



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

YEAR 9

CURRICULUM



2018 – 2019

Introduction

This booklet is designed to provide information about the curriculum that your daughter will be studying during Year 9 and follows on from the booklet that you received last year. The information is ordered alphabetically by Faculty and your daughter will be studying all of the subjects, except that she will only be studying two of the modern foreign languages.

Across the curriculum a variety of teaching and learning strategies will be employed so that all students are provided with the opportunities to be fully motivated and stretched according to their aptitude and ability. Increased attention is paid to the development of Thinking Skills across all subjects. Regular and varied assessment tasks will be set and marked to help ensure understanding and monitor progress.

As you will be aware, because Year 9 is the final year before GCSEs start, your daughter will be assessed formally through Teacher Assessments of her achievement levels in all subjects. During the school year the students begin studying for their GCSEs in a number of subjects including English, Mathematics and the Sciences.

Assessment for Learning (AfL) is a national initiative designed to improve the quality of feedback to students to enable them to make the next steps to improvement regardless of the level they are at. All subjects, in accordance with this initiative will use the following approaches to assessment:

- Most written work will be marked with comments that identify targets for improvement. These targets will be signalled with the symbol “T” in a circle. Students are expected to record these targets and use them when planning the next piece of work. At intervals during the year students will be given information about what National Curriculum level they are working at.
- Additionally, questions will be frequently asked in class using the “No Hands Up” rule. This is designed to ensure that all students participate in class discussion. Occasionally teaching staff will use volunteers to answer questions depending on the purpose of the activity.
- Peer and self assessment is a key characteristic of AfL. In practice this means that students will be increasingly asked to assess their own or other people’s work using the relevant assessment criteria. Becoming more familiar with assessment criteria increases students’ understanding of how to improve their own work.

All student progress will be reported using the reformed GCSE grades. We have also reviewed our effort grades – please note Grade 2 is now our minimum expectation.

Citizenship is a statutory subject and is delivered through all subjects in the curriculum. It enables students to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities. The programme of study allows us to build on what we already do and develop a curriculum relevant to our students.

Your daughter will monitor her own progress and attendance, not only through systems in place in each subject, but also through using her Student Diary and Planner effectively. She will know

and have recorded her targets (new GCSE grades, 9-1). These are provisional GCSE targets and take into account her achievements during Years 7 and 8. You will be able to monitor her progress towards these targets through her 'milestone' assessment grades which are termly assessments completed in each subject. She will also be monitoring the citizenship learning opportunities she experiences.

In addition to their academic studies all students will have regular Personal, Social and Health Education lessons. Included in these lessons is e-safety and online behaviour, resilience, FGM and implementing the government's Prevent strategy, drugs and alcohol awareness and coping with anxiety. The Form Tutor and Mrs Curley, Learning Leader for Year 9, will liaise with you if any problems appear in your daughter's development or her progress.

I hope you find the information useful, please do not hesitate to contact me if you have any queries resulting from it.

C Kemp
Deputy Headteacher

Careers Education

We place a strong emphasis on Careers Education and on students developing employability skills. We hold the Investors in Careers Award which means we have a comprehensive Careers Education programme that is responsive to student need and includes Work Place Learning and Enterprise education from Years 7 to 13.

In Years 7 to 9:

- Students will study a wide range of subjects that will give them a good educational foundation for accessing the full range of careers.
- Gain awareness of the research methods and resources available relating to Careers.
- Negotiate and interrogate research packages and websites using the school network to extract information on careers.
- Gain independent advice and guidance to inform and support student choice from GCSE and beyond.

Careers Education is delivered through the PSHE programme and is also embedded in subject delivery. Off timetable days and extra-curricular events enable students to experience Enterprise and Work Related Learning, some of this is run in-house and some through specialist organisations that come in to school.

At the Year 9 Parents' Meeting held in January the Careers Leader outlines the more intensive provision that students receive in preparation for their GCSE choices. Year 9 student choice is supported by talks from the Careers Leader in Assemblies, advising students on qualifications and career pathways. This work supports that done by Academic Tutors, Learning Leaders and the Head of Upper School who look at student choices in relation to their individual strengths and interests.

Creative Arts

Art & Design

Subject Leader: Miss V Turner

The Year 9 programme teaches the foundation skills required for the GCSE Art & Design course. The first project investigates form and space with a focus on the techniques used to create the illusion of depth. The principles of perspective inform the creation of interiors and exteriors. The second half of Year 9 is devoted to a mini GCSE project, ideas for which evolve from a GCSE style examination paper. This final project revisits observation drawing and allows students to interpret their chosen title, selecting media and applying the technical skills that they have accumulated. Students build a portfolio of work during this enquiry based project which offers greater freedom and encourages independent learning.

