



Hethersett Old Hall School



Year 9 Curriculum Booklet 2017-18

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The Year 9 Curriculum

Year 9 completes the three years of pre-GCSE/IGCSE study in the Senior School. Pupils develop their understanding and expertise over the course of the year, consolidating the work done previously whilst learning new skills in line with their growing maturity and expertise. Extended tasks and more complex material help prepare for GCSE courses.

The curriculum has eight 'learning strands', some containing more than one subject. These are:

- Strand 1 Communicate and Express** – to develop linguistic and literary knowledge, understanding and competence in English and other languages.
- Strand 2 Number** - to develop mathematical skills, knowledge and understanding.
- Strand 3 Science** - to develop scientific skills, knowledge and understanding.
- Strand 4 Human and Social** - to understand and explore human communities and their achievements in the past and present; to experience the diversity of beliefs and customs in the human family and consider what the future may bring.
- Strand 5 Perform, Compete and Create** - develop sporting skills and the power of expression through the physical and aesthetic performance disciplines.
- Strand 6 Represent and Interpret** - learn the techniques of creative artistic and graphic expression through various media.
- Strand 7 Design and Make** – learn about and practise the creative and practical skills of making in food, textiles, craft and digital technology.
- Strand 8 Ourselves and Others** - learn about and explore the morality and ethics of modern life as it affects the individual and society, including knowledge of the British democratic tradition and parliamentary process and an appreciation of cultural diversity in contemporary society.

Strands, subjects and periods allotted

Strand	Subjects	Year 7	Year 8	Year 9
1. Communicate and Express	English L & L	5	5	5
	French	2	2	2
	Spanish	2	2	2
2. Number	Mathematics	5	5	5
3. Science	Science	5	5	5
4. Human and Social	Geography	2	2	2
	History	2	2	2
	RS	2	2	2
5. Perform, Compete and Create	PE and games	3	3	3
	Dance, drama, music	3	3	3
6. Represent and Interpret	Art and design	2	2	2
7. Design and Make	Business technology	1	1	1
	Food, textiles, craft and DT	2	2	2
8. Ourselves and Others	PSHCCE	1	1	1



Art and design

In Year 9 the aim is to develop a range of skills whilst deepening pupils' aesthetic responses. Work is project based; these are the topics:

Flowing forms/drawing and mixed media

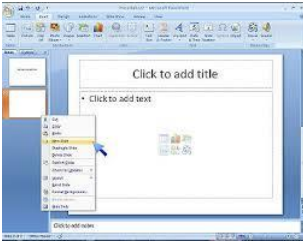
- Painting and drawing project based on the theme of flowing forms using shells as an observational stimulus to explore ideas.
- Developmental studies are produced in a sketchbook to explore 2D media and techniques and the work of artists such as Georgia O'Keeffe and Henry Moore leading to a personal response to the theme.

Pop art sculpture

- The characteristics of the Pop Art movement and key artists associated with it.
- Scale and site specific work in sculpture.
- The work of Claes Oldenburg.
- Skills for making and designing 3D structures using construction materials such as chicken wire, card, paper wadding, mod-roc and plaster.
- Approaches to the presentation of sketchbook work.
- Large scale and public sculpture in the UK.

Printmaking and graphics

- Using an observational stimulus as a starting point, designs are produced in a sketchbook to explore ideas for composition and mark making.
- The symbolism and varying responses by artists and contemporary printmakers in response to a theme are explored and used to inform own ideas.
- Colour reduction printing and printing onto collage are introduced.



Business technology

Pupils strengthen the skills in ICT developed in previous years and work on a variety of real-life scenarios and/or business projects for which they apply their skills in preparation for the level 2 Functional Skills exam in ICT, which can be taken at the end of Year 9.

Pupils investigate the use of ICT in the context of various business applications, using more advanced features of the Microsoft Office suite. They are expected to write for purpose and audience, using accepted conventions for spelling and grammar and adopt a business-like approach in the presentation of their work.

