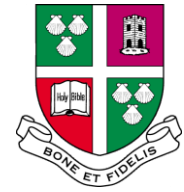


# WOODHOUSE GROVE SCHOOL



## Year 9 Curriculum Guide 2018

### Introduction

Year 9 is very much a transition year, both academically and socially, during which pupils are preparing for, or in some cases, starting on, their GCSE courses. Pupils are encouraged to take more responsibility for their own actions and to be involved in making choices that may affect their futures.

### Curriculum

The Year 9 curriculum is as follows:

A 'core' curriculum of

Mathematics English Science (as three subjects)	Taught in sets
Geography History R.S.	Taught in forms
PE PSHEE	Mixed ability single-sex groups
Games	One afternoon per week

The 'options' curriculum:

Pupils also have to study three of the following subjects: Art, Computing, Design Technology, Drama, French, German, Music and Spanish.

All students are expected to study at least one language subject\*. Otherwise pupils are given a free choice of options subject. However, for timetabling purposes pupils are asked to choose four subjects in order of priority; where possible pupils will be given their preferred choice, but this cannot be guaranteed. In making their choices pupils should consider their ability in each subject and whether they are likely to wish to continue with a subject to GCSE. If a pupil wishes to study Computing, French, German or Spanish at GCSE it is essential they choose these subjects in Year 9, and it is recommended that they do so for Design Technology.

\*Pupils already attending the Learning Support Unit may opt not to choose a language in year 9.

### Options Choices

The process of choosing Year 9 options subjects begins in the Spring Term of Year 8, with the issuing of the Year 9

Curriculum Guide, which contains descriptions of all the options subjects. Pupils will then spend preparation time in PSHE lessons and tutor periods before making a choice of options subjects in consultation with their parents/guardians.

Pupils and/or their parents can make an appointment to see one of the careers staff if they feel that they would benefit from additional help to make the option choices.

### "Curriculum Reform"

It has been a time of great change in the exams system. Most of the changes to GCSE have now been in place for a few years and the education system has started to settle down but there are still elements that may change between publication of this guide and the start of your GCSEs.

### Academic and pastoral monitoring

Academic monitoring is carried out in the first instance by the subject teachers and Heads of each Department. The Year Head is kept informed of all progress and has a detailed knowledge of the achievements of every child in this area of the school.

Pupils will be assessed for effort and achievement in each subject every half term, with grades being reported to parents. A full written report will be made at the end of each term. Reports and half term grades can be accessed via the parents' portal. End of year examinations will take place in the summer term.

Pastoral and disciplinary matters are also the concern of the Head of Year. Any parent who wishes to discuss his or her child should, in the first instance, contact his/her Head of Year.

### Attendance details

Absence/Leave. Any request for leave from school should be addressed to the Headmaster. If a pupil is absent from school through illness we ask the parents to inform the school by telephone immediately. In the case of a protracted absence, please contact the Head of Year.

**The remainder of this booklet provides detailed descriptions of the subjects offered in the Year 9 curriculum.**

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### Contact details

Mr P Moffat	moffat.pj@woodhousegrove.co.uk	Head of Year
Mr A Cadman	cadman.am@woodhousegrove.co.uk	Deputy Head (Pastoral)
Mr E Wright	wright.ej@woodhousegrove.co.uk	Deputy Head (Academic)

## **ART & DESIGN**

### **Aims**

The aims of the Art & Design department for Year 9 are:

- To build on the positive experiences of Art and Design from years 7 and 8.
- To use artistic expression in order to communicate in visual and tactile ways.
- To further develop creative and technical skills so that pupils can produce artefacts and realise their own ideas.
- To develop pupils' confidence and competence in reading and evaluating visual images and artefacts, as well as developing their enthusiasm about art and design and to encourage their capacity to enjoy art within society.
- To introduce students to a variety of skills and techniques which will be needed at the start of GCSE

### **Organisation**

Groups are by option blocks in Year 9 and are mixed ability. At present there are two option blocks, which are split between two members of staff.

