students' skills as independent learners; a number of larger projects are set for individual units of work.

## **Assessment**

For each unit, students examine a key question, enabling them to demonstrate their learning and their own views on the topics. Assessment tasks vary to reflect different skills acquired in Religious Studies. Some of the projects form the assessment task for a particular unit whilst other assessments are conducted in test conditions in class. Each student has an assessment folder to track his or her progress throughout Key Stage 3, which enables students to set their own targets.

# SCIENCE

Greenshaw has introduced GCSE Core Science into the year 9 curriculum as of September 2009.

Students are placed in sets based on prior attainment. They have 7 one-hour lessons in the two-week cycle. Over the year they will complete 9 GCSE Science modules.

The teaching sequence offers opportunities to reinforce and develop each key scientific idea. Students need to recognise, describe, use and apply key scientific ideas to explain abstract phenomena even when they appear in unfamiliar contexts. Delving into key ideas can stimulate students' curiosity and help them to make connections between different areas of science.

## Course Content

- **B1: You and your genes**
- **B2: Keeping Healthy**
- **B3: Life on Earth**
  
- **C1: Air quality**
- **C2: Material choices**
- **C3: Chemicals in our Lives: Risks & Benefits**
  
- **P1: The earth in the Universe**
- **P2: Radiation and life**
- **P3: Sustainable Energy**

## Learning Activities and Teaching Approaches

Students will build on their scientific knowledge and understanding from Key Stage 2 and Year 7 and 8 to make connections between different areas of science. They will use scientific ideas and models to explain phenomena and events, and understand a range of familiar applications of science. Students will think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions.

## Citizenship

Students within Science are expected to respect their own learning and the learning of others. Students should be able to work both collaboratively and independently to achieve success within and outside of lessons. The learning environment is respected and kept tidy.

During practical lessons, students are expected to adhere to the safety regulations of the lesson (such as wearing safety goggles), to behave sensibly and respect the safety of others around them.

## Assessment

After each module is taught, students will sit an internal class test based on the content they have learned. Their results will be given in the form of a GCSE grade. In January of Year 10, they will sit external GCSE exams that will contribute to their final GCSE grades at the end of year 11.

## Extended work

Students will be set about 90 minutes of extended work over the two week cycle. This may take the form of experimental reports, worksheets, questions, leaflet and poster designing, reading and/or research.

# TECHNOLOGY

The aim of the Technology Department is to teach students to design and make good quality products.

## Course Content

The Year 9 Technology course aims to extend students' awareness and appreciation of design and technology and to develop their capability in this National Curriculum subject.

Students will spend 4 hours per fortnight following a programme devised to develop skills in each of the technology areas - Food, Graphic Products, a Resistant Materials and Textiles - where they will be using specialist equipment and working with a variety of materials.

## Learning Activities and Teaching Approaches

In each technology area students will work on a number of "Design and Make" projects, using different materials, processes and skills. They will be required to research, design, justify, make, test and evaluate products.

Students will experience theoretical and practical activities including demonstrations, practical investigations and activities. They work from text books, video programmes and use computers.

Projects covered include:

Resistant Materials	Clock project
Graphic Products	Nedia Packaging project and Point of Sale
Food Topics	SATS project: "Food From Around the World" Pastry project
Textiles	SATs project: T shirt design and a fashion project

## Extended work

Extended work will be set on a weekly basis, totalling approximately 45 minutes per fortnightly cycle. Different extended work activities will include research, written and design work in student booklets, preparation for practical lessons, learning and revision.

## Citizenship

The Year 9 Technology course develops students' understanding of citizenship by:

- providing opportunities to collect information, make choice and reflect on how technology affects society
- ensuring students develop the skills of co-operative working with a range of others while completing their work
- providing opportunities for creative thinking about improving the quality of life

## Assessment

Assessment in Design and Technology follows the attainment target areas specified in the National Curriculum. Each "Design and Make" project will be assessed according to the school marking scheme (1 – 5) for attainment.

