



# **YEAR 9**

# **Course**

# **Information**

# **Booklet**

  

## **2016 - 2017**



## THE CURRICULUM

Our prime objective at Beaumont is to enable each individual to develop his/her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each student's social and academic progress.

Our arrangements are designed to ensure that:

- all students receive the broad and balanced education needed for life in the 21<sup>st</sup> century
- all students experience a range of teaching and learning styles
- students of all abilities can achieve success
- parents are kept well informed about the progress of their children
- students are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- ◆ a number of subjects
- ◆ a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- ◆ certain themes which occur in a planned way across several subjects.

Parent(s)/carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual student. In most cases, contact with the class teacher or form tutor will be more than adequate, but Ms Wilson (Head of Year), Mrs Powdrell (Assistant Headteacher-Pastoral) or Mrs L Dine (Assistant Headteacher and SENCo) should be contacted if the information is especially sensitive or difficult. Students are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

This booklet is designed to give you information about each subject studied by students in Year 9. It gives details of the course content, the skills being developed and the means of assessment. It also contains information on Home Learning which is part of the school's Policy.

When you receive your child's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

S Hosegood  
Assistant Headteacher  
September 2016

## **ART & DESIGN**

### **Aim of the Art curriculum:**

In art students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artifacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

At KS3 Art we aim stimulate and develop the full potential of all students within a framework of guidelines set out in the National Curriculum orders for Art & Design.

### **Skills:**

In Year 9 we wish students to:

- Demonstrate an understanding basic Art and Design skills and techniques.
- Show an awareness of other cultures, historic connections and critical influences, when appropriate, upon aspects of their own art work.
- Make comprehensive and sustained use of their Art sketchbook to collect references, record information and practise their art skills.
- Demonstrate a willingness to attempt the varied art projects with enthusiasm and commitment.

### **Assessment:**

Art assessment is completed by teacher, peer and self-evaluating of work. Students are given Art levels as well as effort grades.

### **Attainment Target:**

Students explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings as well as design and make images and artifacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

### **Home Learning:**

#### **Tasks and timings:**

Home learning will be set once every 2 to 3 weeks which will be based on or extend the lesson content. This may include a drawing task, completion of class work of artist research task in preparation for the next lesson. This will be dependent on the topic being covered and suitability of home learning linked to the topic.

Students should spend between 30 minutes to an hour to complete the home learning.

### **How parents can help at home:**

- Help your children become organised with basic art equipment, e.g. pens, pencils, coloured pencils etc
- Encourage students to be involved in artist research by gathering information from libraries
- Encouraging drawing tasks and image research.

**For further information please contact Miss F May**

## **DESIGN AND TECHNOLOGY**

### **Year 9 Course Content:**

In Design and Technology students will learn technical knowledge and they will design and make various products using a range of different materials: Food, timber, metals, plastics and textiles. Students will develop the technical knowledge, skills and understanding required by the National Curriculum through a range of focused practical tasks and design and make assignments.

### **Assessment:**

Work is set to give students the opportunity to achieve from level 5 to level 6+. In each rotation work set will include the following areas:

1. Technical Principles
2. Designing and Making Principles

In the lower school teachers use a criteria based cover sheet to assess students' work and they provide written feedback. Students respond to the teacher's comments and set targets for improvement.

### **Home Learning:**

Home learning is theory based, will be set every 2 to 3 weeks and should take no longer than one hour to complete. In addition they will be asked to prepare any necessary ingredients and storage containers for food lessons.

### **How parents can help at home:**

General discussion concerning work, points of view and opinions are very useful to help students reflect on their ideas. Help may be given to assist students in any aspect of research, analysis, planning and evaluating project work. Preparation of materials and equipment in food is expected to be the responsibility of each child (under adult supervision, as appropriate).

Please also check the D&T blog for updates: [www.dtatbeaumontschool.blogspot.com](http://www.dtatbeaumontschool.blogspot.com)

**For further information please contact Ms C Atsiaris**

## **DRAMA**

### **Course content:**

During Year 9 students develop their drama skills through the following topics:

- Stabbing at the Disco
- Drama from a Stimulus
- Fame
- Page to Stage 2
- Commedia dell'arte

### **Skills:**

In addition to the skills gained in Year 8, students should be able to:-

- adopt and sustain convincing roles;
- be confident when performing;
- use a variety of dramatic structures and techniques;
- have an understanding of how to use drama to explore ideas and issues;
- use language appropriate to a variety of situations;
- have an understanding of and ability to use a comprehensive drama vocabulary;
- analyse practical activities in an informed, critical manner in discussions and written work.

