



**Bedford
Modern
School.**

Year 9 Curriculum Booklet

2023 – 24

September 2023

Dear Parents

You will see from the details on page three 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, Mrs J Williams, 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 in January 2024, following the Parents' Consultation Evening. Students who fail to meet the deadline, or who subsequently wish to alter their choices, may find their combination of subjects no longer available.

Mr M R Price
Deputy Head (Academic and Innovation)

Year 9 Core Subjects

All students take:-

Mathematics***
English
Biology
Chemistry
Physics
Geography
History
Religious Education
ICT
PE and Games
Extended Tutorial

Year 9 Options Subjects

Students have a guided choice of **four** subjects.
They must choose at least one from French, German or Spanish.

The other optional subjects are:

Latin**
Art
Design Technology
Drama
Music
English Support*

*Only with the agreement of Dr T Foster, Head of English. This is in addition to their core English lessons.

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 students 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 choose Latin as a Year 9 option alongside at least one MFL.

*****Only students in Set 1 take the additional qualification Level 2 Further Mathematics** alongside the IGCSE in Maths.

Parental Letter

Year 9 Subject Option Choices

Dear Parents and Students

This letter introduces the process of choosing your Year 9 subject options for September 2024. The Parents' Consultation Evening will provide an opportunity for you to talk to subject teachers about the subjects you are considering taking. The Year 8 tutors and Head of Year are all available to help you in this decision-making process, as am I. I have spoken to all Year 8 students about these choices in an assembly last week.

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

Choose **one** subject from the Modern Foreign Languages listed below:

Languages: French, German, Spanish

Choose **three** subjects from the following list – you may choose a second Modern Foreign Language (French, German, or Spanish) if you wish.

Additional options: Art, Design Technology, Drama, Music, Latin, French, German, Spanish

Some students may be directed towards an extra English course as one of their options according to the professional judgment of the English staff. Students and their parents may request this course, but these requests must be agreed with the Head of English (Dr T Foster).

Students must select **at least one** of either French, 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.

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.

Regards

M R Price
Deputy Head (Academic and Innovation)



Core Compulsory Curriculum

MATHEMATICS

Head of Faculty: **Miss E J Ginns**

In Year 9 students are introduced to the first part of the Edexcel International GCSE course with a focus on the grades 4–7 topics in the syllabus. The syllabus covers the four assessment objectives of number, algebra, shape and space and data handling, and 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.

Regular topic tests take place throughout the year. Initially all sets will do the same tests to allow comparison across the year group. However, differentiated tests may be used (same topics, harder/easier questions), and the vast majority of the cohort take the higher tier paper in Year 11. Students can opt into the Intermediate Maths Challenge (February of Year 9).

The end of year exam is a single 2 hour IGCSE style paper.

Set 1 students also sit the AQA Level 2 qualification in Further Maths alongside the IGCSE in Mathematics.

AQA GCSE Further Maths

Head of Faculty: **Miss E J Ginns**

Set 1 students also sit the AQA Level 2 Further Maths qualification. It is designed to be taken by talented mathematicians to prepare for an A Level in Further Mathematics. The qualification covers topics in algebra, enumeration, coordinate geometry, Pythagoras and trigonometry, calculus, matrices, and exponentials and logarithms. It is assessed through two 1 hour 45 mins papers. Paper 1 is a non-calculator paper. Paper 2 is a calculator paper.

This qualification is not suitable to students in lower sets due to the demand of covering the specifications for two qualifications during Years 9, 10 and 11. The top set deviate from the scheme of work that is followed by the rest of the year group, covering the IGCSE work more quickly, before covering the Further Maths material.

ENGLISH

Head of Faculty: **Dr T Foster**

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 - and for different purposes: to explain, entertain, persuade, inform, explore and analyse. Existing knowledge about language is both consolidated and extended as students tackle texts with topics that broaden awareness of the world around us. Punctuation, spelling and grammar rules are also revised, with careful attention paid to accuracy and variety in all assessed writing.

The work done in Year 9 helps to prepare students for GCSE English Literature and IGCSE English Language. Some specific elements of these qualifications are covered by all classes, including four poems, a drama text and two non-fiction texts. Work on these is assessed in the end of year exams, giving students valuable early insights into the rigours of I/GCSE.

Other poetry, 19th century prose fiction and contemporary literature is also studied during the year, and work on critical analysis of plot, setting, themes, style and characterisation is undertaken, so that students develop an increasing awareness of the writer's craft. Writing by Shakespeare will be studied, and written work on it will require an ability to discuss parts of the text in detail.

Work set to do at home may involve focused reading, making notes, creative writing, preparing for a talk or learning 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, students at this level will take part in whole class and small group discussion, develop their skills in reading aloud, and plan and deliver short oral presentations, either individually or in groups.

***ENGLISH SUPPORT**

Head of Faculty: **Dr T Foster**

English Support will only be offered to those students 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 IGCSE 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 eight available.

A decision will be made by the English Department as to which students 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 students, and we do not expect this year's group to be any larger than in previous years.

SCIENCE

Head of Faculty: **Mr D C Honor**

In Year 9 students are taught Biology, Chemistry and Physics as separate subjects by specialist teachers. This is the start of the International GCSE 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 foundation laid by the Year 7 and 8 Combined Science course, with a focus on scientific knowledge and understanding. There is a strong emphasis on practical skills making the most of our excellent facilities. We encourage a variety of learning opportunities and activities within the course whilst preparing the students for the demands of terminal written exams.

Head of Biology **Mr R J Brand**

This is the first year of a three-year IGCSE course. Students will study a broad introduction to the variety of life, looking at the six 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.

Head of Chemistry **Mr J P Fitton**

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.

