



# **Year 9 Curriculum Booklet**

**2019 – 20**

**January 2019**

**Dear Parents**

You will see from the details on Page 3 that each student takes a group of core subjects with a series of options. The information in this booklet relates to both the compulsory core curriculum as well as the option courses and has been produced to help you and your child in the choices that have to be made.

Your child's subject teachers, or the relevant Head of Subject/Faculty, will be happy to answer any questions you may have about specific subject content. The Form Tutor or Head of Year, Mr Jon Searle, are available to give advice about subject combinations if needed, as am I.

We try to offer a flexible choice of subjects, and aim to satisfy as many choices as we can (but cannot guarantee that we will be able to accommodate all such choices). The deadline for submitting the option choices form is **Monday 28 January** following the Parents' Consultation Evenings on 17 and 22 January. Students who fail to meet the deadline, or who subsequently wish to alter their choices, may find their combination of subjects no longer available.

**M R Price**  
**Deputy Head (Academic)**

## Year 9 Core Subjects

All students take:-

Mathematics  
English  
Three separate Sciences  
Geography  
History  
Religious Education  
ICT  
PE and Games  
Enrichment

## Year 9 Options Subjects

They must then choose **four** from this list:-

<b>Languages</b>	<b>Creatives</b>
French	Art
German	DT
Spanish	Drama
Latin **	Music
English Support*	

\*Only with the agreement of Mr S D Bywater, Head of English

Students already in the School must select **at least one** from French, German or Spanish; exceptions are only made, with the specific agreement of Mr Price, for students with a Specific Learning Difficulty who have been formally diagnosed, or for whom English is a second language (and additional English support is being provided).

\*\* **At GCSE pupils have to select at least one Language.** So those who may not wish to continue any of French, German or Spanish at GCSE should ensure that they also chose Latin as a Year 9 option.

January 2019

To all Y8 students and their parents:

### **Year 9 subject option choices**

This letter introduces the process of choosing your Year 9 subject options for September 2019. The Parents' Consultation Evenings within the next two weeks will provide an opportunity for you to talk to subject teachers about the subjects you are considering taking. The Year 8 tutors and Mr Searle are all available to help you in this decision-making process, as well as myself. I have spoken to all Year 8 students about these choices in an assembly.

In Year 9 all students follow the Core Curriculum of English, Mathematics, Biology, Chemistry, Physics, Geography, History, Religious Education, Information and Communication Technology, Enrichment, Physical Education and Games. They then choose **four** optional subjects from the following list:

**Languages:** French, German, Spanish, Latin\*\*, English Support\*

**Creatives:** Art, Design Technology, Drama, Music

\*Students may be directed towards this course according to the professional judgement of the English staff. Students and their parents may request this course, but these requests **must** be agreed with the Head of English (Mr Bywater).

Students must select one of either French or German or Spanish; exceptions are only made, with the specific agreement of myself, for students with a Specific Learning Difficulty who have been formally diagnosed, or for whom English is a second language (and additional English support is being provided). Please email me if you want to discuss this option.

\*\* At GCSE pupils have to select at least one Language so those who may not wish to continue any of French, German or Spanish at GCSE should ensure that they choose Latin as a Year 9 option.

We try to offer a flexible choice of subjects, and aim to satisfy as many choices as we can (but cannot guarantee that we will be able to accommodate all such choices). The timetable will be constructed around the options received by the given deadline; students who fail to meet the deadline, or who subsequently wish to alter their choices, may find their combination of subjects no longer available.

To choose your options please reply, using the Post Modern link that you receive, by **Monday 28 January** at the very latest.

A copy of the Year 9 Options booklet can be downloaded from the BMS website.

M R Price  
Deputy Head (Academic)

# **Core Curriculum**

## **MATHEMATICS**

Head of Faculty: **Mr N D Shackleton**

In Year 9 students are introduced to the first part of the Edexcel International GCSE course with a focus on the grades 4 – 6 topics in the syllabus. The syllabus covers the four attainment targets of number, algebra, shape and space and data handling, but there is also an introduction to set theory. Students are introduced to the ideas of reasoning and proof, especially in the angles work covered.