Students will be introduced to new methods in the presentation of their sketchbook. Visually recorded information and ideas for independent work will be annotated to show critical review. Students will be required to critically analyse, interpret and engage with the work of artists, making connection with their own work. They will use appropriate specialist vocabulary when referring to Art works and will demonstrate an appreciation of context and purpose.

By the end of the year, students will have an appreciation of the journey that a project takes from the starting point through to the final outcome. They should be willing to take risks and will be able to review, refine and modify their own work. Skills developed in Art and Design contribute towards many subject areas. Skills are developed in research, investigation, observation and recording as well as encouraging students to work expressively and imaginatively.

Design and Technology

Subject Leader: Ms S Kemp

Year 9 is an exciting time for students. Students complete a design based task during the first term which is a fast paced project designed to encourage creativity, imagination and key skills. They will then use all their previous experience of the last two years to make numerous exciting products in the areas of textiles, food, graphics and product design. The units are broken down into mini 'GCSE' style projects that will prepare students for the rigour of a design course at a higher level.

Full design and make projects will be experienced including research, generating ideas, developing ideas, modelling, trialling and testing out the full realisation of a well-made product.

There is continued emphasis on health, safety and hygiene and students are taught essential life skills.

Music

Subject Leader: Miss H Sayers

All students receive one Music lesson a week. Students quickly build up their practical skills and increase their knowledge of musical theory. In class, students perform, compose, listen and appraise their own music and that of others. They use keyboards, guitars, percussion and regularly sing. Students in Year 9 are encouraged to some extent to take an independent approach to their learning.

Students study five units of work: The Blues and Improvisation; Rhythm and Metre; Harmony, Tonality and Musicals; Texture; Free Choice Performance. Within these units they work on performances of well-known musical works and compose original pieces of music.

All students are actively encouraged to participate in lunchtime Music clubs.

Aspects Of Learning Within Music

Performing – a measure of how a student controls an instrument or voice including accuracy of pitch and rhythm

Composing – a measure of how well a student is able to combine the musical elements to create a coherent piece of music

Listening and Appraising – a measure of how well a student is able to aurally identify sounds heard and musical concepts that feature within pieces of music

Evaluating – a measure of how well a student is able to evaluate the success of her own music and that of her peers

Physical Education

Subject Leader: Miss L McCormack

We deliver a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for

pupils to become physically confident in a way which supports their health and fitness. In Year 9 students build on skills and knowledge gained in Years 7 & 8. They have the opportunity to access a wide variety of extra-curricular activities to embed the knowledge they have learned within their lessons. During Year 9 students will take part in theory lessons, once per term, this will complement the theory learnt during their practical lessons.

Students take part in regular Inter-House competitions throughout the year.

In Year 9 students are set based on their ability. Top set students experience GCSE practical lessons.

Key areas of focus in Year 9 allow students to have the opportunity to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games whilst taking part in basketball, cricket, football, netball and rounders.
- Develop their technique and improve their performance in other competitive sports whilst taking part in athletics and gymnastics
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Explore leadership within Sport Education.

Students' theoretical knowledge is assessed through teacher questioning during lessons and also by an end of year written test. Teacher, pupil and self-assessments are all a focal part of the students learning in physical education, this occurs throughout the year.

English

Faculty Leader: Mrs M Weston

Year 9 students begin preparation for GCSE English Literature and Language. They continue to follow an integrated language and literature course comprising the three attainment targets: Speaking and Listening, Reading and Writing. They develop their skills in writing imaginative, analytical and discursive essays, demonstrating their ability to plan, research and present new ideas. The importance of technical accuracy and presentation is stressed through the process of drafting, correcting, the use of ICT, and the teaching of spelling, punctuation and grammar. They also continue with the 'Reading Challenge' as they work towards their bronze, silver and gold awards.

Students undertake in-depth studies of poets and their work and Shakespeare's 'The Tempest' or 'Much Ado about Nothing', as well as wider reading of non-fiction and media texts and undertake close exploration of the short story form. Speaking and listening skills continue to be

developed through a wide range of oral work, including individual talks, debates, and group and class discussion.

Humanities

Faculty Leader: Ms K Burke

Geography

Subject Leader: Mr T Orr

Our aim within the Geography Department is for students to acquire the key skills and content knowledge that will allow them to confidently engage with the processes and issues that shape the world around them.

Key areas that will be developed and assessed include:

- **Places and people** – understanding the characteristics of people and place and the interactions between the human and physical environments.
- **Geographical writing** – developing the ability to write focused responses from descriptions through to evaluative longer answers.
- **Geographical fieldwork** – the ability to plan, carry out and reflect on collecting primary and secondary data to help investigate geographic issues.
- **Map work and graphical skill** – improve both students locational knowledge and ability to interpret map based information and other graphical representations of data.
- **Numerical and statistical skill** – develop students ability to accurately manipulate and interpret data to make sense of the world around them.

