

The Cherwell School

Guide to your Child's Year 9 Progress Review



February 2019

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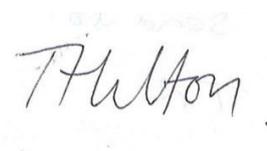
Dear Parents and Carers,

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.

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 black ink, appearing to read 'Tom Hilton', is written over a faint, light blue circular stamp or watermark.

Tom Hilton

Assistant Headteacher – Curriculum and Faculties

SUBJECT: Year 9 ENGLISH

So far in Year 9 English, students have covered the following topics:

- *Animal Farm* by George Orwell
- Rhetorical writing

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

CORE KNOWLEDGE

- An understanding of the plot and key features of *Animal Farm* by George Orwell.
- An understanding of the links between *Animal Farm* and Communism and the Russian Revolution.
- An understanding of the structure of a text including significant turning points.
- An understanding of the history of rhetoric – specifically Ethos, Logos and Pathos and the five canons.

CORE SKILLS

Speaking and Listening

- To speak confidently.
- To use non-verbal skills in presentations.
- To emphasise key points in speech.

Reading

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

Writing

- How to write persuasively.
- How to use plans to structure writing and develop points.
- Using feedback to re draft and improve work.

How has the learning been assessed?

Student knowledge and skill has been assessed through:

- A comprehension test focused on the context, language and structure of *Animal Farm*.
- A formal essay on fear in *Animal Farm*.
- Rhetorical writing on either the environment or inequality.
- A presentation of their rhetorical writing using the five canons.

What is coming up next?

Students will study *Macbeth* by William Shakespeare as an example of the tragic genre and will:

- Understand the political influence of *Macbeth* and the contextual significance of the play.
- Analyse Shakespeare's choice of language in creating meaning.
- Learn how to use a picture as a stimulus and how to write creatively and accurately experimenting with a range of genres.

***Macbeth* is also the play that students will study at GCSE.**

In the final term of the year, students will also do a short project on *Romantic poetry* where they will learn the historical significance of Romanticism and consider the links between poems. This will prepare them well for their GCSE texts and study of poetry.

SUBJECT: Year 9 MATHEMATICS

In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics.

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

Classes taught by Mr Majithia, Mr Slater, Mrs Thomas, Mrs Tonks.

- Add, subtract, multiply and divide fractions. Find fractions of an amount with fractional answers.
- Solve challenging equations including with brackets, unknown both sides, unknown in the denominator of a fraction, negative or fractional answers. Rearrange difficult formulae and solve tricky inequalities.
- Trial and improvement methods for finding roots of equations.
- Finding missing angles using corresponding and alternate angle facts.
- Find missing exterior and interior angles of polygons and recalling names and facts about 2D shapes
- Plotting linear graphs of the form $y=mx+c$, finding gradients and points on a line.
- Standard form, working with very large and very small numbers

Classes taught by Mr Darby, Ms Knowles, Mr Nollett and Dr Panagi.

- Add, subtract, multiply and divide fractions. Find fractions of an amount with fractional answers.
- Solve equations including with brackets, unknown both sides, unknown in the denominator of a fraction, negative or fractional answers. Rearrange formulae and solve tricky inequalities.
- Finding missing angles using corresponding and alternate angle facts.
- Find missing exterior and interior angles of polygons and recalling names and facts about 2D shapes
- Plotting linear graphs of the form $y=mx+c$, finding gradients and points on a line.
- Standard form, working with very large and very small numbers

Classes taught by Miss Overbeck, Mr Shafqat, Mr Darby, Miss Green

- Add, subtract, multiply and divide fractions. Find fractions of an amount.
- Solving equations with one variable
- Calculating with decimals and money
- Working with large and small numbers
- Conversions between fractions, decimals and percentages.
- Finding missing angles using corresponding and alternate angle facts.
- Find missing exterior and interior angles of polygons and recalling names and facts about 2D shapes

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.
- A test taken at the end of every term with feedback coupled with regular low stakes tests throughout the term testing vocabulary and methods.

What is coming up next?

