



HALL MEAD
SCHOOL

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CURRICULUM YEARBOOK

STUDENT CONTENT

Introducing Year 9

Pastoral Care

Mathematics

English

Science

Spanish

Computer Science

Geography

History

Religious Studies

Drama

Music

Design and Technology

Food Technology

Art

PE

PSCHE

This booklet is designed to help you get an overview of what the year ahead holds for year 9 students. We have tried to give you a flavour of each subject in terms of what is taught and learnt.

As students progress through year 9, they will start to think about what subjects they want to study at GCSE.

YEAR 9

Home Learning

At Hall Mead School, we believe that home learning plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here. We set home learning to help students make the requisite progress and deepen their learning and we set activities that contribute to students:

- being engaged and enthusiastic about their courses
- developing good learning habits and cultivate self-discipline
- becoming skilled, independent and resilient learners
- committing to memory core knowledge, vocabulary and concepts
- consolidating knowledge and skills
- extending and deepening understanding
- developing effective study skills.

Home learning will be purposeful (and not just ‘finishing off’) and will be pitched at a level that is appropriate for your child. It will always receive feedback (written or verbal), be used for self-assessment OR be used in classwork.

In maths, English and science, students will receive home learning once per week. Subject teachers outside of these subjects will set home learning at least once per fortnight. Home learning activities will take approximately 30-40 minutes to complete. In addition to these home learning tasks, students are expected to read independently for at least 20 minutes per day and complete the reading log in their student planner.

Home learning activities will be shared with students in lessons. Students will be asked to log the home learning tasks in their student planner. If students are set a project lasting more than one week, students will write their progress aim for each week in the diary. Home learning activities may be set as assignments on Microsoft Teams, however, where this is the case, the activity will still be explained by the subject teacher in class and students will still write the instructions in their homework diaries. There is no home learning set for Core PE.



PASTORAL CARE

The pastoral team at Hall Mead School prides itself on disciplining the students in our care with dignity and kindness.

We are dedicated to inspiring our students to be well-behaved, self-disciplined, kind, respectful and motivated young people so that they become well-rounded citizens who make a positive contribution to society.

We are a caring, nurturing, proactive, supportive team devoted to enhancing the emotional wellbeing, resilience and development of the young people in our care; we believe that every individual in our community is part of our family for life.

We take our job seriously; recognising the importance we play in the lives of our students as we prepare and guide them throughout their school journey and their lives beyond school.

Our Pastoral Values

Discipline with Dignity	
1	There is no quick fix to establishing outstanding behaviour
2	Do things which are effective/impactive
3	Be fair and consistent, but consider an individual student's needs - do not treat every student the same
4	Rules must make sense
5	Model what you expect
6	Provide the opportunity for students to take responsibility
7	Confront misbehaviour with dignity and authority
8	Be persistent when setting sanctions
9	Be willing to discuss issues surrounding misbehaviour
10	Strive to get the decisions about student discipline and behaviour correct



MATHEMATICS

Curriculum overview

We strive to develop students who think like a mathematician, speak like a mathematician and work like a mathematician. The year 9 students will develop and demonstrate their mathematical understanding through enquiry, reasoning and problem solving. As a result, they will build confidence and become resilient learners.

The curriculum promotes a deep understanding of the mathematical concepts; number sense, pattern finding, generalising and problem solving; which are key to being successful in other academic pursuits as well as in wider society but also inspires our students to enjoy their mathematical learning with the ability to apply skills learnt in the mathematical concepts. Students also regularly revisit prior learning to cement their knowledge in the long term memory.

What we study

Developing the Algebra and Geometry skills will be the focus for many students after less coverage from these three remaining strands in previous years. Students with a strong mathematical grasp will focus on applying their skills through mathematical reasoning and problem solving in various contexts. Student requiring support will focus on a balance of all five mathematical strands: Number, Algebra, Geometry Ratio & Proportion and Probability and Statistics.

Additionally, students will learn to become; fluent in their mathematical skills, be able to reason and explain their mathematical understanding and be able to problem solve where appropriate. Our curriculum interleaves these strands in manner which sequences effective and logical learning, allowing students to revisit prior learning and build on and broaden their knowledge.

What our students will learn

With a focus on Algebra and Geometry skills, the year 9 curriculum will cover the following key areas of learning:

- Solving multiple linear equations
- Compound units
- Manipulating algebraic expressions
- Quadratic functions
- Listing outcomes of events
- Solving problems involving π
- Problem solving with right angled triangles
- Factorisation – linear and quadratic

How this learning prepares for next year

At the end of year 9, the students will have completed a combination of secure mathematical knowledge covering the five mathematical strands in Key Stage 3. Students will have secured a foundation of knowledge that will have prepared them to commence their Key Stage 4 journey in year 10.

SMSC opportunities

Our teachers use a range of teaching and learning strategies that represent “real-life” contexts, when delivering the lessons. The connection of maths to the world around us broadens our learners social and cultural awareness, allowing them to make relevant connections to enhance their understanding. In addition, our learners are taught to think deep, debate, discuss mathematical reasoning, and articulate their justification in finding a solution.



Curriculum overview

We love English and we want our students to love it too! We want our students to become lifelong literary explorers who delight in the written word and appreciate its power to empower, enlighten and enrich. Our intent is to develop students' reading, writing and oracy skills enabling them to articulate themselves eloquently. Our knowledge-rich curriculum develops students' cultural capital and appetite for academia. The range of texts studied opens students' minds and expands their horizons, ready for GCSE and beyond.

In Year 9 our students will be challenged by our curriculum as they prepare for the transition to GCSE and advance as skilful readers and writers.

