



Tytherington

High School & Specialist Science College

What will we study this year?
&
How are we Assessed?

2010–2011

A Guide for Parents and Students

TYTHERINGTON
Year 9



Specialist Schools Trust
EXCELLENCE AND DIVERSITY

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Art

Topics/Skills

Autumn Term

Abstract Art
 Ruth Piper
 Aerial views
 Mixed media pieces
 Close-up views
 Black line drawings
 Sculpture
 Textiles and print

Spring Term

Portrait painting – figure and form
 Lowry, Jenny Saville
 Sculptures
 Charcoal sketches

Summer Term

Architecture
 Mosques and temples of other cultures –
 Asia, China, Africa
 Large-scale coloured work – 3D, wire
 and card

Homework /Projects

Autumn Term

Produce a route to school
 Create a colour version of map symbols

Spring Term

Collect pictures of portraits and research
 into their history
 Draw a portrait of a member of the family
 or a friend

Summer Term

Research Ben Nicholson, Rachel
 Whiteread, the Boyle family

Useful Websites and Resources

Larousse Dictionary of Art and Artists, published by Phaidon Press

www.artchive.com

www.art.com

Art

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Regular Feedback on individual pieces of work.

Spring Term

Regular one-to-one verbal feedback, at least once a month. Peer assessment of individual pieces – sketch pads/external pieces.

Summer Term

Move towards assessment criteria for GCSE.

Regular one-to-one verbal feedback, at least once a month. Peer assessment of individual pieces – sketch pads/external pieces.

Formal tests and assessments

“How much have I learnt?”

Autumn Term

The Ruth Piper unit will be assessed on completion using peer group assessment, one to one feedback from the class teacher and a National Curriculum level. Sketchbooks and externally produced pieces will be formally marked, with the levels achieved held internally on proformas. Students will also be marked on how much understanding they have of the processes involved in this extended unit.

Spring Term

The completed unit of work on portraiture will be assessed during and at the end of the topic. Students will be given specific one to one feedback as their understanding of the techniques involved in this difficult subject evolve, enabling them to progress. At the end of the unit they will be given a National Curriculum level.

GCSE assessment objectives will also be used as grade indicators and descriptors.

Summer Term

This “3D” unit is assessed by one to one feedback during progress. Sketchbook research is assessed during the project in plenary sessions via peer group and teacher assessment.

GCSE assessment objectives will also be used as grade indicators and descriptors.

Drama

Topics/Skills

Autumn Term

- Pantomime – understand the genre through rehearsal and performance:
- Physical comedy and pantomime skills introduced lesson by lesson – students build on slapstick work from year 8. Opportunity to see live pantomime.
 - Introduction to commedia dell arte and the stock characters and scenarios.
 - Develop commedia scenarios – make link between commedia and pantomime.
 - Students create own stock character.
 - Students design, rehearse and perform own pantomime.

Spring Term

- *The Boy in the Striped Pyjamas* explores the issues surrounding Jews in the Second World War, such as family relationships and friendship. Pupils create and perform improvisations based on the text.

Our Day Out: Perform a piece of drama by exploring the full length script of *Our Day Out* by Willy Russell and apply their knowledge of status to their interpretation of character.

Summer Term

- Popular Culture: Soap Opera and reality TV shows. Pupils present a reality television show of their own devising to a specific audience.

Homework /Projects

Autumn Term

- Research elements of pantomime
- Completion of commedia booklets
- Create own pantomime character

Spring Term

The Boy in the Striped Pyjamas

- Write a scene which shows Schmul's family being taken away
- Pick a piece of music to accompany the scene

Our Day Out

- Diary entries of the characters Carol, Briggs, Mrs Kay
- Role-on-the wall for selected characters in the text.

Summer Term

- Students research online soap characters biographies
- Create a face-book page for their own soap character

Useful Websites and Resources

www.willyrussell.com/dayout.html
www.commedia-dell-arte.com
www.bbcgcsebitesizedrama
www.what2learn.com



Drama

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Ongoing teacher/peer feedback on:
Development of stock characters
Development of an original plot
Development of performance skills
Understanding of pantomime – the genre.

Spring Term

Boy in Striped Pyjamas & Our Day Out.
Ongoing teacher and peer and self assessment as the story and drama skills are introduced.

Summer Term

Ongoing teacher/peer feedback on:
Participation and performance with different techniques eg. Monologues and duologues.
Development of an appropriate character.
Use of an appropriate style for the genre.



Formal tests and assessments

“How much have I learnt?”