### **Assessment:**

Assessment is on-going. A baseline assessment is made at the start of the course. Students are given a National Curriculum level each half term. Peer and self-assessment is encouraged every lesson.

### **Home Learning:**

No home learning is set at Key Stage 3.

### **Extra-curricular Activities:**

There are Year 9 specialist workshops throughout the year to develop skills e.g. acting for camera and clowning.

**For further information please contact Ms Z Shepherd**

## **ENGLISH**

### **Course content:**

In the course of this year students continue to study a range of literary and non-literary texts, as well as studying a Shakespeare text in detail (*Romeo and Juliet*). Oral discussion and participation is encouraged and is an integral part of the learning process. They will study travel writing and related material.

### **Skills:**

Students are encouraged to use more complex forms and ideas both in written and spoken language. Students are also encouraged to continue the development of analytical skills to examine literary and non-literary texts.

### **Assessment:**

Assessment is on-going and takes the form of evaluative written comments, target setting and student-teacher dialogue. Self-assessment and acting on feedback is encouraged. End-of-year examinations are set.

### **Home Learning:**

#### **Tasks and timings:**

Home learning in Year 9 continues to develop GCSE skills and includes preparation and practice for the Public Speaking competition. Independent private reading as well as class reading activities will continue to be set. There will be an in depth reading of *Romeo and Juliet*, requiring preparation and revision for end-of-year examination.

Home learning may include:

Pre-learning tasks

Reading tasks

Research tasks

Consolidation tasks

### **How parents can help at home:**

We would be grateful if parents encouraged students to proof read work, meet deadlines and to read appropriate books at home.

Home learning is set each week. Private reading of good quality fiction is encouraged throughout the year.

**For further information please contact Miss K Piercey**

## **FRENCH**

### **Course content:**

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on Expo 3. All students have the opportunity to participate in the French Exchange. For students who started French in Year 7 there are three lessons per week.

### **Skills:**

- Ability to understand spoken French.
- Ability to speak French.
- Ability to read and understand written French.
- Ability to write accurately in French.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning. Tests across the whole year group are carried out on a regular basis with all students having the opportunity to change sets if appropriate. There is a Set 1 and two mixed ability teaching groups. Students will have a NC level awarded to them in June, based on an aggregate score from Listening, Speaking, Reading and Writing.

### **Home Learning:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in French. Parents can help by checking our weekly home learning and asking what the French words mean in English. Accurate spellings and use of the text book will also be beneficial.

### **Tasks and timings:**

One home learning per week, lasting 40 minutes.

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments
- Top set: may be given additional home learning tasks such as extended writing and preparation for speaking tasks.

### **How parents can help at home:**

Test students on vocabulary using their books.

Practise language using websites such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.linguascope.com](http://www.linguascope.com) (password from your child's teacher).

Students could extend their home learning by reading further in the text book, or asking for French readers. Getting used to speaking out loud will help students and they can practise their pronunciation.

**For further information please contact Miss B Ashton**

## **GEOGRAPHY**

### **Course content:**

1. Tectonics.
2. China.
3. Local Fieldwork Project.
4. Geography of war, conflict and crime.
5. Geography in the News.

### **Skills:**

- Map work skills (atlas and Ordnance Survey maps).
- Fieldwork and enquiry techniques - observation, surveying, recording, presenting, analysing.
- Graphicacy.
- Spatial awareness through a study of place.
- Application of key concepts.
- Presentation and organisation.
- Information & Communication Technology.
- Decision making and justification skills.
- Group work communication
- Independent learning

### **Assessment:**

Student's work is assessed in a variety of ways in order to give a balanced picture of their achievement and progress. Exercise books are marked regularly and there are levelled assessments each term. At the start of each assessment students are given detailed information about the task and levels. Students are encouraged and taught the skills to be able to self and peer assess their work.

### **Home Learning:**

#### **Tasks and timings:**

Students will have several pieces of home learning per topic to complete. They extend and develop their knowledge or prepare for a piece of assessment. All of the home learning tasks will be set by their teachers, normally once a week, and should take no more than 30 minutes to complete. In some cases, one piece of home learning might be given a 2 week deadline.

Home learning tasks can include research and preparation for forthcoming lessons (using books, newspapers, internet, observation etc), completion of project and assessment work, questions extending knowledge learnt during lessons and production of display materials. Efforts are made to ensure that home learning tasks are challenging and they are therefore often open-ended.