### **Teaching Methods**

All work is practical, although an understanding of the works of other artists, craftspeople and designers is encouraged through video, presentation and personal study. Work is in two and three dimensions and includes drawing, painting, collage, sculpture, ceramics, digital and mixed media. Each term students look at a theme / area of study or specific technique and develop their own work in response to the starting point, with guidance and teaching from the art department staff.

Themes for 2016/17 include:

- Pop Art Portraits
- Surrealism
- Ceramic Vessels

### **Progression**

Within the department we use the first three years of teaching as a foundation course in the skills and expectations required at GCSE level. In year nine we use a working method that leads directly into the type of practical work expected by EDUQAS, the exam board we use for all art and design GCSEs. This allows students to start the GCSE courses with confidence as they adopt a familiar approach to making practical work.

### **Extra Costs**

Extra costs are charged after opting for Art & Design in Year 9 where the use of more expensive materials is offset by a charge of £10 for the autumn and spring terms only.

## **COMPUTING**

### **Aims**

The Year 9 computing curriculum is designed to challenge students and also to develop and extend the computing knowledge from that done in Years 7 and 8. Students will:

- Investigate several key concepts for computing theory.

- Explore logic and sequencing.
- Gain an introduction to programming techniques with a number of programs e.g. scratch, python and HTML with CSS.
- Focus on attention to detail and checking for errors
- A number of valuable ICT skills will also be gained.

Whilst a stand-alone course in its own right, several topics have been selected to serve as an introduction for the optional GCSE.

### **Organisation**

Groups mixed ability. At present there are two option blocks, which are split between two members of staff.

### **Teaching Methods**

The course will be a mixture of theory work (both in class and for homework) and practical but with greater emphasis on the practical. It will include the completion of a number of projects; students will need to undertake research for the content of some of these. Teaching is mainly by one member of specialist staff with back-up from the ICT technicians.

### **Topics Covered**

Algorithms	Debugging techniques
Flow charts	Website creation using HTML
Spreadsheets using functions	Databases
Programming constructs:	Use of Photoshop
Types of data	Game creation using scratch
Simple calculations	Cryptography and Ciphers
Techniques for repetition	Working with binary, octal and hexadecimal
Options for selection	

### **Progression**

The Year 9 course leads to an optional GCSE in Computer Science in Years 10 and 11 as offered by Pearson/Edexcel. It is highly recommended that the computing option is taken in Year 9 if the GCSE is to be chosen. The Year 9 course has been designed to introduce students to some key areas which will be studied in further detail at GCSE. Further opportunity for study within the department is offered in the sixth form with an A level course in Computer Science, offering a chance to learn a programming language in far more depth and go into more detail about how computers work.

## **DESIGN and TECHNOLOGY**

### **Aims**

The aims of the Design and Technology course in Year 9 are

- To develop, to broaden and to build upon the basic course in Years 7 and 8.
- To develop further a knowledge of materials and processes
- To broaden an enquiring approach to design
- To develop further the communication skills necessary for effective design folder work.

### **Organisation**

Groups are mixed ability; each group will cover the two main material areas of wood and metal/plastics for half the year in each area/project. They will complete a design folder and practical piece of work in each area.

### **Teaching Methods**

Each group will have a mixture of lessons for design development and practical work, and also taught lessons for technology theory, including theory based prep tasks.

The practical work is based on the main material being used – either wood or metal/plastics and after the design folder is completed, we move into the workshops to realise the student's designs.

### **Topics Covered**

These will include: -

- Workshop Safety
- Design and Communication Skills
- Properties of Wood, Metal and Plastics
- Measuring and Marking Out of Materials
- Shaping and Joining of Materials
- Fixings and Fittings
- Finishing of Materials.
- CAD/CAM technologies and machinery

### **Progression**

The Practical experience and Technology specific knowledge and understanding built up during Year 9 will form an essential basis for the GCSE Design and Technology course followed in Years 10 and 11. This GCSE Design and Technology Course is taken with the AQA Examination Board and is new, with first teaching in September '17.