Autumn Term

Assessment based on the performance of own pantomime, demonstrating:

- Stock characters
- Original plot
- Pantomime – understanding the genre
- Performance skills

Spring Term

Assessment for Boy in Striped Pyjamas unit is based on creation of a range of scenes based on the text:

- Understanding of character and issues

Assessment for Our Day Out unit is based on characterisation and script interpretation through the performance of script extract.

Summer Term

Creation of own soap demonstrating:

- Understanding of the elements of soap operas and implementation in performance.
- Use of tension.
- Stereotypical soap opera characters which are sustained throughout performance.
- Use of voice, facial expressions and body to demonstrate character.



English

Topics/Skills

Autumn Term

- Scrapbook Challenge: Writing on a topic of the pupil's own choice but in a range of forms and for different audiences, e.g. the topic might be 'karate'. Writing forms may include: letter, advertisement, leaflet, story, guidebook, etc. Audiences might be teenagers, adults, boys, children, etc.

Moon on the Tides: GCSE Poetry. Performing, analysing and discussing questions raised by poems from the 'Relationships' cluster of the GCSE anthology.

Spring Term

- The Play's The Thing: Work based upon the reading of either '*An Inspector Calls*' or '*A View from the Bridge*'
- Life is Beautiful: The Holocaust on film. A series of writing, debating and presenting tasks based upon two or three Holocaust films.

Summer Term

- Tales of the Unexpected: Creative writing in the fear/suspense genre. Study the structure and language of a story and then craft a piece in that style.
- Storms, Sorcerers and Shipwrecks: Studying Shakespeare's play *The Tempest*. Read, perform and discuss ideas presented in the play.

Useful Websites and Resources

All Year 9 tasks are an introduction to G.C.S.E. English and English Literature, so www.bbcgcsebitesizeenglish is a useful website.

Homework /Projects

Autumn Term

Research text types. Plan, write and present your own texts

Make creative responses to poems.
Compare two poems in an essay.

Spring Term

Analyse a section of a play and write an essay based on this reading. Make creative responses to characters, ideas and events.

Research, plan and practise presentations. Prepare materials showing personal responses to different media. Write a film review adapting language to suit a specific purpose and audience.

Summer Term

Read and analyse a fear/suspense story. Plan and redraft your own fear/suspense story.

Research the play's historical context. Read and analyse a section of the play. Plan, prepare and practise performances.

English

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Students receive verbal and written feedback in the form of star, star, wish based on GCSE criteria.

Spring Term

Students receive verbal and written feedback in the form of star, star, wish based on GCSE criteria.

Summer Term

Students receive verbal and written feedback in the form of star, star, wish based on GCSE criteria.

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Students reflect on their own learning in Learning Booklet. Teacher records grade for each unit of work.

Spring Term

Students reflect on their own learning in Learning Booklet. Teacher record grade for each unit of work.

Summer Term

Students reflect on their own learning in Learning Booklet. Teacher record grade for each unit of work.

Formal writing task as part of “Tales of the Unexpected” provides evidence for end of KS3 level reported by school.

Geography

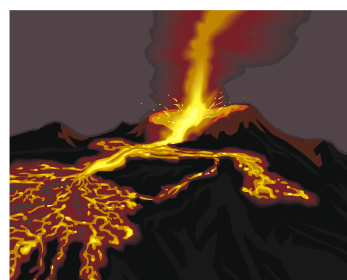
<u>Topics/Skills</u>	<u>Homework /Projects</u>
<p>Autumn Term</p> <p>Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4</p> <ul style="list-style-type: none"> • Tourism – Good or Bad? • Future Floods. <p>Or, groups 9a1 and 9b1</p> <ul style="list-style-type: none"> • Migration and Integration • Breadth study: Joint Humanities project on the theme of Identity • Water Works: Investigate water issues in a specific country 	<p>Autumn Term</p> <p>A project on the effects of tourism in Castleton</p> <p>Investigate the causes, effects and responses to a flooding event</p> <p>Research and preparation of presentation</p> <p>Comparative work to allow students to connect and evaluate key themes</p>
<p>Spring Term</p> <p>Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:</p> <ul style="list-style-type: none"> • Australia – A Land of Contrasts. • The Rise and Rise of China. <p>Or, groups 9a1 and 9b1:</p> <ul style="list-style-type: none"> • London Olympics 2012 • Breath Study: Humanities study into issues surrounding trade and empire 	<p>Spring Term</p> <p>Planning a journey through Australia</p> <p>Investigate the impact of the 2008 earthquake on the development of China</p> <p>Investigate a sports business</p> <p>Research and preparation of presentation</p> <p>Comparative work to allow students to connect and evaluate key themes</p>
<p>Summer Term</p> <p>All groups:</p> <p>A Long Way Down: A journey from John O'Groats to Cape Town</p>	<p>Summer Term</p> <p>Maintaining a learning log of the human and physical geographical issues affecting different countries.</p>

Useful Websites and Resources

www.peakdistrict.gov.uk

www.news.bbc.co.uk

www.london2012.com



Geography

Assessment for Learning

“How am I doing and what do I need to do to improve?”

