



WESTCLIFF HIGH SCHOOL FOR BOYS

Year 9 Curriculum

LOWER SCHOOL ACADEMIC CURRICULUM

In the Lower School, we endeavour to offer a broadly based academic curriculum, which meets the individual needs of pupils and enables them to pursue a range of courses. This allows them to retain a wide range of options as they progress through the School first to make choices at GCSE then at A-Level. The Lower School Academic Curriculum is designed to enable pupils to delay decisions about longer term educational or career plans until they need to make those choices.

The subjects studied in the Lower School are:

- English (including Literature and Language elements)
- Mathematics
- Science (studied with Biology, Chemistry and Physics as three distinct elements)
- Modern Foreign Languages (two of French, German and Spanish)
- Art
- Computer Science
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Studies.
- Personal, Social, Health and Economic Education

In addition, as part of the arrangements to help them transition to WHSB, Year 7 are offered a fortnightly Tutorial period with their Form Tutor and a fortnightly Enrichment period as a Year group in which subjects beyond the core curriculum are considered. This is supported by a comprehensive PSHEE programme dealing with important aspects of personal development and safety.

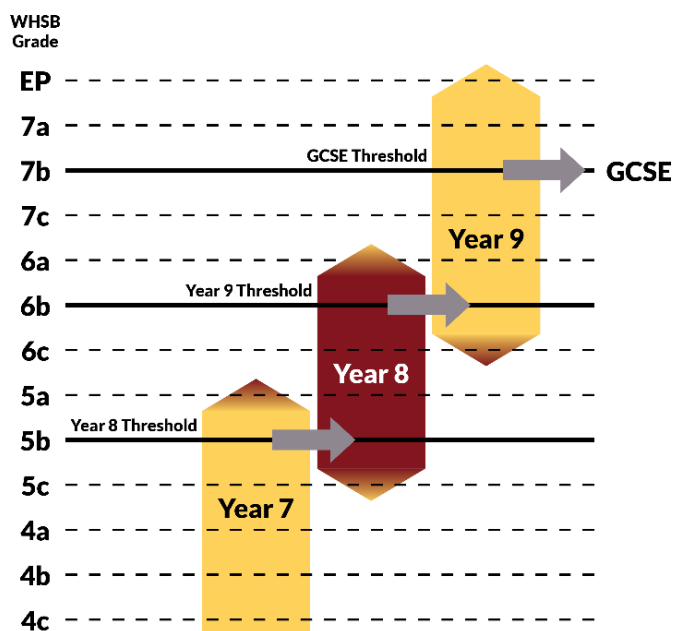
TIME ALLOCATIONS FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

The timetable runs on a two-week cycle with six 50 minute periods per day. The total number of lessons allocated to each subject area per fortnightly cycle are as follows:

SUBJECT	YEAR 7	YEAR 8	YEAR 9
English	7	7	7
Mathematics	7	6	6
Science	7	8	9
MFL	8 (4 per language)	10 (5 per language)	10 (5 per language)
Art	3	3	3
Computer Science	2	2	2
Design and Technology	3	3	3
Geography	4	4	4
History	4	4	4
Music	3	3	3
Physical Education	3	3	3
Games	2	2	2
Religious Studies.	3	3	3
PSHEE	2	2	1
Tutorial	1		
Enrichment	1		

GRADING FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

Grades at WHSB are given on the Westcliff Grade scale, shown in the graphic below.



Each pupil in the Lower School is set a Target Grade. This is the grade that teachers believe pupils are capable of achieving at the end of Year 9 and is based upon the level of progress that we expect from pupils in this selective school. This target may be subsequently revised depending on the progress that a pupil makes across the Key Stage.

Lower School attainment grades at Westcliff High School for Boys are awarded to demonstrate and monitor a pupil's academic progress from the beginning of Year 7 to the end of Year 9. The School believes this system provides consistency across subjects and reflects the context of this selective school.

As shown in the graphic above, most pupils would be expected to reach the 'threshold grade' for the subsequent year by the final report in an academic year, making three fine levels of progress across an academic year. By the end of their Lower School studies (i.e. the end of Year 9), we consider that those achieving a 7b or better possesses a highly sound foundation for GCSE study, although targets are set on an individual basis to reflect the different capabilities of individual pupils.

SUCCESS IN THE LOWER SCHOOL ACADEMIC CURRICULUM

While the acquisition of knowledge remains important, it is only one of the components developed in the Lower School. We are also concerned with developing a range of skills, such as the ability to use evidence, to analyse and evaluate, to draw conclusions, and to understand concepts. Some of the skills tested are essentially practical and this is evident in Art and Design & Technology. The nature of our curriculum makes it particularly important that pupils develop the ability to empathise with others, to think independently and to work alone or in groups under their own initiative. We recognise and actively seek to teach and cultivate these personal attributes in the Lower School. Indeed, they are an integral part of the School's Learner Profile.

Study at this School is demanding, not least because of the breadth of studies in different fields pupils pursue. Success will come to those who are organised, conscientious and work consistently. Careful and methodical application throughout the range of studies should be well rewarded. It is vitally important for pupils to ensure that work schedules are adhered to and that the pupil planner is used consistently and efficiently. The School provides guidance on the work habits which will need to be developed and are a pre-condition for success. The homework timetable should be viewed as a study timetable, where the entirety of allocated time for each subject is used each evening to either complete work that has been formally set as homework, or to complete independent study to reinforce learning in that subject area. Pupils are also encouraged to build intellectual curiosity, communication skills and develop their ability to work both independently and collaboratively with their peers.