The use of ICT is encouraged throughout the course and in particular the use of CAD/CAM and realisation of practical work using these new technologies

### **Extra Costs**

Students are expected to pay for the materials used in their practical projects which will obviously go home when completed and marked. The cost of the materials used by individual pupils is added to their account at the end of term.

## **DRAMA**

### **Aims**

Pupils will learn a number of Key Skills throughout the course:

- An extensive range of the use of dramatic language.
- Social interaction, team work, problem solving, compromise and negotiation.
- Research, analysis and interpretation. How to be a good audience.
- Drama specific skills, e.g. acting, use of the voice and the body, using Drama Conventions, structuring and exploration of genre, devising theatre, the work of Theatre Practitioners, the theatre crafts and film-making.
- Appraisal of practice and/or evaluation of self and others.

### **Organisation**

Two or three mixed ability options groups, staffed with drama specialists.

The course is split into three main projects, one per term, which include; a project on Witchcraft followed by Christmas literature; directing/designing for a scripted performance and creating/producing a devised performance.

### **Teaching methods**

This is a very practically based course with a Drama Journal in which pupils will evaluate their own work and the work of others. Pupils are taught in full groups or in smaller groups.

Assessment is on-going throughout the course and pupils get a percentage and grade at the end of each project.

Pupils will learn to use the Key Concepts of Drama within each project: fiction or pretence, character or role, conflict or tension, symbol or metaphor, negotiation, dramatic convention/use of practitioners, dramatic context and language context.

### **Progression**

The Year 9 course consolidates the skills and understanding of drama conventions already covered in Years 7 and 8, and also extends their knowledge and understanding of a range of techniques. Pupils joining the school can be reassured that all the necessary techniques are revisited and revised within the year 9 option. Pupils will again be covering topics/themes and drama conventions of a more challenging nature. Pupils will practise their evaluative skills as a progression into GCSE. A certain amount of individual work will be required.

The following will be covered:-

Thought Track, Flashback, Physical Theatre, Conscience, Whole Class Drama, Prepared Roles, Script Work and Off Text Work, Space and Levels, Theatre Practitioners, voice, movement and gesture, to a more challenging Level and Abstract Concepts.

The majority of Year 9 pupils should now be ready to begin the Drama GCSE course, with a clear foundation of knowledge, skills and understanding of drama and its forms and functions. They should now have the language and skills required for evaluation, and an awareness of how to direct, shape and structure a performance effectively for a range of audience responses. Pupils will be able to apply the work of a Theatre Practitioner and a variety of design skills.

## **ENGLISH**

### **Aims**

The English language and literature course in Year 9 has a number of aims. Firstly, we equip pupils with the fundamental skills they require to tackle the GCSE course with confidence. Secondly, we continue the formal development of their awareness of language and their accuracy in spelling and grammar. Thirdly, we seek to foster an enjoyment of studying English, developing creativity and reading widely.

### **Organisation**

Pupils are taught in sets according to ability. Close links with the SEN department ensure that students with particular needs receive specialist support.

### **Teaching methods**

In English a variety of teaching methods are used. These include teacher-led lessons, pupil presentations, small group work, drama, collaborative and individual writing, research and ICT work. We also believe in independent learning. Consequently, in the spring term a period a week is set aside

so that each pupil can write a detailed project about an issue, hobby, sport etc. that they particularly enjoy.

### Topics

Pupils encounter prose, drama (including Shakespeare), poetry, media and non-fiction texts from a range of eras. They will learn how to use quotations in essays, develop their ability to interpret texts and write for different audiences with a number of different purposes.