Autumn Term

- Self evaluation at end of each lesson following traffic light system.
- Self assessment of understanding at end of each unit of work.
- Peer assessment of class work.

Spring Term

- Self evaluation at end of each lesson following traffic light system.
- Self assessment of understanding at end of each unit of work.
- Peer assessment of class work.

Summer Term

- Self evaluation at end of each lesson following traffic light system.
- Self assessment of understanding at end of each unit of work.
- Peer assessment of class work.

Assessment of Learning

“How much have I learnt?”

Autumn Term

End of unit tests assessed by teacher. Homework projects are marked by a teacher giving written feedback and a national curriculum level

Groups 9a1 and 9b1:

Humanities project presentation and supporting essay will be assessed against common National Curriculum criteria

Spring Term

End of unit tests assessed by teacher. Homework projects are marked by a teacher giving written feedback and a national curriculum level

Groups 9a1 and 9b1:

Humanities project presentation and supporting essay will be assessed against common National Curriculum criteria

Summer Term

Homework projects are marked by a teacher giving written feedback and a national curriculum level.

End of unit tests assessed by teacher

History

Topics/Skills

Autumn Term

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Breadth Study: Finding History: an exploration of the challenges and opportunities presented by the History around our teenagers from Historic Macclesfield to Historical Computer Games
- Depth Study: Causes of The First World War
- Breadth Study: Changing nature of Warfare.

Or, groups 9a1 and 9b1:

- Breadth study: Joint Humanities project on the theme of Identity
- Breadth Study: From Subjects to Citizens. Changing attitudes to power in the C20th

Spring Term

All groups:

- Depth Study: An exploration of the Holocaust to coincide with Survivor testimony on Y9 Rose Day

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Depth Study - 911

Or, groups 9a1 and 9b1:

- Breadth Study: From 1066 to 911: A History of Terrorism
- Breadth Study: Humanities study into issues surrounding trade and empire

Summer Term

All groups:

- Media Through Time: GCSE Style unit preparation for Y10

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Breadth Study: Rise and Fall of the Superpowers- The British Lion to the Tiger Economies

Or, Groups 9a1 9b1:

Historical response to the Geography unit on Africa and The Long Way Down

Useful Websites and Resources

www.firstworldwar.com

www.historylearningsite.co.uk

www.nationalarchives.gov.uk

Homework /Projects

Autumn Term

Various including: research; design assignments; Q&A; period specific tasks such as constructing a naval code / designing a terrorist outrage; source work to prepare students for the demands of GCSE

Research and preparation of presentation
Various including: GCSE exam style responses; research; essays.



Spring Term

Various including:
Source Analysis; design assignments;
GCSE style questions to encourage and embed key skills for Year 10

Research and preparation of presentation
Comparative work to allow students to connect and evaluate key themes

Summer Term

GCSE style questions to encourage and embed key skills fro Year 10

Various including: Q&A; research;
GCSE exam practice

Comparative work to allow students to connect and evaluate key themes



History

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Modelling of assessment criteria and successful examples of assessments.
Opportunities for self and peer assessment through department reflection sheets.
Marking of work using star, star, wish.
Marking in each class book allows for bespoke guidance on short term goals.

Spring Term

Modelling of assessment criteria and successful examples of assessments.
Opportunities for self and peer assessment through department reflection sheets.
Marking of work using star, star, wish.
Marking in each class book allows for bespoke guidance on short term goals.

Meeting a Holocaust survivor conveys the importance and necessity of improving historical understanding.

Pupil voice gathered at the beginning of Spring Term to gain a picture of how students perceive their progress.

Summer Term

Modelling of assessment criteria and successful examples of assessments.
Opportunities for self and peer assessment through department reflection sheets.
Marking of work using star, star, wish.
Marking in each class book allows for bespoke guidance on short term goals.

End of Year extended reflection to allow for appreciation of progress and highlight areas for improvement within the department.

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Causes of the Great War – Causation Assessment

Groups 9a1 and 9b1:

Humanities project presentation and supporting essay will be assessed against common National Curriculum criteria

Departmental assessment sheet allows progress to be tracked over the year.

