

The Cherwell School

# Guide to your Child's Year 9 Progress Review

## PR5



July 2020

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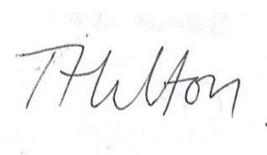
Dear Parents and Carers,

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum which has been studied since PR3 was issued in January.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a preview into what is coming next, you will be better equipped to support your children in their learning.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely,

A handwritten signature in blue ink that reads "Tom Hilton". The signature is written in a cursive style and is positioned above the printed name.

Tom Hilton

Assistant Headteacher – Curriculum and Faculties

# SUBJECT: Year 9 ENGLISH

In English lessons since January, Year 9 students have covered the following topics:

- *Macbeth* by William Shakespeare.
- Descriptive writing.
- The Romantics (Poems: *London*, *Ozymandias* and *the Boat Stealing Episode*).

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- The Story of *Macbeth*.
- Tragedy and how *Macbeth* fits in to the tragic genre with key terms (tragic hero, anagnorisis, hubris, harmartia etc.)
- Historical and literary context of texts and where they fit in the literary heritage (*Macbeth* and the Romantics).
- Meanings and spellings of text specific vocabulary (Shakespeare).
- How to craft language and sentences to describe.
- The difference between narrative writing and descriptive writing.

### CORE SKILLS

#### Speaking and Listening

- To interpret and perform dramatically.

#### Reading

- How to select and explain quotations.
- To explore writer's ideas.
- How to link a text to context and explain its significance.
- To track themes and ideas across a play.

#### Writing

- How to write descriptively.
- How to structure and develop narrative and descriptive writing.

## How has the learning been assessed?

The knowledge and skills the students have gained have been assessed through:

- A comprehension test focused on language, structure and context of *Macbeth*.
- An essay on *Macbeth* as a violent character.
- A descriptive or narrative writing piece based on ideas from *Macbeth*.
- Knowledge tests completed in class.

# **SUBJECT: Year 9 MATHEMATICS**

In Mathematics lessons since January, Year 9 have covered a wide range and variety of topics. For the purposes of this document, we will summarise these topics via teaching group (see below).

## **What have the students been taught to understand and be able to do?**

### **Classes taught by Mr Slater, Mrs Thomas, Mrs Tonks and Mrs Tonks.**

- Angles in polygons, angles associated with parallel lines.
- Circles and Circle theorems.
- 3D shapes, volume and surface area.
- Pythagoras' theorem and trigonometry.
- Presenting data including Venn diagrams and two-way tables, cumulative frequency, median and quartiles.
- Straight line graphs, solving simultaneous equations graphically and algebraically.
- Quadratic sequences.

### **Classes taught by Mr Nollett, Dr Panagi, Ms Knowles and Mr Dyer.**

- Angles in polygons and angles associated with parallel lines.
- Circles: Area and Circumference.
- 3D Shapes, surface area and volume of prisms.
- Pythagoras' theorem.
- Presenting data including Venn diagrams and two-way tables, cumulative frequency.

### **Classes taught by Mr Darby, Mr Shafquat, Ms Overbeck and Miss Green**

- Angles in polygons and angle facts.
- Equivalence of fractions, percentages and decimals.
- Real life graphs.
- 3D Shapes, surface area and volume of prisms
- Proportional reasoning.
- Pythagoras theorem for finding a hypotenuse.
- Number theory: Factors and multiples.
- Presenting data using Venn diagrams and two-way tables.

## **How has the learning been assessed?**

Student learning in Maths has been assessed in two main ways:

- Regular teacher, peer and self-assessment of performance in classwork, homework and class discussion.
- Tests taken at the end of every term and low stakes assessments throughout the school year, which provide a snapshot of student understand of new learning up to this point.

# SUBJECT: Year 9 SCIENCE

In Science lessons since January, Year 9 have completed the following units:

- **Physics:** Electricity and Energy; Gravity and space.
- **Chemistry:** Reactions of Metals and Compounds; Patterns of Reactivity.
- **Biology:** Fit and healthy; Plants and Photosynthesis.