Additionally, lifelong learning attributes, such as self-confidence, resilience and the ability to overcome challenges, are also vital ingredients for academic success. All of these attributes form part of the School's Learner Profile. Academic and personal development is promoted by encouraging pupils to fully participate in the School's broader corporate life.

ENGLISH

INTENT

To offer students a culmination of Literature and Language skills in readiness and preparation for KS4. Developing from Years 7 and 8, Year 9 seeks to marry the study of Fiction with Non-Fiction and Literary Non-Fiction.

Active reading skills developed both orally and in writing:

- **Inference:** the understanding of implicit meanings of language and targeted evidence selection
- **Analysis:** Detailed examination of authorial intent and methodology
- **Evaluation:** Assess and critique established opinions and analyses of Literature
- **Identification of Contextual Factors:** Socio-historic and socio-politic influences on the creation of Literature and the creation of literary interpretation (where appropriate).

Creative writing skills that will be dovetailed and developed with reading skills:

- **Describe**
- **Narrate**

Both skills look to develop students' ability to employ voice, structure, perspective, spelling, punctuation and grammar.

IMPLEMENTATION

Students will study a text over either one or two half terms, for a total of **7 lessons a fortnight**. Students shall be guided by a subject specialist for **6 lessons in active reading** with the following set texts from across the literary timeline:

- Canonical Identity Poetry (both pre and post 1900 texts)
- Canonical Gothic, Adventure, Fantasy, Dystopian, Crime or Victorian Literature (an example of the texts studied is given for Gothic):
 - **Central text:** Shelley's *Frankenstein* (1818)
 - **Subsidiary Texts:** *Walpole The Castle of Otranto* (1764); *Radcliffe The Mysteries of Udolpho* (1794); *Lewis The Monk* (1796); *Northanger Abbey* (1798); Hawthorne 'Young Goodman Brown' (1835); Poe 'Ligeia' (1838); Poe 'Tell-Tale Heart' (1843); Austen Brontë *Wuthering Heights* (1847); Collins *The Woman in White* (1859); Eliot *The Lifted Veil* (1859) Wilde *Dorian Gray* (1890); Stoker *Dracula* (1897)
- Shakespeare's *Macbeth* (1606) or *The Tempest* (1610/11) or *Henry V* (1599)
 - **Subsidiary Non-Fiction Texts:** John Knox *The First Blast of the Trumpet Against the Monstrous Regiment of Women*; James I *Daemonologie*; Forbes and Prava *Ego and Ambition*; Reviews and Critiques of Performance; Bloom *The Invention of the Human*

These texts are used to develop students' **analytical** and **evaluative reading skills**. Speaking and listening skills such as **debate** and **present** are also embedded throughout the learning of each text, which will be taught for a total of **6 weeks in mixed ability classes**. Activities will be varied and targeted to benefit the needs of each student.

Students shall have **one** further active reading lesson each fortnight with our **WHSB librarian**, reading the following short texts to facilitate student knowledge of the literary timeline:

- Du Bois: Letters
- Vonnegut: Letters
- Bierce An Occurrence at Owl Creek Bridge
- Kafka *A Hunger Artist*
- Stoker: Letters
- Romanticism: Poetry

12 homework tasks are set every half term: 6 are allotted to reading the wider reading texts and 6 will be varied revision tasks which encourage students to develop these skills in readiness for assessment.

IMPACT

Students will be **assessed** on several of these key skills, **half termly**, and given an assessment objectives **skills based target** to work on moving forward into the next half term. Assessments are held the following half term after study; Year 9 will therefore have a 4-week gap between the end of the unit and their assessment. By the end of Year 9, we expect pupils to be attaining at least a **7B** (refer to grade descriptors). Any student identified as needing further support will be provided with additional support (in the form of mentoring, support clubs and targeted in class activities, in order to build these skills for Year 10.

MATHEMATICS

INTENT

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment (National Curriculum, 2014).

At WHSB, we have designed a Lower School Mathematics curriculum which enables our pupils to explore different aspects of Mathematics (namely **algebra; number; shape and space; probability; data handling and ratio and proportion**) and develop their problem solving and mathematical reasoning skills whilst fostering a sense of enjoyment and intellectual curiosity for the subject. Our Year 9 curriculum is structured to build upon topics covered in Year 8, to provide a solid foundation for entry into GCSE Mathematics and build confidence incrementally, with a particular focus on algebra and its application. We also value the correct presentation of mathematical solutions, which includes pupils showing full working when approaching problems.

By the end of Year 9, pupils should:

- Be secure with what it means to be a mathematician at WHSB
- Be able to think critically about problem solving, especially multi-stage problems
- Be able to consider the legitimacy of their solution in context
- Be able to explain their reasoning verbally and in a written format
- Be able to present their work and reasoning in a neat and mathematically sound format
- Be able to be more independent as a learner
- Be comfortable with various algebraic and geometrical concepts

IMPLEMENTATION

In Year 9 pupils have six Mathematics lessons in a fortnightly cycle taught in mixed ability groups by subject specialists. Teaching is structured into ten units (Powers and Roots; Quadratics; Inequalities, Equations and Formulae; Collecting and Analysing Data; Non-linear Graphs; Accuracy and Measures; Graphical Solutions; Trigonometry; Multiplicative Reasoning and Mathematical Reasoning) which run alongside the textbook, *Delta 3*. It is used both within and outside of the classroom and features skill-based and problem-solving type questions. Exercises (including extensions tasks) will be set from the textbook and supplemented using *Dr Frost Maths* (www.drfrostmaths.com), a free-to-use interactive online teaching platform. Pupils are set a fortnightly skills homework to consolidate their learning from lessons and previous topics.