Remembering the Holocaust – Use of Evidence

Assessment using sources and using GCSE exam style source questions to assess levels of thinking against National Curriculum levels

Groups 9a1 and 9b1:

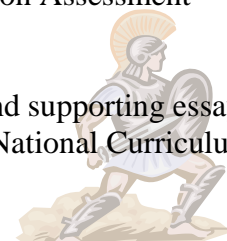
Humanities project presentation and supporting essay will be assessed against common National Curriculum criteria.

Departmental assessment sheet allows progress to be tracked over the year.

Summer Term

Departmental assessment sheet allows progress to be tracked over the year.

End of Year exam where appropriate



Information Communication Technology

Students in year 9 will follow a program of study that will allow them to 'bank' class work in an electronic portfolio that will be used as evidence to gain a formal qualification. The work will be carried through into years 10 and 11 and depending on the evidence a full GCSE will be awarded or if the work is of sufficient standard a double GCSE could also be awarded grades A-C which will in effect qualify as two full GCSE's.

All work will be carried out in class, however, homework will be set where appropriate to extend the work carried out and complete tasks started in lesson.

List of Units

- AO1 Health and Safety
- AO2 E-mail and Internet
- AO3 Power Point
- AO4 Spreadsheets
- AO5 Business Documents
- AO6 Access/Databases

Topics/Skills

Autumn Term

AO1 to AO3
Pass Criteria

Spring Term

AO4 to AO6
Pass Criteria

Summer Term

AO1 to AO6
Merit/Distinction Criteria

Homework /Projects

Autumn Term

Continue with evidence work outside of class

Spring Term

Continue with evidence work outside of class

Summer Term

Continue with evidence work outside of class

Information Communication Technology

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Teacher questioning/online quizzes

Spring Term

Teacher questioning/online quizzes

Summer Term

Teacher questioning/online quizzes

Formal tests and assessments

“How much have I learnt?”

Autumn Term

AO1 – AO3

Assessed against Pass Criteria through a portfolio of work handed into the electronic portfolio.

Spring Term

AO4 – AO6

Assessed against Pass Criteria through a portfolio of work handed into the electronic portfolio.

Summer Term

AO1 – AO6

Assessed against Merit/Distinction Criteria through a portfolio of work handed into the electronic portfolio

Mathematics

Topics/Skills

Autumn Term

Foundation groups:

- Inverse operations
- Directed numbers
- Symmetry
- Decimals
- Area of rectangle and triangle
- Simple formulae
- Equivalent fractions
- Directed numbers
- Simple ratio and proportion

Intermediate groups:

- Enlargement
- Lines, angles and shapes
- Interior and exterior angles of polygons
- Probability
- Ratio and proportion
- Graphs of functions
- Constructions and loci
- Integers, powers and roots

Higher groups:

- Solution of simultaneous equations
- Upper and lower bounds
- Proportional change
- Explore outcomes leading to developing equivalence
- Probability
- Pascal magic, summing Pascal and other patterns in Pascal's triangle
- How to construct and interpret cumulative frequency curve.

Spring Term

Foundation groups:

- Mean, median, mode and range
- Multiplying 2 and 3 digit numbers
- Angles
- Dealing with information
- Scatter diagrams
- Probability
- Algebra
- Angles
- Graph work/plotting points
- Fractions, decimals, percentages

Homework /Projects

Autumn Term

Appropriate homework consolidating work done in school is set weekly

Spring Term

Appropriate homework consolidating work done in school is set weekly

Intermediate groups:

- Algebraic manipulation
- Circumference and area of circle
- Mean, median and mode
- Linear equations
- Volumes of prisms
- Percentages

Higher groups:

- Multiplication and division of fractions
- Probability tree diagrams
- Distributive law to multiply over brackets
- Congruence and similarity
- Simultaneous equations
- Trigonometry
- Indices

Summer Term

Problem solving and investigational activities will form a task-based approach throughout the majority of this term.

Summer Term

Appropriate homework consolidating work done in school is set weekly

Useful Websites and Resources

www.mymaths.co.uk

www.supermathsworld.com

Mathematics

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Students reflect on their learning from Yr 8.
Peer assessment, self assessment of classwork and homework tasks.
Regular teacher marking and verbal feedback in form of star, star, wish

Spring Term

Students reflect on their learning from Autumn Term.
Peer assessment, self assessment of classwork and homework tasks.
Regular teacher marking and verbal feedback in form of star, star, wish

Summer Term

Students reflect on their learning from Spring Term.
Peer assessment, self assessment of classwork and homework tasks.
Regular teacher marking and verbal feedback in form of star, star, wish.
Students reflect on their learning from KS3.

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Student assessment over the term is made through an end of term test, a teacher comment on class performance and a summary of understanding of homeworks.

At the end of each term students receive a level from their teacher along with pointers as to how they can progress to the next level.