### Progression

The Year 9 course lays the foundations for both GCSE English Language and Literature and IGCSE English. The department believes that by acquiring these skills in Year 9, pupils grow in confidence and maturity. Consequently, the leap from Year 9 to Year 10 is not as disarming as it could be.

## FRENCH, GERMAN & SPANISH

### Aims

- To develop pupils' ability to understand and use spoken and written French, German or Spanish.
- To increase knowledge of the structure of the language(s).
- To increase knowledge of French, German or Spanish culture.
- To provide a firm foundation for study of language at GCSE level.

### Organisation

French is taught in ability sets. German and Spanish are taught in mixed ability groups, building on the work covered in Year 8.

### Teaching Methods

We work from modern text books (Expo, Echo, Mira) and we adopt an active approach in which pupils learn to communicate through a wide variety of activities, developing skills that are required at GCSE level.

Pupils are taught in the target language as much as possible and they are encouraged to use the target language themselves. Students have regular sessions with our Foreign language assistants throughout Year 9.

The course books encourage pupils to revise and check their progress; there are regular tests in listening, speaking, reading and writing.

Grammar topics are studied in more depth than in Year 8, and we expect pupils to acquire a good understanding of verbs and also a wider vocabulary, in order to provide a sound basis for GCSE study.

### Topics Covered:

French	Free Time
	Future Plans
	Health and Fitness
	Descriptions
	Holidays
	Social Issues

German	Family
	Home life
	Getting about
	Holidays
	Shopping and food
	Free Time
	Parts of the body/illness
	Making Plans
Spanish	Personal Identity
	School
	Family and Descriptions
	House and Town
	Free Time
	Films and TV
	Holidays
	Food

### Progression

The topics dealt with in year 9 are covered in greater depth in years 10 & 11 thus ensuring a logical progression to the AQA GCSE Modern Languages exams.

## GEOGRAPHY

### Aims

The department looks to:

- develop a sensitive awareness of the environment.
- encourage an appreciation of the significance of the attitudes and values of those who make decisions about the management of the environment and the use of terrestrial space.

### Organisation

Pupils are taught in mixed ability form groups by subject specialists.

### Teaching Methods

The structure of the course is modular with units designed to fit roughly into half-term teaching packages. The course is able to meet the needs of different ability levels with a strong emphasis placed on enquiry learning: pupils are encouraged to involve themselves in investigative work and to ask questions and seek answers.

Essential ICT skills, map reading, graph drawing and atlas work, tested recall sections, evaluations and judgements within debates and discussions all add to the variety of teaching approaches and techniques used in Year 9. The internet, DVDs and interactive whiteboards are additional audio-visual stimuli used to support our teaching of geography as a 'living subject'. Geography in Year 9 focuses on the Physical component on the AQA GCSE course.

### Topics Covered

Natural Hazards and Tectonic Hazards  
Weather Hazards  
Physical Landscapes in the UK  
Coastal Landscapes  
Local fieldwork

### Progression

The subject matter covered in Year 9 is contemporary and provides an important introduction to GCSE Geography in Years 10 and 11 (AQA Specification).

# **HISTORY**

*'A people without the knowledge of their past history, origin and culture is like a tree without roots'. Marcus Garvey.*

## **Aims**

History in Year 9 is primarily inspired by a wish to give individual pupils an understanding of their past and of society. History has a duty to ensure that individuals and society have 'self-knowledge' – that they have historical memory and are able to understand the past and hence not only have a partial grasp of the present.

We aim to stimulate interest in history through the use of enquiry and imagination and to create an awareness and understanding of what life in the past was like. History teaches a number of valuable skills including the clear expression of logical argument, relevant selection of material, fair assessment of character and the ability to see change and continuity over time.

We hope to stimulate an interest in and enthusiasm for the study of the past in preparation for GCSE and the pursuit of personal interest. We aim to develop the ability to understand interpretations of history and to produce a broad and balanced Year 9 curriculum suitable to the needs and interests of the pupils.