Before the end of the unit, pupils will receive a set of directed revision questions in lessons or as homework to facilitate their revision and to identify any areas of weakness to revise. At the end of each unit, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a two one-hour papers (calculator and non-calculator) and produce a display piece to demonstrate their broader understanding of the context of the subject.

In addition to our standard lessons, enrichment lessons are built into the Lower School curriculum which explore concepts beyond the textbook such as the work of famous mathematicians and examine the application of mathematics and encourage pupils to apply their mathematical knowledge in other subjects such as computing and science.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors). Those who are at risk of not achieving a 7b will be provided with additional support (in the form of mentoring, support clubs, targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE study.

BIOLOGY

INTENT

The study of biology allows us to appreciate the nature of life from the very small, such as DNA and proteins, to their incorporation within organs and whole body systems. It allows us to appreciate the mechanisms that underlie our own biology and how these mechanisms fail to function appropriately in disease.

The Year 9 course aims to develop pupils' understanding in key aspects of biology including **cell biology and organisation, transport mechanisms and immunity**. In addition, pupils will develop their experimental skills and ability to analyse and evaluate data.

IMPLEMENTATION

Pupils are taught by subject specialists in classes set by ability. Pupils have three lessons in a fortnightly cycle. The topics that are taught include

- Cell biology which includes cell structure, specialisation, microscopy and the culturing of microbes
- Transport in cells covering diffusion, osmosis and active transport in cells
- Infection and response which includes the study of the different types of microorganisms and the diseases they cause. This topic also involves the study of the human immune system and how vaccines and antibiotics work
- DNA and the discovery of its structure by Watson and Crick and how DNA allows for the production of proteins
- Plant Tissues and organs involving the study of plant structures and how this relates to their function

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their biological knowledge in explanation of their results gained during an experiment.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a thirty minute paper.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors). In 2018, 81% of pupils achieved at least a 7b. Pupils in danger of not achieving this will be offered additional support through mentoring and extracurricular help clubs.

CHEMISTRY

INTENT

Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances. Ancient Greek philosopher Democritus theorised the existence of 'atomos' or the indivisible units of matter and across the last three millennia Chemistry has evolved from heresy, alchemy through to the modern physical science that it is.

At WHSB our Year 9 Chemistry curriculum aims to take a sequential look at both the foundations of the science, whether that be different models of the atom, or the various permutations of the Periodic Table, to current frontiers of research and debate looking at both nanomaterials and environmental science. The curriculum is designed to impart factual knowledge of the world around us and begin to apply this knowledge to explain the properties of matter and analyse data. Pupils are encouraged to question the validity of conclusions and the source of data including the possibility of bias.

IMPLEMENTATION

Pupils are taught by subject specialists in classes set by ability. Pupils have three lessons in a fortnightly cycle. Teaching is structured into six discrete units:

- **Atmospheric Chemistry** – looking at the evolution of the Earth's atmosphere, the Greenhouse Effect and how this can lead to climate change, with a critical analysis of sources of data, interpretation and the validity of conclusions drawn.
- **Using our Earth Sustainably** – including the extraction of resources, the life cycle of materials and disposal of waste.
- **Atomic Structure** – including the development of the atomic model over the last 3000 years, as well as the scientists and experiments which led to the discovery of sub-atomic particles and our current understanding.
- **Atoms, Elements, Compounds & Mixtures** – how atoms build up into different classifications of materials and the properties of each. Included in this topic are a number of practical tasks whereby pupils investigate the methods of separation for various mixtures.
- **Development of the Periodic Table** – pupils are asked to consider why Mendeleev's Periodic Table of 1871 was initially disparaged, and why it has stood the test of time and continues to be the basis for the modern Periodic Table. We then go on to look at Groups 1, 7 & 8 including a number of practical tasks to look at chemical properties and trends of elements.
- **Bonding & Structure** – pupils are asked to consider where materials' properties originate from and how they can be explained. We look at the ionic, covalent and metallic models of bonding and associated structures.

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their chemical knowledge in analysing and drawing conclusions from their results.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a thirty-minute paper.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors). Pupils in danger of not achieving this will be offered additional support through mentoring and extracurricular help clubs.

PHYSICS

INTENT

The course aims to develop a strong conceptual foundation of the quantitative appreciation of nature. This enables advanced topics to be more accessible when taught at GCSE. Knowledge includes mechanics, waves and space physics. Necessary skills include the ability to handle kinematics graphs, derive equations, understand circular motion, understand the role of scientific evidence in progressing science, evaluation (eg, the uses of different parts of the electromagnetic spectrum) and other key mathematical skills.