Spring Term

Student assessment over the term is made through an end of term test, a teacher comment on class performance and a summary of understanding of homeworks.

At the end of each term students receive a level from their teacher along with pointers as to how they can progress to the next level.

Summer Term

Student assessment over the term is made through an end of term test, a teacher comment on class performance and a summary of understanding of homeworks.

At the end of each term students receive a level from their teacher along with pointers as to how they can progress to the next level.

Modern Foreign Languages

Assessments focus on skills and content. The scheme of work is modular with one module per half term.

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Marking – exercise books
Peer marking
Self marking
Vocabulary tests
Targets set and reviewed in “Steps to Success” booklet each half term.



Spring Term

Marking – exercise books
Peer marking
Self marking
Vocabulary tests
Targets set and reviewed in “Steps to Success” booklet each half term

Summer Term

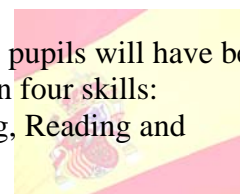
Marking – exercise books
Peer marking
Self marking
Vocabulary tests
Targets set and reviewed in “Steps to Success” booklet each half term

Formal test and assessments

“How much have I learnt?”

Autumn Term

By the end of term, pupils will have been formally assessed in four skills:
Listening, Speaking, Reading and Writing.



Spring Term

By the end of term, pupils will have been formally assessed in four skills:
Listening, Speaking, Reading and Writing.

Summer Term

By the end of term, pupils will have been formally assessed in four skills:
Listening, Speaking, Reading and Writing.

French

Topics/Skills

Autumn Term

All groups:

- Past Holidays: Understanding an account of a holiday. Use of the past tense; compare different types of holidays; future-holiday plans; talk about different holiday options

All groups:

- Media: Recognise different types of television programmes; my favourite T.V. programmes; review a T.V. programme / film; study past reviews

Spring Term

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Environment: Identify key regions in France; recycling; main environmental problems; sources of energy

OR, groups 9a1 and 9b1:

- Food and Drink: eating out, buying food & drink in a café, café conversations, festivals.

All groups:

- Future and the World of Work: Part-time jobs; pocket money; jobs and professions; future career plans
Plus, in some groups: write a CV

Summer Term

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Holiday Plans: Understanding tourist information; using public transport; booking a hotel/campsite; read hotel brochures; plan a visit to France; compare different accommodation.

OR, groups 9a1 and 9b1:

- Project: Art, history, geography, literature, science & music of the country being studied

All groups:

- Culture and Life in other Countries: French music; French cinema; describing a recent cinema visit; international sport; television (French channels)

Useful Websites and Resources

www.linguascope.com/french : Please ask your language teacher for username and password.

www.zut.org.uk/french

No login number or username is required between 4.00 p.m. and 9.00 a.m.

Homework/Projects

Autumn Term

Learn vocabulary & reading tasks. Plus others, such as: write an account of an imaginary holiday.

Learn vocabulary & reading tasks. Plus others, such as: write a T.V. review; read a French T.V. schedule; research popular T.V programmes. Plus, in some groups: write a description of a film, describe your T.V. viewing habits.

Spring Term

Learn vocabulary & reading tasks. Plus others, such as: use internet to research environmental facts; listen to points of view on Zut website.

Learn vocabulary & reading tasks. Plus others, such as: designing a menu; use internet to research festivals; write a café/restaurant conversation.

Learn vocabulary & reading tasks. Plus others, such as: read an interview; prepare a short talk about your family's / friends' jobs; write horoscopes. In some groups: describe a part-time job

Summer Term

Learn vocabulary & reading tasks. Plus others, such as: read holiday brochures; research a holiday destination; recognise station signs; read hotel advertisements; choose a hotel you would like to stay in and say why.

Learn vocabulary & reading tasks. Plus others, such as: research; write up sections of project.

Learn vocabulary & reading tasks. Plus others, such as: use the internet to research authentic French music and films; summarise your opinion on traditional French sports

German and Spanish

Topics/Skills

Autumn Term

All groups:

- Food and Drink: Eating out, describe a recent meal, buying food & drink in a shop, café conversations, eating out in a restaurant, festivals

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Health: Parts of the Body and illnesses, remedies, healthy eating lifestyles

OR, groups 9a1 and 9b1:

- Project: Art, history, geography, literature, science & music of the country being studied

Spring Term

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4:

- Fashion: clothes, accessories, special occasions, shopping for clothes, describing clothes, youth fashion

OR, groups 9a1 and 9b1:

- Media: TV programmes, opinions & adjectives, types of films, describe a film, use of past tense to give descriptions

All groups:

- Past holidays, use of the past tense, comparison of different types of holidays, future holiday plans

Summer Term

All groups:

- The World of Work: part-time jobs, future tense, future ambitions, CV, job adverts.