Geometry in 3 dimensions, Pythagoras theorem, trigonometry and statistical representations.

SUBJECT: Year 9 SCIENCE

In Science lessons so far, 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

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

CORE KNOWLEDGE

- 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 & 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.

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 three module tests on each separate science containing questions requiring skills such as recall, describe, explain and analyse.

What is coming up next?

Among other topics, Year 9 Science will turn their attention to the following modules:

- Resultant Forces and Motion; Pressure and Moments; Inheritance, Selection and Plants for Food; Environmental Chemistry and Applications of Chemistry.

SUBJECT: Year 9 ART

In Art lessons so far, 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 pattern design from natural form drawings.
- How to use tone effectively.
- Colour mixing and the properties of watercolour paint.
- How to produce a repeating print.
- How to make a sculpture that uses pattern.

CORE SKILLS

- Produce accurate drawings of natural forms from photographs and from life.
- Develop and produce a pattern print using natural form drawings as the starting point.
- Use a variety of materials to make a sculpture – clay, card, paper maché, that has a pattern element.
- Independent project – this maybe 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.

What is coming up next?

Art lessons in year 9 will now focus on:

- Pattern painting, looking at the work of Terry Frost. Students will look at and create patterns using simple shapes, before studying the work of William Morris.

SUBJECT: Year 9 CITIZENSHIP

In Citizenship lessons so far, Year 9 have been working on:

- **Theme 2:** (Universal human rights, Rights and responsibilities within the legal system, Criminal Justice System: How laws protect the citizen and deal with criminals)

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

CORE KNOWLEDGE	CORE SKILLS
<p>Theme 2 – Rights and Responsibilities of the AQA Citizenship Studies Course:</p> <ul style="list-style-type: none"> • Human Rights (including case studies) and Key Legislation • Children’s Rights • Balancing rights and responsibilities • Criminal and Civil Law • Legal and Rights and Young People • Equal Opportunities Legislation • Law and Young Offenders (case studies) • Key People and Structures • Aims of Sentencing / punishment 	<ul style="list-style-type: none"> • Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology. • Analyze and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.

How has the learning been assessed?

Students are currently working on the exam content for their Core GCSE Citizenship exams that they will take in year 10. In lessons and for homework they have been working on exam style questions, key words and critical analysis of topical case studies. They have also completed a human rights assessment in timed condition in lesson.

The formal assessment on Human Rights included:

- Short knowledge based questions (1/2 marks)
- Source analysis questions (4 marks)
- Application of knowledge to explain ideas
- Presenting a case for/against an issue
- Presenting arguments for and/or against a statement / question (8 marks)

What is coming up next?

In GCSE Citizenship lessons from this point, Year 9 will be working towards completion of the Rights and Responsibilities topic. They will complete a formal assessment on the criminal justice/legal system following the same format as the human rights assessment. In the summer terms they will complete **Theme 4:** Taking citizenship action where they will participate in the year 9 advocacy fair. As they move into year 10 they will complete **Theme 1:** Life in Modern Britain and **Theme 3:** Politics and participation. The GCSE is then assessed by two 50% exams each 1 hour 45 minutes long. **Paper 1:** Themes 3 &4 **Paper 2:** Themes 1 & 2 (AQA exam board).

SUBJECT: Year 9 COMPUTING

In Computing lessons so far, Year 9 have completed the following units:

- Images and publishing

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

CORE KNOWLEDGE

- Understand vectors and bitmaps
- Understanding binary
- Conversion between binary and denary
- Understand how images are represented by binary on a computer

CORE SKILLS

- Using different images dependent on purpose and target audience
- Image manipulation – creating composite images
- Using multiple software to create a published document

How has the learning been assessed?

All theory lessons have workbooks for note taking which is assessed for accuracy.

All practical work is assessed through an online portfolio of work which includes:

- Researching and saving information and images appropriately
- Composite images created in image editing software
- Creating documents using assets created in different software and developed in publishing software for more professional finish.
- Creating images in binary format, using the binary to convert to denary so that a computer could replicate the image.