IMPLEMENTATION

The course is taught by specialist Physics teachers, three lessons per fortnight, and is structured around the following topics:

- Classification of objects within the solar system – Review definitions, Kepler's laws and circular motion
- Stars, redshift and cosmology – Learn the life cycle of a star and understand the evidence supporting the theories
- Newton's laws of motion – Investigate evidence of Newton's three laws
- Kinematics – Discover the equations of linear motion and how to interpret graphs of displacement-time and velocity-time
- Waves – Understand the properties of waves and be able to use technical language to describe and explain reflection and refraction
- Electromagnetic (EM) spectrum – Evaluate the uses of EM radiation and associated hazards
- Colour vision – Investigating how colour works, absorption, transmission and colour vision
- Black bodies – Investigate infrared radiation absorption and emission
- *Isaac Physics* – Develop mathematical skills so that a strong start can be made in Year 10.

Pupils are issued with a textbook that is pitched at GCSE Level to support their transition to GCSE study in Year 10. The textbook is used in lessons and occasionally for homework.

Short class tests and set homeworks form the basis of our end-of-topic assessments. Questions from the textbook are used to gauge pupil understanding as the course progresses. Isaac Physics is also embedded in the scheme of work and used extensively for homework.

Resources are shared with pupils via MS Teams, and include presentations and notes, and additional question material.

The end of year assessment is 30 minutes long and includes any content from Year 9.

IMPACT

At the end of the course, pupils will be equipped to tackle GCSE-style investigations and will possess the problem solving skills, mathematical skills, investigative skills and evaluation skills to access associated concepts. By the end of Year 9, we expect our pupils to be obtaining at least a level 7b (refer to grade descriptors). Pupils in danger of not achieving this will be offered additional support through mentoring and extracurricular help clubs.

ART

INTENT

It is essential in Year 9 that the students develop their skills to a level in Drawing and Painting to levels that suggest a pathway towards GCSE like studies. They must be encouraged to experiment with materials by seeing the possibilities in exploring relief surfaces. The students need to be confident in a range of skills and techniques to enable them to create art work with depth knowledge and expression. The students must see Art as a process of learning so they will work in a sketchbook and learn to create a journey of curiosity with concepts, techniques and materials. The work in this year will open the door for the possibilities of study at GCSE

By the end of Year 9 the students will have gained an insight into a range of practice tasks informed by technical guidance. Skills will be demonstrated and the students given time to master them through a number of stretch and challenge tasks. Each student will be given the chance to develop independent learning pathways which will be reinforced by informed self-analysis and an evolving critical appreciation. Each skill studied will help to embed a confidence in their ability to respond to the visual world around them.

IMPLEMENTATION

Teachers will issue a visible SOW to each student, this will be a guide to a specific learning journey it will be a task by task process. It will allow stretch and challenge and a clear pathway towards learnt skills, which will inspire the student to want to work more and more independently.

Year 9 pupils will cover the themes of *Icons* and *Art History* and formal elements covered by all pupils will be Surface Texture and Composition.

- **In the first half of the year** the students will be allowed to respond to the Title ICONS we will encourage the students to work in a more independent manner and decision making. Formal elements that will be covered include Form, Composition, Tone, Line, Colour, Content and Narrative.
- **In the second half of the year** we will explore the possibilities of investigating surface and texture the formal elements studied will include Form, Texture, Structure, Colour, Pattern and surface

Related Artist links Cubism- Picasso, Byzantine Icons

IMPACT

Assessment will follow the following guidelines.

A01- Artists, Ideas...		A02- Materials, Planning...		A03- Drawing, Photos...		A04- Final Outcome...	
WWW	Improvement	WWW	Improvement	WWW	Improvement	WWW	Improvement
W1A Good information & ideas presented neatly- well done!	I1A Take pride in the presentation of your work.	W2A Effective review of the materials/ process/ design	I2A Annotate your work to show your thoughts about the materials/design.	W3A Well done for drawing the outline of the image accurately.	I3A Look carefully at the position of each part you draw.	W4A Excellent level of skill demonstrated with a clear artist link- well done!	I4A Work skilfully showing a range of tones and accuracy of shape.

Judgements will be made as to whether the work so far is Unresolved, or is of Pass, Merit or Distinction standard. By the end of Year 9, we expect our pupils to be meeting the 7b Grade Descriptor, which is equivalent to Merit Standard showing a clear understanding and competent skills. Students will assess their own progress and refine work as teachers suggest via verbal or written commentary. Work can be remarked and if better will be marked at a higher level to encourage positive progress. Each student will be required to learn the process of self-evaluation, enabling a dialogue with staff that pinpoints strengths and weaknesses and how to solve issues of understanding.

COMPUTER SCIENCE

INTENT

Computer Science is an exciting area of study requiring both a methodical logical approach and a touch of creativity. The study of Computer Science looks at some of the underlying theories that shape modern computing, the role of hardware and technological developments and the art of programming.

At WHSB, we have designed a Lower School Computer Science curriculum which encompasses all three of these disciplines along with a core literacy in information technology skills relevant to the work place. Our Year 9 curriculum aims to develop skills and knowledge acquired in Years 7 and 8 and to continue to provide a solid foundation and introduction to a range of key concepts should pupils wish to study Computer Science at GCSE. Although always helpful, no prior knowledge is expected, as all new topics are taught from first principles with room to extend students with particular prior knowledge.