File management

- Creating, moving, renaming and deleting folders and files.
- Searching folders.
- Compressing files and folders.

Internet

- Searching the internet effectively using Boolean operators.
- Using copyrighted materials.

Word

- Advanced document formatting such as layout and styles.
- Using developer tools such as check and combo boxes.
- Inserting fields such as document properties.
- Inserting references such as table of contents and endnotes/footnotes.
- Learning about document security, including passwords and read-only features.

PowerPoint

- Using transitions, animations, sounds, hyperlinks and customising action buttons.
- Creating and using consistent background styles using slide sorter, notes master and slide master views.

Excel

- Formatting cells and sheets.
- Sorting and filtering data.
- Replicating more complex formulae and functions by using absolute and relative cell referencing.

Emails

- Creating groups from contact lists.
- Writing subject and text according to audience.
- Sending attachments and cc/bcc.
- Increasing knowledge of virus prevention.



Dance (part of the performing arts carousel)

The dancers cover two units of work each year, inspired by varying stimuli such as poems and adverts and styles such as contemporary, street, jazz and lindy hop. Pupils focus on choreographic skills, performance skills and appreciation skills.

Focus

- Safety principles and an understanding the effects of exercise on the body; the importance of a safe warm-up and recovery; an appreciation of which components of fitness are particularly relevant to dance.
- Technical skills: looking at moving pathways, and the six body actions: travelling, jumping, turning, gesture, stillness and falling. Motif description introduced. Pupils are encouraged to develop an understanding of different dance techniques and styles.
- Developing effective body tension, control and quality in the performance of dance.
- Create and develop choreographic skills; an introduction to understanding the importance of motif forming as a foundation for dance choreography.
- Using stimuli to create a choreographic piece.
- Experience working in pairs and in small groups.
- Plan, perform and evaluate dances with an emphasis on changes in speed, shape, level, direction and dynamics.
- Street and contemporary dance genre: pupils are given the opportunity to examine the work of street dance choreographers and copy actions, dynamics, space and relationships.
- Performance: pupils are given the opportunity to perform to an audience and are encouraged to analyse and develop their performing skills.
- Dance appreciation: within the units of work, pupils will be encouraged to comment on and analyse dance compositions by prominent choreographers.
- Creating a complete performance: pupils will have the opportunity to design and perform a complete performance.



Design technology (part of the technology carousel)

Purpose of study

Design and technology is an inspiring, creative and practical subject. Using skill and imagination, pupils design and make products that solve real and relevant problems, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn relevant skills and gain expertise, helping them to become resourceful, innovative, enterprising and capable citizens.

Design

- Research and exploration.
- Identify and solve their own design problems.

Make

- Select from and use specialist tools, techniques, processes, equipment and machinery.

Evaluate

- Test, evaluate and refine their ideas and products against a specification.



Drama (part of the performing arts carousel)

Drama is combined with music and dance to provide a performing arts opportunity for pupils in Years 7, 8 and 9.

The ethos of drama teaching remains essentially the same; drama at Hethersett Old Hall School caters for the specific needs and abilities of each individual group. This allows for diversity in content and structure of lessons.

In Year 9 a more academic approach is taken to drama requiring pupils to study elements of history of theatre. This work gives them grounding in their study should they chose to study drama at GCSE. We concentrate on Commedia dell'Arte which studies the elements of physicality and voice which are echoed in our own theatrical traditions such as Shakespeare and pantomime.

In our second phase of study we will either continue with Commedia or look at the use of full masks on stage.

Use of ICT - pupils are encouraged to use the internet for research purposes and viewing examples of Commedia.

In Year 9 there is a homework element and an examination at the end of the year which will mark both their written and practical work.

Senior School Production

Pupils in Years 7, 8 and 9 are encouraged to take part in the senior school production or dramatic event which is open to everyone in the senior school. This affords them the opportunity to work with a cross section of ages. It may also give them the opportunity to appear on a professional stage. Historically, plays have been performed at The Norwich Playhouse and Norwich Puppet Theatre.