What we study

In year 9, our students will study a range of stimulating fiction and non-fiction texts through which they will sharpen their analytical skills and enrich their appreciation of the written word. Quality first teaching of a range of literary forms including novel, poetry and playscript, builds pupils' schemata and prepares them for the next stages in their education. Creative writing lessons expand pupils' descriptive and narrative writing skills and allow pupils to formulate and communicate their own imaginative ideas.

What our students will learn

By the end of the year, students will understand and effectively use the skills and knowledge built in year 9. They will be able to:

- Write imaginatively, in a compelling manner
- Match style and tone assuredly to purpose
- Write fluently with linked paragraphs and discourse markers
- Make thoughtful use of an extensive range of sentence types
- Use a wide range of punctuation with a high level of accuracy
- Use extensive vocabulary
- Spell with accuracy, including complex vocabulary
- Demonstrate detailed understanding
- Fully explore texts and include analysis
- Use precise references to support interpretations



- Analyse writers' methods with judicious use of subject terms
- Synthesise evidence between texts
- Make detailed links between context and text

How this learning prepares for next year

This learning is a progression from year 8 and the range of texts studied. Students will apply this year 9 learning experience when exploring more ambitious texts in year 9 and beyond. Retrieval activities assist students' retention of the key reading and writing skills.

SMSC opportunities

Learning the skills to be able to speak and write fluently allows students the opportunity to best communicate their ideas and emotions. Reading is an essential element, through which students will develop themselves intellectually, emotionally, socially, spiritually and culturally. Through literary texts, students will explore a range of social issues. Students embrace British values as well as gaining an understanding of different cultures.



Curriculum overview

In year 9, we aim for students to develop more confidence in applying their knowledge to be able to explain new and unfamiliar situations. There is a greater focus on explicitly linking new knowledge to both prior and future learning to help students to see the ‘bigger’ picture and provide a deeper understanding of the world in which they live. This provides a smooth transition into starting the GCSE course later in the year.

What we study

By the end of the year, our aim is for students to use their year 7 and 8 knowledge and apply it to new areas of scientific study, in the following topics:

- Waves
- Speed, pressure and moments
- Metals and materials

We begin the GCSE course mid-way through year 9 by studying units containing core knowledge needed for the rest of the GCSE course:

- Conservation of energy
- Atomic structure and the periodic table
- You and your genes
- Purifying substances

We continue to develop students’ research and investigative skills and expect them to be more critical of their methods and choice of equipment in practical tasks.

What our students will learn

In year 9, our students continue to study a blend of biology, chemistry and physics units to build on their foundation knowledge developed in years 7 and 8. We teach our students to develop their understanding of the relationship between average speed, distance and time, including how to represent a journey on a distance-time graph. In addition, our students will explore the properties of metals and non-metal materials, relating them to their uses in industry. We also explore the differences between types of waves, including light, sound and water waves,



and their impact on the natural environment. The theme of impact continues with the study of genes, genetic variation and genetic disorders to deepen students' scientific literacy, considering issues around gender, variation and health. In the summer term, our students learn about the application of scientific concepts in the chemical world by looking at the methods of separating mixtures, pure and impure substances and water purification. We extend on the key principles students learnt around energy in year 7 and develop their understanding of particles to consider the structure of atoms and how this has led to the development of the periodic table.

How this learning prepares for next year

The year 9 curriculum prepares students for their combined science and separate science GCSEs. Students link their Key Stage 3 knowledge through frequent retrieval practice, together with developing their scientific vocabulary and deepen their scientific thinking and understanding. Students are introduced to using scientific formulae which will be crucial for success in the physics aspect of the GCSE course. They also develop their ability to write chemical equations using both words and formulae; this language of science will be essential for future study in Chemistry.

SMSC opportunities

Students consider their role in protecting the environment by engaging in discussions about recycling and sustainable energy use. They also consider risks to hearing and the morality of using technology such as mosquito devices to disperse groups of youths in the community.



Curriculum overview

Our mission as a department centres on languages inspiring students' curiosity and fascination about the Spanish speaking world, its people and the understanding of unfamiliar and diverse places. In a global community, understanding the principles of different languages and how to apply them to learning new ones is a vital skill a young person develops, and also enables students to have a better understanding of their own culture. We promote a positive language-learning experience that we hope leaves a life-long enthusiasm of language and a willingness to explore new horizons.

What we study

After exposure to important grammar, vocabulary and language structures in years 7 and 8, the year 9 curriculum introduces a wider, more varied diet of language and topic content, where students are expected to independently manipulate language to communicate their experiences and views. The topics: the Hispanic world, the world of work, the modern world, the environment and personal relationships support students in their ability to communicate more complex ideas in the target language. In preparation for Key Stage 4, we use a cultural film project to re-visit how to form the present, near future and past tenses and cover the simple future and conditional tenses so that pupils have the grammatical knowledge to communicate in all time frames.

What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where they can communicate essential information about the world in which they live as teenagers
- Decode language and spot patterns
- Understand and communicate in all four skills: listening, reading, speaking and writing
- Translate from one language into another
- Add and develop depth to their spoken and written responses through the use of TONICS or CROATIANS
- Acquire vocabulary from 6 different contexts, including the Hispanic world, the world of work, the modern world, the environment and personal relationships
- Practise and retain vocabulary using e-learning programmes, such as Quizlet
- Enjoy exploring other cultures



How this learning prepares for next year

Year 9 supports students' transition to Key Stage 4 by equipping them with the grammatical knowledge that allows them to communicate in four different time frames. Additionally, the vocabulary and communicative language functions developed over Key Stage 3 provide students with the building blocks to access all GCSE topics.

