

CARE  
ASPIRE  
INCLUDE

The  
Romsey  
School

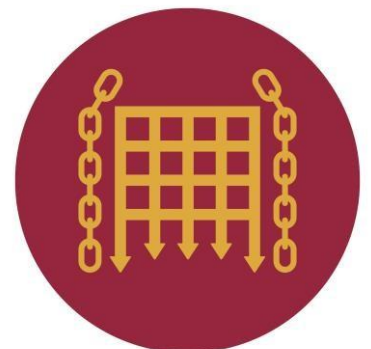
# Year 9

Key Stage 3

Programme of Study

2025/2026

# Parents' Guide



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# CARE ASPIRE INCLUDE

## Assessment without levels

### What is our rationale?

*To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.*

### How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:



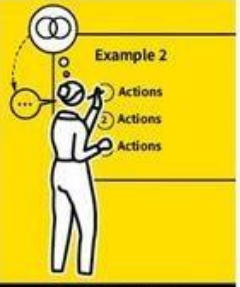


Descriptor, in relation to age related expectations	What this means for your child's attainment in that subject area	Current attainment suggests the pupil is on track to achieve new GCSE grades...
<b>Working well above</b>	Your child's attainment is at least a year and a half above national age related expectations in this subject	Grades 7, 8, 9
<b>Working above</b>	Your child's attainment is approximately a year above national age related expectations in this subject	Grade 6
<b>Working at</b>	Your child's attainment is in line with national age related expectations for this subject	Grades 4, 5
<b>Working towards</b>	Your child's attainment is approximately half a year below what children are expected to attain in this subject	Grades 2, 3
<b>Beginning to work towards</b>	Your child's attainment is at least a year below what children are expected to attain in this subject	Grade 1

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

## The Romsey School Curriculum Intentions

Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

<b>Compassionate Excellence</b>					
<b>Core Values</b>	<b>Aspire</b> To inspire confidence, ambition and a desire to go further than others might think is possible.		<b>Care</b> To be able and willing to help, nurture and support both ourselves and each other.		<b>Include</b> To recognise our similarities and seek to appreciate our differences, leading to a feeling of belonging.
<b>Core Knowledge, Skills &amp; Experiences so that our students are:</b>	<b>Healthy</b> Learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.	<b>Literate</b> Include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing.	<b>Learners</b> Enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy & Reflection.		<b>Numerate</b> Include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.
	<b>Knowledgeable &amp; Deep Thinkers</b> Provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge & philosophical outlook for each subject.	<b>Culturally Aware</b> Include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Include all in trips, concerts, galleries, plays, sports events & outdoor adventures.	<b>Ethical Global Citizens</b> Create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity people living on it, their rights & responsibilities.		<b>Future Leaders</b> Develop informed decision making by engaging in relevant & meaningful learning, and analysing some of the most complex issues of our times. As a result, influencing others positively.
<b>Core Teaching through:</b>	 <p><b>BEHAVIOUR &amp; RELATIONSHIPS</b></p> <p>Establish classroom conditions essential for effective learning</p>	 <p><b>CURRICULUM PLANNING</b></p> <p>Create a coherent, well-sequenced knowledge-rich curriculum</p>	 <p><b>EXPLAINING &amp; MODELLING</b></p> <p>Make sense of complex ideas to support students in building secure schema</p>	 <p><b>QUESTIONING &amp; FEEDBACK</b></p> <p>Use responsive teaching methods to check students' understanding and move them forward</p>	 <p><b>PRACTICE &amp; RETRIEVAL</b></p> <p>Build secure long-term memory and fluency</p>

Through the aims outlined above in the core values, knowledge, skills and experiences, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.

- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom. □ Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

## 2022-2023 Tutor Time Activities

### Votes for schools:

Votes for Schools exists to help children and young people make informed decisions, develop a powerful voice and engage them in understanding the importance of democratic practice in everyday life. Pupils will have the chance to discuss and vote on a range of issues in the news with a new key question each week.

Tutors facilitate this by using a 15-minute PowerPoint presentation provided each week to discuss the topic with their tutor group and then by carrying out a hands-up vote on the key question and recording their votes online.