## **Organisation**

All Year 9 pupils are taught in their form sets and are taught by one of 4 teachers.

## **Teaching Methods**

A variety of teaching methods are used including the use of the following class texts:

J F Aylett In Search of History 1714 – 1900

J F Aylett In Search of History The 20th century

A Wilkes Technology, War and Identities

Interactive software (Boardworks) is also used frequently by all teaching staff.

We aim to further understanding by the use of ICT in research and presentations. All forms have to complete a railway assessment and take part in an Industrial Revolution Dragon's Den competition which then turns into a year-group competition.

Pupils complete a project whereby they research an area of interest from WW1. This could include a range of topics from Conditions in the Trenches, Weapons of WW1 and Life for Women in the War amongst others, as well as being a study of a family member if a student has own personal knowledge and information to draw on. A visit to the WW1 battlefields in Belgium and France (Term 2) occurs annually. Speakers from the Great War Society and a Holocaust survivor may also visit throughout the year. There will also be opportunities to enhance understanding by attending Historical Theatre performances both in and out of school. In the upper school we visit Auschwitz and Berlin on rotation which supports the history curriculum for Yrs 9- 12.

## **Topics Covered**

Term 1 Population Growth 1680 – 1900  
Agricultural Revolution

Industrial Revolution

Textile Industry

Coal Industry

Transport Revolution

Terms 1 and 2 1900 - 1939

World War 1

Triple Alliance v Triple Entente

War Plans

Militarisation of Europe

How did the War start?

Fighting in the War

The Home Front

Life in the 1920's

The Hungry 30's

Political Change

The Path to WW2

OPTIONAL TRIP AT EASTER TO THE WW1 BATTLEFIELDS IN FRANCE AND BELGIUM

Term 3 1939 – 45 World War 2

Propaganda

The Home Front

Rationing

WW2 battles

WW2 leaders

Results of WW2 – around the world and in Britain

A case- study of the British Empire: a force for good?

## **Progression**

The Year 9 History course continues the chronological approach pupils have studied in the Lower School. In Year 9, particularly in terms 2 and 3, pupils will cover key aspects of the 20th century which will be particularly advantageous to GCSE History (our syllabus from September 2016 is Cambridge IGCSE – Modern World 20th century)

History is an excellent subject for GCSE. It helps students understand the origins of modern political and social problems, developing skills to look beyond the headlines, to ask questions properly and to express their own opinions. The Year 9 course has been specifically designed to introduce students to key areas which will be studied in further detail at GCSE.

## **Extra costs**

The Historical Theatre performance is approximately £7 and all pupils are expected to attend. The trip to the WW1 battlefields is optional, with preference given to those intending to study the subject at GCSE. The trip is for 4 days by coach and costs approximately £400.

# **MATHEMATICS**

## **Aims**

All students study a three year IGCSE mathematics course across Years 9-11. During Year 9 the scheme of learning consists of a series of modules which lay the foundations in number, shape and algebra so that these topics can be reviewed and studied in greater depth during Years 10 and 11.

## **Organisation**

The year group is taught in five or six sets which are ordered by ability although all students study a common core of topics. Students in higher sets will deal with topics in greater depth and at a faster rate while students in lower sets will take more time to cover the material key to preparing for IGCSE.

## Teaching Methods

The main course text books are those published by CGP: Key Stage 3 book 3 with some exercises from the IGCSE textbook. The department operates in a traditional manner involving whole class teaching together with routine exercises and occasional investigational work. Increasingly, technology is used to engage students and to personalise learning. Homework is set each week and will primarily reinforce and extend work covered in class, but may also be investigational or internet and ICT linked.

A balance is maintained between mental methods, written methods and the use of calculators. Numeracy and arithmetic will still be tested and encouraged in lessons to reinforce basic techniques and ideas. It is vital that students are properly equipped for lessons. Calculators are used where appropriate - an adequate calculator is necessary in all maths lessons. If buying a new calculator we recommend the CASIO FX-83GT PLUS (r.r.p. £11.99; currently available from the maths department at £8). Students are also expected to own standard geometrical instruments (ruler, protractor and pair of compasses).

