



Malmesbury School

Year 9 Curriculum Booklet



www.malmesbury.wilts.sch.uk

Malmesbury School Corn Gastons Malmesbury SN16 0DF 01666 829700



Year 9 Art

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 1 hour

Curriculum overview: In year 9 students learn about, gain understanding and respond to the work of a range of artists as they develop increasingly personal work.

Curriculum content:

Autumn term

Term 1: Experimental Drawing
Introduction to a relevant contemporary artist.

Term 2: Responding to the work of a contemporary artist.
Developing designs for a large piece.

Spring term

Term 3: Year 9 Art Day
Reviewing the Art Day.
Introducing Pop Art.

Term 4: Introduction to Pop Artist and making work in response. We will look at artists including Peter Blake, Roy Lichtenstein, Jim Dine and Wayne Thiebaud.

Summer term

Term 5:
Drawing tasks in response to Stephen Wiltshire and Urban Sketching.
Introduction to Surrealism.

Term 6:
Work in response to Surrealist artists.
GCSE Art Preparation Day.
Preparation for the GCSE Art course.

Skilled developed during the year: In year 9 we focus on students establishing a personal style, building knowledge and understanding of artists and the the concepts used in Art and Design and we develop creativity with the skills that support all GCSE courses.

Assessment overview: Quick checking and verbal feedback given each lesson. Teachers check and mark student work every other lesson including a detailed assessment with written feedback for each project plus tracking sheet each term. Peer assessment with written and verbal feedback completed for assessed work and main projects.

Homework: set once per half-term. Research and design work to support projects. Students can also continue with work out of lessons and for students who intend to do GCSE Art in year 10 they are expected to spend time on their work between the fortnightly lessons.

Help and support: The Art rooms are open every lunchtime for support or for students to continue with work. There is an after-school support session for GCSE students every Tuesday and Key Stage 3 students can request to come along.

Useful websites: www.tate.org.uk , www.youngartists.royalacademy.org.uk/exhibitions/2021 , www.magnumphotos.com/photographers

Enrichment and extra-curricular opportunities: There is an Art day for year 9 students where they spend the day with their teacher making a substantial piece of work, this is usually in the early spring term. Students who have opted for GCSE Art in year 10 will have a GCSE preparation day where they work with their new Art teacher on a specialist skills-based workshop, this will be towards the end of the summer term. There are other workshops through the year that offer enrichment opportunities to selected students.

It is always good for students to see and experience as much art as possible. Visits to museums, galleries and art events all support students' experiences and understanding of art. Also looking at different forms of design, film and new media helps students to see how broad Art and Design can be and help to consider future aspirations.

Encouraging students to gather information on artists they find inspiring and to take their own photographs supports their skills and knowledge of art.

Additional information about the course: Students are provided with a good quality A4 sketchbook. They need a quality drawing pencil, eraser and pencil sharpener as basic equipment and a range of drawing pencils, colour pencils, drawing pens, felt-tip pens and watercolours are useful.

For further information please see Mrs Gibbons, Curriculum Leader for Art.

Year 9 Computing

Setting arrangements: Mixed

Time allowance per fortnight: 2 hours

Curriculum overview: The year 9 curriculum extends the pupils skills in the software that they will use throughout their time at Malmesbury School. Pupils will be given the opportunity to develop their programming skills in Python, create digital artifacts in a range of software, and fully prepare pupils for the range of options at Key Stage 4.

Curriculum content:

Autumn term	
Term 1: Computational Thinking. Learn about how to decompose abstract problems to program effective solutions.	Term 2: Digital Graphics - Digital graphics feature in many areas of our lives and play a very important part in today's world.
Spring term	
Term 3: Programming. Introduction to text-based programming in Python.	Term 4: Game Design. This unit is going to look at how to create a computer game design.
Summer term	
Term 5: Web Design. You will be using Serif Webplus to create a website for a specific audience and purpose.	Term 6: Invictus. We are going to produce a range of documents to help support the Invictus Games.

Skilled developed during the year:

- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Undertake creative projects that involve selecting, using, and combining multiple applications
- Understand simple Boolean logic and some of its uses in circuits and programming
- Use a programming language to solve a variety of computational problems; make appropriate use of data structures, design and develop modular programs that use procedures or functions

Assessment overview: Termly assessments which will be a combination of online assessments and project work.

Homework: Homework is online using [Idea.org](https://www.idea.org/). The pupils will complete their silver certificate by the end of the year. Idea is an international programme that helps you develop and demonstrate digital, enterprise and employability skills.

Help and support: All our teaching resources are available on both Sharepoint and Teams.

Useful websites:

Bitesize - [KS3 Computer Science - BBC Bitesize](https://www.bbc.com/bitesize)

Idea.org - [iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.](https://www.idea.org/)

Enrichment and extra-curricular opportunities:

Code Club meets each week. There is also the Cyberfirst Challenge and Young Game Designer competition.

For further information please see Mr Shaw, Curriculum Leader Computing.