English

Reading, writing, speaking and listening remain at the heart of English teaching in Year 9.

Reading involves the study of different texts such as novels, plays, poetry and non-fiction. Pupils study modern and classic texts and explore some of the relevant cultural contexts which can help the reader fully understand character, themes and setting. Reading for pleasure continues to be encouraged, with pupils writing reviews and giving presentations on books they have enjoyed.

Pupils are taught to write accurately in a wide variety of styles. They explore the features involved in writing for different audiences and for different purposes. Grammar, spelling and punctuation continue to play an important role in language lessons.

During Year 9 pupils take part in speaking and listening tasks, as today our young people are expected to be able to express themselves in spoken language as effectively as they can in writing.

In Year 9 we are building on the skills we have been teaching in Years 7 and 8; at the same time, we are laying the foundation for study at IGCSE, so texts will be more demanding and the responses required more sophisticated. Our aims are to develop skills and confidence in order to enable each pupil to reach her full potential at IGCSE.

Language and literature lessons continue to be clearly defined, with pupils being told at the beginning of the year which lessons will be devoted to each subject. One homework for each will be set every week and this will include some research-based tasks.

Visits to performances which are relevant to our study of literature will be arranged when appropriate and pupils should consider these an essential element of their education.

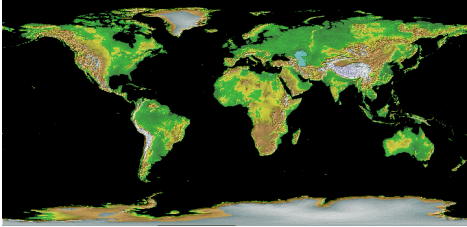


Food and nutrition (part of the technology carousel)

The Year 9 curriculum completes the study of the main food groups which began in Year 7. The emphasis continues to be on the development of practical skills but healthy eating and basic nutrition information are important elements in all tasks.

Pupils carry out practical tasks using meat and fish. These tasks give pupils the opportunity to develop their own recipes.

To further develop independent working, girls will be encouraged to make their own selection of dishes to fit a given task.



Geography

Developing the physical and human geography topics, Year 9 focuses on the whole globe – continents, oceans, rivers, mountains, major countries and cities, with a particular emphasis on international development, Russia and the Middle East.

The topics covered are:

- Rocks, weathering, soil formation and rocks in the UK, natural resources such as water, soil and energy.
- Global issues such as the development gap, health and education.
- National and local issues such as change in employment in the UK, problems in contrasting areas due to climate and politics and impact of tourism on the Norfolk Broads.
- Tectonic hazards including volcanoes and earthquakes.
- Environmental issues such as limestone landscapes, conflict in national parks, eutrophication and freshwater pond ecosystems.

Skills developed by pupils include:

- A range of graphical techniques: choropleth maps, dot distribution maps, topological maps, pie charts, divided bar charts and annotated diagrams.
- Improved ability to read OS maps.
- Trialling of different presentation techniques and of note taking to ascertain how best to revise and learn.
- Further developing field trip skills such as the collection and recording of primary data; drawing field sketches; constructing a questionnaire.
- Improving independent learning skills through individual coursework or projects.
- Collecting data from the internet.

A few topics are covered in more detail as they form part of the new GCSE specification.



History

History is one of the major humanities. Through the study of the past, pupils understand their own island story and the forging of nationhood.

History is taught at HOHS on a linear chronological basis over Years 7, 8 and 9, beginning with the Saxon occupation of Britain and ending with the immediate post-war years. It covers the social and political history of this period.

The course is designed to enable pupils to gain a coherent knowledge and understanding of Britain's development as a nation and of her place in the wider world. It aims to inspire pupils' curiosity to know more about the past and understand how it influences the present. Each year of the course introduces more sophisticated techniques of analysing and writing about historical topics.