## Progression

In Year 10 pupils will continue to study the Edexcel IGCSE maths course in order to sit it in the summer of Year 11. The IGCSE course consists of two papers, each two hours long; both papers allow the use of a calculator.

The most able students will be encouraged to make accelerated progress through mathematics with a view to progressing onto a further mathematics course in Year 11, currently the AQA Level 2 Certificate of Further Mathematics, and sitting it alongside IGCSE maths.

## MUSIC

### Aims:

To develop, through music:

- An interest and understanding of a range of musical experiences
- The ability to perform music and communicate to an audience as a soloist and within a group
- The ability to create and improvise original pieces of music
- Skills in the use of Music Technology software and hardware
- An understanding of how music is created and notated
- An awareness of the social, historical and cultural influences on Music

### Teaching methods

This course explores all three strands of music: composition, performance and listening. Pupils are taught in full class groups, in smaller groups and given tutorial time on composition projects.

Assessment is on-going throughout the course and pupils are assessed on the following:

The performance of a prepared solo piece of music and ensemble piece of music

The creation and notation of a set composition

Music and the Media project

Knowledge of musical styles from a variety of periods of history and areas of the world

General musical knowledge

### Topics covered

Solo and group performance skills

Composition

Music Technology: Sonar, Sibelius and other Software

How music has developed up to the present day and how it is notated and read

### Progression

This course leads on to the GCSE course in Music; we currently follow the AQA specification. Pupils who have not taken this option in Year 9 may still opt for the GCSE Music course in Year 10, provided they are having instrumental or singing lessons.

## PSHEE

Our PSHEE (Personal, Social, Health and Economic Education) and SMSC (Spiritual, Moral, Social and Cultural) programmes, along with our shared values for Methodist education and the wider curriculum, complement and reinforce our aims to provide students with a broad knowledge and understanding of many issues. We aim to ensure that each individual develops the ability to deal with a variety of situations, moral and social dilemmas, develop skills, acquire knowledge and make informed choices and decisions so they grow into responsible citizens. We have a whole school approach to developing the qualities and attributes that pupils need to thrive as individuals, family members and members of society while also encompassing a greater care for our wider world. We also allocate a lesson a week to structured PSHEE lessons.

Students will follow a series of lessons based around the three core themes recommended:

### Health and Wellbeing

- How to manage transition.
- How to maintain physical, mental, emotional and sexual health and wellbeing.
- About parenthood and the consequence of teenage pregnancy.
- Manage risks and to stay safe.
- How to identify and access help, advice and support.
- How to make informed choices about drugs, alcohol and tobacco.
- Administering first aid.
- The role and influence of media on lifestyle.

### Relationships

- How to develop and maintain a variety of health relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- About the concept of consent
- About managing loss including bereavement, separation and divorce.
- How to recognise and respond to risky negative relationships including bullying and how to seek help.
- How to respect equality and diversity in relationships.

### Living in the Wider World

- About rights and responsibilities
- How to make informed choices and be enterprising and ambitious

- How to develop team work and leadership skills and develop flexibility and resilience
- How to manage personal finance
- How to respect specified fundamental British Values

These topics all provide opportunities for the student to grow and develop as individuals. They learn to work and discuss in groups and as a whole class unit thereby listening to other people's opinions and learning to work together.

## **PHYSICAL EDUCATION & GAMES**

### **Aim**

To continue to challenge and develop experience and expertise in a number of activity areas.

The activities covered in the Lower School will be developed further, i.e. Athletics, Basketball, Cricket, Football, Gymnastics, Netball, Rugby, Swimming and Tennis. There is also the opportunity to introduce new activity areas with the inclusion of Badminton, Climbing, Life-Saving, Multi-gym and Squash .