Year 9 Drama

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: In year 9 we aim to prepare students for GCSE Drama. Units of work are extended to involve phases of research, workshop, devising, performing and evaluating. All units build on skills learned over KS3 and ask students to consider social, cultural and historical contexts as well as considering the target audience and intention.

Curriculum content:

Autumn term	
Term 1: Malala with Greek Theatre skills	Term 2: Researching, scripting and performing own Greek theatre pieces. To be assessed.
Spring term	
Term 3: 'The Smile' Scripted – exploration of the text and research into the SHCP context and how this information impacts the performance.	Term 4: Rehearsal and performance of a section of The Smile. To be assessed.
Summer term	
Term 5: Shakespeare Application of previous skills to explore the context of the play. Language, vocal skills, structure.	Term 6: Adaptation of a section of the play for a modern audience with consideration of language, setting, costume, lighting and sound.

Skills developed during the year: Vocal skills (focus on unison, accent and RP).

Physical skills (focus on precision, energy, action and reaction).

Use of space (focus on levels and engaging with the audience by bringing the performance DS).

Naturalistic performances

Non-naturalistic techniques

Greek Theatre

Research skills

Assessment overview: Performance skills will be assessed at the end of the scheme of work. Overall progress will also be informed by class work, rehearsals etc.

Homework: One per half term. For example: research task, script writing, line learning.

Help and support:

See your Drama teacher, go to ClassCharts or find resources on TEAMS.

Useful websites:

www.dramaonline.com

www.nationaltheatre.org

www.rsc.org

franticassembly.co.uk

Enrichment and extra-curricular opportunities:

Drama Club Monday 3:30 – 4:30 CA7, theatre trips, school play/musical.

Additional information about the course: students will gain knowledge of the lighting and sound equipment.

For further information please see Miss Edwards, Curriculum Leader Dance and Drama.

Year 9 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The year 9 Food curriculum focuses on "Foods from other countries". We teach skills that are useful in life and may be consolidated the further up the school they go.

Curriculum content:

Rotation 1: Food

1. Introduce foods from other countries...Staple foods worksheet
2. Demonstrate Cauliflower Cheese and compile a T.A. comparison with homemade versus ready made
3. Practical activity. Cauliflower cheese (vegetable preparation and cooking and all in one sauce)
4. Cooking with staple foods. The students work in groups to prepare six different dishes, each using a different staple food from around the world. They taste the outcomes and write a T.A. report.
5. Set independent enquiry task. To research a country of their own choice. Three-week timescale culminating with a written portfolio and a five-minute individual presentation on their findings.
6. Tomato soup from Spain
7. Awareness work on food miles, Fairtrade, and organic commodities
8. Lasagne from Italy with an alternative to a flour thickened sauce
9. Budgeting to compare Fairtrade, organic, economy and branded foods etc
10. Chocolate chip cookies from America
11. French Apple Flan or Quiche Lorraine from France
12. Cheese and onion soda bread from Ireland

Please note that the students will rotate around three material areas each year and may not begin with this one

Skilled developed during the year:

1. Organisation to bring in ingredients each week
2. Safe use of the hob and oven. An awareness of food hygiene to avoid food poisoning and cross contamination.
3. All in one sauce. Vegetable preparation and cooking. Alternatives to flour sauces. Creaming method. Use of the liquidiser. Revision of shortcrust pastry and baking blind. Non yeasted bread.
4. Self-discipline of completing homework
5. Planning and organisation skills for working independently during the final practical.
6. Presentation techniques. Preparing for public speaking
7. Reflection of their progress and targets for improvements

Assessment overview: During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity. Students will complete a personal progress booklet, that encourages them to reflect on the achievements during the rotation and a target for the future. The teacher adds a comment to this as well.

Homework: The homework tasks will cover recall activities, evaluation exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

Useful websites: Attached to specific homework

Enrichment and extra-curricular opportunities: Students who like to cook will usually continue with their passion at home. They are always welcome to ask for more advanced recipes.

Additional information about the course: The department is very dependent on the goodwill of parents and carers to provide ingredients. We are flexible with concerns about allergies, intolerances, and dietary preference. As we try to do our bit for the environment, we do ask that families consider how the food is be transported home and covered once made.

For further information please see Mr Sangster, Curriculum Leader DT

Year 9 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The year 9 Resistant Materials curriculum focuses on students using their previously acquired skills, along with new knowledge to design and make a product in the Design & Technology workshops. Students are introduced to the iterative design process which challenges students to continuously develop a product from a vague design brief. The year 9 curriculum strongly focuses on students driving their project.

Curriculum content:

Rotation 2: Resistant Materials

1. Health and Safety in the school workshops (refresher)
2. Exploring client needs and wants
3. Designing for a client
4. Writing a design specification
5. Product analysis
6. Iterative designing and modelling
7. Independent planning of manufacture
8. Rapid prototyping
9. Manufacturing processes (refresher)

Please note that the students will rotate around three material areas each year and may not begin with this one.