Through Year 9, we aim to develop pupils' understanding **Algorithms and the Bubble Sort, Robotics, Cyber Security, Binary Addition and the Caesar Cipher, The Internet and the World Wide Web and Animation and Coding.**

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists. Pupils have two Computer Science lessons in a fortnightly cycle which are taught in specialist computer rooms, where each pupil has access to an individual computer.

Teaching is structured into six discrete units (Algorithms and the Bubble Sort, Cyber Security The Internet and the World Wide Web, Robotics, Binary Addition and Caesar Cipher, and Animation and Coding). There is no set textbook for the course and the department will use their own set of bespoke resources. The course content is delivered through a mix of theory and practical activities as in Years 7 and 8. However, there is a greater emphasis on programming skills, independent problem solving and synthesis of pupils' own coded solutions. In addition to working on computers, pupils will produce a range of notes and written activities in their exercise books, which will provide them with a valuable revision resource, but with Theory and question styles playing a greater role than in previous years. Each unit includes a significant piece of assessed work; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a one-hour paper based on all topics covered during the year.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors and this is especially important if pupils wish to study Computer Science at GCSE).

DESIGN AND TECHNOLOGY

INTENT

Pupils should be GCSE ready by the end of Year 9, building on the skills of the previous two years. Similar to Year 8, the course is taught on a rotation basis, whereby pupils work through the range of projects approximately every 9 weeks. The projects are taught by specialist teachers with expert knowledge in each topic.

Textiles - The GCSE Core Textiles element is delivered through practical investigations, theory content and skill development projects including weaving, felting and bow tie construction. Pupils will be assessed on their research, manufacturing and evaluation skills in their project and portfolio work. They will have an end of unit test with GCSE format questions.

Electronics – Electronic manufacturing skills are developed whilst producing a speaker system. These including PCD drilling, soldering and fault finding. Plastic is used extensively in this project and pupils will learn and use a range of joining and forming techniques to create a case. Assessment in this unit focuses on Investigation, Design and Evaluation in the practical and portfolio work.

Resistant Materials – This unit of work introduces pupils to Design Icons and Eras as they design and make a clock to suit a theme of their choice. A range of resistant materials can be used, with the emphasis on independent identification of suitable materials and processes.

Food Nutrition and Preparation – Building on the fundamental skills learnt from Year 8, the programme of study continues to focus on the preparation of everyday meals from world cuisine. Students will explore and experiments with recipes that are easy to prepare for themselves but are encouraged to consider dietary requirements, cultural variations and other more advanced methods.

IMPLEMENTATION

Throughout the units of work in Year 9, pupils will be undertaking basic GCSE style projects in order to understand the requirements of the course, as well as develop crucial problem solving skills. They will develop resilience and work collaboratively as well as supporting each other. Pupils completing the course will be introduced to careers opportunities such as engineering, architecture, catering, dietician and medicine. Transferable soft and practical skills will be identified and honed. CAD/CAM will be integrated throughout the project work.

Electronic and resistant material practical skills are enhanced alongside Core Textiles and Food Nutrition and Preparation. Pupils should be able to independently select appropriate materials and tools for practical tasks, evaluating their own work, making and documenting justified modifications.

IMPACT

Pupils will present their work orally with confidence, portfolio work will be broadly independent. Theory content and homework will be recorded in bespoke booklets and can be used as a revision tool for End of Year examinations. Pupils will be assessed using the same four core strands from Year 8: Investigation; Designing; Making; Analysing and Evaluating. Their progress is tracked using these strands from project to project. By the end Year 9, we expect our students to be attaining at least a 7b (refer to grade descriptors).

The electronics course links with Physics whilst Textiles and Resistant Materials has a strong affiliation with Art. Food Nutrition and Preparation overlaps with principles covered in Biology. Strong links support learning across the curriculum.

FRENCH

INTENT

Global awareness and being an effective communicator are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

At WHSB, we have designed a Lower School French curriculum which encompasses these aims. Our Year 9 curriculum aims to build on pupils' knowledge from Years 7 and 8 and prepare pupils to be ready to study GCSE by the end of the year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will now be introduced to GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the near future, perfect and present tenses, but will also be introduced to the imperfect, simple future and conditional tenses. Topics to be covered are: **Free time, Media, A Healthy Lifestyle, Work, Education, and Holidays.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in the French on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

In Year 9, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In French, teaching is structured into five discrete units: Social Life, Health and Fitness, My Future, Holidays and Me and the World. These units correspond to the chapters of the **Studio 3** textbook which provides a foundation for the Year 9 course. Lessons should now be taught almost exclusively in French in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Studio 3 textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and French in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of up to 150 words** (the length of the longer written piece at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10 following their GCSE language choices.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

It is the expectation that pupils achieve a 7b by the time they finish Year 9. Those in danger of not achieving this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.

GEOGRAPHY

INTENT

As the National Curriculum (2014) identifies, a high-quality geography education should inspire curiosity and fascination about the world and provide the frameworks that explain how the Earth's features are shaped, interconnected and change over time. This philosophy permeates WHSB's curriculum in the Lower School.

The aim is to ensure pupils are ready to commence the GCSE course by the end of the year, aware that for some Year 9 pupils it will be their last opportunity to study Geography. There is progressive development of knowledge, understanding and skills, whilst the scale of study widens towards global issues and the evaluation of the challenges faced. Pupils will develop the ability to use geographical evidence to support a range of opinions on important issues. Data analysis skills are enhanced by the dissection of development data and pupils present this in a range of challenging forms. The key concept of globalisation is introduced and pupils deepen their understanding of global connectivity. Examining tectonic features develops appreciation of the role of economic development in coping with hazards. Debating from multiple viewpoints is a feature of the development unit. Studying weather and climate embeds understanding of physical processes and systems and pupils collect primary data during fieldwork around the school. The write-up extends graphical and analytical skills. The deep understanding required at GCSE level is introduced in the ecosystems topic.