Groups 9a2, 9a3, 9a4, 9b2, 9b3, 9b4

- Environment: Identify key regions, recycling, key environmental problems, sources of energy

OR, groups 9a1 and 9b1:

- Culture: Popular cinema, sport and music of the country being studied

Useful Websites and Resources

www.linguascope.com/german/spanish: Please ask your language teacher for username and password.

www.bbcbitessizegerman/spanish

Homework/Projects

Autumn Term

Learn vocabulary & reading tasks. Plus others such as: design a menu; find out about festivals; write a cafe/restaurant conversation.

Learn vocabulary & reading tasks. Plus others such as: label a body; write a conversation at doctors; healthy eating poster.

Learn vocabulary & reading tasks. Plus others such as: complete research; write up sections of project.

Spring Term

Learn vocabulary & reading tasks. Plus others such as: describe pictures of people wearing different fashions; prepare a script for a fashion show

Learn vocabulary & reading tasks. Plus others such as: write a description of a film; describe T.V. viewing habits

Learn vocabulary & reading tasks. Plus others such as: write an account of a past holiday; write about a dream holiday

Summer Term

Learn vocabulary & reading tasks. Plus others such as: describe a part-time job; describe future plans; write a CV; read an interview script.

Learn vocabulary & reading tasks. Plus others such as: use the internet to research environment facts

Learn vocabulary & reading tasks. Plus others such as: use the internet to research film, sports and songs from the country being studied.

Music

Topics/Skills

Autumn Term

- Reggae Music of Jamaica

- Music for Film

Spring Term

- Music and the Media
- Music for Special Events

Summer Term

- The History of Popular Music
- Popular Songs and their Features

Homework /Projects

Autumn Term

Research songs that show lyrics about political struggle

Create a presentation on Reggae music

Create a soundtrack for a cartoon / storyboard

Spring Term

Create and design an advertisement

Create a piece of music for a Special Event

Summer Term

Compare popular songs and their musical history

Create a powerpoint on the decades of musical history

Useful Websites and Resources

www.bbc.co.uk/education/music

www.itunes.com – listen to all music genres

www.youtube.com – watch performances

Music

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

For each topic:

Verbal Feedback
Peer Assessment
Self Assessment

Spring Term

For each topic:

Verbal Feedback
Peer Assessment
Self Assessment

Summer Term

For each topic:

Verbal Feedback
Peer Assessment
Self Assessment

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Each half-term, assessment of:

Listening,
Performing,
Composing skills

Spring Term

Each half-term, assessment of:

Listening
Performing
Composing

Summer Term

Each half-term, assessment of:

Listening
Performing
Composing

Physical Education

Topics/Skills

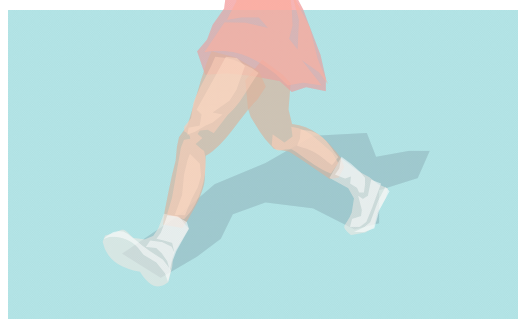
Each academic year begins with taster sessions in Badminton, Basketball, Trampolining, Football, Hockey and Rugby to encourage participation in Extra - Curricular clubs.

Government legislation has set out that there is an expectation of students to undertake 5 hours of P.E. a week. Two hours are covered within curriculum time, therefore it is recommended that your child attends two clubs at either lunchtime or after school. Details of our Extra-Curricular activities are displayed in every form room, in the PE teaching areas and on the school's website.

Our Physical Education curriculum is based around new and innovative **SAFE** lessons:

- Skills (3 lessons) - developing new skills in a range of activities
- Applying (2 lessons) - applying these skills and tactics
- Fitness (2 lessons) - applying these skills to specific fitness situations
- Evaluation (3 lessons)- evaluation lessons requiring students to carry out an element of planning. They will be taught how to be a “coach” and then they will run small sessions teaching other skills to their peers

These **SAFE** lessons will last 5 weeks (approximately 10 lessons) and will be taught through different activities to provide variety and stimulation. The activities experienced by each student will include Badminton, Rugby, Gymnastics, Hockey, Outdoor and Adventurous Activities, Football, Tennis, Cricket and Athletics.