Skilled developed during the year:

1. Designing for a client
2. Working safely in a workshop
3. Modelling, testing, developing and making a product using the iterative design process
4. Safe and accurate use of a range of machines; all machines previously taught at KS3
5. Safe and accurate use of a selection of hand tools
6. Planning and organisation of product manufacture

Assessment overview: During a 12-week rotation, students will be set three assessments tasks. The students will also sit a terminal test and receive written feedback and a mark for their practical outcome.

Homework: The homework tasks will cover design activities, evaluation exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification. The school workshops are regularly open for students who have missed lessons.

Useful websites: www.technologystudent.com, www.focuselearning.co.uk (password required from teacher)

Enrichment and extra-curricular opportunities: Students who have the enthusiasm and desire to complete more designing and making activities in the school workshops are encouraged to bring forward ideas to their teachers. With collaboration, these ideas can be made in lunchtimes.

Additional information about the course: The department is aware that some of the curriculum can be daunting. Tools and machinery are risk assessed and students are not allowed to use them until they have been taught how to use them safely.

For further information please see Mr Sangster, Curriculum Leader DT (KS3).

Year 9 Design and Technology

Setting arrangements: Mixed attainment group

Time allowance per fortnight: 4 hours

Curriculum overview: The year 9 Textile curriculum “Decorative techniques” focuses on developing decorative techniques and applying them to make a creative end product. We teach skills that are useful in life and will be consolidated the further up the school they go.

Curriculum content:

Rotation 3: Textiles
<ol style="list-style-type: none">1. Project introduction, identify a client, listening and comprehension task, tie dye sample, research theme2. Suffolk Puff3. Patch work and quilting, peer assess research4. Couching and embroidery5. Applique and pleats6. Design ideas7. In-class assessment – problem solving, final design8. Pattern development9. Produce final product10. Evaluating outcome

Please note that the students will rotate around three material area's each year and may not begin with this one

Skilled developed during the year:

1. Be able to thread a sewing machine and wind a bobbin
2. Develop decorative skills
3. Independent research
4. Design and communication
5. Safe use of the textile equipment
6. Self-discipline of completing homework
7. Planning and organisation skills for working independently to produce a final product
8. Critical evaluation both peer and individual

Assessment overview: During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity.

Homework: The homework tasks will cover recall activities, design exercises, and research. Some work will be peer and self-assessed.

Help and support: Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

Useful websites: Attached to specific homework

Enrichment and extra-curricular opportunities: Students who like being creative with textiles will usually continue with their passion at home. They are always welcome to ask for more ideas or advice on different techniques to try.

Additional information about the course: The department provides the equipment and components to complete the DM project. Students will only supply their own materials if it is a specific colour or style of component they wish to use.

For further information please see Mr Sangster, Curriculum Leader DT

Year 9 English

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 6 hours

Curriculum overview:

The experience of war and conflict in the previous unit in Year 8 has shown us that outsiders can be created by circumstances, both psychological and physical, which can lead to a sense of isolation and uncertainty. In our first unit, *The Outsider*, students will look at the outsider in society, and how prejudice can affect our values and our actions, revisiting aspects of our Year 7 unit on Identity to look at the creation of a powerful voice. Students will revisit the idea of friendship from the previous year and will encounter some of the key themes of prejudice in our final Year 9 unit *Class, Power and Politics* at the end of the year. Students also immediately build on their understanding of character and perspective by writing a description of a character that reveals or reflects the society that alienates them, drawing on their own understand of contemporary issues of segregation and difference. In the Spring Term, students explore this critical theme through a range of different perspectives, including the study of either a collection of Shakespeare's villains, or through the exposition of the dichotomy of good versus evil in a single play. Alongside this, students will explore the genre of the Gothic in detail, with the opportunity to compare this to a more contemporary Dystopian society. This leads directly to the study of key texts at KS4 such as *Jekyll and Hyde* and *Macbeth*. They will develop their narrative writing style by focusing in detail on the use of setting and by learning how to manipulate genre forms. In the final unit of Year 9 students will encounter a range of forms and genres which deal specifically with issues of poverty, power, class and politics, and develop their academic writing through the use of an informed critical voice, building on their argument writing of the last two years. We end the year with an assessment focused on the reading and writing skills developed further in Years 10 and 11.

Curriculum content:

Autumn term: Terms 1 and 2 Unit Title: The Outsider
Novel Study Dystopia Non-fiction thematic study
Spring term: Terms 3 and 4 Unit Title: Good vs Evil
Shakespeare's Villains/Shakespeare play The Gothic
Summer term: Terms 5 and 6 Unit title: Class, Power and Politics
Modern play (DNA) Freedom Poetry Class, Power and Politics The Language of Power

Skills developed during the year:

- Inference
- Interpretation
- Evaluation
- Analysis of language
- Analysis of structure
- Connections between texts and contexts
- Synthesis
- Links and connections
- Comparisons

Assessment overview:

- Baseline assessment of reading and writing skills at the beginning of the year
- Formative assessments take place during the year at appropriate points in each unit
- End-of-year summative assessment

Homework:

Homework is set by individual teachers as and when appropriate during a unit of work.

Reading lists are available on TEAMS and students have the opportunity to borrow books from the library to complete personal reading at home.