#### **How parents can help at home:**

Please check the student planner each week to be aware of the home learning task set. A lot of the tasks can be enhanced by extra research and reading using the library, recent newspapers and the internet. We encourage independent research during lessons and this could be encouraged at home.

**For further information please contact Miss S Kent**

## **GERMAN**

### **Course content:**

The course aims to build on the knowledge gained by students in Year 8, both in range of vocabulary and grammatical structures, in order to encourage students further to communicate effectively. There are three lessons per week.

Those who started German in Year 8 follow the Echo Express 2 textbook. All other students follow the Logo 3 textbook. The following topics are covered: a German Exchange, school, Austria, the media, jobs/money, the family.

All students have the opportunity to participate in the German Exchange.

### **Skills:**

- Ability to understand spoken German.
- Ability to speak German.
- Ability to read and understand written German.
- Ability to write accurately in German.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.
- Ability to use ICT resources.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning.

### **Home Learning:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in German. Parents can help by checking our weekly home learning and asking what the English words mean in German. Accurate spellings and use of the text book will also be beneficial.

### **Tasks and timings:**

1<sup>st</sup> language: two sets of home learning per week, lasting 20 minutes. (Can be set as one longer task)

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments

### **How parents can help at home:**

Test students on vocabulary using their books.

Practise language using websites such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.linguascope.com](http://www.linguascope.com) (password from your child's teacher).

**For further information please contact Mrs S R Lutz**

## **HISTORY**

### **Course content:**

The students will cover history from approximately 1900 to the present day, focussing on Britain but including many comparisons with the wider world. The course is taught chronologically but there are several themes that are highlighted across the key stage.

In Year 9 the themes that are covered will be that of:

- Conflict and Co-Operation (the World Wars and the Cold War)
- Power and Human Rights (Women's Suffrage, European dictatorships, the Holocaust and Apartheid)

### **Skills:**

The key processes that the students will need and develop in History are:

- Historical enquiry.
- The use and evaluation of a range of evidence.
- The communication of the ideas they develop about the past in a range of ways.

### **Assessment:**

Student work is assessed in a variety of ways. Exercise books are marked regularly with both verbal and written comments focussed on how to improve the quality of their work. Once per half term these comments will specifically relate to their achievement in regard to their national curriculum levels and how to improve. Students will be assessed on a range of skills in history, including written work but also on presentations, group work and display work. Students are encouraged and taught how to self and peer assess frequently across the year.

### **Home Learning:**

The aim of each Home Learning task at Key Stage 3 is to encourage a curiosity and enjoyment of history outside the classroom. Tasks set are designed to develop knowledge, key skills and time-management through independent enquiry. Tasks are designed to last a whole or half-term and will be chosen from five themes: Creativity, Research, Empathy, Wider Reading and Presentations. Details and examples will be given by the class teacher and progress monitored across the half- term.

### **How parents can help at home:**

Students will be given an overview of the tasks in September, so discussing with the students how they plan to manage their time is useful, although part of the task is actually learning to manage tasks over a long period of time so students should be encouraged to take personal responsibility for this. Tasks are also available to view on Google Classrooms from September; past examples can be viewed in the classrooms. We strongly encourage students to gain background research from books rather than the internet as it is often age-inappropriate for students. The school library is well stocked and the librarians are more than willing to help students find their way to useful books, although encouraging students to use local libraries and books at home would also support us in this.

**For further information please contact Ms D Esmizadeh**

## **COMPUTER SCIENCE**

### **Aim of the ICT curriculum:**

Computer Science is taught in all subject areas and in one 45 minute lesson a week. Focus is on enabling students to be confident, creative and productive in their use of ICT and Computing; including not only the mastery of technical skills and techniques but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.

### **Skills:**

Students in Year 9 will look to develop and extend their skills in the areas of the curriculum covered in Year 8. Students will also have the opportunity to extend their programming skills using Python and App inventor, create an interactive website using html, learn how to successfully run a project and create an interactive multimedia product using a range of visual and audio software.

### **Assessment:**

By the marking of folders, online testing, self-assessment, discussion and engagement with students in the classroom. There will also be end of topic tests.

### **Home Learning:**

Home learning is set once a half term at Key Stage 3.