### Five Steps to Well-Being at The Romsey School:

Evidence suggests there are five steps we can all take to improve our mental wellbeing:

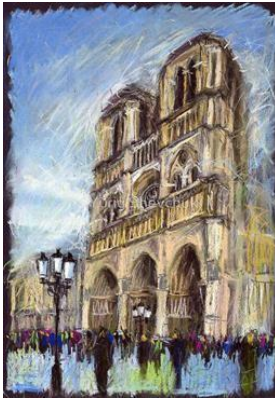
- 1) **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Walk or cycle to school. Find an activity that you enjoy and make it a part of your life. (Autumn 1)
- 2) **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. (Autumn 2)
- 3) **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument or figure out how to fix your bike? (Spring 1)
- 4) **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. (Spring 2)
- 5) **Connect** – connect with the people around you fact to fact; your family, friends, colleagues and neighbours. Spend time developing these relationships. (Summer 1)

**We will be looking at each of these during tutor time and during assemblies over this academic year.**

## Art

The Year 9 Art and Design course provides a foundation of learning that equips students for Key Stage 4. Each unit of work introduces the students to different ways in which artists are inspired to create original and meaningful artwork by 'Responding to' different starting and reference points. The course therefore aims to:

- Broaden students experience and develop confidence in working with different media and processes including drawing, collage, printmaking, mixed media, sculpture, digital photography and digital editing
- Develop students' appreciation, confidence and understanding of a broad range of Art genres, artist techniques, ideas and approaches
- Enthuse and excite students about the potential of their creative ideas and skills
- Develop students' understanding of their personal creative strengths and areas for improvement to support them in making good choices about the creative subjects and courses that are right for them



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### **Responding to Imagery**

Students learn how we can develop personal and original ideas by looking at imagery; how we can reinterpret imagery by exploring and experimenting with different media, techniques and processes.

In this project students are introduced to new media and techniques, creating a series of outcomes in response to imagery collected for the theme 'Romsey'.

To complete this project students:

- Collect primary and secondary images of Romsey town
- Explore these images in different ways using acrylic paint, oil pastels, dry-point etching and image transfer techniques
- Research the work of artists
- Develop ideas for a final outcome
- Create a final piece

primary and secondary imagery / mind mapping / experimentation / refining / 2D art / observing / recording / Formal Elements / painting / printmaking / mixed media / artist research

S p r i n g  T e r m	<p><b>Responding to the Senses</b></p> <p>In this unit of work students learn how to develop their ideas by exploring tastes, sounds, textures and the sub-conscious mind. Students explore and record their sensory experiences using different materials and respond to the different qualities and limitations of a range of media and processes.</p> <p>To complete this project students:</p> <ul style="list-style-type: none"> <li>● Explore the textural qualities of different materials including clay</li> <li>● Doodle sub-conscious thoughts and ideas</li> <li>● Draw and sculpt sounds and flavours</li> <li>● Create photographic representations of sounds and flavours</li> <li>● Research the work of artists</li> </ul> <p>experimentation / interpretation / refining / 2D art / 3D art / recording / Formal Elements / senses / shape and form / clay / wire / abstract / digital editing / doodle art / artist research</p>
S u m m e r  T e r m	<p><b>Responding to Artists</b></p> <p>Students learn how we can develop an understanding of artistic processes by studying the work of other artists and develop their written and practical skills to show a deeper understanding and appreciation for the work of other artists. Students look at the work of 3D artists, creating artworks in response to their chosen artists (homage) and completing a written analysis of their work.</p> <p>To complete this project students:</p> <ul style="list-style-type: none"> <li>● Explore and analyse the work of the architect Antoni Gaudi and create a 3D outcome inspired by the artist</li> <li>● Explore the work of a second (chosen) sculptor and consider what this artist is trying to communicate to the viewer through the artwork</li> <li>● Respond to one of these artists' work by making a pastiche</li> <li>● Use the TOWER model and Looking Closer writing frame to write a personal written response to the artist's work</li> </ul> <p>sculpture / ceramics / 3D art / artist research / written analysis / pastiche / artist homage</p>

### Assessing Art work in Year 9

To further prepare students for the GCSE Art and Design course, the Art Department uses the following 4 Assessment Objectives to assessment Year 9 artwork:

Assessment Objective	Descriptor
Artist Studies	<b>Development of your ideas understanding of other artist's work</b>
Observe and record	<b>Recording Observations usually by drawing, taking photographs, labelling your work.</b>
Develop and Refine	<b>Refinement of skills and ideas through experimentation</b>
Create	<b>Present a personal response - this is usually the final piece</b>