They have also completed two of the following three GCSE modules:

- **Physics:** Generating Electricity.
- **Biology:** interdependence and Adaptations.
- **Chemistry:** Limestone.

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

#### KS3

- Forms of energy and their transfers and efficiency. Renewable and non-renewable energy resources and how they can be used to generate electricity. Electrical circuits to include series and parallel circuits and current and voltage. Gravity and space including orbits, theories of falling objects, weight and gravity, motion of the earth in space.
- The structure of the periodic table, reactions of metals and metal compounds with acids and water, displacement reactions, neutralisation and the reactivity series.
- Respiration, interactions of digestive and circulatory systems, skeleton function, diet, exercise and effects of smoking, photosynthesis and the role of the leaf, complex food webs, factors affecting plant growth, food production and sustainability.

#### KS4

- How power stations work, renewable and non-renewable energy, nuclear power, carbon capture technology, demand for energy.
- Adaptations of animals, plants and extremophiles, environmental changes and competition, using animals and plants as indicators of pollution.
- Chemical name and formula for limestone, how it is quarried, thermal decomposition of carbonates, calcium oxide reactions, making cement.

### CORE SKILLS

- Recall scientific content that they have been taught.
- Describe scientific processes and data by saying what happens.
- Explain scientific processes and data by saying why something happens.
- Comprehend using an unfamiliar situation to apply their knowledge.
- Analyse, using data in Science.

### **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through 6 KS3 module tests; 2 on each separate science containing questions requiring skills such as recall, description, explanation and analysis.

There has been an end of KS3 test covering a selection of KS3 topics as well as scientific skills.

There has also been a GCSE style end of module test after each GCSE topic.

# SUBJECT: Year 9 ART

In Art lessons since January, Year 9 have completed work from the following units:

- Pattern
- Painting
- 3D work
- Printmaking

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- How develop a successful print.
- How to develop and make a sculpture using various materials.
- Mixing colours in a variety of media.
- Recording observations using a variety of media and materials.

### CORE SKILLS

- Produce a painting that has been developed from analyzing and researching the work of others.
- Use a variety of materials to record the world around them.
- Independent project – this may be set either through class time or through homework depending on the teacher.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The ability to develop a range of ideas through to a final piece.
- The quality of their pattern prints – design, accuracy, presentation, understanding of the technique.
- A case study on a relevant artist that uses some of these techniques in their work.

# **SUBJECT: Year 9 CITIZENSHIP**

In Citizenship lessons since January, Year 9 have completed the following for their AQA GCSE Citizenship:

- Universal human rights
- Rights and Responsibilities within the legal system
- Currently undertaking – Community Action and Active Citizenship on their campaign projects for the Year 9 Advocacy Fair.

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Active Citizenship and how to advocate a viewpoint using a variety of methods.
- Roles and aims of pressure groups/voluntary organisations.
- Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society.
- How to target audiences in campaigns and advocacy projects.
- Research skills.

### **CORE SKILLS**

- Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.
- Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.
- Put the citizenship concepts of 'advocacy' and 'taking informed and responsible action' into practice.

## **How has the learning been assessed?**

The knowledge and skills the students have gained have been assessed through:

- Human rights assessment (mixture of short answer, multiple choice and source based questions and an extended writing piece).
- Legal System assessment (mixture of short answer, multiple choice and source based questions and an extended writing piece).
- Knowledge/key term quizzes.
- The active citizenship element will be recorded and assessed by completing a set of active citizenship exam practice questions on the advocacy fair write up. In order to demonstrate the application of citizenship skills, processes and methods students will be using the following structure, complete the investigation booklet to record their projects:  
Stage 1: Deciding the question or issue.  
Stage 2: Carrying out the initial research.  
Stage 3: Planning the action.  
Stage 4: Taking the action.  
Stage 5: Assessing the impact of the action.  
Stage 6: Evaluating the process.