Aspects of all these areas feature within each academic year. An overview of the content areas covered in the curriculum for each year group follows below:

GCSE Geography is now taught from Year 9. This means more time to explore the wide array of unique topics and skills taught in Geography. With GCSE options chosen this year students will gain an excellent insight of what studying Geography at GCSE is all about, and for those who continue into Years 10 and 11 it provides an ideal foundation for their studies. Notwithstanding any future application the topics covered in Year 9 are current, diverse and build on what students will have learnt in Years 7 and 8. The work is pitched at GCSE level across the year, and with support and guidance students will increasingly be expected to give detailed and pertinent answers to questions set, whether in written or oral form.

The Year 9 course is varied and fast paced. Over the course of the year students will cover: tectonic processes such as earthquakes and volcanoes and our responses to the hazards they create; an introduction to global development to appreciate the complex and unequal world in which we live; the distribution and characteristics of different global environments and consider the increasingly significant role of the human population in shaping their future; the physical processes involved and response to tropical storms; a return to global development with a greater focus on a specific country case study; an overview to the UK's human and physical geography in preparation for Year 10; a research based project that investigates the challenges of our rapidly urbanising world.

During the year, regular assessments are carried out with a focus on developing student's examination technique and to reiterate the importance of learning key content and skills.

History

Subject Leader: Mr N McPhail

The course is intended to provide a transition to the GCSE course next year. It will stimulate an interest in the past, either as the basis for further study in the subject or in its pursuit as a personal interest. The course aims to help students to:

- Develop knowledge and understanding of history
- Develop the ability to describe and explain historical change, and analyse features of historical situations
- Develop the ability to understand interpretation of history
- Develop the ability to obtain evidence from historical sources, and form judgements about their reliability and value

The skills assessed throughout the Year 9 course are:-

- (i) Ability to select organise and use historical knowledge
- (ii) Ability to analyse and explain historical events changes and issues
- (iii) Ability to use historical sources and understand interpretations of the past.

The course content covers the background to Britain's role as a world power (1750-1900), the causes and key events of WW1. It will also look at some of the results of WW1 for Europe.

Religious Education

Subject Leader: Ms K Burke

The course is intended to create interest in the thoughts and ideas of other people and to develop key skills that are unique to Religious Education. It follows the Kent Agreed Syllabus and focuses specifically upon an understanding of the beliefs and ideas of the major religions, Buddhism, Christianity, Hinduism and Sikhism, although this year we have a more thematic approach to our studies.

We further introduce students to Philosophy and Ethics; through this students will develop and improve skills in discussion and debating as well as problem solving and thinking skills. Through a variety of teaching methods including drama, practical assignments and written work, we hope to build up a knowledge and interest in the developing thoughts of the world's religions on moral issues. When handling artefacts, advice is given about respect, and dangers involved. This would include candles, incense sticks and Kirpans (blunted knife). We seek to improve organisational and team work skills as well as further expand the students' critical evaluation and empathy skills. We place an emphasis on the importance of understanding your neighbour in order to promote the ideas of justice, equality and better relationships. Regular assessment, marked in line with National Curriculum requirements, takes place through projects, tests and short assignments.

Mathematics, Computing & Economics

Faculty Leader: Mr S A Windle

Mathematics

The Year 9 course begins by continuing to build on the Numeracy Framework established in Years 7 and 8. Once this has been completed, students begin the GCSE course. In MGSG there are two different routes that students can participate in. There are two dual Mathematics sets which will work towards gaining two GCSE grades at the end of Year 11, one in GCSE

Mathematics and the other in GCSE Further Mathematics. The remaining sets will focus on completing just the GCSE Mathematics course. The route which each student is on will be reviewed throughout the rest of their time at MGSG.

We aim to ensure that arithmetic skills are secure, there is a sound understanding of basic geometric principles, algebraic techniques are extended and statistical techniques are developed.

The course includes written tests that will be set throughout the year in addition to the end of year examination. Functional Mathematics forms an integral part of our students' learning. Homework tasks will be set to practise the skills taught and enhance understanding. Tasks will vary and may include completing written questions, carrying out research or completing tasks set on the MyMaths website.

All students may have the opportunity to participate in the Intermediate Mathematics Challenge held in December of Year 9.

Using and Applying Standard Techniques – a measure of how well a pupil can understand and apply procedures in mathematics ranging from routine to multi-step procedures.

Reasoning, Interpreting and Communicating Mathematically – a measure of how well a pupil can demonstrate and communicate her reasoning when solving mathematical puzzles and problems which become increasingly difficult.