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists in designated geography rooms for four lessons per fortnight. Teaching is structured into six largely-interrelated units: **development issues; globalisation: trade, debt and geopolitics; tectonics and their hazards; Asia: a regional study of India and China (incorporating global population issues); weather and climate; and the living world (as part of the AQA GCSE Geography course)**. In addition, opportunities are planned for **independent research** on broader themes. Topic content is designed to extend beyond the National Curriculum and promote global awareness and citizenship. Tasks are recorded in exercise books and used as a revision tool for end of unit tests and the final examination. The primary textbook resources are 'Progress in Geography: Key Stage 3' and 'GCSE 9-1 Geography'.

The course and individual lessons are designed to be both challenging and differentiated and use varied activities to maximise engagement in the learning process. A recurring feature is extended geographical writing and decision-making tasks. Graphical and data analysis skills are integral to pupils developing their understanding. Making intra-subject connections is enhanced in physical geography topics alongside understanding of systems. A mix of independent learning, paired work and group tasks means pupils develop resilience, work collaboratively and support each other.

Application of knowledge, understanding, evaluation and skills are prioritised over the acquisition of factual knowledge only. This is reflected in the assessment programme, as all work is assessed using the four AOs (Assessment Objectives) outlined in the Grade Descriptors. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Pupil track assessments take a variety of forms. Assessment involves a variety of activities. For example, pupils write extended essays on the Inga Dam project and China's one child policy; there are end of topic tests; pupils take part in a class debate on debt; all pupils complete some GCSE-style extended writing questions; and application of understanding is judged through tasks such as newspaper article writing.

IMPACT

In Year 9, pupils develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and develop mastery of high-level geographical and enquiry skills as sophisticated geographers. **By the end of Year 9 the vast majority of pupils will achieve Level 7b or higher** and be GCSE-ready by the summer term.

GERMAN

INTENT

Global awareness and being an effective communicator are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

At WHSB, we have designed a Lower School German curriculum which encompasses these aims. Our Year 9 curriculum aims to build on pupil's knowledge from Years 7 and 8 and prepare pupils to be ready to study GCSE by the end of the year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will now be introduced to GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the future, perfect and present tenses, but will also be introduced to the imperfect and conditional tense. Topics to be covered: **Role Models, Music, Life of Work, Childhood, and Rights of a Young Person.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in the German on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

In Year 9, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In German, teaching is structured into five discrete units: Role Models, Music, Ambitions and Future Career, Childhood and Rights of Young Person. These units correspond to the chapters of the **Stimmt 3 Rot** textbook which provides a foundation for the Year 9 course. Lessons should now be taught almost exclusively in German in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Stimmt 3 Rot textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in German in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of up to 150 words** (the length of the longer written piece at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10 following their GCSE language choices.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors). Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.

HISTORY

INTENT

Success in History comes from developing a wide knowledge base together with transferrable academic skills and pupils should advance both throughout each year of study. This is why History is seen by all schools as a critical part of any academic curriculum, made central to the EBacc by the Government and identified as a major facilitating subject by the Russell Group of premier British universities. A good Historian is a gold standard academic.

By the end of Year 9, pupils' knowledge will develop to include the key events of the transformative 20th century, such as the World Wars, the Holocaust, Terrorism and the story of Israel. Pupils should further develop the skill of writing focused answers to questions about cause, consequence, significance, change and similarity, develop further their use of source material and start to consider how History has been remembered through analysing historical interpretations. The subject curriculum plan weaves all these aspects together in a tailored course. Our values continue to be to develop in our students a broad understanding of key elements of world, British and local history, to tailor our planning to serve our very able boys, challenging and stretching them, while promoting British values within a global setting.

IMPLEMENTATION

Our approach to learning holds the teacher to be knowledge holder, the model of high quality academic skills and a facilitator for learning. We normally adopt an inquiry based approach to planning programmes of learning, encouraging collaborative working both by pupils and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our pupils to be the same, for example through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 9 Scheme of Work (SoW), with built in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons together so that both knowledge and skills are progressed and developed throughout the course. Pupils will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their own performance against feedback and then be given further opportunities to improve on this skill. These written tasks provide teachers with further opportunity to promote good literacy through feedback, for example the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience, working across four 50 minute sessions per fortnight, which provides plenty of opportunity to develop knowledge and skills to a meaningful degree.

IMPACT

Pupils are assessed throughout the year in cohort-wide tests that examine each phase of both knowledge and skill development. Results are entered onto a Departmental spreadsheet and used as the basis of reports in all phases, enabling us both to assess pupil progress and to report back to parents on progress with a clear evidential base. Those pupils with a background of disadvantage, a record of high/low attainment and potential language barriers are identified on these departmental spreadsheets and their results monitored as standalone groups, in addition to our monitoring of the wider cohort.