SMSC opportunities

Students will develop an outward facing outlook by learning about and discussing the lifestyles of teenagers living in Spanish speaking countries. They will explore issues that teenagers face in their daily lives and the issues facing them in the future. They explore the digital world, future relationships, climate change and the future of the planet. These issues are explored through activities that require students to work collaboratively and show understanding of alternative viewpoints to their own.



COMPUTER SCIENCE

Curriculum overview

Technology is everywhere and will play a pivotal part in students' lives so it is vitally important that students can use it for good. Therefore, we want to model and educate our students on how to use technology positively, responsibly and safely. We want our students to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our students to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow students to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our students. Our knowledge rich curriculum is balanced with the opportunity for students to apply their knowledge creatively which will in turn help our students become skilful computer scientists. We want our students to become fluent and master the following strands of the Computer Science curriculum, programming, algorithms, data, hardware and software.

What we study

Year 9 firstly look at the concept of encryption and we look at how and why it is used. Students develop their knowledge of different encryption techniques and are challenged to learn different ciphers themselves. Python programming is used to develop their text-based programming skills looking at the concepts of input, selection, iteration and some procedures. Students will look at a project that uses all their IT skills to solve a problem using a wide range of software where the students justify why they are using that tool. Finally, students look at how a computer works to look at the key components of a computer system and how they all work together.

What our students will learn

By the end of the year, our students will understand the following topics:

- Cryptography and the need to encode/decode data
- Text based programming in Python
- How a computer works
- Sorting algorithms

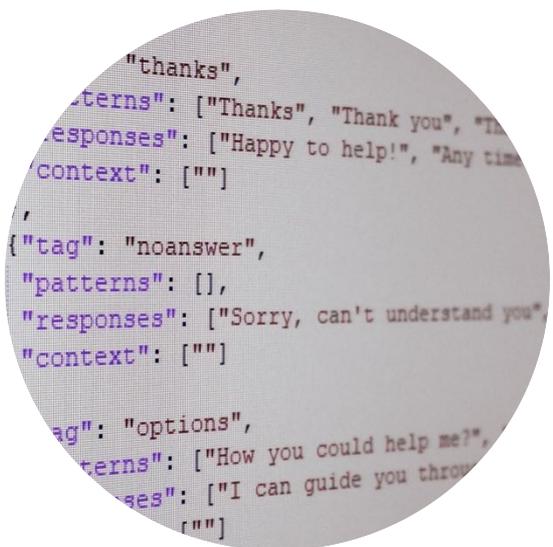


How this learning prepares for next year

By the end of the year 9, students will be ready to begin a GCSE Computer Science. They will have acquired a foundation of fundamental knowledge of programming, algorithms and the different parts of the computer which will help underpin year 10.

SMSC opportunities

As part of the year 9 curriculum, students are taught to think about the choices they make for GCSE options, developing them personally and socially. Students are given a wide variety of topics to help inform their future choices regarding careers and next steps at Key Stage 5. Through real life studies, students consider issues of how media is interpreted from different perspective to broaden their experiences and world view.



GEOGRAPHY

Curriculum overview

In year 9, we aim to challenge and further students' understanding of their place within our diverse and dynamic world by encouraging students to make deeper, broader and more meaningful connections. Students will draw on both their localised and global context in order to better understand the different temporal inter-relationships between people and processes. Through this, students are provided with a unique lens to explore the ever-changing wider world that they live in.

What we study

At the heart of the final Key Stage 3 Geographical Journey is the preparation of 'Geographers of the Future'. Students will appreciate a mature range of complex issues across the diverse human and physical world, challenging global stereotypes and misconceptions. Through 'Are we living in a globalised world', students will be encouraged to consider the impact of the changing economic world and the impact of morality, through the case study development of different Multi-National Companies (MNCs) in a variety of different locational case studies. Students will synthesize this knowledge in the 'Growth of Alternative Tourism' scheme of learning, where they will be required to consider the range of economic, political, technological, social and cultural factors that have led to the growth in extreme tourism. Students will be required to revisit the themes of sustainability, vulnerability and capacity in their scheme of learning that focuses on the 'Challenges for Africa' that will encourage them to consider the spatial variations and diversity within the complex continent. They will consider the extent to which Africa faces barriers to its development, both in terms of historic colonialism, current disease challenges and the impact of a 'resource curse'. Students will end their year 9 journey by beginning a Key Stage 4 scheme of learning, designed to highlight the difference in rural and urban areas and introduce the themes of changing places, making spaces.

What our students will learn

By the end of the year, our aim is for students to move from applying the skills and knowledge built in years 7 and 8, to broadening their own descriptive, explanative and evaluative skills:

- Complex and detailed regional knowledge across a range of different continents
- Developmental Indicators and proficient use of specific economic Geographic language – GDP, PPP, HDI, HIC, LIC, MIC, NIC
- Cartographic & Numerical Literacy – Data recognition, pattern description, analysis and evaluation
- Writing to explain causality (cause/effect) through the development of developed and elaborate chains of reasoning

- How to use context to deepen their understanding space and place through specific locational examples
- Detailed understanding and application on the varying nature of core themes: capacity, vulnerability and sustainability
- Hypothesis setting, data analysis, conclusion drawing and evaluative practice

How this learning prepares for next year

Having explored a wide range of local, regional and global contexts and further developed their understanding of the cultural, political, environmental, economic and social systems, students will begin to develop a higher understanding of three underpinning themes of sustainability, vulnerability and capacity in Year 10. These high-level thinking skills and concepts are required for KS4.

SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a development and globalisation, students are given an appreciation of the world around of them and are encouraged to question their morality. Geography is a subject that lends itself to investigations and debates – Challenges for Africa allows students to explore consequences and decision making, allowing them to develop empathy for others.



