



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

YEAR 9

CURRICULUM



2020 – 2021

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 GCSE grades (9-1).

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 (GCSE grades, 9-1). These are provisional GCSE targets and

take into account her progress during the Lower School. 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 Lee, 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

Fundamental British Values and Citizenship

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. We consider how democracy works in the UK, the nature of rules and law and how courts work. The programme of study allows us to build on what we already do as a school and to develop a curriculum relevant to our students.

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 photography project on the theme of identity and 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: Mrs C Johnston

Year 9 is an exciting time for students as they consider the prospect of careers and further study in any of the three subjects offered at GCSE in Design Technology. Students undertake a mini GCSE project in each of the strands that will prepare them for GCSEs. Students develop the skills of research, designing, analysis and evaluation- skills that will bode them well as transferable skills in all their GCSEs.

Food- Students learn about the different methods of cake making and the science behind the processes used to make a variety of cakes. There is a focus on user needs as well as healthy eating that enable students to research different aspects of food choices which include dietary requirements and the environmental and ecological impact of food choices. Students complete science investigations to explore the different conditions that raising agents need to work effectively to create a successful product.

Textiles- students are starting to explore their own personal responses to designers, processes and techniques. They explore the theme of narrative and how contemporary artists have approached this theme through their research. Students learn the process of different types of weave and yarn manipulation alongside colour palettes and create their own personal response to the brief.

Product Design- In Product Design students explore the techniques involved with using metal to create a mini origami and Alessi inspired lamp. Students complete an electronic circuit and

develop their understanding of this field. This project is heavily practical based so that students can master metal working techniques and processes.

Music

Subject Leader: Miss H Sayers

Students receive one Music lesson a week. They are engaged in a variety of activities including listening to a range of music and developing their aural skills, learning musical theory including reading and understanding basic conventional notation and interpreting graphic scores. These activities lead to more advanced theory, which in turn, will enable them to understand the music they listen to at a more advanced level. In class, the students participate in some practical activities centred around the use of body percussion. They carry out e-learning tasks related to their musical knowledge as part of their homework tasks.

Aspects of Learning within Music

Performing – a measure of how a student controls an instrument or voice including accuracy of pitch and rhythm. At the present time, this is restricted to use of body percussion.

Composing – a measure of how well a student is able to combine the musical elements to create a coherent piece of music, using body percussion.

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 a piece of music.

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, trampolining 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.

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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; climate and climate change; 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; the pressures faced by forest ecosystems around the 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 W Valentine

The History course is designed to provide students with an overview of change over time, looked at through considering change and continuity in how people lived, what they believed and how they were governed. In Year 9 students will study Britain's history from revolutions to wars and welfare. Students will look at international revolutions to consider the rippling effects they had on the British state and its people whilst explaining the outbreaks of the World Wars and considering their effects. In the latter stages of the year students will study the rise of the United States as a global power at to represent several of the key themes in twentieth century world history and to provide a contrast with students understanding of Britain's history and its place in the world.

The skills assessed throughout the Key Stage Three curriculum 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.
- (iv) Ability to make judgements on historical significance.
- (v) Ability to make judgements on the nature and scope of change in the past.

Religious Education

Subject Leader: Ms K Burke

In Year 9 we have introduced a new Short course GCSE in Philosophy. This course is 100% course work and is assessed by a Philosophical essay of 750 words produced by the students after completing an introductory course into the development of Philosophy. The remainder of the year we return to the themes and topics of the Kent Agreed Syllabus. This 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. We focus specifically upon an understanding of the beliefs and ideas of the major religions, Buddhism, Christianity, Islam and Sikhism.

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| An introduction to Philosophy; including the ideas of Socrates, Plato, Aristotle and Descartes. | A wider look at Philosophical topics, including the existence of God and the what is good and wrong. We will also complete the source work assessment in this term. | Is religion a power for peace or a cause of conflict in the world today? | What is good and what is challenging about being a teenager in Britain today? |
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Through the study of these questions 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 GCSE standards.

Mathematics, Computing & Economics

Faculty Leader: Mr S A Windle

Mathematics

Subject Leader: Mr S A Windle

In Year 9 students begin the GCSE course. Students are set based on their results over Years 7 and 8 into a top, two middle and a bottom set on each half of the year group. All three streams have the objective to complete the Higher Edexcel GCSE paper at the end of Year 11 but this will be reviewed over their time on the course.

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 uses primarily the Edexcel GCSE Maths 4th Edition textbook. It also 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, MathsWatch, Dr. Frost etc. websites.

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 J Lobo

At Mayfield Grammar School, we teach French, German and Spanish from Year 7 through to Year 13 and also Mandarin Chinese in Years 7 - 10 as part of the Mandarin Excellence Programme. We also offer an enrichment course in Mandarin in the 6th form.

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 skill 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 book Studio Edexcel GCSE Foundation, which comprises topics such as self-description, relationships with family and friends, opinions and tastes, famous French people, leisure and free-time activities, the media and new technology, cultural activities, sports, daily life and routine. 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. Students express themselves in three different tenses: present, past and future.

German

Subject Leader: Mr J Lobo

The course is based on the text book Stimmt! 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 include further aspects about the culture of the countries where German is spoken.

Mandarin Chinese

Subject Leader: Ms C Yang

The course is based on the final chapters of the course book Jìn Bù 2 and the first three chapters of the Edexcel 9-1 GCSE textbook, building on the study of topics such as traveling in China, personal identity, education and leisure. Students of Year 9 will be in their 3rd year on the Mandarin Excellence Programme, and are therefore making accelerated progress and gaining proficiency in listening and responding to spoken Chinese, as well as in both reading and writing Chinese characters. Students are also actively engaging in the culture of regions where Mandarin is spoken, including traditional Chinese festivals and well-known tourist attractions in China. Literature appreciation and use of authentic language materials are included in the Schemes of Work, such as the study of poems and comprehending video clips of real life conversation. The course may include intensive learning days in school, providing learners with the opportunity to increase their cultural and linguistic knowledge and awareness.

Spanish

Subject Leader: Mrs T Pina

The course is based on the text book Edexcel GCSE as it follows on very well from the Zoom 1 book. We start revising the preterite and continue with the rudiments of the imperfect. We encourage all pupils to learn as they go along, and expect them to be familiar with the verb endings for all four major tenses in all persons by the end of Year 9. The main focus in Year 9 is on accuracy in grammar and spelling. This approach helps students manage the basic rules of grammar so that they are well equipped for GCSE if they decide to continue. 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. This includes the Separate Science Awards or the Combined Science Award.