History lessons encourage pupils to ask perceptive questions; think critically about the changes in social and political life; weigh evidence; sift arguments; engage in an imaginative way with the lives of people in past times and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the forces of change, the diversity of societies and their own national identity.

Topics covered over Year 9 are:

The dawn of the 20th century

- Transport and the Titanic
- Edwardian society
- The Liberal reforms
- Women's suffrage

The First World War:

- The political picture on the eve of war
- The assassination of the Archduke Franz Ferdinand
- Life in the trenches
- War in the air

- The social effects of war
- The end of the war and the inter-war years

The Second World War:

- The approach to war
- The rise of Hitler
- The home front
- D-Day and the retreat of Germany
- The holocaust
- The beginnings of the Cold War
- The post-war period

Find the 20th Term

2, 4, 6, 8, . . .

$d = 2$

a_1 a_2

$a_{20} = 2 + (20-1) \cdot 2$

$= 2 + 19 \cdot 2$

$= 2 + 38$

$a_n = a_1 + (n-1)d$

$= 40$

Mathematics

Mathematics is a compulsory subject and the topics covered at Key Stage 3 are under the headings of: using and applying mathematics to solve problems; number; algebra; ratio and proportion; geometry and measures; probability and statistics.

The key learning objectives and specific topics for Year 9 pupils are:-

Using and applying mathematics to solve problems

- Investigations such as 'Anyone for T?' and 'Pile Them High'.
- Construct functions arising from real life problems and plot their corresponding graphs; interpret graphs arising from real situations.
- Solve substantial problems by breaking them down into simpler tasks, using a range of efficient techniques, methods and resources, including ICT; give solutions to an appropriate degree of accuracy.
- Present a concise, reasoned argument, using symbols, diagrams, graphs and related explanatory text.
- Pupils search for patterns and learn about communicating their solutions, on paper and through discussions.

Number

- Place value, ordering, rounding, integers, powers, roots, fractions, decimals, percentages and standard form.
- Addition, subtraction, multiplication and division, also including these four operations with fractions.

Algebra

- Formulae, substitution, sequences and equations, including the method of trial and improvement.
- Construct and solve linear equations with integer coefficients using an appropriate method.
- Generate terms of a sequence using term-to-term and position-to-term definitions of the sequence, on paper and using ICT; write an expression to describe the n^{th} term of an arithmetic sequence.
- Given values for m and c , find the gradient of lines given by equations of the form $y = mx + c$.

Ratio and proportion

- Use proportional reasoning to solve a problem, choosing the correct numbers to take as 100%, or as a whole.
- Use ratio notation and solve ratio problems.
- Compound units, eg speed and density.

- Make and justify estimates and approximations of calculations.

Geometry and measures

- Pythagoras, polygons, angles, symmetry, circles, transformations, perimeter, area and volume.
- Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons.
- Know that translations, rotations and reflections preserve length and angle and map objects on to congruent images.
- Congruent triangles.
- Know and use the formulae for the circumference and area of a circle.
- Trigonometry.

Probability

- Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems.

Statistics

- Design a survey or experiment to capture the necessary data from one or more sources; determine the sample size and degree of accuracy needed; design, trial and, if necessary, refine data collection sheets.
- Communicate interpretations and results of a statistical enquiry using selected tables, graphs and diagrams in support.



Modern foreign languages (French and Spanish)

Pupils continue to acquire subject-specific knowledge. They gain a better understanding of French and Spanish in listening, speaking, reading and writing tasks. They use a wider range of vocabulary and structures to express themselves and their knowledge of grammar increases. They are encouraged to be independent learners and to strengthen their confidence in these languages.

Speaking

Pupils continue to work on their pronunciation and develop their fluency. They are encouraged to be more spontaneous and to try to give more detailed responses. There is greater emphasis on not only expressing opinions, but also on justifying points of view.