**For further information please contact Mr J Goddard**

# **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP**

## **COURSE CONTENT**

In Year 9 students are encouraged to lead confident, healthy and responsible lives as individuals and as members of society. Students are also encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. PSHCEE is delivered by a team of specialist providers in a weekly lesson, and also through the Curriculum Enrichment programme. The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

The topics covered in Year 9 include: Sex and Relationships, Million Makers for Prince's Trust, Personal Safety, Crime, Britishness, Drugs Education, What Makes a Good Parent.

## **HOME LEARNING**

No home learning is set.

## **HOW PARENTS CAN HELP AT HOME**

Many of the topics covered may also be part of family discussion at home. Encouraging an interest in current affairs can often help stimulate the class debates that take place.

**For further information please contact Ms E Cleverly**

# **MATHEMATICS**

## **Course content:**

Use of percentages, decimal places and significant figures, indices and standard form, bracket algebra & equations, interpretation of graphs and the general equation of a straight line, ratio and enlargement to include similarity, area and circumference of circles, Pythagoras and an introduction to trigonometry, averages, probability of combined events, setting and testing of hypotheses.

## **Skills:**

- Numerical / algebraic, including oral skills.
- Spatial Awareness.
- Information Handling.
- Using and applying the above skills in written, oral and mental form.

## **Assessment:**

By the marking of exercise books, regular end of half term tests, self-assessment, investigational and problem solving tasks and discussion and engagement with students in the classroom. There will be an end of KS3 test which is taken in May.

## **Home Learning:**

Home learning is set once a week which could be a pre-lesson learning task, a revision task or consolidation. This may be written Home Learning or one set from the 'My Maths' or 'Maths Watch' websites. Each student will be allocated a home learning book which contains an e-copy of the textbook on a CD Rom in the back.

## **How parents can help at home:**

In the home learning books that the students are given there is DVD copy of the textbook and the My Maths website to which we subscribe has complete lessons on all topics. Parents can use these to support their children at home.

**For further information please contact Mr K Smith**

## **MUSIC**

### **Course content:**

In Year 9 students continue to develop their knowledge, skills and understanding of music through the interrelated skills of listening, performing and composing. Emphasis is placed on improvisation within given structures, world music and popular song styles.

Students continue to respond to an even greater range of musical styles to assist their understanding of music, exploring specific genres and styles and understanding the contextual influences that affect the way music is created, performed and heard.

Students have access to a range of instruments including percussion and keyboards.

Students work individually or in groups of different sizes and are encouraged to learn independently.

All classroom work is differentiated to develop the ability of every student, including the more able.

Topics covered include: Minimalism, Popular Song, Reggae and Film Music.

### **Assessment:**

At the end of each unit of work, students perform and evaluate their performance and composition work as well as the work of others. Listening tests are also set.

Teacher assessed work is marked against the national curriculum levels of attainment.

### **Home Learning:**

No home learning is set at Key Stage 3.

### **Extra-Curricular Activities:**

All students are encouraged to take part in various ensembles including the Choirs, Orchestra, Concert Band, Big Band and Wind Ensemble. There are several opportunities to take part in school concerts throughout the year.

More information can be found at [www.musicatbeaumontschool.blogspot.com](http://www.musicatbeaumontschool.blogspot.com) and on Twitter at [twitter.com/BeaumontMusic](https://twitter.com/BeaumontMusic).

**For further information please contact Mr D Guinane**

## **PHYSICAL EDUCATION**

### **Course content:**

Students in Year 9 will look to develop their skills and understanding of rules and regulations in activities covered in Year 7 and 8. Students will also experience new activities within Year 9. Another focus of Year 9 lessons is to develop leadership skills within our students.

### **Games:**

The Games activities covered in Year 9 include; Football, Rugby, Basketball, Netball, Handball, Volleyball, Ultimate Frisbee, Extreme golf and Softball.

**Gymnastics:** Trampolining looking at composition of routines.

**Dance:** Choreographing their own routines.

Students will also cover aspects of Health and Training.

### **Assessment:**

Assessment is continual in all practical activities in line with the National Curriculum eight levels of attainment. These cover four areas in which students are assessed:

- Acquiring and developing skills.
- Selecting and applying skills, tactics and compositional ideas.
- Knowledge and understanding of fitness and health.
- Evaluating and improving performance.

These can be found in your son's/daughter's Physical Education booklet along with all the skills covered in each sport and the appropriate level. Students are encouraged to set their own targets to achieve the next level on the National Curriculum scale.

Students are provided with a practical assessment level along with an understanding assessment level for each activity covered.

### **Home Learning**

Home learning is not set at Key Stage 3.