New students are allocated to sets from the start of September (based on their entrance assessment results) with resulting set changes for BMS students made on the basis of their end of Year 8 exam result and test aggregate for that year. There will be two common assessments in the first half term at which point there will be a set review. Parents will be kept informed of the situation with a letter that will be issued at the start of term. There are usually eight teaching sets in Year 9.

Following the set review at Autumn half term the top set will accelerate through the syllabus (with the aim of completing the course by Easter of Year 10. They will then move onto the Additional Mathematics FSMQ course). In addition to teaching the top set(s) additional topics, we want to extend our top sets "sideways". We want to develop the ability of our good mathematicians to think, to apply what they know in unfamiliar situations, and to tackle new and interesting areas of maths. Set 1 is entered for the Intermediate Maths Challenge (February) and follow up rounds as appropriate.

Regular topic tests take place throughout the year. Initially all sets will do the same tests to allow comparison across the Year group. However, after the set re-arrangements, differentiated tests may be used (same topics, harder/easier questions), taking into account also the rate of progress of the higher/lower sets. The end of year exam (a single 2-hour IGCSE style paper) will be differentiated.

## **ENGLISH**

Head of Faculty: **Mr S D Bywater**

English is taught for six periods in the two-week cycle. During the year opportunities will be given to write in a variety of different forms - poetry, stories, letters, instructions, summaries, leaflets, imaginative and analytical writing on literature - for different purposes: to explain, entertain, persuade, inform, explore, analyse. Punctuation, spelling and grammar rules are also revised.

For the Independent Reading Programme pupils will choose books deemed suitable for Year 9, keep a record of their private reading, and complete tasks on their chosen texts. Poetry, plays and works of non-fiction are also studied, and work on critical analysis of plot, setting, themes, style and characterisation is undertaken. A play by Shakespeare will be read, and written work on it will require an ability to discuss parts of the text in some detail, and relate those parts to the whole. Existing knowledge about language is both consolidated and extended.

Work set to do at home may involve focused reading, making notes, creative writing, preparing for a talk or learning spellings and grammar rules. Some work will be of an extended nature, to be completed over a period of a week or ten days, in order to develop a more thoughtful response. In addition, pupils at this level will take part in whole class and small group discussion, learn the conventions of debating, develop their skills in reading aloud, and plan and deliver short oral presentations, either individually or in groups.

The work done in Year 9 helps to prepare students for the demands of GCSE and a GCSE play will be studied towards the end of the academic year.

### **\*ENGLISH SUPPORT**

Head of Faculty: **Mr S D Bywater**

English Support will only be offered to those pupils who are judged to be in need of extra English in order to ensure that by the end of Year 9 they will be ready for the challenges that will face them with English Language GCSE and the close textual analysis required in Year 10. This will happen in addition to their standard English lessons and will require students to choose only three options from the other 8 available.

A decision will be made by the English Department as to which pupils would benefit from English support lessons and the relevant parents will be contacted by an English teacher to discuss the matter. In the past the group size has ranged from five to ten pupils, and we do not expect this year's group to be any larger than in previous years.

## **SCIENCE**

Head of Faculty: **Mr N R Else**

In Year 9 students are taught Biology, Chemistry and Physics as separate subjects by specialist teachers. This is the start of the IGCSE course which is delivered over three years. In Year 9 students have four periods of each subject per academic cycle.

The curriculum builds upon the work done in the Year 7 and 8 Combined Science course with a focus on scientific knowledge and understanding with an emphasis on practical skills. We encourage a variety of learning opportunities and activities within the course whilst preparing the students for the demands of terminal written exams.

### **Biology** **Mr R J Brand**

This is the first year of a 3 year IGCSE course. Students will study a broad introduction to the variety of life, looking at the 6 kingdoms in turn, followed by the basics of biochemistry and enzymes, before looking at the way in which organisms affect the environment around them. Throughout the year, the key ideas behind experimental design and practical work will be taught along with the theory.