# **SUBJECT: Year 9 COMPUTER SCIENCE**

In Computer Science lessons since January, Year 9 have completed the following units:

- Programming in Python – all basic constructs
- Data representation (units, numbers – binary and hexadecimal, images, characters)

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Programming constructs – sequence, selection and iteration (including count and condition controlled loops).
- Key terminology for basic programming constructs.
- What binary is and why computers use it.
- Measurements of data storage.
- Converting binary to denary and hex, denary to binary.

### **CORE SKILLS**

- Programming a 'Chat-bot' – with user interaction and responses to users.
- Programming skills using iteration.
- Programming a maths test for primary students.
- Counting in binary.
- Measure the file size of an image.
- Write your name in binary.

## **How has the learning been assessed?**

All units of work are assessed using online forms – made up of mainly multiple choice questions which cover terminology and programming understanding.

# **SUBJECT: Year 9 CREATIVE MEDIA**

In Creative Media lessons since January, Year 9 have completed the following units:

- Programming in Python
- Understanding client requirements and target audience.
- Creating multimedia products using pre-production documents.

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Programming constructs – sequence and selection.
- Key terminology for basic programming constructs.
- How to analyse client requirements and target audience.
- Key terminology for pre-production planning including visualization diagrams.

### **CORE SKILLS**

- Programming a 'Chat-bot' – with user interaction and responses to users.
- Creating a teaser video following a storyboard for a client.
- Creating a digital magazine advert following a visualization diagram for a client.

## **How has the learning been assessed?**

Python programming is assessed with an online assessment mainly made up of multiple choice question about the core knowledge and terminology.

All media products are assessed by the teacher assessing software skills, use and understanding and quality of final products.

# **SUBJECT: Year 9 DRAMA**

Year 9 units support further study of this subject and promotes creative-thinking and collaborative work for all pupils.

Unit 1: Mask Work.

Unit 2: Conflict and Stage Combat.

Unit 3: Script Anthology

Unit 4: Devising

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

By the end of Unit 1, students will have covered the key features of Mask work to promote an understanding of how the physical body communicates meanings, and how doing mask work supports the development of the actors' use of space and interactions.

By the end of Unit 2, students will have studied the health and safety rules of stage combat, the importance of correct positioning onstage, building tension, and essential rules of stage fighting.

By the end of Unit 3, students will have covered interpretation and performances of script extracts.

By the end of Unit 4, students will have covered some of the techniques and rehearsal processes needed to devise and perform an effective piece of devised theatre.

### **CORE SKILLS**

Unit 1 – Observing the rules of the mask, Activating and provoking the mask, clocking the audience, passing or stealing the focus and marking the moments in a performance piece.

Unit 2 – Techniques of stage combat, Action and Reaction, making the cheat and blocking for stage combat, using physical and vocal skills to create dramatic tension.

Unit 3 – Interpreting playtexts, developing characterization as a response to text, communicating subtext and intentions, using physical and vocal skills and associated acting skills and techniques to bring the text to life and engage and audience and identifying the moods and atmospheres of the extracts

Unit 4 – Ensemble and choral work, Multiroling, developed characterization, contemporary storytelling, plus other skills learnt during KS3.

## **How has the learning been assessed?**

Assessment of student knowledge, understanding and skills are conducted twice per unit, one as an Interim Assessment in the form of a factual recall test and the other as an end of unit teacher assessed performance.

# **SUBJECT: Year 9 DESIGN TECHNOLOGY**

In DT lessons in Year 9 so far, students have studied two from the following topics:

Designing a plaster cast clock; food; electronic integrated textiles; graphical skills through architecture or packaging; designing and making a moneybox.

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Existing products / approaches
- Key terminology and concepts
- Drawing/modelling using CAD
- Different materials, their properties, uses and provenance.
- The advantages and disadvantages of different techniques for working with materials

### **CORE SKILLS**

- Drawing communication
- Designing Products
- Planning and sequencing manufacture
- Operation of tools, machines.
- Evaluating

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed throughout each of their projects. Students have been assessed on a piece of written work, and a test at the end of the rotation. Teachers then give an overall making and communication mark.