# LEARNING SUPPORT

At Greenshaw we seek to organise and deliver our teaching on the principle of equal opportunity for all students. All students are therefore entitled to a broad and balanced curriculum (including the National Curriculum) which is relevant to their individual needs.

Our aim is to identify children with special educational needs, assess those needs in consultation with the parents/carers and the children themselves and plan an appropriate response.

We will seek to meet children's needs in stages, matching the level of help to the needs of the child. Progress will be reviewed regularly and parents/carers will be consulted and kept informed.

For some children, the school will want to seek advice from agencies outside the school; for example, we might ask for an assessment by an Educational Psychologist. This advice would always be sought after consultation with the parents/carers.

Finally, the best progress for all children is made when a partnership exists between home and school. This is particularly true for children with special educational needs. The school may ask parents/carers to work with their children and to help them at home. Parental/carer support and encouragement are vital.

Parents/carers are welcome to contact the school in order to discuss their children's needs. There are regular parents' evenings throughout the year but parents/carers can make an appointment to discuss their child's progress with Heads of House and the Director of Inclusion at any time during the year.

# LEARNING RESOURCES CENTRE

The Learning Resources Centre continues to develop. The Learning Resources Centre is newly refurbished. We continue to update the stock of books.

The Learning Resources Centre includes books, newspapers, magazines and multi-media computers with a selection of CD-ROMs. Students are able to access the internet and print information from the computers as well as word-processing their own work. This provision has been expanded as it is very popular.

The Learning Resources staff maintain this area so that it is relevant to the school's needs and instructs, guides and encourages students and staff in its use.

The Learning Resources Centre is open throughout the school day for students' use. During lesson time, the LRC is used extensively for private study, but subject teachers may allow individuals or small groups to use the resources for research purposes. The Learning Resources Centre staff are always in attendance during morning break and lunchtime. During these times students do extended work, follow up their own interests and read. The Learning Resources Centre is open after school for support with extended work every day except Friday.

# THE MANAGED LEARNING ENVIRONMENT (MLE)

The MLE is a valuable tool for students to access resources to support their studies. Teachers will ask students to refer to the MLE from time to time in order to complete tasks. There will be a room assigned to the subject in order to support study.

Rooms in the MLE contain valuable information. There will be resources to support units of work and often opportunities to hand work in electronically. The MLE is continually being updated and added to so some areas will be more developed than others.

To access the MLE, students will need to navigate to the Greenshaw website ([www.greenshaw.co.uk](http://www.greenshaw.co.uk)) and enter their e-mail log in followed by .319 and their password. Students have access to the internet at school in the LRC if necessary to support studies.

## EXTENDED WORK

It is school policy to set students extended work. We do this for several reasons:

- To support their coursework
- To increase their overall understanding
- To give us further evidence of their progress
- To help them develop necessary skills in independent study and personal organisation
- Sometimes to undertake tasks which cannot be done in school.

**The support of parents in encouraging students to do extended work carefully and thoroughly is of paramount importance:** it is our experience that the students who achieve the most during their career at school are usually those whose parents have taken an active interest in their progress.

### Extended Work Schedule

Students are given an extended work schedule at the start of each school year. This shows the approximate length of time they are expected to spend each week on extended work in each subject. The precise length of time actually spent will depend upon the student, the subject in question and the type of assignment that has been set. We would usually expect Year 9 students to spend 5-7 hours per week.

Year 9 extended work allocation:

- Art – 30 minutes
- English – 90 minutes
- Geography – 40 minutes
- ICT – 40 minutes
- Music – 30 minutes
- Science – 90 minutes
- Tech – 45 minutes
- MFL – 45 minutes
- History – 40 minutes
- Maths – 90 minutes
- RS – 30 minutes

### **Extended work/Student Planner**

At the start of each school year, all students are given a Student Planner in which they must record all the extended work they are set and the date by which it is to be completed. Parents are asked to sign the diary once a week. If the planner is lost, it must be replaced promptly and the students will be charged the price of the replacement (available from the Head of House).