### **Organisation**

PE groups are mixed ability and tend to be taught in single sex groups (Athletics, Basketball, Gymnastics, Swimming/Lifesaving and Tennis), whilst some are mixed (Multi-gym/fitness). Our major sports of Cricket, Football, Netball and Rugby are taught during the double 'Games afternoon' period. The whole year group is timetabled for this and pupils are put into ability groups during these lessons. Some optional activities for those not in School teams and not wanting to take part in our major games, give an opportunity to experience new activities. Some of these include: Badminton, Basketball, Climbing, Hockey, Multi-gym, Swimming and Squash.

### **Topics Covered**

Activity Areas	PE	Games
Invasion Games	Basketball	Basketball
		Netball
		Rugby
		Football
Net/Wall	Badminton	Badminton
	Tennis	Squash
	Squash	Tennis
Striking/Fielding	Cricket	Cricket
	Rounders	
Athletic	Track & Field	Track & Field
	Climbing	Climbing
	Gymnastics	Dance
	Swimming	Swimming
Health	Fitness/Multi-gym	Fitness/Multi-gym

### **Teaching Methods**

A variety of activities are taught, so a variety of teaching methods are used. Much of the initial learning is teacher centred, to accommodate a competent level of performance. Games activities are covered in small sided, competitive situations, to enable a greater scope for using skills and enhance the learning experience. Fitness based lessons tend to be more pupil led, with the emphasis on them improving their own level of fitness. There is scope here to use some ICT,

with ergometers, heart rate monitors and fitness test protocols to show pupils how to maximise their performance. Athletic based activities (Athletics, Gymnastics and Swimming) give the opportunity for pupils to assess and improve their performances, whilst improving their skill and fitness levels. Much of this is derived firstly from teacher led activities, to secondly pupils working on their own in small groups to develop ideas and increase performance.

### **Progression**

The development of the individual pupil's health, fitness and skill level during year 9 will be a good indicator of whether they are suitable to take GCSE PE as an option. The course is heavily weighted on the practical side but also includes theory. During health and fitness PE lessons, some of the theory relating to GCSE is taught, for example; different muscle groups, heart rate and breathing rate responses to exercise, reasons for warming up/cooling down and measuring different aspects of fitness. These are taught during a practical lesson and are not classroom based.

## **RELIGIOUS STUDIES**

### **Aims**

The Year 9 course is preparation for GCSE and the topics covered are taught in such a way as to encourage and develop the core skill of philosophical enquiry and enable pupils to think about issues in an informed manner. The aim of the subject is to address ethical and philosophical topics that are both interesting and stimulating, whilst also being related to the modern world. Pupils are then able to learn, reflect, discuss, and evaluate their own position in relation to the subject matter.

### **Organisation**

Groups are taught in forms that are of mixed ability.

### **Teaching Methods**

The department encourages the sharing of views through discussion and debate in a controlled, respectful and sensitive environment where all views are able to be expressed. Written work is important, with the Department using ICT and a variety of suitable topic-related documentary programmes in its teaching and learning on a regular basis. Prep is varied, from written work to small projects, both of which encourage research and independent learning.

### **Topics Covered**

Ethical topics studied, including medical issues such as abortion and euthanasia. Other areas of exploration include British values and attitudes to crime and punishment, prejudice, war, marriage and divorce. Philosophical issues relating to our existence also challenge the pupils' views on the important questions of evil and suffering, the Holocaust, examples of those who have made a stand against evil and suffering, the existence of God, terrorism, miracles, and the evidence for life after death.

### **Progression**

At GCSE Religious Studies is an optional subject. Those opting for the course will be taking the new AQA Religious Studies

syllabus A, which was introduced in September 2016. The new syllabus contains greater emphasis on the beliefs, teachings and practices of religion. The religions chosen for study are Judaism and Christianity.