HISTORY

Curriculum overview

We believe that a high-quality history education will help students gain an overview and depth of knowledge of political, social, and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity, and understand the challenges of their time. They become enthused, will be challenged, and will feel invested in their study of the past 1000 years.

We believe history develops students' knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. We want students to know how history as a discipline works and model this in their own studies, research and visits to historic environments

What we study

In year 9, we continue our chronological study of history, moving into the 20th Century. In keeping with the huge changes that were witnessed in this century, although we continue our focus on the history of Britain, we widen our view and explore history on a more global scale.

Students will look at the causes of the outbreak of war in 1914 and explore how the war was fought on the Western Front and beyond. We look at the impact of the war not only in Britain but the consequences the war had in reshaping the world. As part of this, they look at the rise of the dictators and the consequences this had on twentieth century conflicts such as the Second World War and the Cold War.

As part of their work on the dictators of Europe and World War II, we spend time reflecting on the treatment of Jewish people and how this persecution developed into the Holocaust.

Finally, we explore the issues of civil rights as they have developed across Britain and the wider world, and how and why change happened for different groups of people.

What our students will learn

By the end of the year, building on their work and the narratives of years 7 and 8, students will learn the continued story of Britain and its place in the world and how this has changed. They will have learned key moments in our global history such as the Holocaust, the dropping of the atomic bomb and the nature of superpower relationships in the Cold War.

We also continue our study of how historians work and how history is discussed, debated and created. Students continue to develop skills introduced in previous years around causation, use of historical evidence, attributing significance to events and how interpretations of historical people and periods differ.

How this learning prepares for next year

The year 9 curriculum gives pupils an overview of the 20th Century and completes their chronological story from where they started in year 7. This grounding has given them a sound knowledge of the main periods and concepts that they will return to in year 10. Year 9 develops the understanding of historical processes that they will use at GCSE such as explaining causes and consequences of events or comparing interpretations of the past. We will also return to some of the knowledge. For example, students will return to the trenches in their study of medicine through time. The year 9 topics also prepares them for a deeper dive into Nazi Germany and the Cold War, two topics studied in years 10 and 11.

SMSC opportunities

Understanding our shared past and our place in the world can help us develop a spiritual sense of who we are and where we belong, giving us each a common story to share. At times, we may reflect on the moral choices people have made in history, whether that be through crimes such as the holocaust or the persistence, motivations and bravery of those campaigning for civil rights. History is about argument, debate and a search for truth. In doing these together, we learn the social mechanisms that accompany them. Culturally, pupils will be able to see how history is remembered and its enduring interest. They will be able to see where current debates and global issues have their historical roots, and will be able to explore the diversity, differences and similarities of the cultures they have studied whilst building their identity in the modern world.



Curriculum overview

The aim of the department is not to prescribe a personal faith in any belief system but to nurture each student's own self-identity – whether religious or secular – and to provide an opportunity for them to explore and consider perspectives other than their own. We practice an 'outsider' approach, with each religion being studied from an objective, unbiased approach which never seeks to preach or proselytise. We hope that whilst pursuing challenging academic study, we are also providing opportunities for a sense of awe and wonder, a love of enquiry and desire to both appreciate and challenge the teachings and conventional wisdoms of the major faiths. We aim to engender mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase pupils' cultural capital. Our subject deals with ultimate questions and milestones of life so encourages them to reflect personally and respond with sensitivity. As such RS has a fundamental role to play in creating more-rounded students, with an established sense of self, who will be positive contributors to future societies.

Academies must teach RE within the requirements for a locally agreed syllabus. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Religious Studies at Hall Mead is seen as a five-year journey, front-loaded for all students into years 7, 8 and 9 with year 10 and 11 offering the opportunity for further, deeper study through the GCSE course and/or continuation and retrieval through core study. Therefore, the curriculum provides yearly study of Christianity but with all six major world religions studied along the journey.

What we study

The first year 9 unit consolidates the conceptual understanding and skills of analysis and comparison gained in previous units but through the study of a new religion, Judaism. As another ancient religion from which new religions have grown, they again study the clash between maintaining traditions and modernising to adapt to the 21st Century. It is also another global religion where there are different interpretations of the religion, leading to different denominations and practices are different across the groups or locations. This provides a sound opportunity to develop skills to compare and contrast divergence *within* a religion as well as between them. The idea of there being a cost to following a religion is explored in more detail when studying the Shoah (Holocaust). In RS we focus on the roots of stereotyping, persecution and Anti-Semitism, the effect this continues to have on the Jewish community and how they cope with that. They also explore the root causes of the ongoing tensions in the Holy Lands and question how much of that is religious, and how much is political. The next unit is something new and different, as it is based around an ethical theme rather than a religion or philosophy, intended to provide a taster of the GCSE Religious Studies course of which 50% is Ethics. They explore the theme of Animal Rights, looking at a selection of contentious and controversial issues

within that, including religious perspectives on the relationship between humans and other animals. This unit really encourages them to debate, discuss, disagree and justify their own views as well as discovering other people's. Finally, they take part in an externally funded charity competition based on social issues and social action. This develops their 'soft skills' as well as their knowledge of local social issues and the charities that try to address them.