# SUBJECT: Year 9 FRENCH

In French lessons since January, Year 9 have completed the following units:

- Myself and my family
- Free time
- Going out
- Eating and drinking
- Travel and holidays

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

**Myself and my family:** Talking about my family, jobs and where they live.

Describing a typical day and the weather in the present tense.

**Free time:** Talking about what you did last weekend and last night, expressing and justifying opinions.

**Going out:** Inviting people out, accepting or declining an invitation, shopping for clothes. Expressing and justifying opinions.

**Eating and drinking:** Buying food and drink, expressing likes and dislikes, using expression of quantities, partitive articles and Il Faut + inf.

**Travel and holidays:** Listing names of countries, prepositions en/ au/ á in front of names of places, describing previous holidays and planning future holidays, revising perfect tense and using future tense.

### CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of term assessments involving recorded speeches, listening and reading comprehension.
- Writing in the past using the perfect tense.

# **SUBJECT: Year 9 GEOGRAPHY**

In Geography lessons since January, Year 9 have completed the following units:

- Earthquakes
- Globalisation and fair trade
- Antarctica
- Map skills

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- The concept of sustainability and how urban environments can be managed.
- The causes and effects of tectonic processes
- The causes and effects of development and globalization.

### **CORE SKILLS**

- Evaluate the significance of the effects of change in an area.
- Explain the interaction of human and physical factors affecting geographical processes.
- Interpret and analyse graphs and a range of maps to extract data.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through:

- Class work, including regular knowledge quizzes and recap questions.
- Verbal contributions
- A multiple choice mid unit assessment.
- An end of unit assessment using multiple choice questions and extended responses.

# **SUBJECT: Year 9 GERMAN**

In German lessons since January, Year 9 have completed the following units of Stimmt 3:

- Unit 3: Childhood and ambitions.
- Unit 4: Fairy tales.

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

#### **Unit 3 – Meine Ambitionen**

Learning to talk about their ambitions and their childhood. They have practised using past, present and future and they have also has an introduction to the imperfect tense.

#### **Unit 4 – Die Kindheit**

Studying Fairy tales in German and students will have practised translation skills, as well as consolidating their work on different tenses.

### **CORE SKILLS**

- Revision of pronunciation and intonation rules.
- Techniques to improve pronunciation Using a bilingual dictionary.
- Reading for gist and for detail.
- Using context to make out meaning.
- Speaking with spontaneity and fluency.
- Building complex sentences.
- Memorising.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities
- End of unit assessments, which include:  
Speaking and/or writing skills.  
Listening and reading comprehension.
- End of year assessment – as speaking presentation.

# **SUBJECT: Year 9 HISTORY**

In History lessons since January, Year 9 have completed the following:

- What can cartoons tell us about the Treaty of Versailles?
- How did the allies win World War Two?
- How should we explain who the Holocaust happened?

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- The Treaty of Versailles: 1919
- The Second World War : 1939-1945
- The Holocaust: 1933-1945

### **CORE SKILLS**

- Examine historical evidence in close detail to draw inferences about the past.
- Use the provenance of historical sources to assess and compare their value.
- Identify and explain reasons for differing historical interpretations.
- Examine and evaluate the causes of historical events.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through:

- Class work, including regular knowledge quizzes.
- Verbal contributions.
- A written assessment on the Treaty of Versailles.

# **SUBJECT: Year 9 MUSIC**

In Music lessons since January, Year 9 have completed the following units:

- Film Music
- Cover versions

## **What have the students been taught to understand and be able to do?**

### **CORE KNOWLEDGE**

- Understanding how music is used in films, including the use of leitmotif and mood music.
- Understanding how music is adapted through cover/tribute/mashup/remix and samples.

### **CORE SKILLS**

- Compose an opening sound track to a film, including the use of leitmotif.
- Adapt a popular song into a different style using live instruments of mixcraft.
- Present a PowerPoint on chosen song.