Help and support:

Students can see their class teacher for any additional support.

Useful websites:

<https://www.lovereadings4kids.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.bl.uk/>

<https://www.educationquizzes.com/ks3/english/>

Enrichment and extra-curricular opportunities

- Media and Film Club
- Carnegie Shadowing (2023)
- Creative Writing (2023)
- Books and Art (2023)

We run regular competitions, host author visits throughout the year, and take part in national days such as Poetry Day, Malmesbury Reads Day and World Book Day. Additionally, we will run theatre and other cultural trips linked to our thematic study.

For further information please see Ms Bonduel - Senior Curriculum Leader for English and Media.

Year 9 French

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about holidays, their future plans and their use of media.

Curriculum content:

Autumn term	
Term 1: Holiday destinations, activities and weather	Term 2: Discussing a past holiday, talking about dream holidays
Spring term	
Term 3: Describing yourself and your family in greater detail	Term 4: Discussing family relationships and plans for the future
Summer term	
Term 5: Talking about how you use technology	Term 6: Discussing the pros and cons of social media

Skills developed during the year:

- Students can access longer passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce accurate French sentences using familiar language to give information about themselves and others
- Students can translate sentences into and out of French using familiar language to give information about themselves and others
- Students understand the key phonemes in French and apply this more consistently to their spoken language
- Students expand their awareness of past/future/conditional tense in language that includes familiar **structures and vocabulary, most being able to produce past/future/conditional tense phrases by themselves**

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.

Year 9 Geography

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Geography aims to inspire students to become global citizens by exploring their own place in the world, their values, and responsibilities to other people, to the environment and to the sustainability of the planet. The topics in year 9 are designed to build on the skills and concepts taught in year 8.

Curriculum content:

Autumn term	
Term 1: Coasts Investigates the formation, opportunities and challenges of coastal areas in the UK	Term 2: Urban areas in NEEs (Rio) An in-depth place study exploring the opportunities and challenges facing global megacities and Rio de Janeiro
Spring term	
Term 3: Tropical rainforests Investigates the importance of the rainforest, threats its facing and how it can be protected sustainably	Term 4: Population challenges Investigates population factors, how populations change over time and issues countries are facing
Summer term	
Term 5: Cold environments Investigates the formation, opportunities, and challenges of glaciers	Term 6: Conflict Addresses a range of geographical issues looking at how they can lead to conflict between people and the environment

Skilled developed during the year: The Geography curriculum has built in a range of skills throughout the year.

Map skills: Use of atlases and OS maps to identify patterns of distribution and change. Students will annotate and create their own maps. Students will evaluate a range of maps.

Literacy: Descriptive and explanatory writing; increasing their geographical vocabulary using keywords and developing the use of comparative phrases. Debates are used to increase students persuasive writing skills.

Numeracy: Using figures to use/manipulation of data, creating a range of graphs to present information and research statistical facts to use within classwork.

Empathy: putting yourself in other people's shoes and considering other peoples' views.

Enquiry, teamwork, and project management: to successfully plan and carry out an investigation or project.

Assessment overview: There is an assessment at the end of topics 1-5 in a test style format. Within all the topics students will carry out extended writing which will be used as formative assessment for learning and progress.

Homework: A range of homework is set in Geography including opportunities for independent work, group work and revision.

Help and support: Teachers can direct students to websites to support individual lessons and topics and books in the library can support students. Revision and homework are set on class charts.

Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

Enrichment and extra-curricular opportunities: Students participate in a carbon field study carried out around school to measure carbon sinks in trees as well as a Geography competition in term 6.

Additional information about the course: Students will need to always have pencils, pens and a ruler for Geography lessons. They would also benefit from a green and purple pen, glue stick and scissors.

For further information please see Miss Brownlie, Curriculum Leader Geography.

Year 9 German

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about technology, film, music and holiday plans.

Curriculum content:

Autumn term	
Term 1: Talking about technology and the use of social media	Term 2: Film study incorporating present and past tenses
Spring term	
Term 3: Discussing TV, books and music	Term 4: Developing our opinions on music tastes and preferences
Summer term	
Term 5: Talking about festivals	Term 6: Discussing holidays in the past and future

Skills developed during the year:

- Students can access short passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce longer German sentences using familiar language to give information about themselves and others
- Students can translate short sentences into and out of German using familiar language to give information about themselves and others
- Students understand the key phonemes in German and apply this more consistently to their spoken language
- Students expand their awareness of future tense in language that includes familiar structures and vocabulary, most being able to produce future tense phrases by themselves

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. An exchange trip usually runs in Year 9.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.

Year 9 History

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: This year focuses on the Twentieth Century World, where we look at the two World Wars and the Cold War. Many issues and significant events are studied such as the treatment of Conscientious Objectors and soldiers who fought from the Empire.