Head of Physics **Mr T P Mullan**

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 three subjects in the Faculty deliver some GCSE/IGCSE examination skills and content to prepare for and enable best progress. In Year 9 there are some cross curricular links between the three subjects.

Head of Geography Mr B W Day

Year 9 follows the OCR B GCSE Geography specification. There are three main topics of work:

- Sustaining ecosystems – Rainforests and Cold Environments
- Dynamic Development
- Global Hazards – Volcanoes and Earthquakes

Students develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. They gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena. They are introduced to the skills of enquiry, data presentation and interpretation which are key skills for GCSE success. Students learn to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real-world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Head of History Ms C Webb

Students in Year 9 study a unit considering how far the First World War was a turning point in History. The unit focuses on five key questions:

- How great was Great Britain before 1914?
- How did Trench Warfare develop on the Western Front?
- How did the First World War impact on the Home Front between 1914 and 1918?
- In what ways can the First World War be considered to be a global war?
- What were the consequences of the First World War for those countries involved?

As well as being an interesting topic in its own right, this unit also provides a contextual background to the IGCSE course. In addition, History in Year 9 further emphasises those skills which are required for success in this subject in Years 10 and 11. These include the ability to recall factual material, assess the concepts of cause and consequence and change and continuity, and evaluate source material.

Head of Religious Education Mr J Hooper

Students 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 students 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 students 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 students of this age.

INFORMATION COMMUNICATION TECHNOLOGY, COMPUTING AND DIGITAL LITERACY

Head of Subject: **Mrs S E Nazir**

Students receive three lessons a fortnight for IT, Computing and Digital Literacy. From Year 7 students are introduced to coding concepts using text-based languages such as Python. In addition, students also learn key computer science concepts such as the structure of networks, binary and logic. The curriculum includes game design, mobile app creation and physical computing. As part of the curriculum students are regularly readdressing the importance of demonstrating the responsible use of technologies and online services, and are also taught to consider the ethical issues around computers. Students are also immersed into a number of packages that prepare them for GCSE, A Level and moving forward to university and the world of work.

There are many co-curricular opportunities such as STEM days, Cyber Girls First, Teens in AI and the BCS Coding Competition, as well as extra support during lunchtimes and after school.

Students in Year 9 will learn the Python coding that will be needed for GCSE, and will use this to work on an extended project. Students will learn Blender which allows them to create 3D models and animations. They will learn to use Photoshop which will complement the work they do on Blender. They will also do some financial modeling, theory of computing (algorithms, CPU, Memory, Storage, types of computer) and game design incorporating eSafety topics.

SPORT

Head of Faculty: **Mr B Kirkpatrick**

PHYSICAL EDUCATION

Head of Physical Education **Mr A G Higgens**

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
- Swimming – personal survival
- 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 S Brightman**

All students participate in a double Period of Games on a Tuesday 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.



Option Choices

All taught for four periods per cycle

MODERN FOREIGN LANGUAGES AND LATIN

Head of Faculty: **Mme Géraldine Sainsbury**

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

In the **Modern Languages** all students follow **Dynamo, Zoom** and **Claro** course books alongside the **Kerboodle** and **Pearson Activeteach** packages. If timetables allow, some students 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, students 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 students 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, students should be able to understand and read texts in the topic areas studied. In speaking students should be able to participate in simple conversations in role play situations and describe photocards, 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.

In **Latin** students develop their knowledge of Latin and learn another 200 words. As in Year 8, lessons involve a mixture of translation into English, vocabulary activities and background work.

FRENCH

Head of Subject: **Ms S Sobrado** (Key Stage 3)

Topics Students follow **Dynamo 2**. The topics include: holidays, festivals, leisure activities, where you live and your regions and sport.

GERMAN

Head of Subject: **Mr A Robinson**

Topics Students follow **Zoom 2**. The topics include: hobbies, healthy lifestyles, travel, the environment and school.

SPANISH

Head of Subject: **Mrs R Reed**

Topics Students follow **Claro 2**. The topics include: holidays (past, present and future), leisure activities, technology, careers, fashion and shopping.

LATIN

Head of Subject: **Miss E Swallow**

Topics Students follow **Cambridge Latin Course Book 2 and 3**. 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 greater degree of 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

Head of Subject: **Miss D Derry**

Music in Year 9 is an optional subject and consequently students choosing to study it 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.

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 Musescore 3 software to work through sequencing and composition projects
- Listening and analysing classical music composed in the 20th Century
- Notating music to encourage aural awareness
- Video-game music composition.

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

All students in Year 9 undertake the Trinity Bronze Arts Award Qualification. This is a national qualification that involves students creating a portfolio of evidence of four separate skills areas: taking part in a practical workshop, reviewing a concert, writing about an inspirational musician and sharing a musical skill.

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 offered in Years 10 and 11.

Students undertake three independent projects, which cover the key aspects of the designing, making and evaluation process.

For the first project, students will design and make a photo frame from a combination of materials using both traditional and modern manufacturing techniques. Students will develop their practical skills within the workshop, producing a high-quality final product that functions as intended.

Through the second project, students will create a desktop light. Students will develop their computer aided drawing skills and learn how to use the laser cutter to manufacture parts of their final product. During the manufacturing stage, students will combine a range of workshop skills and CAD/CAM processes to reach a successful final product.

The third project focuses on students learning about key design movements and how they can take influences from these movements into their own design of product. Throughout this project students develop their creative drawing and prototyping skills in order to reach a conceptual final product that can be presented to the end user and stakeholders.

The Year 9 DT course is both enjoyable and engaging for students, who are keen to produce successful outcomes and feeds nicely into the GCSE course.

DRAMA

Head of Subject: **Mr P Stevens (interim)**

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 may be offered the opportunity of further enrichment such as live theatre, industry-related tour trips or workshops with external professional companies.

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.