What our students will learn

By the end of the year, students will have covered:

- The historical, political and religious context of Judaism and the holy lands
- The origins of Judaism and the idea of Covenant
- The experiences of Jewish people during the Shoah and beyond, including Anti-Semitism today
- Conflicting claims over Jerusalem and the Holy Lands and ongoing tensions arising from this
- The key beliefs and practices of Judaism, keeping the Mitzvot and staying kosher
- The relationship between humans and other animals
- Conflicting views over key animal rights issues such as: factory farming, hunting, vivisection
- The perspectives of the major world religions, and some more ancient belief systems, on acceptable use of animals, including religious teachings related to them
- What is meant by the term social issues and which ones most affect our communities

How this learning prepares for next year

Students who opt for the GCSE in Religious Studies will utilise all their knowledge of the core concepts that we focus on when exploring a religion, and the skills needed to do so, through a much deeper study of the beliefs and practices of Christianity and Sikhism. The GCSE makes much more of the diversity within religions and allows comparisons to be made between the two. Having studied ethical themes in the animal rights unit, they will be used to the open-mindedness needed to study the controversial issues up for debate in the 21st Century.

SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of Religious Studies: you simply would not be able to study any religion, philosophical idea or ethical theme without encountering and absorbing a combination of them! The year 9 RS curriculum allows pupils to really explore and consider different ways of living life according to your beliefs and values. They consider the positive and negative effects of them on the lives of those constrained by them and the cost paid by some followers for their dedication to their faith. Both the Holocaust work and the Animal Rights study explore morality more deeply and consider the role of society in either accepting or challenging unethical and immoral practices.



DRAMA

Curriculum overview

Quite often, people mistake drama as something that only ‘actors’ study. Certainly, it’s a useful subject for those wishing to perform or work for an arts organisation. It is also, however, a subject that provides students with many different transferable skills that are useful in a variety of careers and social situations. Studying drama enables students to work as part of a team, to solve problems, to persevere and be resilient. We believe that the best approach to teaching our subject is through practical work, with links to the vocabulary and style of writing needed for later study at GCSE level. Our teaching at Key Stage 3 provides a solid foundation of the techniques needed for practical work at GCSE, with experience of working in different dramatic styles. Every student will be able to access and enjoy drama lessons. Every student will be challenged by drama lessons. Every student will develop skills that will be useful in their everyday lives.

What we study

In year 9, students move onto reading and engaging with full length play-texts in order to develop focus and concentration in reading. For devised work, they will study more advanced topics, often with a social issue, such as the theme of ‘obsession’ and will consolidate their use of the elements of drama in performance, such as the use of dramatic tension or characterisation. They will have the opportunity to evaluate theatre performance and to script work, in order to specifically develop skills in dramatic writing and will learn a range of subject terminology. Students will gain a solid grounding in more complex dramatic forms, in preparation for study at GCSE level, engaging with both naturalistic drama and abstract drama. We also provide links to the English curriculum with our ‘Performing Shakespeare’ unit and in studying the conventions of script reading, characters, plot and dramatic devices.

What our students will learn

By the end of the year, our students will:

- Be able to use a wide range of rehearsal techniques
- Be able to develop both naturalistic and abstract performances from challenging stimulus material
- Be able to identify and understand characters from a different place or time to themselves
- Be able to select and complex drama techniques in their work, such as a ‘line story’
- Be able to read and analyse full play texts
- Be able to evaluate live theatre successfully

How this learning prepares for next year

Students opting to take GCSE drama will have the grounding necessary to continue to study more complex drama forms and develop lengthier performances. They will have practised skills in devised and scripted drama, ready for practical GCSE work and will have begun to practise evaluating and analysing theatre, which is a key component of KS4. Students will have gained confidence when speaking in front of others, will be able to learn independently and will be able to make their own choices when planning and developing work of any kind.

SMSC opportunities

Students will explore different cultures, traditions and time periods and will have many opportunities to 'stand in the shoes' of someone different to themselves. They will explore and discuss social, historical and political issues and be encouraged to see both sides to an argument. In year 9, students will be introduced to the types of careers that might follow an arts education and will learn about the wider role of the performing arts in society.



MUSIC

Curriculum overview

Key Stage 3 also provides a route to being able to choose and succeed in further qualifications including GCSE, and/or to play a part in the musical life of the school and the community. We provide pathways for students to develop as vocalists and/or instrumentalists and composers. It is expected that students will start year 9 having chosen their specialist performance area and identify for example as a pianist guitarist, drummer or clarinettist. They can practise new pieces, reading and decoding notation, with minimal help from the teacher. They can compose successfully simple pieces using a range of composing devices. They can analyse, compare and evaluate music successfully relevant music terminology. Students can see basic connections music with other curriculum areas.

The work in year 9 is closely aligned to specific knowledge required for OCR GCSE and BTEC and so focuses on the development of performance skills on their chosen area of specialism. Students deepen their composing skills and create their own music using two main music apps, Cubase and MuseScore composing to GCSE type briefs. They use an increasing range of music terminology student analyse compare and evaluate music they hear and can make connections to other disciplines.

What we study

We deliver 6 units giving students opportunities to compose, perform and listen and appraise music. Students study the cultural and social context of a give style of music. The integration of other disciplines with music helps students see relevance and connections among all curricular areas. Music is a frame of reference for the culture and environment which created it. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. By understanding the cultural and historical forces that shape social attitude and behaviours, students are better prepared to live in communities that are increasingly multicultural. Through an understanding of others, we increase our understanding of self.

- Topic / Unit of Work 01 – A GCSE solo performance
- Topic / Unit of Work 02 – Film Music and Game Music at GCSE
- Topic / Unit of Work 03 – A GCSE group performance
- Topic / Unit of Work 04 – A GCSE composition
- Topic / Unit of Work 05 – Individual Music project.
- Topic / Unit of Work 06 – Using Samples in Modern music



What our students will learn

By the end of the year, students will:

- Know how to perform increasing difficult music on our chosen instrument or voice using decoding and reading from notation.
- Know how to create our own musical compositions using Cubase and Musescore for their instrument or voice.
- Know how to compare and evaluate music they hear, using correct music language.
- Know how to classify a variety of musical works by genre, style, and culture.
- Compare how the elements of music and another art form can be used to reflect similar events, scenes, emotions, or ideas (e.g., film and game music).
- Identify how the musical elements are used in a range of different to create a musical effect, including tension and surprise.
- Analyse the uses of elements and musical features of in aural examples representing genres and cultures studied at GCSE.