Curriculum content:

Autumn term	
Term 1: <ul style="list-style-type: none">World War I	Term 2: <ul style="list-style-type: none">World War I continued
Spring term	
Term 3: <ul style="list-style-type: none">The Rise of the Nazi partyThe Key Events of World War II	Term 4: <ul style="list-style-type: none">The Holocaust
Summer term	
Term 5: <ul style="list-style-type: none">Dropping the Atomic BombThe reasons for the Cold War and its key events	Term 6: <ul style="list-style-type: none">Crime and Punishment: Whitechapel and the Jack the Ripper Murders. How does a historical environment affect crime? (GCSE History topic)

Skilled developed during the year:

- Source analysis, what can primary sources tell us and how do we need to be careful in using them
- Creating and justifying arguments
- Extended writing skills

Assessment overview:

- There will be an assessed piece of work each term which will be marked with written feedback

Homework:

- There will be between 2 and 3 pieces of homework each term, it could be a factual recall test, or a research task, or an extended writing task, for example
- It will be marked in a variety of ways, mainly by your teacher, but also through peer and self-marking

Help and support:

- Your teacher will always be happy to talk to you if you need help, just ask
- Lessons will be put on TEAMS for those that have either missed a lesson or would like to review the resources of the lesson

Useful websites:

- BBC Bitesize is excellent
- Spartacus History and the History Learning Site

Enrichment and extra-curricular opportunities:

- The Imperial War Museum would be an excellent place to visit

Additional information about the course: Just bring a full pencil case!

For further information please see Miss Creaton, Curriculum Leader History, or your current History teacher.

Year 9 iLearn

Setting arrangements: Taught in tutor groups

Time allowance per fortnight: 1 hour

Curriculum overview: iLearn is a mixture of subjects: Citizenship, PSHEE (Personal, Social, Health and Economic Education), Careers and Work-related Learning, Fair trade and Enterprise. We want young people to leave our school with an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it. iLearn is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. It *is not* about trying to fit everyone into the same mould, or about creating 'model' or 'good' citizens. We want our school not simply to teach iLearn but to demonstrate it through the way we all conduct ourselves.

Curriculum content: Year 9

Autumn term

Term 1:

Careers

Skills for the world of work
Researching career paths
Labour market info
Volunteering
GCSE options lesson

Term 2:

Careers continued

Spring term

Term 3:

Citizenship/ British Values

Introduction to politics
Why is voting important and the role of my MP
Political Parties - ASSESSMENT

Term 4:

RSHE

Healthy Relationships
Body Image
Consent
STI's
Contraception (+ condoms lesson)
PSHE self-assessment

Summer term

Term 5:

PSHE- LGBTQ+

Get Over It!
Coming Out
Stereotypes
LGBTQ+ issues
Tackling Homophobia: Self-reflection

Term 6:

Continue with RSHE/ PSHE modules

Skilled developed during the year:

- aware of their rights and responsibilities as citizens.
- understand risk and manage decisions
- maintain healthy lifestyles
- enjoy and achieve
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- prepared to enter the world of work
- able to be enterprising and entrepreneurial
- capable of having an influence on the world
- active in their communities

Assessment overview:

One PSHE and one Citizenship assessment will be completed per student in a year - this will be self/peer marked and teacher marked. At the end of all lessons reflection logs need to be completed - teachers use stamps and comments to show they have given some feedback to students.

Homework: iLearn is exempt from setting homework however students should continue to keep up to date with labour market information when thinking about future career options. Students should also continue to keep up to date with local, national and international issues, and think how they can make a positive contribution to the school, local and global community.

Help and support:

For iLearn related issues you can speak to your iLearn teacher, tutor, Academic Leader or Head of House. For careers support please speak to Mrs Griffin; she can be found in the careers interview office (Lower Street by the Humanities corridor). Tutors, students and iLearn teachers can refer students to her for a careers appointment. Lunchtime drop-ins are also available. Mrs Griffin's working days are Wednesday, Thursday and Friday.

Useful websites:

[Careerpilot : Plan your future work & study](#)

<https://nationalcareersservice.direct.gov.uk>

<http://www.lmiforall.org.uk>

[Drug addiction: getting help - NHS \(www.nhs.uk\)](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[Action on Smoking and Health \(ash.org.uk\)](#)

[NSPCC | The UK children's charity | NSPCC](#)

Enrichment and extra-curricular opportunities:

Enterprise: Christmas bazaar, Rice Challenge for Malawi, Finance talks

Fair trade: Fair trade fortnight, Bake Off, Primary visits, Christmas market

Careers and Work related learning: Careers week with employers, Careers ilead day and Work Experience, options advice, careers interviews

PSHE: Links with NHS, health promotion project work with the Teenage Cancer Trust, drugs talk from the Police, theatre groups

Citizenship: UN day, visiting speakers e.g. Lord Rosser, James Gray MP, trip to the House of Lords and House of Commons

Additional information about the course: There are few school policies that can be accessed via the school website for more information.

-  Sex Ed policy
-  Drugs policy
-  Careers policy

For further information please see:

Mrs Twose-Jones, Senior Curriculum Leader for R.S and iLearn

mjones@malmesbury.wilts.sch.uk

Mrs Sarah Griffin, Careers Advisor

sgriffin@malmesbury.wilts.sch.uk

Year 9 Learning Support

Setting arrangements: Small groups of mixed tutor groups.