### **Chemistry** **Dr C M Oswald**

We begin delivery of the IGCSE Chemistry course in Year 9. We start with an introduction to the basics of laboratory practice and safety. Students complete a series of core practical tasks throughout the year which allow them to acquire a broad set of laboratory skills. Throughout the course, students are led back to the Periodic Table as a source of reference to help them make sense of what they have seen. The basics are then applied to areas such as Organic Chemistry, Rates of Reaction, Acids and Alkalis and Quantitative Chemistry.

### **Physics** **Mr D C Honnor**

Physics in Year 9 completes the first year of the IGCSE course. The full range of IGCSE topics are covered; magnetism and electromagnetism, forces and motion, solids, liquids and gases, electricity, energy resources and energy transfers, waves, astrophysics, radioactivity and particles. Each topic is covered at an introductory level before being developed across the following two years of the course. Topics are assessed through an assessed homework task, assessed practical activity and summary test, weighted and combined to produce an overall grade. Practical work is at the core of the course with frequent demonstrations and experiments.



## **HUMANITIES**

Head of Faculty: **Miss R Gleeson**

The 3 subjects in the Faculty deliver some GCSE/IGCSE examination skills and content to prepare for and enable best progress, however the GCSE/IGCSE courses all commence in Year 10. In Year 9 there are some cross curricular links between the three subjects.

### **Geography Mr B Day**

Year 9 follows the pattern of the National Curriculum Key Stage 3 and develops skills used in Years 7 and 8 whilst building up the skills required for GCSE. There are five units of work: the UK in the 21<sup>st</sup> Century, tourism, ecosystems, natural hazards and crime and there is an assessment at the end of each unit. Pupils should be able to demonstrate accurate knowledge of key facts and terminology for each topic. They should develop knowledge of different places and an understanding of the environment. They are introduced to the skills of enquiry, data presentation and interpretation which are key skills for GCSE success. They develop the ability to identify and explain patterns e.g. crime. The development of accurate written communication is an important skill and is displayed in most activities but particularly in response to examination questions and extended research work.

### **History Mrs S Wright**

Pupils study two topics in History in Year 9 which provide a contextual background to the IGCSE course. Britain and the Great War begins with a scrutiny of the reasons for the outbreak of war and leads into a consideration of trench warfare. In addition, the roles of sea and air power are covered, together with the effect of the war on life in Britain including the changing role of women. The USA 1890-1941 looks at the emergence of the USA as a world power, and its subsequent isolation. Immigration, Prohibition and 'gangsterism' are main topics for the 1920s, whilst the Depression and New Deal are the focus for the 1930s. The course concludes with the re-entry of the USA into world affairs in 1941. History in Year 9 further emphasises those skills which are required for success in this subject at IGCSE. These include an understanding of the concepts of cause and effect, and change and continuity. Pupils will also develop the ability to use source material to make inferences, compare the similarities and differences between sources, and to understand how to assess the usefulness of an historical source.

### **Religious Education Mr J Hooper**

Pupils study three topic areas, one in each of the three terms. Life and Death, Conflict and a research project into a religion not studied before. Within this context there is always a consideration of the way people of different faiths (or none at all) might approach a particular issue. When considering Life and Death the pupils look initially at the notion of life after death and associated religious viewpoints. This leads into a consideration of the supernatural and its ramifications for belief. We finish this part of the course with a look at a variety of life and death ethical issues, e.g. abortion and euthanasia. Within the Conflict topic we look at the nature of war and whether it is ever justified. This does also encompass the pacifistic view. We also cover the nature of human rights and lead it into capital punishment and its associated controversies. Finally, in the research project, the pupils look at a religion they have never studied before. It is designed to help improve their abilities in independent learning and presentation in preparation for GCSE as well as giving them a chance to look beyond the most commonly studied religions. The course acts as a preparation for GCSE where many of these areas of thought are revisited. The written work focuses on the high level skills of evaluation and assessment, which are unfamiliar to many pupils of this age.

## **INFORMATION COMMUNICATION TECHNOLOGY**

Head of Subject: **Mr A H Jones**

Students begin the Year 9 course with an introduction to programming using `Python`. Through this module of work students gain an understanding of a key operating language in order to create their very own computer game. Students are also taught the basic concepts of Computer Science such as Binary and Hexadecimal. These projects lead nicely into the GCSE course should students choose to study the subject at the next level. During the Year 9 course students will also have the opportunity to take the Microsoft Office Specialist exam for Word, adding to the PowerPoint and Excel qualifications they have already attained in Years 7 and 8. Students finish the year with a module on animation using Adobe Animate where they create their own cartoon.