Listening

Pupils listen to more detailed passages and develop the skill of extracting specific information. They become familiar with different styles of questions and give responses both in English and in the foreign language.

Reading

Pupils are given longer texts to read and their comprehension of these passages is tested in a variety of ways. Pupils may look at authentic materials in addition to their textbooks. They continue to develop their translation skills and will be given more detailed passages to work on.

Writing

Pupils are shown how to extend their sentences and to include more detail in their work. They focus on including references to present, past and future events and become more familiar with the conjugation of verbs. They are encouraged to include extra details of their own in their work.

Topics covered include:

French

- Social media websites
- Arranging to go out
- Describing a date/music event
- Parts of the body
- Healthy eating
- Jobs
- Describing what you used to do
- Holidays
- Describing tourist attractions
- Saying what makes you happy
- Discussing human rights issues

Spanish

- Buying clothes
- Describing your uniform
- Shops
- Buying presents
- Saying what you can do on holiday
- Describing a past holiday
- Describing what you did at the weekend
- Making arrangements to go out
- Cinema
- Spanish festivals
- Parts of the body
- Health

For both languages the grammar covered includes:

- Direct object pronouns
- Agreement of adjectives
- Imperfect tense
- Future tense
- Perfect tense
- Conditional tense
- Modal verbs



Music (part of the performing arts carousel)

Music in Year 9 continues to develop pupils' appreciation and expertise. During the year we will look at:

Jazz and blues

- The origins of jazz
- Improvisation
- 12 bar blues

Music and the media

- Film music; how music affects the way we interpret film
- Television theme tunes, adverts and jingles; learning to create a 'hook'

Junk percussion

- Making music from recycled materials

Ground bass

- Learning how to use this technique for composing



Physical education

All pupils at Hethersett Old Hall School enjoy PE lessons in which different sports are taught. They have one games session a week in which traditional games are played and they have two units of swimming per academic year.

Physical education lessons provide a healthy life balance and all pupils have something to gain in adopting a healthy active lifestyle in terms of their physical, mental and social well-being. The PE department at Hethersett Old Hall School provide a wide range of physical activities for pupils to refine their key gross and fine motor skills as they develop physically. Pupils fuel their self-confidence and learn positive lifelong, healthy attitudes.

Games sessions foster pupils' team spirit and sense of fair play within an inclusive environment. Sessions aim to promote fitness and teach pupils the values of winning and losing, both as an individual and team. Regular fixtures and tournaments enable pupils to apply themselves in competitive situations and learn the values of etiquette within sport as well as analysis and evaluation for improvement within personal and team performance.

Games played include:

- **Hockey** A traditional game played in the winter term on the full size hockey pitch and in the sports hall.
- **Badminton** Taught in PE curriculum time in the sports hall.
- **Netball** A traditional game played in the spring term on the hard court area and in the sports hall.
- **Gymnastics** Taught in PE curriculum time in the sports hall.
- **Tennis** A traditional game played in the summer term on the hard court area and in the sports hall.
- **Rounders** A traditional game played in the summer term on the field.
- **Athletics** Taught in PE curriculum time during the summer term.

In all sports girls learn the rules of the game, the principles of good play and how to work as a member of a team. Girls that have demonstrated a high level of skill, effort and attended extra-curricular practices will be considered for inclusion in the school teams for fixtures and tournaments.



PSHCCE (personal, social, health, careers and citizenship education)

Personal, social and health education helps young people embrace change, feel positive about who they are and to enjoy healthy, safe, responsible lives.

Citizenship encourages pupils to take an interest in topical and controversial issues and to engage in discussion and debate. Careers education helps to identify personal skills and attributes and prepares pupils for the next steps in life.