Depending on needs, SEND students are assessed and monitored closely by staff. Learning Support staff will contact parents to discuss withdrawal from Modern Foreign Languages if assessment scores and staff feedback suggest intensive intervention will be beneficial.

Curriculum overview and time allowance per fortnight:

- 5 hours per fortnight studying our 'Fast Forward' programme which includes reading and studying fictional texts, writing factually and imaginative writing. All schemes of learning include reading comprehension and extended writing.
- 1 hour a fortnight of 'A Taste of Languages'. Students are taught by a specialist languages teacher once a fortnight with a focus on conversational language skills.

Curriculum content:

Autumn term	
Term 2: Second fictional text – Barrington Stoke Independent writing task – advanced punctuation	Term 2: Second fictional text – Barrington Stoke Independent writing task – advanced punctuation
Spring term	
Term 4: Missing Persons – factual writing Independent writing task – creative writing with a focus on varied sentence types	Term 4: Missing Persons – factual writing Independent writing task – creative writing with a focus on varied sentence types
Summer term	
Term 6: Extended text Business project Independent writing task – writing to describe an image	Term 6: Extended text Business project Independent writing task – writing to describe an image

Skills developed during the year:

- Reading accuracy, fluency, and comprehension
- Improved knowledge of spelling through phonics
- Confidence in literacy ability
- Knowledge of literary devices

Assessment overview:

- Termly independent writing task

Homework: N/A

Help and support: Sessions are in small supportive groups

Useful websites: E-chalk, BBC Bitesize

Enrichment and extra-curricular opportunities: Possibility of joining a small after school gardening club. Students will be invited to this.

Additional information about the course: N/A

For further information please see Jessica Abel-Goldbin (SENDCo).

Year 9 Mathematics

Setting arrangements: Students are in sets

Time allowance per fortnight: 7 hours

Curriculum overview: The curriculum covers content across the main themes of Number, Ratio, Algebra, Geometry and Statistics and Probability. Many of the topics will cross over more than one of the main themes and students will also be told how the content is built upon in future years.

Curriculum content:

Autumn term	
Term 1: Straight line graphs Forming and solving equations Testing conjectures	Term 2: Three dimensional shapes Constructions and congruency
Spring term	
Term 3: Numbers Using percentages Maths and money	Term 4: Deduction Rotation and translation Pythagoras' theorem
Summer term	
Term 5: Enlargement and similarity Solving ratio and proportion problems Rates	Term 6: Probability Algebraic representation

Skills developed during the year: Students will develop skills in mathematical fluency, reasoning, application and problem solving.

Assessment overview: There is a short, open book assessment at the end of every topic. There will be two longer summative assessments containing questions covering multiple topics.

Homework: Homework is set once a week online using Hegarty Maths. It is self-marking with students receiving instant feedback.

Help and support: There are revision videos available on the White Rose Maths website and the Hegarty Maths website.

Useful websites: www.whiterosemaths.com
www.hegartymaths.com

Enrichment and extra-curricular opportunities: Cipher club, homework club and KS3 drop-in support, UKMT maths challenge, Trust Maths challenge days, Pi Day and Number Day.

Additional information about the course: Students will need a pen, pencil and ruler as well as a protractor, a pair of compasses and a scientific calculator. Any calculator that is suitable for GCSE examinations is fine although we recommend the Casio fx-83GTX or Casio fx-85GTX.

For further information please see Mr Long, Senior Curriculum Leader Mathematics and Computing.

Year 9 Music

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: A year of work units that look at Music in the wider world.

Curriculum content:

Autumn term	
Term 1: Musical 'Backing' Creating bass lines, singing backing vocals Class performance of 'Wonderwall'.	Term 2: Advertising Jingles A look at music in the media, looking at music used in advertising overall, group jingle compositions.
Spring term	
Term 3: Variations How to alter given musical material. Create a variation on 'The Simpsons' theme.	Term 4: Reggae Listening to and performing a range of reggae songs. Group song compositions using chords and their own lyrics.
Summer term	
Term 5: Film Music Listening to and analysing film extracts. Performing 'Star Wars' and 'James Bond' themes.	Term 6: Musical Fusion It's the term of WOMAD. A look at middle eastern music with a melody performance and 'fusing' it with other genres of music.

Skills developed during the year:

Performing music – mostly a mixture of singing and using the keyboard

Listening to and appraising music – answering written questions as music plays

Composing music – developing musical ideas based on the topic styles studied

Assessment overview: Quick checking and verbal feedback given during practical lessons. Teachers check and mark students' performing each term. Peer assessment with written and verbal feedback completed for main projects.

Homework: Research homework on a fortnightly basis into either an aspect or relevant composer/artist/piece or song for the topic studied. It will be shared with the rest of the class.

Help and support: If students wish to come and practise some of the pieces we have been learning they are very welcome to use the Music rooms if available.

Useful websites: [KS3 Music - BBC Bitesize](#); BBC ten pieces, Spotify, Apple Music, Deezer, Wikipedia (for musical artist research).