How this learning prepares for next year

The year 9 course closely mirrors tasks and learning at GCSE. By the end of year 9, students should be confident composers and performance ready for the challenges of GCSE and BTEC music. Year 9 provides them with a springboard for more advanced solo and group performances undertaken at GCSE. The listening styles used in year 9 include the styles studied at GCSE.

SMSC opportunities



We develop students' confidence, creativity, individuality, self-expression and collaborative skills throughout our music curriculum. Students explore other cultures and histories through varied listening stimuli and learn to appreciate the stories and experiences that have helped to shape these musical genres. Music at Hall Mead School encourages students to connect with their emotional interpretations of music and use personal expression when performing.



DESIGN & TECHNOLOGY

Curriculum overview

Design and technology aims to develop creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Design and technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics.

What we study

The start of our year 9 curriculum is made up of units that allow students to design and make with a range of materials: timber-based, polymer-based, textile based, simple electronics and CAD/CAM. They are required to work to a great level of accuracy in their practical prototypes.

Through these components, our students develop technological capability through building their knowledge and expertise of manufacturing processes and materials. As students gain expertise, they are then given a more open-ended starting point to develop their own prototype. Focusing on identifying needs and wants, market opportunities, generating developing and communicating ideas and evaluating.

What our students will learn

By the end of the year, students will have acquired:

- Knowledge of materials: primary sources, conversion processes, properties and environmental impact
- Knowledge of manufacturing: by subtraction, by forming, by assembly with finishing
- Knowledge of design: Identifying peoples' needs and wants, identifying market opportunities, generating, developing and communicating design ideas, evaluating design ideas
- Knowledge of the impact of designing and making on society and culture
- Knowledge of functionality: adding a power supply to a prototype to create electronic functionality



How this learning prepares for next year

Students opting to continue to study GCSE design and technology in Key Stage 4 need to have a broad knowledge of a range of materials: including source, conversion processes, stock forms, longevity, properties, tools and machines including computer aided manufacture when designing and manufacturing with them. Our Key Stage 4 curriculum is built on providing students with a good foundation of knowledge of a range of materials that include timber based, textile based, polymer based and simple electronics.

Students should also be able to communicate design ideas using a variety of strategies including isometric projection, orthographic projection, free hand sketching in 2D/3D, modelling and 2D/3D Computer aided design.

SMSC opportunities

Through their work in design and technology students consider to what extent are designed outcomes of worth; how they affect the lives of those who use them and those that make them and how they affect the planet.

They explore how technologies and products often have unintended consequences beyond intended benefit which cannot be fully predicted by those who develop them.

Students learn about working safely with tools, machines and processes as an individual but also as part of class.



FOOD TECHNOLOGY

Curriculum overview

In year 9, we aim for our learners to show confidence in their design skills through experimenting with different ingredients and learning new and more advanced skills and techniques, in order to show confidence, understanding, mastery and independence within the kitchen, applying all the knowledge acquired throughout their Key Stage 3 lessons.

What we study

Year 9 students will secure the practical and theory skills and knowledge needed to prepare them for either further study at key Stage 4 and for life skills when providing for themselves.

Our curriculum includes projects on foods from around the world, how to cater for different dietary needs and the idea of the new trend in street food. These projects all focus on a different aspect of food preparation and nutrition which are:

- Skills and techniques
- Food provenance
- Nutrition
- Food science

In term 1, the students study different food cultures and traditions from around the world, including Mexico, China, Spain, Italy, India and the UK. This unit teaches them to understand how and why different countries eat and cook different foods in different ways. The focus is on nutrition and provenance, including looking at the science behind yeast and its working characteristics.

Term 2 is based on dietary needs of different people. Its aim is to teach the students to understand and adapt simple everyday meals in order to feed everyone. Students create dishes such as macaroni cheese, brownies, chocolate mousse, soda bread and risotto. Students will learn how to adapt these for different dietary needs including coeliac disease, lactose intolerance, vegan, low fat etc.

Term 3 is a project based on street food. This is mainly a skills-based project with elements of provenance and nutrition. They design their own street food stall and have to take into consideration the needs of their customers, cost, environmental issues i.e. packaging, sustainable foods, local ad seasonal produce etc.



Throughout the year, learners continue to develop their practical skills, developing different and more complicated and advanced techniques from previous years, as well as looking at presentation and food styling in order to improve the aesthetic quality of their dishes.

What our students will learn

By the end of the year, our aim is for our learners to show they:

- Can weigh and measure different ingredients
- Can use equipment confidently
- Can show a range of different preparation skills
- Can work safely, hygienically and follow a recipe
- Are confident with hygiene and safe storage rules
- Understand how bacteria affects our foods
- Can demonstrate a range of cooking skills
- Can describe some chemical reactions when cooking and why they occur
- Can name the different methods of heat transference.
- Can explain the functions of different ingredients
- Can use a food nutrition program independently
- Can evaluate nutrition of different foods and state the impact of that food on our diet
- Can name the sections of the EatWell Guide
- Understands the difference between micro and macronutrients
- Are able to identify which ingredients are plant or animal based
- Can explain what seasonality means and give a reason why this needs to be considered.
- Can explain the affect our food choices on our health and environment.