End of unit tests are used to assess understanding of key terminology and definitions and include some practical exercises in timed conditions.

What is coming up next?

- Throughout the year we will be delivering one-off enhancement lessons dedicated to learning new skills to improve the showcase websites. It is expected that the students use the resources that are provided in these lessons to independently work on their website. This will be assessed at the end of the year.
- Python programming – following on from some basic python lessons in year 8, the students will use the graphic element of python to program the computer to create shapes on the screen. These will use more complex programming techniques including iteration, data types and inputs.
- Cross curricular with Citizenship GCSE – using ICT skills to create professional material to promote the advocacy campaigns.
- Professional formatting of documents – short unit on improving report formatting to help with future GCSE coursework reports.
- Creating websites in industry-standard software, with an opportunity to also learn basic CSS and use HTML skills to enhance the website.
- Data representation.

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 – Focuses on communication of character and meaning through the body. It also teaches students to develop their audience awareness.

Unit 2: Conflict – Developing dramatic tension and basic stage combat.

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

CORE KNOWLEDGE

Unit 1: Clocking the audience; Activating and provoking the mask; Passing and stealing the focus; Marking the moment; Creating archetypes; Use of Focal Point.

Unit 2: Fighting Stance; Fight Distance; Cueing; Reverse Energy; Masking; 'The Cheat'.

CORE SKILLS

- Key physical skills and disciplines.
- Use of Space and audience awareness.
- Interactions between actors/characters.
- Creation of dramatic tension.

How has the learning been assessed?

Students basic knowledge and understanding is assessed by four assessment methods:

A simple interim vocabulary test which is conducted on week 6 of the 9 week unit.

Student participation in discussions and Q & A sessions throughout the unit.

Teacher observations of how students demonstrate their knowledge and understanding during practical work.

Student performances are assessed based on the key skills covered in the unit.

What is coming up next?

Unit 3: Texts in Practice – Kneehigh. Based on scripted theatre, students develop their acting and presentation skills.

Unit 4: Devising – Students study a second script from Kneehigh Theatre Company and use theatre-making techniques to interpret and perform extracts.

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 money box.

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.

What is coming up next?

In the final three terms of Year 9, students will continue to work their way through the DT rotation subjects, including:

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

SUBJECT: Year 9 FRENCH

In French lessons so far, Year 9 have completed the following units:

- Revision of key topics of Year 8
- Talking about past holidays
- Talking about sports and leisure
- New technology

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

CORE KNOWLEDGE

Talking about your holidays, using nous, talking about getting ready to go out, using reflexive verbs, buying drinks and snacks, using higher numbers.

Talking about holiday plans, using the near future, saying what you would like to do, using Je voudrais + inf.

Talking about TV programmes, films, reading and the internet and what you did last night; present tense of –er verbs, present tense of avoir and etre, -ir and –re verbs, aller and faire.

The perfect tense: Saying what you did in Paris, when you did things and where you went and how. Perfect tense of regular verbs and irregular verbs.

Information about a tourist attraction.

C'était... J'ai trouvé ça... The perfect tense and être. Interviewing a suspect.

Asking questions in the perfect 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 speaking, listening and reading comprehension; writing in the past using the perfect tense.

What is coming up next?

Talking about your personality; Adjectival agreements; Talking about relationships; Reflexive verbs; Talking about music; Agreeing; Disagreeing and giving reasons; Talking about clothes; The near future tense; Talking about your passion; Past, present and future; Describing where you live; Comparing adjectives; Describing your home; Prepositions; Talking about meals; Boire and prendre; Discussing what food to buy; Using Il faut; Talking about an event; Using three tenses.

SUBJECT: Year 9 GEOGRAPHY

In Geography lessons so far, Year 9 have completed the following units:

- Local Environment Project
- Sustainable Cities

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

CORE KNOWLEDGE

- Factors affecting environmental quality.
- How to complete a geographical enquiry. (Preparation for GCSE fieldwork).
- Features and problems of mega cities with a particular focus on Japan.
- How large urban areas have changed through time and the impacts on people and the environment.
- Sustainable solutions, for example transport management solutions, renewable energy, and reducing food miles.