In support of the Year 9 course, students are also given the opportunity to join a robotics club or animation club, which take place during lunchtimes each week. Study support groups for all students also run regularly.

## **PHYSICAL EDUCATION**

Head of Subject: **Mr A G Higgins**

Students in Year 9 have one lesson of core PE a week where they will experience six different activity areas, each studied for a half term. There is an overall shift in focus from skill development towards an understanding of individual fitness needs, training principles and tactical game play.

The activity areas are:

- Badminton
- Basketball
- Fitness – Methods of Training
- Fitness – Strength and Conditioning
- Athletics
- Tennis

Students will gain a taste of some theoretical and practical content for GCSE PE through the Fitness – Methods of Training module; however, students are encouraged to develop their learning outside of the curriculum in preparation to study GCSE PE from Year 10 onwards.

## **GAMES**

Head of Boys Sport: **Mr M J Park**

Head of Girls Sport: **Miss R Woodgate**

All students participate in a double Period of Games on a Thursday every week. Students have a **guided** choice in Games if there is more than one activity available to them. Priority is given to the major team sports for that term and students required to represent those teams are expected to select that sport for Games. Please note the Games programme is under review and may be subject to change in 2019 – 20.

## **ENRICHMENT**

Head of Subject: **Dr T Foster**

Enrichment Co-ordinator: **Miss C Benson**

In Year 9 the focus of the Enrichment programme is on wellbeing, resilience and character education. The students work in tutor groups on a variety of carousel activities. Talks from guest speakers feature, too.

- In the Autumn Term, topics include: how the brain works, sleep, diet, exercise.
- In the Spring Term, the focus is on kindness, empathy, online behaviour, character strengths and growth mindsets.
- In the Summer Term, there are sessions on study skills and exam preparation, and there is a chance to reflect on the Year 9 Enrichment programme as a whole.

# **Option Choices**

**All taught for 4 periods per cycle**

## MODERN FOREIGN LANGUAGES & LATIN

**French, German, Spanish and Latin** are taught for 4 periods per cycle in Year 9 and key language skills and vocabulary for GCSE are developed during the year.

In the Modern Languages all pupils follow **Studio, Echo** and **Mira** course books with the audio, visual and ICT facilities available in the on-line software and the **Activeteach** package. If timetables allow, some pupils in Modern Languages have contact with our foreign language assistants in French, German and Spanish.

**Grammar and Structure** As well as reinforcing the grammar already encountered in previous years, pupils are introduced to more complex tenses and structures including the imperfect, pure future and some conditional forms in Modern Languages. Grammar is an important part of all courses and pupils continue to revise how to express opinions, make adjectives agree, use connectives and intensifiers and develop longer sentences imaginatively.

**Skills** The Modern Language courses give equal emphasis to listening, reading, speaking and writing activities. By the end of Year 9, pupils should be able to understand and read texts in the topic areas studied. In speaking pupils should be able to participate in simple conversations and role plays, and in writing they should be able to produce a range of messages, emails, postcards, letters and short essays in reasonably accurate language. Translation will be introduced from English to French/German/Spanish and vice versa.

### FRENCH

Head of Subject: **Miss R M Crawley**

**Topics** Pupils follow **Studio 3**. The topics include: social networking, healthy living, the world of work and plans for the future and holidays.

### GERMAN

Head of Subject: **Mr R J Killen**

**Topics** Pupils follow **Echo 3**. The topics include: the media, school, future plans, daily routine, the environment, family, and regions in Germany.

### SPANISH

Head of Subject: **Mrs R Reed**

**Topics** Pupils follow **Mira 3**. The topics include: school, healthy living, environment, cultural information about other Spanish-speaking countries, learning about a region in Spain and the world of work.