Enrichment and extra-curricular opportunities: Private instrumental lessons in a range of instruments. Choir is available for all, orchestra is run for instrumentalists. The Christmas Concert, Carol Service and Chamber Concert.

Additional information about the course: All students have an A4 booklet in which they have listening exercises and assessment sheets for each topic. A great emphasis is placed on students listening to music in their own time to develop their knowledge and taste and this is factored into our homework. All students will be able to share a keyboard for practical work with headphones.

For further information please see Mr Chris Bradshaw, Curriculum Leader Music.

Year 9 Physical Education

Setting arrangements: Most classes are single gender mixed ability classes. Due to timetabling constraints, there may be tutor groups that need to work as a mixed gender mixed ability group.

Time allowance per fortnight: Three hours

Curriculum overview: Throughout the year students will follow a selection of activities from those indicated below. At the start of year 9 they will be given a detailed breakdown of the curriculum for the year for their specific class. In year 9 the focus of some activities, such as football and netball, moves more to independent learning and self-assessment. This helps prepare students for lessons in year 10.

Curriculum content: Games activities, fitness, athletics.

Autumn term	
Term 1: Health Related Exercise, Rugby, Football, Basketball, Badminton, Netball, Hockey, Generic Games	Term 2: Health Related Exercise, Rugby, Football, Basketball, Badminton, Netball, Hockey, Generic Games
Spring term	
Term 3: Health Related Exercise, Rugby, Football, Basketball, Badminton, Netball, Hockey, Generic Games	Term 4: Health Related Exercise, Rugby, Football, Basketball, Badminton, Netball, Hockey, Generic Games
Summer term	
Term 5: Athletics, Cricket, Softball, Rounders and Tennis	Term 6: Athletics, Cricket, Softball, Rounders and Tennis

Skills developed during the year:

Physical skills: an understanding of basic games concepts such as width, depth and support play. Skills that are specific to each activity: sending and receiving, striking and fielding, running, jumping and throwing; balance and coordination; communicating ideas through movement.

Leadership and teamwork are also important skills taught through PE. Students are also encouraged to use their own skills to teach others in the class.

Assessment overview: Teacher assessment is ongoing. Peer and self-assessment is also used.

Homework: No formal homework is set but students are encouraged to exercise in their own time and attend clubs.

Help and support: Teachers are available to support students if they are finding something challenging. Students may also challenge themselves further by taking part in specific activities. TEAMS is sometimes used to communicate to individuals and teaching groups.

Useful websites: www.news.bbc.co.uk/sport1/hi/academy, relevant governing body websites e.g. www.englandhockey.co.uk and www.englandrugby.com

Enrichment and extra-curricular opportunities: a range of extra-curricular clubs are available at different times of the year, to which all are welcome to attend regardless of experience. The various activities run at different times of the year. Information about them can be found on the sports club rota on the school website and on PE and school social media sites at the start of each half-term. The clubs are netball, rugby, football, hockey, athletics, cricket, rounders, swimming, ultimate frisbee, gymnastics, handball, triathlon, basketball and badminton.

Additional information about the course: Students will need to bring appropriate PE kit for all lessons. This is also the case when they are not taking part as they may be asked to carry out other roles in the lesson such as officiating. It will also mean that school uniform does not get wet or muddy if the lesson is outside.

For further information please see any member of the PE Faculty.

Year 9 Religious Studies

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 2 hours

Curriculum overview: Religious Studies at Malmesbury School is a subject with purpose, aiming to develop students' knowledge and understanding of religious and non-religious beliefs, practices, and traditions and their influence on individuals, communities, societies and cultures. The department focuses on enabling students to consider and respond to a range of important questions related to their own beliefs and views, by investigating a range of fundamental questions concerning the meaning and purpose of life.

Curriculum content:

Autumn term	
Term 1: Religion in the Environment	Term 2: Moral Issues
Spring term	
Term 3: Does God exist?	Term 4: Holocaust (RS) - Joint unit with History Department
Summer term	
Term 5: Inspirational People	Term 6: Inspirational People

Skilled developed during the year:

- Evaluation
- Empathy
- Enquiry
- Communication
- Literacy

Assessment overview:

Students will be set one assessment every two terms (three in a year). Assessments will either be written tests, longer project work or evaluation questions. Assessments will be used to test the student's ability and skills to write descriptive explanations that describe and evaluate a wide variety of different cultural beliefs, practices and values.

Homework:

Students will be set a minimum of two homework tasks per term. The department believes that setting homework is important to enhance, strengthen and evaluate student's skills, knowledge and understanding initiated in class. Homework will be marked by the teacher or self/peer marked.

Help and support:

The Religious Studies teachers are all very supportive of their students, therefore we encourage students to pop in to see their teacher during break or lunch times if you require any additional support. All course materials can also be found on the relevant TEAMS page.