Useful Websites and Resources

www.news.bbc.co.uk/sport1/hi/academy/default.stm

www.weetabix.co.uk/sportsports

www.thefa.com/skills

Physical Education

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Students are given verbal feedback from teacher and peers during lesson.

Spring Term

Students are given verbal feedback from teacher and peers during lesson.

Summer Term

Students are given verbal feedback from teacher and peers during lesson.



Formal tests and assessments

“How much have I learnt?”

Autumn Term

We formally assess in our activity areas under each of the SAFE areas:

- Skills
- Applying
- Fitness
- Evaluation

Spring Term

We formally assess in our activity areas under each of the SAFE areas:

- Skills
- Applying
- Fitness
- Evaluation

Summer Term

We formally assess in our activity areas under each of the SAFE areas:

- Skills
- Applying
- Fitness
- Evaluation



Religious Education

Topics/Skills

Autumn Term

Is our body a temple? What is a drug?
What are the main types of drugs? What do religious teachings tell us about addiction to drugs?

Plus groups 9a1 and 9b1

Breadth study: Joint Humanities project on the theme of identity.

Spring Term

What are the different religious attitudes to matters of Life (Medical Ethics)?
What do we mean by 'sanctity of life'?
What is meant by 'quality of life'?
What is meant by the 'value of life'?

Plus groups 9a1 and 9b1

Breadth study: Joint Humanities project on the issues surrounding trade and empire

Summer Term

What are the different religious views to crime and punishment? What do we mean by 'human nature'? What are the religious teachings on wrongdoing, punishment, repentance and forgiveness?

Useful Websites and Resources

www.bbc.co.uk/religion

The BBC site is full of useful information for homework research and for revision. The school VLE (Virtual Learning Environment) has additional material and links to external websites the students will find useful.

Go into the Tytherington High School website → login VLE (all pupils have login details) → Subjects → Religious Education.

Homework/Projects

Autumn Term

Small group work: what is the best way to help those who are addicted?
Who should pay for it? Religious people should not take drugs. 'Discuss: written evaluation.

Research and preparation of presentation comparative work to allow students to connect and evaluate key themes.



Spring Term

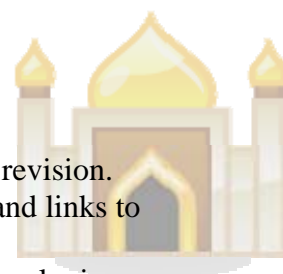
Research into recent news reports about issues associated with medical ethics.
How far could religious teachings support or oppose transplantation or blood transfusions?

Research and preparation of presentation comparative work to allow students to connect and evaluate key themes.



Summer Term

Evaluate the different causes of crime: social, environmental, psychological. Is the death penalty justifiable?



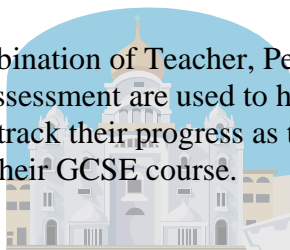
Religious Education

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

A combination of Teacher, Peer and Self Assessment are used to help pupils track their progress as they begin their GCSE course.



Spring Term

A combination of Teacher, Peer and Self Assessment are used to help pupils track their progress as they begin their GCSE course.

Summer Term

A combination of Teacher, Peer and Self Assessment are used to help pupils track their progress as they begin their GCSE course.

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Written evaluation – should taxes be raised through the sale of tobacco and alcohol be used to treat those addicted to them?



Spring Term

Using PPT (max six slides)
When does life begin?
Research and opinion.



Summer Term

(Four week project)
If you were washed up on an Island, how would you arrange your society?



Science

Topics/Skills

9a1, 9a2, 9a3 (MH, LW, PW)

GCSE Separate Science over three years.

This cohort of students will be taught Biology, Chemistry and physics on a rota.

9a4, 9a5, 9a6 (AM/ST, HS, SP)

KS3 course Sept 2010- Feb half term 2011 when students start AQA GCSE Science.

KS3 Course Topics:

- Building for the future.
- Science fiction
- Dam it.
- On the farm
- Sculpture park
- Record breakers

GCSE Course Topics:

9a7, 9a8 (GW, AM/GD)

KS3 Year 9 followed by BTEC Applied Science in year 10 & 11

Topics:

- On the farm
- Building for the future.
- Dam it.
- Sculpture park
- A model career.
- Science fiction.
- Flying materials.
- Crime scene investigations

Homework /Projects

Teachers will set six extended homework tasks over the year. Staff are free to choose the topics within the year's science course that they wish their students to research.

Homework/Projects:

Regular homework based upon GCSE examination papers and summary questions following the AQA Separate Science specification.