Our approach provides a summative base to all assessment, most notably in the end of year exams where questions relate directly to the assessments practised throughout the year, as well as in each test and report phase. There is also a formative element to our assessment, with pupils reviewing both their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing areas for improvement. This enables pupils to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the next year of study. It is our expectation that most pupils should achieve a 7b by the end of Year 9 and those who are in danger of not achieving this will be provided with appropriate support through Subject Support cards and intervention in lessons.

MUSIC

INTENT

The aims for the third year of Music at WHSB are as follows:

- Pupils understand how historical and personal context and style can affect musical elements
- Pupils can compose using a range of musical elements to conform to specific styles
- Pupils can manipulate musical elements to perform in specific styles

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists. Pupils have three Music lessons in a fortnightly cycle which are taught in fully equipped specialist Music rooms.

Teaching is structured around the three terms of the school year.

Term 1:

- Pupils evaluate the state of music in the 20th century and understand the context in which minimalism developed, analysing the music of composers like Steve Reich
- Pupils develop awareness of the style through performing *Tubular Bells*
- Sibelius software is used to compose a minimalist piece using a range of techniques
- Pupils evaluate the effect of war and conflict on music.
- Pupils compose a fanfare making use of a range of textures and brass timbres

Term 2:

- The personal and historical context of Beethoven is explored in order to understand how these can affect musical development
- Pupils perform and compose a multi-movement piece in the style of Beethoven
- Pupils explore how film music is composed using more complex musical elements, including orchestration and texture
- Pupils analyse and evaluate film music by composers such as John Williams and Howard Shore, paying particular attention to the purpose of each cue

Term 3:

- The history of popular music is explored by examining the personal and social contexts behind musical styles such as R&B, funk, soul and hip hop
- Pupils learn a range of techniques associated with the style leading to compositions and performances
- Pupils take ownership of their learning and produce an extended project resulting in a performance or composition in any style

IMPACT

Impact	Evidence
Pupils develop knowledge of music history	Analysis and evaluation tasks
Pupils associate context with style	Assessed performances and compositions
Lateral and creative thinking skills developed	Compositions in specific styles
Skills of analysis and evaluation are developed	Written assessments and tests
A contribution to the cultural life of the School	Participating in extra-curricular activities, or attending concerts

By the end of Year 9, we expect our pupils to be attaining at least a 6b (see grade descriptor). Those in danger of not achieving this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE for those who wish to pursue Music.

PHYSICAL EDUCATION

INTENT

The rationale behind the Physical Education (PE) & Games curriculum at WHSB is that pupils understand the benefits of being healthy and active beyond their time at WHSB. Fundamental movement skills are focused on throughout the curriculum using a multitude of different activities. The extracurricular element of PE & Games is very important at WHSB. In support of this the curriculum is used to encourage the participation in physical activity outside of lesson time. This can be seen as a pathway to excellence. The role of the curriculum and the teachers is to create an environment where the pupils want to excel in sport and have an understanding of the importance of leading a healthy and active life. Sport requires effective communication as teamwork is a fundamental aspect of sport, therefore in both curriculum time and extracurricular time the aim is to assist with improving pupil levels of literacy. Communication is also important for helping their peers and being able to understand and apply the feedback given from both teachers and pupils, the social element of sport is encouraged both during curriculum and extracurricular time as a result. Pupils are taught the importance of integrity with everything that they do in Physical Education; from putting in maximum effort, to ensuring that they play fairly within the rules of the activity.

IMPLEMENTATION

At WHSB the sporting programme is structured through three 50-minute Physical Education lessons over a two-week timetable sequence and one, 100 minute Games lesson per fortnight taught by specialist teachers.

PE Lessons	Games Lessons
Basketball, Fitness, Gymnastics, Tennis, Athletics, Cross Country	Rugby, Football, Cricket, Athletics

The classes are ability led as this enables all pupils to make the best progress. The lessons are skill led and build on a progression of skills throughout the 6-week period of that sport. Skills are taught through a variety of different practice methods depending on the type of skill. These skills are the foundation to be able to play the sport technically correctly; understanding rules, tactics and applying the correct skill at the correct moment. The difficulty of understanding strategy and tactics through games is the progression from the more conditioned environment that pupils experience in Year 7 & 8. Throughout the block of work pupils play games to encourage understanding. These games have additional rules that encourage various different elements of that particular sport. This gives the pupils lots of variety and also encourages communication, teamwork, analysis of the differing situations which requires different tactics and strategies to be used to problem solve within a very physically active environment.

IMPACT

The impact of the Physical Education Curriculum is assessed through the WHSB Grade: Pupils are awarded a cumulative grade that factors in each of the sports that are taught during the academic year. The more pupils excel in the application (using technical skills in game situations) the higher their WHSB Grade. The majority of pupils will achieve a grade 7B by the end of the year and pupils whom achieve a 7A or above are at the practical level threshold to be suitable for GCSE Physical Education. The Impact of Physical Education goes beyond the WHSB Grade because as a Department we want to see pupils engaging in sporting activities outside of their lesson time and participating in representative teams and fixtures. When pupils do this the Department, can see that the curriculum design has encouraged pupils to take their experiences and skills from lessons and apply them independently. This process improves the learning outcomes of the pupil.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

INTENT

In PSHEE lessons, pupils study topics that are important for their personal development, safety, and economic wellbeing. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The Lower School PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Pupils are given opportunities to explore and clarify their own attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

IMPLEMENTATION

The Year 9 curriculum is linked to a programme of study designed by the PSHE Association, which is quality assured by the Association and regularly signposted by the Department for Education for use in schools. This curriculum incorporates the statutory elements of Relationships, Sex and Health Education, compulsory in all schools from September 2020. The St John Ambulance KS3 First Aid pathway will also be followed. In addition, this curriculum works towards the Gatsby Benchmarks for careers education, as part of the DfE Careers Strategy.