The following topics are covered in Year 9:

The media

- What is the media and what role does it play
- Bias in the media
- Types of newspaper
- Fame and the media

Night of the Notables

- Research and presentation evening exploring a famous person's achievements

Careers and options

- Investigating careers
- Discussion of options subjects for GCSE
- Types of jobs and job profile questionnaire
- Educational qualifications and job requirements

Health, lifestyle and image

- Eating disorders
- Sexually transmitted infections
- Health and alcohol
- Contraception
- Body image

The Houses of Parliament and politics

- Different forms of government
- UK government
- The houses of Parliament
- Why we vote
- How Parliament makes laws
- Mock debate



Religious studies

In Years 7, 8 and 9 pupils study all of the six major world religions – their beliefs, customs and traditions, as well as being given an introduction to the study of philosophy and ethics as part of a three-year unified course, the aims of which are to:

- Acquire knowledge and develop an understanding of the major religions in the UK.
- Develop an understanding of the impact of beliefs, values and traditions on individuals, communities and cultures and how these can enhance the lives of people.
- Develop the ability to consider and reflect on religious and moral choices in order to make informed decisions.
- Enhance the spiritual, moral, social and cultured development of pupils by:
 - developing an awareness of the fundamental questions of life raised by human experiences,
 - responding to such questions with reference to the teaching and practices of religious and to their own understanding and experience,
 - reflecting on their beliefs, values and experiences in the light of their study,
 - developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions.

Year 9 syllabus elements are:

What does it mean to be human?

- Exploration of philosophy and ethics including:
 - what is truth
 - classical arguments to prove and disprove the existence of God
 - study of the causes and types of prejudice and discrimination people may face in society

Study of Buddhism

- The life of Siddhartha Gautama
- Key elements of dharma including the Four Noble Truths and Noble Eightfold Path
- Concept of nirvana
- Evaluation of Buddhism as a philosophical system

Study of Judaism

- Introduction to Judaism and comparison with other religions
- Jewish beliefs and practices
- Anti-Semitism including the holocaust



Science

Science in Year 9 is all about developing knowledge and skills as well as preparing pupils for the GCSE courses that follow in Years 10 and 11.

We focus on the development of practical skills and pupils are also taught about the scientific methods used in planning, recording and evaluating information which prepares them for the research elements of their GCSE course.

The content of the course in Year 9 includes:

Biology

- Inheritance and selection – characteristics, genetics and application of genetic studies.
- Fit and healthy – systems in the body, respiration and health problems.
- Plants and photosynthesis – plant processes and the carbon cycle.
- Plants for food – the nitrogen cycle, farming and water pollution.

Chemistry

- Metals and metal compounds – properties of metals, neutralisation and uses of salts.
- Patterns of reactivity – chemical reactions, the reactivity series and displacement reactions.
- Environmental chemistry – pH, the water cycle, acid rain and the green-house effect.
- Using chemistry – fuels, extracting metals and conservation of mass in reactions.

Physics

- Energy and electricity – energy transfers, circuits and generators.
- Gravity and space – mass and weight, satellites and the solar system.
- Speeding up – forces, speed calculations and graphs.
- Pressure and moments – pressure, levers and pulleys and effort.

The end of year assessment includes an investigation and skills component. This assesses concepts similar to those in the required GCSE practicals and helps prepare the girls well for their examination courses. There is also a knowledge-based paper, including questions on all topics met throughout the year.



Textiles (part of the technology carousel)

In Year 9 the aim is to develop the pupils' three dimensional awareness and experience making a simple garment using a commercial pattern. This task will develop the following skills:

- Understand the information provided on a commercial pattern.
- Select the correct amount of material and trimmings needed for their garment.
- Understand the symbols and terms used when making a garment.
- To use a sewing machine safely and accurately.
- To use simple seam neatening techniques.
- To understand the terms such as: notches, seam allowance, grading, bias, selvedge and tailor's tacks.
- To follow simple assembly instructions carefully and accurately.
- To be able to thread and use the sewing machine to assemble a garment using a plain seam and zig-zag neatening.
- Understand an iron is used for pressing and for quality.
- Decorate the garment with trims or their own decorative ideas.

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