CORE SKILLS

- Complete a geographical enquiry including data collection, presentation and analysis.
- Present primary data results using a range of graphical techniques.
- Interpret and describe patterns and trends in a range of graphs.
- Draw and annotate sketch maps.
- Describe geographic locations.
- Complete independent research with a focus on features of Japan and sustainable cities.

How has the learning been assessed?

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

- Fieldwork project on environmental quality.
- Creating keyword lists and definitions of key terms.
- Independent research about the causes and impacts of environmental issues.
- Japan sustainable island assessment – designing a sustainable urban environment.

What is coming up next?

As we approach the GCSE course, learning in Geography will focus on:

- Earthquakes, including physical geography and the social and economic impacts.
- Globalisation, including study of ethical issues and fair trade.
- Antarctica, including the physical geography of extreme environments, potential threats and sustainable solutions.

SUBJECT: Year 9 GERMAN

In German lessons so far, Year 9 have completed the following units:

- Unit 1: Role models
- Unit 2: Music

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

CORE KNOWLEDGE

Topic specific vocabulary:

Term 1: Role models, experiences, how role models can inspire people, grammar focus on the past tense.

Term 2: Types of music, playing or singing in a band, adjectives to describe music and describing a music festival. Grammar focus on the past tense to include separable verbs and how to make comparisons in German.

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.

Unit 1: Listening and reading comprehension and a written paragraph on a role model.

Unit 2: Listening and reading comprehension and a speaking assessment talking about music and whether music plays an important part in their lives.

What is coming up next?

Over the next two terms students will be learning to talk about their ambitions and their childhood. They will practise using past, present and future and they will also get an introduction to the imperfect tense.

Students will learn about fairy tales in German and will practise translation skills as well as consolidating their work on different tenses.

SUBJECT: Year 9 HISTORY

In History lessons so far, Year 9 have completed the following:

- The development of women's political rights: 18th – 20th centuries
- The Great War 1914 – 1918

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

CORE KNOWLEDGE

Women's Political Rights

- Changing political attitudes in the Enlightenment
- The rise of political activism in the 19th century
- The campaigns for women's suffrage

The Great War

- Key long and short term causes of World War One.
- A range of key events and issues during the war (including propaganda, Battle of the Somme, the nature of trench life and warfare).
- Key factors in the surrender of Germany in 1918.

CORE SKILLS

- Examine historical causes, find the interconnections between them and judge their relative importance in leading to an historical event or change.
- Examine historical events in a way that recognises the diverse ways the past has been experienced by different people.
- Use accurate contextual knowledge and critical analysis of source evidence to explain the strengths and limitations of interpretations of key events in World War One.

How has the learning been assessed?

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

- A written assessment on why some women managed to achieve the vote in 1918
- Class work/ Homework/Verbal contributions.

What's coming up next?

The final three terms of Year 9 will focus on the following questions:

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

SUBJECT: Year 9 PE

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

- 2 Invasion games: including Football, Rugby, Basketball, Hockey and Netball
- Dance
- Gymnastics

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

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

How has the learning been assessed?

- 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.

What is coming up next?

In the next few terms students will participate in:

- Basketball/Fitness/Dance/Rugby/Football (depending on what their group has already participated in).
- Net and Wall games – Tennis.
- Athletics.
- Striking and fielding games - Rounders / Cricket / Softball.

SUBJECT: Year 9 SPANISH

In Spanish lessons so far, Year 9 have completed Units 1 and 2 of the textbook VIVA 3:

- Unit 1: Somos así
- Unit 2: ¡Oriéntate!

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

CORE KNOWLEDGE

- **Unit one – Somos así:** talking about ourselves – the things we like and what our week looks like; talking about what’s on at the cinema, and discussing a special birthday. Revising past present and future tenses.
- **Unit two – ¡Oriéntate!** The world of work – talking about jobs and what you have to do at work; talking about your ideal job and future plans.

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 term speaking, listening, reading and writing assessments.

What is coming up next?

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.