## DANCE

<p><b>Introduction to dance</b> Basic dance technique and choreography skills. Learning about the fundamentals of dance, using the key vocabulary; Actions, Space, Dynamics and Relationships. Also introducing effective and fun warm-ups and cool downs, including Zumba.</p>	<b>Autumn Term</b>
<p><b>Brazilian dance</b> Looking at one of the professional pieces studied at GCSE Dance, A Linha Curva. We will explore Brazilian culture, Samba parades and vibrant Brazilian inspired movement. We also touch on Capoeira which is a Brazilian martial art. The students work collaboratively to create a whole class final performance.</p>	
<p><b>Lifts and contact</b> Looking at one of the professional pieces studied at GCSE dance, Within her eyes. We will explore contact, lifts, falls and group work. Students will learn how to lift each other safely in pairs and in larger groups.</p>	
<p><b>Street Dance</b> Looking at one of the professional pieces studied at GCSE Dance, Imancipation of Expressionism. Focussing on urban dance genres; Hip hop, popping and locking, waacking, commercial, breaking and krumping. Students will learn the different styles and work on formations and unison in a final group piece.</p>	<b>Spring Term</b>
<p><b>Dance around the world</b> Different dance styles from around the world. Bollywood, African gumboot, Lindy hop and latin. Short workshops in each style, learning the basics and features of each style.</p>	
<p><b>Themes</b> Looking at one of the GCSE professional pieces, Shadows. Students will learn to choreograph dance using a theme and telling a story, working on expressive and performance skills to be able to tell a story through dance. Contemporary dance style.</p>	<b>Summer Term</b>
<p><b>GCSE choreography research project</b> Students will be given a range of stimuli which they will research. They will then choreograph their own dance in a group.</p>	

## Drama

**What skills are Drama students marked on?**

**Performance: Scripted**

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

**Performance: Devised drama**

- contribution to the devised performance,
- artistic reflection of the stimulus,
- communication of meaning

### Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- evaluation of their final performance
- Analysis of how to improve for future performances.

### Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills

Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

#### Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards
- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.
- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time
- Video footage (Google classroom), pupils work from the class or peers across the school) Discussion as a class or individual groups/pairs
- Written feedback from the teacher **Pupil oral feedback**
- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions □ Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

*\*paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given*

#### Our Drama Assessment will:

- be challenging for all
- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals
- be literacy transparent

Skills based learning based on 7 strands of learning:

<b>Vocal Skills</b>		Diction, Voice, Pitch, Pace, Tone, Volume, Pause, Accent
<b>Physical Skills</b>		Movement, Posture, Gait, Body language Facial expression, Mime

<b>Strategies</b>	<i>An explorative strategy is a technique to explore and deepen understanding of the drama you create.</i>	Still image, Role Play, Cross-cut, Thought Track Mark the Moment, Monologue, Soliloquy
<b>Elements</b>	<i>These are the ingredients that give work its shape and character.</i>	Plot, Narrative, Characters, Action Content, Climax, Anti-Climax, Contrast Cross-cutting, Characterisation, Hot-seat
<b>Form</b>	<i>Is the method you selected to tell the story and explore themes when presenting work.</i>	Mime/mute, Choral work, Physical theatre, Musical theatre, Farce, Satire Commedia dell'arte, Dance
<b>Dramatic conventions</b>	<i>A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.</i>	<i>Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions.</i>
<b>Genre</b>	Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional, Information to the audience, Split role or multi-role, Music to underscore the drama, Symbols, Unison	Absurdist/surreal, Action, Adventure, Comedy Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism, Mystery, Political, Romance, Saga, Satire, Science fiction, Social, Thriller

### Year 9 - Three Lessons per 2 weeks

**1. Blood Brothers** - *Blood Brothers* is by Willy Russell. The story is a contemporary nature versus nurture plot, revolving around fraternal twins Mickey and Eddie who were separated at birth.

**2. Stage Combat** - *Stage combat* is a specialised technique in theatre designed to create the illusion of physical combat without causing harm to the performers.