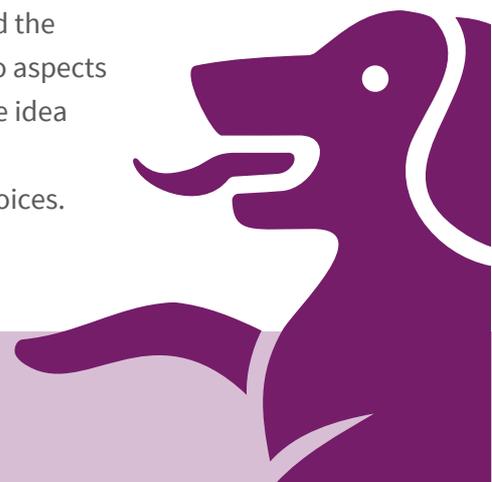


How this learning prepares for next year

The Key Stage 3 curriculum prepares our learners for GCSE. Year 9 it helps embed key subject specific terminology and vocabulary required for the GCSE course and beyond. The course content and practical skills are transferable to the GCSE course and learners will need to draw on the knowledge learnt in order to make independent decisions about their own dishes and the adaptations they make, whilst considering dietary and nutritional needs. Also, by using their understanding of working characteristics of ingredients to help make good quality products.

SMSC opportunities

In lessons, students have opportunities to work independently and confidently. We encourage them to think about the moral and ethical considerations of what they eat and the ingredients they choose have on the environment and the local economy, also aspects such as farming methods around the world and animal cruelty. Ultimately, the idea is to mould students into well informed consumers, enabling them to make informed decision about their diet and environmental impact of their food choices.



ART

Curriculum overview

“Don’t think about making art, just get it done. Let everyone else decide if it’s good or bad, whether they love it or hate it. While they are deciding, make even more art.” –

Andy Warhol

In year 9, we aim for our students to continue developing their colour theory knowledge, drawing skills, and proficiency in a greater range of materials and processes, both 2-D and 3-D. We want students to further develop their artistic understanding and be able to articulate their art knowledge confidently and with eloquence.

We aim for students to apply their knowledge of how to draw and choose the techniques that best suit them (drawing with shapes or the grid method.)

The year 9 curriculum continues the art history journey by introducing students to art movements involving popular culture, everyday objects, and influential people. Our aim is for students to continue exploring the impact that both men and women have had on the art world throughout history and contemporary art. We want students to be inspired by the past and present and continue to develop their understanding of responding to art styles.

What we study

In year 9, our students study a selection of more modern art movements, such as Pop Art and Photorealism and the work of some current contemporary artists to explore how people and artists are inspired by the history of Art. Year 9 allows students the opportunity to study the work of 2-D and 3-D (installation) artists. They will further study the gender imbalance in the art world and the changes in contemporary art, during their year 9 learning journey.

The year 9 curriculum enables students to further develop their confidence, creativity, and understanding of a range of techniques, materials, and processes. Students will be introduced to new mediums and ways of working, in both 2-D and 3-D, as the year progresses.





What our students will learn

Students will learn about composition, scale, proportion, and enlargement to further develop their drawing and artistic skills. They will develop their knowledge of using the grid method to draw and then learn to apply the best method for them. They will learn how to successfully use complementary colours to enhance their colour theory knowledge and learn how to use colour in a photorealistic way.

Students will develop their ability to creatively respond to the work of artists. They will learn and explore how contemporary artists take inspiration from Art history to create their work. Students will learn how to refine their drawing skills and use of colour to create realistic art.

The year 9 curriculum allows students to develop their design skills and understand how to translate a 2-D design into a large 3-D sculpture, inspired by the work of installation artists. Students will develop on their portraiture knowledge and skills from year 8 and learn about different styles of portraiture.

How this learning prepares for next year

Our KS3 curriculum provides students with the skills and knowledge they need to excel at KS4. Students will have understood how to analyse art and artists, they will have a solid contextual understanding of a range of styles of art to help inspire them to create their own work. Throughout KS3 art, students have learnt how to respond to different artists, which will put them in good stead of GCSE Art.

The lower school curriculum allows students to learn and refine their skills in a range of materials, techniques, and processes, allowing them to choose the best fit for when they embark on their GCSE Art journey. Students understand how to present and organise a sketchbook in preparation for their GCSE portfolio.

Those students not progressing on to GCSE Art as an option will have developed their creativity, problem solving skills, understanding of design and art in the world around them. Students will have also developed their knowledge of Art and enhanced their cultural capital.

SMSC opportunities

We aim to help students understand and make informed opinions of different styles of Art. We offer them an opportunity to develop their cultural capital so as they have a broad knowledge and appreciation of the subject. There are opportunities to see how art can link to the wider world and careers, as well look at recent events and inspirational people that have inspired art.



PHYSICAL EDUCATION

Curriculum overview

In year 9, we deliver a curriculum which goes broader and wider than just teaching students how to perform in different sports. It is no secret that leading a healthy and active lifestyle are keys to future success, so we teach students the vital role that sport can play in ensuring every learner has the tools to be mentally and physically healthy and is equipped with the skills and knowledge to be individuals who always strive to beat their best.



What we study

The year 9 PE curriculum has three broad strands: 'Me in PE', experiencing a vast range of sporting activities and fostering a love of sport, which goes beyond the Hall Mead school day.

Our 'Me in PE' values are a fundamental part of our PE curriculum. These values develop in our learners' important characteristics which go beyond sport, including teamwork, cooperation, leadership skills, problem solving, decision making and knowing when and why to adapt. We challenge our students to believe in their ability to achieve through physical, social and mental well-being, so we place a strong emphasis on educating learners of these benefits. In year 9, students have the chance to extend their knowledge and understanding of what our 'Me in PE' personal characteristics stand for, alongside learning about how to deepen and optimise best levels of performance, securing knowledge of different sports, evolving skills relating to different sports and applying tactics and strategy.