Solving Problems within Mathematics and in Other Contexts – a measure of how well a pupil can solve mathematical and non-mathematical problems, which increase in complexity.

Computing

Subject Leader: Mr S Grewal

The Year 9 Computing course prepares students for the Entry Level Computing qualification. This qualification has three strands. These strands are: programming, a report discussing trends in computing and written examinations in hardware, software and logic. This course is internally assessed for all three strands through written work.

Over the course of the year students are taught to use Small Basic to cover the programming skills and following this they work independently on a programming project which they will document. They also complete a written report about an area of computing e.g. social network or mobile phones and evaluate the impacts of the technology. Also, they learn theory about computing to help them to prepare for the written examination papers.

Modern Foreign Languages

Director of Languages: Mr S Wellens

At Mayfield Grammar School, we teach French, German and Spanish from Year 7 through to Year 13 and also Mandarin Chinese in Year 7, 8 and Sixth Form as part of the Mandarin Excellence Programme.

Throughout Year 7 – 9 we aim to teach our students a variety of topics and structures to prepare them for GCSE examinations. Especially the following skills are important and follow the requirements of the National Curriculum:

- **listening:** this skills allows students to interpret the spoken word of the foreign language, delivered at increasing speed and complexity

- **dictation:** this skill allows students to practise their listening comprehension by transcribing the spoken word to train and test their understanding of phonetics
- **reading:** this skill allows students to interpret the written word of the foreign language from authentic, semi-authentic and non-authentic resources
- **speaking:** this skill allows students to practise their ability to communicate in the foreign language, including an increasing range of vocabulary and using different tenses to refer to past, current and future events and in increasing detail and with increasing spontaneity
- **writing:** this skill allows student to practise the areas as the speaking skill, but in written form and with attention to accuracy
- **translation:** this skill relies on the students' knowledge of vocabulary and grammar and their reading comprehension by practising the ability to translate from and into the foreign language.

In all Modern Foreign Languages, our aim is for the students to develop a large vocabulary which they are able to use in different contexts and situations. We of course teach grammar systematically in order to allow the students to use the vocabulary they acquire correctly in different structures.

In all Modern Foreign Languages, we make use of the course books, CDs, online media and worksheets and we vary the teaching methods so that students can work in pairs, groups and individually.

Aside from this, we also teach students about the cultures of the countries where the languages that they study are spoken, with an aim to make the students not only able to communicate but also interested in different cultures, their traditions and ways to view the world. Together with topics about citizenship (e. g. healthy living), our students develop a better understanding of the global community we are all part of.

French

Subject Leader: Mrs M Lennon

The course is based on the text books Allez 1 and Allez 2, which comprise topics such as self-description, opinions and tastes, school, family and friends, animals, food and drink, clothes, holidays, description of town and area, of habits and daily routine, famous French people, the media and new technology, as well as eating habits and being healthy. All topics include an emphasis on France but also the French-speaking countries around the world, in order to foster students' interest for all those different cultures as well as to increase their awareness of the wider communities where French is spoken.

German

Subject Leader: Mr J Lobo

The course is based on the text book Echo 3. In Year 9, we also make use of additional materials from the Foundation Tier GCSE text book in order to better prepare students for the GCSE course. We offer an extremely popular trip in Year 9 to the Aachen Christmas Markets which includes a visit to a German school and we of course include further aspects about the culture of the countries where German is spoken.

Spanish

Subject Leader: Mrs T Pina

The course is based on the text book Listos 2. In Year 9 we change to Listos 2 where we revise all tenses and start the preterite tense too, using holidays as a topic. We encourage all pupils to learn as they go along, and expect them to be familiar with the verb endings for all three tenses and the personal pronouns. The culture of Spain and South America is included within the Schemes of Work and we cover the Mexican Day of the Dead, the Pamplona running of the bulls, the Tomatina, the Feria of Seville, Holy Week, how Christmas is celebrated and much more.

In all Modern Foreign Languages, students' progress with regard to vocabulary knowledge and the ability to apply grammar correctly is regularly assessed through tests throughout the term and of course in the End of Year Examinations, with an increased focus on the ability to communicate accurately in speaking and writing, using a wide range of vocabulary and structures.

Our overall goal in Years 7 – 9 is to lay very good foundations for our students which can then be consolidated and expanded during their GCSE studies, both of which is achieved by a good commitment to learning and practising the vocabulary, grammar and skills that we work on in lessons.

Science

Faculty Leader: Miss E Yeong

Students have separate lessons for Biology, Chemistry and Physics and all lessons are taught by subject specialists.

Students will begin to study the GCSE specifications in Science. This will give the majority of girls the opportunity of taking three separate GCSEs in Science. Students' performance in the summer examinations will be used to allocate students to sets that will allow them to enter the most appropriate qualification for them.