*Relationships: the way in which two or more people or things are connected, or the state of being connected. The state of being connected by blood or marriage. The way in which two or more people or groups regard and behave towards each other.*

**3. Missing Dan Nolan** - *Based on the true story of Dan Nolan, a teenage boy who went missing on the night of January 1st 2002. The performance is based on real conversations with the family and instead of a script there has been an editing process where their statements have been fused into a coherent and powerful dialogue.*

**4. Theatre in Education** - Theatre in Education (TIE) is a process in which it includes all the interactive theatre/drama practices that help aid the educational process.

**6. DNA** - *A group of teenagers do something bad, really bad, then panic and cover the whole thing up. But when they find that the cover-up unites them and brings harmony to their otherwise fractious lives, where's the incentive to put things right?*

**8. Devising** - *Explore a given stimulus item through practical exploration and create a piece of devised drama. Learners will explore and develop their understanding of how to use the devising*

process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work

**7.Find Me** - Based upon a true story. It is an interesting and gripping play about a girl called Verity Taylor who was charged by police with damaging a chair by fire in the mental hospital where she was a patient suffering split personality disorder.

## English

The English curriculum in Year 9 begins to move towards honing and practising the skills required for GCSE. We continue to cover a range of different forms of writing including fiction, non-fiction, drama and poetry; the Spoken Language element of the GCSE requirement is also taken in Year 9 to allow as much time as possible in Years 10 and 11 to cover the content of both English Language and Literature GCSEs. The assessments we set are in line with the types of examinations students will undertake for GCSE, giving them ample opportunities to practise and refine their skills. The year comprises:

<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>□ <b>Modern text</b> – all students study a drama or prose fiction text which moves towards more challenging literary heritage. Options include: <i>The Crucible</i>, <i>Journey's End</i> and <i>The Woman in Black</i>. This unit culminates in an extract-based essay assessment.</li> <li>□ <b>Viewpoints and Perspectives</b> – this unit allows us to explore persuasive and argumentative writing through a range of non-fiction texts and culminates in a piece of viewpoint writing.</li> <li>□ <b>Unseen poetry</b> – an exploration of the poetry of a range of writers with a focus on understanding, interpreting and analysing poetic techniques.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>□ <b>Shakespeare</b> – all students study <i>Much Ado about Nothing</i>. The study of the whole text prepares pupils for GCSE and ends in an analytical essay, focusing on a key scene.</li> <li>□ <b>Righteous Rebellion</b> – a range of fiction, non-fiction, drama, speeches and poetry are explored to ascertain the differing viewpoints of people who stand up for what they believe in. Amongst the texts studied are: <i>A Tale of Two Cities</i>, Nelson Mandela's speech, <i>Into the Wild</i> and <i>Animal Farm</i>. The aim of this unit is for students to evaluate whether the rebellion explored was 'righteous' or not.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>□ <b>English Language Paper 1 exam preparation</b> – in order to prepare students for GCSE, Year 9 undertake an English Language Paper 1 as the end of year exam. This unit of work teaches them the skills they need to succeed.</li> </ul>
	<ul style="list-style-type: none"> <li>□ <b>Spoken Language</b> – Students work independently on their GCSE presentations. They have the opportunity to choose a topic that interests them, then write and perform a speech to their class, answering questions on their topic. They are awarded a pass, merit or distinction based on this presentation.</li> </ul>

### **Additional Literacy Support**

A limited number of pupils who join the school, and are working at well below National expectations in Reading and/or Writing, will be selected and withdrawn from Modern Foreign Languages for additional literacy support. In Year 9 (only English and Maths) these pupils have five taught English and Maths sessions per cycle taught by specialist teachers.

In Maths pupils focus on topics to help them grasp the higher levels of the maths GCSE. This includes focus on numeracy, financial literacy, financial capacity, using mathematical equipment and developing their understanding of mathematics in a real life context.

In Year 9 English pupils focus on reading, Pre-19th Century text practice and poetry, language practice papers alongside organisation, presentation and memory skills

Progress is monitored three times a year, and parents can expect to be kept informed on their child's attitude level in the school's termly reports

## French

### Pupils in sets 1 and 2 use Expo 3 Rouge

#### **Autumn Term** *Ça t'intéresse? L'avenir.*

Pupils will learn language relevant to discussion what is on TV, films and going to the cinema, daily routine, what they like to read. They will also talk about future plans and the importance of languages. Key grammar points cover the perfect tense, including reflexive verbs, the immediate future and present tense, higher level connectives and direct object pronouns.