Useful websites:

BBC Ethics <https://www.bbc.co.uk/ethics/guide/>
Holocaust Educational Trust <https://www.het.org.uk/>

Enrichment and extra-curricular opportunities:

To support the 'Moral Issues' unit, we invite two speakers (National Farmers Union and Animal Aid) to Malmesbury school to speak to the pupils about the two contrasting viewpoints/debate on animal welfare and use. Additionally, a Holocaust trip to Auschwitz, Poland runs each year to support the pupils in the 'Holocaust' unit.

For further information please see Miss Dove, Senior Curriculum Leader for iLearn and R.S.

AQA Entry Level Certificate - Science

Setting arrangements: Sets based on prior attainment

Time allowance per fortnight: 6 hours

Curriculum overview: Students who sit Entry Level Science will cover key scientific ideas in Biology, Chemistry and Physics. These key ideas help students to prepare for studying GCSE topics in Year 10. Students will also develop key practical and 'how science works' skills. Students will earn themselves a Science Entry Level Qualification. The assessments sat are formal assessments that contribute towards gaining a qualification.

Curriculum content:

Biology: The Human Body and Environment, Evolution & Inheritance

Chemistry: Elements, Mixtures & compounds, Chemical reactions and Carbon chemistry

Physics: Energy, Forces, Waves, Electricity and Magnetism

Students complete one Biology topic, one Chemistry topic and one Physics topic and then embark on completing a second Biology, Chemistry and Physics topic. Each class will complete a different topic in approximately one small term and classes will complete topics in different sequences.

Skilled developed during the year: Practical skills, investigative skills and 'how science works' skills.

Assessment overview: Each topic contains a practical assessment known as a TDA (Teacher Devised Assessment) and an exam style end of topic test.

Homework: Work appropriate to the class is set by the teacher, this might be via websites such as Doodle or Seneca. Homework will usually be self or peer assessed.

Help and support: Students should see their class teacher for any help or support that is needed.

Useful websites:

[GCSE - BBC Bitesize](#)

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

[Home - Doodle Learn](#)

Enrichment and extra-curricular opportunities: Students conduct an investigation as part of British Science Week. Students should ask their teacher for further advice on enrichment opportunities outside of school.

Additional information about the course: Students should come equipped with all lessons with a pen, a pencil, a ruler and a calculator. Students with long hair should also have a hair band so that hair can be tied up safely during practical work.

For further information please see: Mrs Peers-Dent (Senior Curriculum Leader – Science) or Dr Chipperfield (KS4 Coordinator).

Year 9 Science

Setting arrangements: Sets based on prior attainment

Time allowance per fortnight: 6 hours

Curriculum overview: Students will cover key scientific ideas in Biology, Chemistry and Physics. These key ideas help students to prepare for studying GCSE topics in Year 10. Students will also develop key practical and 'how science works' skills.

Curriculum content:

Biology: cells, respiration, photosynthesis, enzymes, cellular transport and animal and plant organ systems

Chemistry: chemical reactions, carbon chemistry and climate change

Physics: forces, work, power, waves and electricity

Students complete these 3 topics in different orders; each class will complete a different topic in approximately one long term.

Skills developed during the year: Practical skills, investigative skills and 'how science works' skills.

Assessment overview: Each topic contains a practical assessment and an exam style end of topic test. In addition there is an end of year exam style assessment

Homework: Work appropriate to the class is set by the teacher, this might be via websites such as Doodle or Seneca. Homework will usually be self or peer assessed.

Help and support: Students should see their class teacher for any help or support that is needed.

Useful websites:

[GCSE - BBC Bitesize](#)

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

[Home - Doodle Learn](#)

Enrichment and extra-curricular opportunities: Students conduct an investigation as part of British Science Week. Students should ask their teacher for further advice on enrichment opportunities outside of school.

Additional information about the course: Students should come equipped with all lessons with a pen, a pencil, a ruler and a calculator. Students with long hair should also have a hair band so that hair can be tied up safely during practical work.

For further information please see: Mrs Peers-Dent (Senior Curriculum Leader – Science) or Dr Chipperfield (KS4 Coordinator).

Year 9 Spanish

Setting arrangements: Mixed attainment tutor group

Time allowance per fortnight: 3 hours

Curriculum overview: Students learn to give information about their use of media, food and health, holidays and festivals.

Curriculum content:

Autumn term	
Term 1: Discussing TV and film	Term 2: Discussing music and technology
Spring term	
Term 3: Describing your diet and ordering at a restaurant	Term 4: Talking about health and illnesses
Summer term	
Term 5: Discussing holiday destinations and transport	Term 6: Talking about past holidays and future plans, Spanish cultural events

Skills developed during the year:

- Students can access longer passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce accurate Spanish sentences using familiar language to give information about themselves and others
- Students can translate sentences into and out of Spanish using familiar language to give information about themselves and others
- Students understand the key phonemes in Spanish and apply this more consistently to their spoken language
- Students expand their awareness of preterite/future tense in language that includes familiar structures and vocabulary, most being able to produce preterite/future tense phrases by themselves

Assessment overview: Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

Homework: Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

Help and support: Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

Useful websites: www.Quizlet.com , www.Kerboodle.com

Enrichment and extra-curricular opportunities: Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. An exchange trip usually runs in Year 9.

Additional information about the course: It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.