Homework/Projects:

Half-termly extended homework tasks:
Building for the future
Dam it
On the Farm

Homework/Projects:

Termly extended homework tasks:
Building for the future
Dam it
On the Farm

Useful Websites and Resources

www.sciencenewsforkids.org
www.kungfuseducation.org
www.topmarks.co.uk/science
www.bbc.co.uk/sn
www.metoffice.gov.uk/education
www.resourcefulphysics.org
www.factmonster.com/science
www.education.jlab.org
www.squashedfrogs.co.uk



Science

Assessment for Learning

“How am I doing and what do I need to do to improve?”

9a1, 9a2, 9a3 Separate science (MH, LW, PW)

Self assessment and peer assessment is used in class to help students to understand National Curriculum/GCSE criteria. All students will be aware of individual target grades and be encouraged to work towards and beyond that grade.

9a4, 9a5, 9a6 (AM/ST, HS, SP)

All extended homework tasks have success criteria attached which gives information required to reach each National Curriculum level. Self assessment and peer assessment is used in class to help students to understand National Curriculum/GCSE criteria. All students will be aware of individual target grades and be encouraged to work towards and beyond that grade.

9a7, 9a8 (GW, AM/GD)

All extended homework tasks have success criteria attached which gives information required to reach each National Curriculum level. Self assessment and peer assessment is used in class to help students to understand National Curriculum criteria. All students will be aware of individual target levels and be encouraged to work towards and beyond that grade.

Formal tests and assessments

“How much have I learnt?”

9a1, 9a2, 9a3 Separate science (MH, LW, PW)

The first external examination will take place in November 2011.

9a4, 9a5, 9a6 (AM/ST, HS, SP)

Topics assessed by an extended homework

- Building for the future.
- Dam it.
- On the farm

Topics assessed by tests

- Science fiction
- Sculpture park
- Record breakers

9a7, 9a8 (GW, AM/GD)

Topics assessed by an extended homework:

- On the farm
- Building for the future.
- Dam it.

Topics assessed by tests:

- Sculpture park
- A model career.
- Science fiction.
- Flying materials.
- Crime scene investigations

Design and Technology

The four subject areas of Electronics, Food, Graphics and Resistant Materials are delivered on a rotation basis during the year.

The primary focus is on the acquisition of good making skills coupled with an understanding of the working properties of materials. Health and Safety factors also feature strongly in all subject areas.

Topics/Skills

Electronics

Designing and making using a 555 astable circuit
Circuit design
Etching
Assembly of electronic components

Food

Design and make foods from different cultures
Fast food items
Bread base and toppings
Dietary analysis

Resistant Materials

Whirligig project
Pin ball machine
Exploring mechanisms
Working in teams
Vacuum-forming skills

Graphics

Pop-up book project
Exploring card mechanism
Construction of pop-up features
Producing page imagery

Homework/Projects

Electronics

Extended task researching a designer
Investigating ideas
Step-by-step planning
Consumer survey

Food

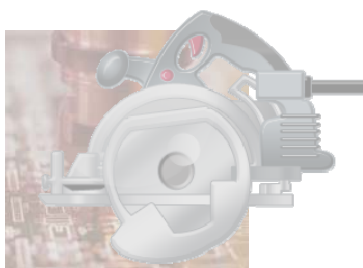
Supermarket survey
Mood boards
Flow charts
Tasting tests

Resistant Materials

Poster presentation relating to mechanism
Investigation into existing products
Analysis of existing products
Graphic representation of ideas
Investigation into Henry Ford's methods of labour deployment

Graphics

Investigate appropriate graphic imagery used in books
Completion of story board
Exploration of suitable designs



Design and Technology - Continued

Topics/Skills

Textiles

Design and make a recycled bag

Sustainable and recycled products
Current trends in fair trade

Designing and making a tie

Homework/Projects

Textiles

Devise a questionnaire for a theme

Produce a bag-related trend board

Investigation into a modern day textiles designer

Useful Websites and Resources

www.nnfcc.co.uk

www.bbc.co.uk/blast/fashion

www.technologystudent.com

www.thecleverbaggers.co.uk



Design and Technology

Assessment for Learning

“How am I doing and what do I need to do to improve”

Autumn Term

Peer Assessment
Teacher marking
Teacher observation and verbal feedback

Spring Term

Peer Assessment
Teacher marking
Teacher observation and verbal feedback

Summer Term

Peer Assessment
Teacher marking
Teacher observation and verbal feedback

Formal tests and assessments

“How much have I learnt?”

Autumn Term

Homework
Practical skill level
D & T Level
Effort

Spring Term

Homework
Practical skill level
D & T Level
Effort

Summer Term

Homework
Practical skill level
D & T Level
Effort

Year 9 examination June.