## **How has the learning been assessed?**

The knowledge and skills that the students have gained have been assessed through:

- Performances.
- Compositions and Listing tests.

Students will have:

- Composed and performed an open title sequence to a film.
- Performed a Cover Version and delivered and presentation based on that song.

# **SUBJECT: Year 9 PHYSICAL EDUCATION**

In Physical Education lessons so far, Year 9 have completed units chosen from the following:

- Invasion games: including Football, Rugby, Basketball, Hockey and Netball
- Dance
- Gymnastics
- Athletics
- Net and wall games – Tennis
- Striking and fielding games – Rounders, Cricket and softball.

## **What have the students been taught to understand and be able to do?**

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>CHARACTER</b>
<p>Invasion Games:</p> <ul style="list-style-type: none"> <li>• Confidently referee a game.</li> <li>• Awareness of strengths and weaknesses of opposition.</li> <li>• To use appropriate strategies for attacking and defending play.</li> <li>• To know and understand the various positions and/or formations in team games.</li> </ul> <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> <li>• To be able to increase the speed and timing of your performances.</li> <li>• To know a wider variety of moves and actions you can include in your performances.</li> <li>• Know how to increase the complexity of pieces in Dance by adding lifts and centre pieces.</li> </ul>	<p>Invasion Games:</p> <ul style="list-style-type: none"> <li>• To be able to shoot accurately in a more consistent manor.</li> <li>• To be able to send and receive a ball with accuracy and precision.</li> <li>• Beat and opponent successfully during a 1v1.</li> <li>• To be able to link two skills together e.g. dribble and shoot with fluency and timing.</li> </ul> <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> <li>• To choreograph a longer routine by using a variety of body movements and techniques.</li> <li>• To be able to demonstrate movements in a variety of different dance genres.</li> <li>• To be able to demonstrate Vaulting successfully and safely.</li> <li>• Demonstrating Vaulting with power and speed.</li> </ul>	<p>All areas of activity:</p> <ul style="list-style-type: none"> <li>• To develop motivation of others by using positive peer feedback.</li> <li>• Pupils can attribute failure or success to 4 components; luck, task difficulty, effort or ability.</li> <li>• To demonstrate resilience by not giving up when the task becomes difficult.</li> </ul>

## **How has the learning been assessed?**

The knowledge and skills that

- This year, Year 9's will complete 2 theory exams, one in January and one in June. This is to assess their compatibility for GCSE PE but also to enhance their Knowledge of Sport and the Human Body.
- In Year 9 we assess pupils based on a GCSE grade, we take into account pupils performances in sport and combine this with the results of their theory tests.
- Peer assessment e.g. watching and analysing performance in a dance lesson.
- Self-assessment e.g. interpreting their performance in a basketball shooting lesson.
- Teacher Observation – formatively throughout the unit of work.

# SUBJECT: Year 9 SPANISH

In Spanish lessons since January, Year 9 have completed Units 3 and 4 of the textbook VIVA 3:

- Unit 3: 'En forma' (healthy lifestyles).
- Unit 4: 'Jóvenes en acción' (Taking action for a better world).

## What have the students been taught to understand and be able to do?

### CORE KNOWLEDGE

- **Unit 3 – En Forma (healthy lifestyles):** talking about healthy diets, maintaining an active lifestyle, getting fit, your daily routine and talking about body parts, saying what hurts, going to the doctor.
- **Unit 4 – Jóvenes en acción (taking action for a better world):** Talking about children's rights, Fairtrade, the environment and how to take action to protect it, recycling, my city and how it has changed – introducing the past imperfect tense.

### CORE SKILLS

- Listening for gist and detail.
- Reading for gist and detail.
- Writing and Speaking.
- Pronunciation.
- Memorization.
- Paragraph-building.
- Making links (cognates/ semi-cognates).
- Creativity, Performance, Autonomy.

## How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary and grammar tests and class work activities.
- End of module listening, reading and writing assessments.
- End of year listening, reading and translations assessment.