Parents can help their son's/daughter's progress by asking to see the planner and by regularly looking at the extended work he/she has done. This will encourage students to take their work seriously and to organise their time so that they avoid extended work piling up. It is the teacher's responsibility to set and assess extended work, but we hope parents will feel it is part of their responsibility to ensure that their child does the extended work set. Sometimes students claim to have finished their extended work at school or that they were set only a little: this may, however, mean they have not put enough effort into their work. Parents, please beware!

Students need a quiet room with a desk or table, so that they can concentrate. If it is difficult to provide extended work space at home, please remember that students can arrange to spend an hour (sometimes longer) in the Learning Resources Centre after school. Subject teachers may also allow students to work in the classrooms during lunchtimes or at the end of the day - indeed, there may be a need to do so occasionally so that reference books can be consulted or equipment used. Any difficulties in finding a quiet space for extended work should be discussed with the tutor.

**Types of Tasks :** Not all extended work assignments will be written ones. There are many kinds of task which may be set, for example:

- Drawing
- Making something
- Planning or preparing a task
- Reading (books, magazines or newspapers)
- Learning
- Personal research (perhaps by using published material or by 'interviewing' people)
- Revision for examinations
- Watching a particular television programme
- Listening to a particular radio programme
- Practising a skill

It is important that students understand that all types of extended work in all subjects have equal importance.

### **WRITTEN WORK**

Exercise books are regularly collected in and marked by subject teachers. An excellent indicator of students' progress is the condition and tidiness of their exercise books together with the marks and comments the teachers have written in them.

### **ORGANISING TIME**

One of the reasons why we regulate the amount of extended work set is that we encourage the students to involve themselves in other out of school activities (sport, music, scouts, guides, etc). These provide interest and relaxation and we want students to have time to enjoy them. At the same time, we insist that all students fulfil their extended work commitments and discipline those who do not.

If parents are concerned about their children's extended work, they should contact the tutor who will bring the matter to the attention of the Head of Department or Head of House as appropriate.

# MARKING

The marking of work serves three main purposes:

- i. To inform the student about how well s/he has done
- ii. To provide guidance on how the work might be improved
- iii. To enable the school to monitor students' attainment and progress.

The way in which work is marked will depend upon the task set, the needs of the individual student and the form of the assessment being undertaken. It will involve a combination of the following strategies:

- Discussion with the student
- A written comment
- An attainment grade or score (see below)
- A mark indicating the effort made to achieve (see below)
- Corrections of errors
- A tick to acknowledge that the work has been completed appropriately.

One of the most important ways in which teachers help students to progress is by discussing their work with them. Time spent in this way may mean that only a score, tick or brief comment would be written in the student's exercise book. Students also benefit where parents take an active interest in, and find time to discuss, the work being undertaken for school by their children.

Marking will be carried out soon after the work has been completed. However, where the assignment is part of a larger task, formal marking may be left until the project as a whole is finished.

There are many occasions when students are asked to make an assessment of their own performance. Assessment for learning, together with the setting of personal targets for improvement, are extremely effective ways of helping students to make progress.

**Attainment** is scored in one of three ways:

- i. Using a score out of 10, 20 etc
- ii. By National Curriculum level
- iii. By a score 1 – 5, using the following criteria:
  - 1 excellent understanding/performance shown
  - 2 good understanding/performance shown
  - 3 satisfactory understanding/performance shown
  - 4 lack of understanding shown (work may be partially incomplete)
  - 5 poor quality of understanding shown (work may be largely incomplete or missing appropriate content)

**Effort to achieve** is graded as follows:

- |           |   |
|-----------|---|
| <b>Ex</b> | This work shows that you have made an exceptional effort to achieve   |
| <b>G</b>  | This work shows a good, or increased, effort to achieve and make progress   |
| <b>J</b>  | This work shows you have made just enough effort to complete the task. We expect you to show a greater commitment to your own progress. |
| <b>N</b>  | This work shows you have not made enough effort to achieve. It is likely that you will be asked to repeat some, or all, of the task.    |