Students are taught to continuously master skills and apply effective decision-making during performances. Students are challenged to enhance physical and mental capacity whilst improving personal fitness goals. Students are asked to accurately evaluate and analyse performances to underpin successfully performances to best of their abilities across a range of sporting activities.

What our students will learn

By the end of the year, students will have experience of, improved skills in and enjoyed:

- Invasion games, including football, rugby and netball
- Racket sports, including badminton and tennis
- Gymnastics, including trampolining and dance/sports acro
- Striking and field including, cricket, rounders and softball
- Athletics, track and field events

How this learning prepares for next year

Our year 9 curriculum ensures students are fully prepared for further study at Key Stage 4. They will finish the year with depth of understanding of all practical sports and also the theory behind health and fitness. Students will have a strong understanding of the importance of living a healthy, active lifestyle and the impact this can have on them physically, socially and emotionally. Our broad and varied curriculum will also equip students with the skills and knowledge to excel, should they wish to further continue their study of physical education post 16 and beyond.

SMSC opportunities

Communication skills such as speaking and listening will develop through cooperation and working together. Students will always be encouraged to adhere to the rules and regulations of the game/activity in order to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to record rules and tactics, watch videos and compare to the professional game. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances. Teachers will 'weave' local, national and international sporting events into lessons where appropriate, for example, the Olympics, RWC etc. Over the course of the year, students will focus on different aspects of their 'Social Me in PE', this will encourage them to reflect upon different ways that they can develop their social/moral/cultural and spiritual selves.



Curriculum overview

The aim of PSCHE (personal, social, citizenship, health education) is to equip students with the information, knowledge and skills needed to be able to be active citizens and make good decisions about their own lives. We aim not to lecture students nor offer neat or simplistic advice to simply not do things deemed risky but rather to empower them to manage risk and develop their own strategies to promote their own wellbeing. We provide a safe space, where neither teacher nor peers are judgemental of others' choices and lifestyles. Lessons are designed to explore contemporary issues and are built around frank, accurate teaching combined with room for discussion and disagreement to reflect the diverse nature of modern Britain and its values. We aim to instil mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase pupils' cultural capital. Our subject deals with milestones of life and encourages them to think critically and creatively and respond with sensitivity. As such PSCHE has a significant role to play in creating more-rounded students who will be positive contributors to future societies.

Throughout the PSCHE journey the four knowledge and skills strands recommended by the PSHE Association of: Building Knowledge, Identifying and Managing Risk, Working with Others, and Advocacy and Representation deepen in an age-appropriate way each academic year. Our PSCHE curriculum ensures full coverage of what students need to know by the time they leave secondary education as stipulated in the new statutory guidance for Health, Relationships and Sex education from 2020.

What we study

The first unit in year 9, drugs, reminds students of the importance of understanding the risks associated with lifestyle choices. This unit is timely as young people begin to expand their social networks, so it aims to provide the opportunity to explore the risks people take if they choose to experiment with drugs. In the careers unit students research areas of interest to establish the academic requirements and potential financial reward. This topic is timed to help students with their option decisions in March. The mental health topic takes an in depth look at mental disorders and illnesses with view to enable pupils to identify when they or someone they know needs help with their mental well-being. There is a strong emphasis on challenging stigma, talking about and asking for help with mental health in this unit. The final two units of the year focus on relationships and sex and gender identity. In the relationships and sex topic students are provided with a safe environment to consider what a healthy and appropriate relationship means to them. Students are encouraged to consider the risk of peer pressure to their bodies, mental well-being and future plans as well as how to keep themselves safe from STIs and unplanned pregnancy. In the gender identity unit students return to the theme of respect and tolerance of difference. Students produce work in a variety of forms and make use of a variety of resources from reputable charities and linked associations.

What our students will learn

By the end of year 7, our students will:

- Our pupils learn about illegal drugs, the risk of their use and experimentation, and strategies to use to keep themselves safe, particularly with regard to peer pressure
- How to research job and career requirements, working in a group to produce a stall at a careers fair
- The difference between mental illness and mental disorders, the problems and consequences associated with stigma, case studies of how others have survived and learned to live with poor mental health, why it is important to support people with mental health issues and the benefits of asking for help
- The importance of appropriate, healthy relationships which are rooted in mutual respect, the health risks associated with unprotected sex, the benefits of abstinence, the concept of independent sovereignty
- Inner and outer identities, the problem with stereotyping, terms associated with gender, consequences of homophobia and ways people can demonstrate tolerance and respect



How this learning prepares for next year

In Year 9 pupils continue to develop knowledge and skills aligned to the key strands in PSICHE of: health and well-being, living in the wider world, relationships and sex, and citizenship. These strands are linked in topics throughout a student's Hall Mead journey. As well as supporting the development of written and verbal English skills PSICHE promotes a lifelong love of learning and helps to build pupils' cultural capital, equipping them with knowledge transferable to the topics in Year 10.

SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of PSICHE; it is not possible to study the statutory required topics or promote British values without encountering and absorbing a combination of them! The curriculum allows pupils to really explore and consider different ways of living life according to your beliefs and values. There is the opportunity to study moral dilemmas in depth and the different ways people respond in situations where there is not a clear 'right' answer. Studying and understanding a range of perspectives encourages toleration and cohesion and develops appreciation of diversity, culture and the idea of utilitarianism.





HALL MEAD
SCHOOL