**For further information please contact Mr A Tolley**

## **RELIGIOUS STUDIES**

### **Course content:**

The Year 9 Religious Studies course follows the Hertfordshire Agreed syllabus of Religious Education. Throughout the year, students will study the following topics:

**Is there a right way to live?  
How can we know anything?  
Why should we remember the Holocaust?  
Does suffering have a point?**

### **Skills:**

Students will have an opportunity to develop their investigation, interpretation, reflection, empathy, evaluation, analysis, application and synthesis skills.

### **Assessment:**

Written and oral work is assessed on an eight level scale of attainment and in marking of exercise books with comments and targets. There are two attainment targets in Religious Studies. Within these, students are assessed according to the following criteria:

#### **AT1** Learning *about* religion

- Beliefs and teachings (what people believe)
- Practices and lifestyles (what people do)
- Expression and language (how people express themselves)

#### **AT2** Learning *from* religion

- Identity and experience (making sense of who we are)
- Meaning and purpose (making sense of life)
- Values and commitments (making sense of right and wrong)

### **Home Learning:**

#### **Tasks and timings:**

Two end of unit assessments. Students will be given two weeks to complete these:

- Piece of writing applying and analysing moral codes in today's society
- An evaluative essay on Capital Punishment

All students will have an assessment sheet outline in their books. Relevant websites will be suggested on the sheet. There are suitable books in the library.

In addition to this students will receive shorter tasks to complete at home on average once every half term. Tasks will include: researching facts, completing pieces of work started in class and answering questions which consolidate work learnt in class assessment pieces, revision and book polishing.

**For further information please contact Mrs L Sidney**

## **SCIENCE**

### **Exam Board: AQA**

In Year 9, students will begin to study the GCSE course. All students will study a common course which encompasses all three sciences, biology, chemistry and physics. In addition to studying the scientific content, students will complete a range of practical activities. When students sit the GCSE papers at the end of Year 11 knowledge of these practicals will be assessed as there is no longer a coursework component.

### **The topics covered in Year 9 are:**

Biology – Ecology and Cells

Chemistry – Using resources and Chemistry of the atmosphere

Physics – Energy and Electricity

### **Assessment:**

We assess skills and knowledge by regularly setting and marking home learning and through end of topic tests. The year-end level will depend on the results of these tests, so they are important and students should revise thoroughly. The end of year exam will be based on all topics covered during the year. Students and parents should note that if students wish to go on to study individual GCSEs in Biology, Chemistry and Physics as one of their options they are required to have obtained a 6a at the end of the autumn term.

### **Home Learning:**

#### **Tasks and timings:**

Independent study skills are vital to a successful science student. Home Learning will develop these skills. We will set tasks that include questions from old exam papers. We will also ask students to research topics using the internet and to present information. We will also set assessment tasks that develop students' ability to structure written explanations of scientific theories.

We will set one Home Learning task each week which should take between 30 and 60 minutes.

### **Useful resources (including textbooks and websites/blogs etc)**

AQA GCSE Chemistry, Physics and Biology textbooks will be available for use in lessons and we will provide students with a resource which covers the AQA course.

BBC GCSE Bitesize website

**For further information please contact Mrs J Cavanagh (Head of Science)  
or Dr H Skelton (Key Stage 4 Science Coordinator)**

## **SPANISH**

### **Course content:**

The course aims to provide an enjoyable stimulating and effective language learning experience in Spanish, talking about yourself and your family, TV, Films, arranging to go out, holidays and food. There are three lessons for all groups. On each side of the year, there is a top set and two mixed ability sets.

### **Skills:**

- Ability to understand spoken Spanish.
- Ability to speak Spanish.
- Ability to read and understand written Spanish.
- Ability to write accurately in Spanish.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.
- Ability to use ICT resources.

### **Assessment:**

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning.

### **Home Learning:**

Much emphasis is placed upon learning and practising the new words/phrases acquired in Spanish. Parents can help by checking our weekly home learning and asking what the English words mean in Spanish. Accurate spellings and use of websites will also be beneficial.

Students could extend their home learning by reading further online using the websites recommended by Spanish teachers. Getting used to speaking out loud will help students and they can practise their pronunciation.

### **Tasks and timings:**

1<sup>st</sup> or 2<sup>nd</sup> language: 2 sets of home learning per week, lasting 20 minutes. (Can be set as one longer task).

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments

### **How parents can help at home:**

Test students on vocabulary using their books.

Practise language using websites such as [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.linguascope.com](http://www.linguascope.com) (password from your child's teacher).

**For further information please contact Mrs M Rennie**