## **SCIENCE**

**Exam Board** Cambridge IGCSE  
**Syllabus** Co-ordinated Science (Syllabus code 0654)  
**Qualifications** Double Award Co-ordinated Science

### **Introduction**

In September all year nine pupils will start studying GCSE Science. All the sets covered the same material in the build up to internal examinations in November and will continue to do so until the end of Year 10, when there will once again be internal examinations. Set changes and the exam entries depend on the results of these exams and progress throughout the year. Science GCSEs are terminally assessed, with no re-sits of separate components allowed. They represent a rigorous and yet accessible course, which is assessed by examinations at the end of Year 11.

### **Aims**

Our aim is to help pupils to achieve their full potential in science, gain the highest grades possible and where possible prepare them for study of science at a higher level. Internal examinations at the end of year ten, trial exams in November of year eleven and January of year eleven will be used to decide which exams pupils will be entered for, with the aim of maximising their chances of achieving high grades.

In general, the aim of the course is to:

- Develop the pupils' interest in, and enthusiasm for, science.
- Encourage pupils to develop a critical approach to scientific evidence and methods.
- Develop the skills necessary to become a competent experimental scientist.
- Acquire scientific skills, knowledge and understanding necessary for progression and further learning.
- Equip pupils to make a successful transition to studying A-level sciences.

### **Organisation**

Pupils are in the same set for all three science subjects. Sets are arranged for the first time based on examination results at the end of Year 8 and progress throughout the year. Sets are based on achievement across all three sciences. Set 1 is the most able set. There will be about 24 pupils in Sets 1 and 2 decreasing to around 16 pupils in the lowest sets. Some pupils are transferred between sets at the end of the autumn term in Year 9, at the end of Year 9 and at the end of Year 10. Each of the three science subjects is taught by a subject specialist.

### **Teaching Methods**

One of the attractions of GCSE Science is that pupils are taught the theory necessary to allow meaningful experiments to be undertaken. Pupils will typically be taught as a class when theory is being covered and then work in small groups or pairs when they are carrying out practical work. The Science Faculty

makes extensive use of ICT, Data loggers and interactive software to enhance teaching.

### **Structure of the course**

All pupils started studying the same material in September of year nine and will continue to do so until the end of year ten.

### **Assessment**

Examinations are taken at the end of year eleven. Pupils will take a multiple choice exam, a paper comprising short and long answer questions and an alternative to practical paper.

### **Support materials**

Pupils will be issued with an excellent text book for each science, covering the specification in considerable depth. The books include notes on the necessary theory, summary notes and practice questions. This book remains the property of the school and no charge is made unless the book is lost and needs to be replaced. There may, however, be charges made for support materials such as revision guides or booklets of revision questions which remain the property of the pupil.

## **THE LEARNING SUPPORT UNIT**

In year 9, it is possible to withdraw pupils from an agreed subject in order to attend learning support. As well as helping pupils to consolidate English lessons, with a focus on language and grammar, we also concentrate on comprehension, revision and study skills as well as other core subjects. There is also time available to spend on prep with the support of a member of staff. Existing WGS pupils may have attended learning support lessons since year 7 or 8; pupils joining in year 9 may appreciate the time spent strengthening basic skills before the GCSE years.

Looking ahead to years 10 and 11, pupils choose four options in addition to English, maths and science at GCSE. Learning support can be one of those options. Time is available, not only to work on prep, but to organise and consolidate class notes as well as building up revision notes. At appropriate times throughout the year, pupils will also look at study skills, revision and exam techniques to help with exam preparation. With staff agreement, permission can be sought to go to specialist rooms, for example, art and DT. This further helps with the idea of 'keep up and catch up' that is ever present in learning support.

As well as support with subject matters, there is also time to consider future plans, post-16. Should academic A-levels not be the most appropriate option, we are able to advise pupils of local opportunities for vocational courses and apprenticeships. In short, we provide flexible support and welcome space in a busy and demanding school life.

Further details of our work can be obtained by contacting a member of the Learning Support Department.