### LATIN

Head of Subject: **Miss J Newton**

Pupils follow **Cambridge Latin Course Book 2 and 3**, developing their knowledge of Latin and learning another 200 words. As in Year 8, lessons involve a mixture of translation, vocabulary activities and background work. The action moves briefly to Roman Egypt, where Quintus experiences a little difficulty with the local thugs and learns some interesting facts about Egyptian gods and goddesses, before returning to Roman Britain and a devious assassination attempt. We also look at the workings of the Roman army.

## **ART**

Head of Subject: **Mr J McGregor**

By Year 9, students should have mastered the basic skills of painting, print-making (this may include some textiles), and 3D design, and should be able to cope with a freer approach to the subject. Students are expected to develop a degree of greater independence in the development of their work and have the ability to make informed artistic choices based on the skills learnt in previous years. The skills learnt in Year 9 are the foundation for the art GCSE which begins in Year 10.

Drawing skills are developed using a range of media, and students should display imagination working alongside observed drawing. They should also be able to draw from both natural and man-made forms, and be able to modify and refine work as it progresses. Students should also be able to use artistic terms, e.g. tone, colour, line, movement and texture, whilst discussing their own work and that of other Artists, Designers and Craftspeople.

More able students should be able to criticise their own and others' work in the light of what was originally intended, and be able to identify and begin to compare Art movements.

## **MUSIC**

Director of Music: **Mr J Mower**

Music in Year 9 is an optional subject and consequently most students choosing to study it have some musical ability on an instrument, are singers, or have a passion for the subject. This is a standalone course with the GCSE beginning in Year 10.

The course is divided broadly into the areas of listening, performing and composing. Far more extensive work is undertaken than in Years 7-8. We have a wide scheme of work and the number of projects we choose is linked to the ability range of each particular class. Very often we will have groups of exceptional ability who will work very quickly through a large number of projects.

We make use of music technology as well as more traditional music-making activities.

We complete as many projects as the groups can comfortably manage, chosen from the following areas:

- Ensemble-based performing projects, emphasising practical skills and performing successfully with others.
- Pop song composition, focusing on hooks, riffs and chord progressions.
- Music technology projects: we use Logic Pro and Sibelius software to work through sequencing and composition projects.
- Listening and analysing classical music composed in the 20<sup>th</sup> Century.
- Notating music to encourage aural awareness.

Students are encouraged to perform at every opportunity, both inside the classroom and in the numerous co-curricular activities offered by the Department.

## **DESIGN AND TECHNOLOGY**

Head of Subject: **Mr A H Jones**

This is a year of natural progression that builds on the work of Years 7 and 8 and provides students with a sound foundation for future work on the GCSE courses which begin in Year 10.

Two independent projects are undertaken, which cover the key aspects of the designing, making and evaluation process.

For one of the projects, students will design and make a photo frame from a combination of materials using both traditional techniques and modern manufacturing systems, like the laser cutter. Students will design for a consumer of their choice, developing a design from an appropriate theme that they have also selected. Students will produce a high quality final product that functions as intended.

Through the second project, students will create an electronic steady hand game. Students will develop their drawing and communication skills through the portfolio work, identifying relevant research and producing a detailed specification for the final product. They will generate and develop ideas through to the prototyping stages. During the manufacture of the final product students will combine a range of workshop skills and CAD/CAM processes to reach a final product.

The Year 9 course is both enjoyable and engaging for students, who are keen to produce successful outcomes. During the year reporting grades are awarded based on an average of all marks given to that point for classwork and homework.

## **DRAMA**

Head of Subject: **Mrs L Wright**

This course builds on the practical dramatic skills and concepts introduced in Years 7 and 8 and introduces students to the necessary development and key skills required for IGCSE Drama which starts in Year 10. They will continue work on devised and scripted drama, as well as develop their use of more specialised performance and devising techniques including how to structure drama, comedic exaggeration, soliloquy and basic directorial decisions. Students complete practical assessments linked to the IGCSE criteria throughout the course.

In Year 9, students will be offered the opportunity to visit one live production to support their understanding of devised drama, which will incur a cost.

In Year 9, students will continue to develop their written skills through more detailed note taking as well as a number of IGCSE style exam questions, which will develop their evaluative written skills. This will include the study of a set play text from the perspective of both actor and director.

The lessons are a mix of practical and theory.