#### **Spring Term** *En bonne santé?*

Pupils will learn to talk about illness and injury, healthy living and understanding and giving advice. They will also continue to work at accessing high level French texts. Key grammar points covered are expressions with the verbs être and avoir, negatives, imperatives and emphatic pronouns.

#### **Summer Term** *Il était une fois.. On y va!*

Pupils will learn to talk about what they used to do before solving a murder. They will also learn to talk about visiting a region of France and making travel arrangements. Key grammar points covered are the use of at least three tenses in work, the conditional tense and greater use of adjectives.

### Spanish and German beginners

In Year 9, pupils can opt to study either German or Spanish for one hour per week in their Technology block. Both languages cover a wide range of topics and include key grammar elements in order to offer a good grounding for those pupils who wish to study either language at an accelerated rate at GCSE. Topics include personal descriptions, sports and hobbies, eating in a restaurant and booking into a hotel. Pupils opting for one of these beginners courses will also continue their French studies.

## Geography

#### **Autumn Term**

Development Gap  
Weather Hazards

#### **Spring Term**

Climate Change  
UK Economic World

#### **Summer Term**

Nigeria  
Global Water and Energy

Our two key types of assessment to assess pupil progress are issue evaluation and multiple question. Issue evaluation involves justifying a geographical argument using resources to support their view. While multiple question assessments look at a mixed of short and extended written responses and include multiple choice and resource stimulus questions.

## History

Term 1	Term 2	Term 3
Russian Revolution Treaty of Versailles Inter-War years Creation of Nazi Party Weimar Nazi occupied Europe Resistance	World War Two Dictators (Mussolini, Hitler, Stalin, Franco) The Holocaust, End WW2 The Bomb, End of empires Partition of India, Civil Rights Cold War – Berlin divided Chernobyl 1986 End Communism in Russia 1991	Commonwealth Post WW2 conflicts Bosnian genocide 1992-1995 Rise of extremism Arab-Israeli conflict Medieval – 2017: Centuries of change comparative studies Changing role of women

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

## ICT and Computing

Year 9 has been designed to help assist pupils with their option choices and use the skills they have learnt across KS3. The units that are followed within the year are:

- GCSE Business & GCSE Computer Science Taster
- Website Development
- Animation Development

The GCSE Business and GCSE Computer Science taster looks into both subjects and allows pupils to gain an understanding of what is involved in each subject. For GCSE Business, pupils look at what is involved in starting and running a successful business. Pupils also investigate successful entrepreneurs and look into topics such as Marketing and Finance and will learn some of the key business terms which are used in the course.

The Website development unit allows pupils to be able to understand the key principles behind website design, which includes the purpose of the website, the ease in using the site, navigation around the site, the content of the site and the layout of the site. Pupils then apply all of the key principles to design their own website to promote an idea or organisation. Throughout the unit, pupils learn key terminology and apply this to their websites.

The Animations development unit allows pupils to use multiple different skill sets they have learnt across the whole of the KS3 ICT syllabus and apply it to this unit. In this unit, pupils are first given a client brief which they have to pick out the key information about what type of animation the client wants, how long it needs to be and any other relevant information. Pupils then have to plan what is going to happen in the animation and then start to animate it.

## Library

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available.

The library also subscribes to some E-resources, which are available either in school or from home on the website. Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely.