At WHSB, PSHEE follows a spiral curriculum which is based upon a cognitive theory first advanced by Jerome Butler in 1960. Knowledge and ideas are revisited in subsequent years with increased complexity and prior knowledge is linked to new learning. Sensitive topics are always delivered in an age-appropriate way as we progress through the Key Stages.

In Year 9, pupils are taught in form groups for one lesson per fortnight. Topics are divided into six interrelated units, each delivered by a specialist teacher over the course of a half-term, further developing the themes covered in Year 7 and Year 8. Topics include: Essential Life Lessons (RSE and Health Education, Citizenship and Careers), Staying Safe Online and Offline (RSE), Combatting Extremism and Terrorism (Citizenship Education and British Values), Staying Safe, Physical and Mental Health and Wellbeing (RSE and Health Education), Relationships, Sex, the Law and Consent (RSE and Health Education), RSE and Contraception and STIs (RSE and Health Education).

The content of School assemblies, form periods, enrichment days, charity events and fundraising will also provide a stimulus for further discussion and understanding of Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in the School Council and student committees.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests should be made in writing to the Headmaster. Before granting approval to any such request, the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

IMPACT

Progress and attainment in PSHEE is not judged in terms of grades or passing or failing. Pupils themselves should be able to reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHE education will therefore focus on comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). Other feedback on the impact of PSHEE lessons may be gathered in the form of pupil voice exercises, quizzes, or questionnaires, as appropriate.

RELIGIOUS STUDIES

INTENT

The aim of Religious Studies is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Religious Studies explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living (Southend SACRE 2018).

At WHSB, we have designed a Lower School Religious Studies curriculum which encompasses all of these ideas, concepts and aims. Our Year 9 curriculum aims to build upon the knowledge and understanding acquired by pupils in Years 7 and 8 to provide a solid foundation to the subject should pupils wish to study Religious Studies at GCSE.

Through Year 9, we aim to develop pupils' understanding of **Buddhism, Christianity, Humanism and introduce them to a range of Ethical theories**. In addition, pupils will be given the opportunity to gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They will be required to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

IMPLEMENTATION

In Year 9, pupils are taught in form groups, by subject specialists. Pupils have three Religious Studies lessons in a fortnightly cycle which are taught in well-resourced classrooms.

Teaching is structured into four discrete units of varying length: Buddhism, Christianity, Humanism and An Introduction to Ethical theory. There is a textbook for some elements, but most often, the department will use their own set of bespoke resources. The course content is delivered through a mix of Socratic seminars, class discussions, independent research tasks, group work, group presentations written tasks.

Each unit includes a number of small written assessments as well as two significant pieces of assessed work, one mid-way through and the other at the end; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a forty-five minute paper based on all topics covered during the year.

Pupils are encouraged to apply the thinking skills and learning habits developed in Religious Studies in other subjects such as English, History and Geography.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** and this is especially important for pupils who wish to study Religious Studies for GCSE. In order to achieve a 7b in Religious Studies pupils will be able to:

- Use a wide range of religious vocabulary to show a good understanding of a range of religions and beliefs
- Analyse issues and questions of meaning and truth
- Explain the influence of history and culture on religious life and why the effect of belonging to a faith is not the same for all people
- Use different sources, evidence and forms of expression to respond critically to religion, spirituality and ethics
- Clearly explain personal and critical responses to ultimate and religious questions and ethical issues.

SPANISH

INTENT

Global awareness and being an **effective communicator** are key aspects of the learner profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

At WHSB, we have designed a Lower School Spanish curriculum which encompasses these aims. Our Year 9 curriculum aims to build on pupil's knowledge from Years 7 and 8 and prepare pupils to be ready to study GCSE by the end of the year. They will continue to expand their knowledge of tenses and language structures while at the same time consolidating their knowledge from the years before. They will now be introduced to GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the future, perfect and present tenses, but will also be introduced to the imperfect and conditional tense. Topics to be covered: **Daily Routine, Healthy Living, Global Issues, and Visiting a big city.**

Over the course of the year, pupils will become increasingly able to understand, speak and write in the Spanish on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

In Year 9, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In Spanish, teaching is structured into five discrete units: favourite thing and free time; the world of work; keeping fit; global issues and a future holiday in Madrid. These units correspond to the chapters of the **Viva 3** textbook which provides a foundation for the Year 9 course. Lessons should now be taught almost exclusively in Spanish in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Viva 3 textbook and from tailor made resources to help them achieve greater proficiency.

For the **Reading** and **Listening** skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in Spanish in the style of the GCSE exam. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. Pupils will be given **dialogues** of relevance to the topic area which they are studying. They practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For **Writing**, pupils are asked to **translate short paragraphs** and to **write passages of up to 150 words** (the length of the longer written piece at GCSE) on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. In class, pupils will not be able to use electronic help to write their texts. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking, two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10 following their GCSE language choices.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors). This is especially important for pupils who wish to study Spanish for GCSE. Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.