There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

### Recommended Reads for Year 9

<p>My Swordhand is Singing by Marcus Sedgwick            Everlost by Neal Shusterman            The Darkside Series by Tom Becker            The Inheritance Cycle by Christopher Paolini            His Dark Materials trilogy by Philip Pullman            Out of the Shadows by Jason Wallace            Fleshmarket by Nicola Morgan            Apache by Tanya Landman            The Goldsmith's Daughter – Tanya Landman            What's Left of Me by Kat Zhang            Flip Flip by Martyn Bedford            Rise of the Blood Moon by Alan Gibbons            Demonata series by Darren Shan            The Enemy series by Charlie Higson            The Curious Incident of the Dog in the Night Time by Mark Haddon            Apocalypse by Tim Bowler            The Dead House by Anne Cassidy            Yankee Girl by Mary Ann Rodman            Tamar by Mal Peet            The Shell House by Linda Newbery            Daisy Chain series by Joan O'Neill            Raider's Tide by Maggie Prince            No Shame, No Fear by Ann Turnbull            The Way I Live Now by Meg Rosoff            Sisterland by Linda Newbery</p>	<p>Breadwinner Collection by Deborah Ellis            The Falconer's Knot by Mary Hoffman            Chinese Cinderella by Adeline Yen Mah            The Wild by Matt Whyman            Trash by Andy Mulligan            The Village by the Sea by Anita Desai            Monsoon Summer by Mitali Perkins            The Island by Sarah Singleton            The Carbon Diaries by Saci Lloyd            One by Sarah Crossan            Repossession by Sam Hawksmoor            Hybrids by David Thorpe            Ugliers/ Pretties/ Specials/ Extras by Scott Westerfeld            Solace of the Road by Siobhan Dowd            Postcards From No Man's Land by Aidan Chambers            Blood Red, Snow White by Marcus Sedgwick            The CHERUB series by Robert Muchamore            Gone series by Michael Grant            Boys Don't Cry by Malorie Blackman            Strings Attached by Judy Blundell            The Weight of Water by Sarah Crossan            Colin Fischer by Ashley Edward Miller            Trance by Linda Gerber            The Killables by Gemma Malley            This Dark Endeavour by Kenneth Oppel            Fallen by Lauren Kate</p>
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## Mathematics

### Year 9 Examinations

Year 9 complete 4 mathematics exams. The first 3 exams are taken during normal class time. The end of Key Stage 3 exams are taken in the gym and hall. The exams are taken:

- End of first half term in October, to cover first three topics taught.
- End of first term in December, to cover the next three topics taught.
- Mock Key Stage 3 exams in March, to cover all content taught at Key Stage 3
- Key Stage 3 exams in June, to cover all content taught at Key Stage 3.

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the intermediate challenge, which is aimed at years 9, 10 and 11. We regularly see

students' progress into the next phase of the completion. These students receive additional awards for their merit.

The financial capability of our students is also a key area of mathematics which is taught throughout the school, with special emphasis in years 9 and 10. The department has become a PFEG Centre of Excellence in Financial Education. We have actively taken part in studies to improve financial education with partners from Young Enterprise and the University of Nottingham. Guest speakers from financial sectors including local banks and MyBnk.org present to our students each year about topical finance advice.

### **Autumn Term**

- Number – convert between fractions, decimals and percentages; find percentage change, ratio
- Formulae – find nth term of linear sequence; evaluate complex formulae with and without a calculator
- Algebra – simplify expressions, solve equations, collect like terms, brackets
- Standard Form – interpret standard form on a calculator display, convert between ordinary numbers and standard form and solve problems involving standard form
- Circles – calculate circumference and area of a circle
- Volume – find volume of a cuboid, find missing length of a cuboid given its volume, volume of a cylinder, volume of a prism
- Statistics – find the mean, median, mode and range for discrete data; draw scatter diagrams and pie charts, cumulative frequency, box and whisker diagrams
- Probability – find the probability for events with equally likely outcomes; relative frequency, sample space diagrams, tree diagrams
- Loci – construct diagrams using a pair of compasses and a ruler; draw loci and solve complex problems

### **Spring Term**

- Estimation – rounding to an appropriate degree of accuracy, recognising the effect of multiplying by a number between 1 and 0 and using upper and lower bounds in calculations
- Algebraic graphs – draw lines of the form  $y=mx$  and  $y=mx+c$ ; write down equations of a line, graphically solve inequalities
- Solve problems using Pythagoras Theorem and trigonometry
- Negatives – order real life numbers, use negatives in context, 4 operations with negatives.
- Decimals – add and subtract mentally, multiply and divide decimals; substitution with decimals
- Venn Diagrams – Understand and apply notation used with Venn Diagrams. Enumerate sets and unions/intersections of sets systematically.
- Angles – calculate angles, decide on combinations of polygons to tessellate

### **Summer Term**

- Graphs – drawing more complicated graphs.
- Transformations – find lines of reflection, scale factors, translate objects in 2D and enlarge shapes with fractional scale factors
- Symmetry and nets – lines of symmetry and order of rotation in 2D, net of solids
- Ratio and Proportion – Convert between fractions, decimals and percentages and link these to ratio, increase and decrease amounts by a percentage, calculate compound interest and depreciation, use and apply ratio notation
- Projects using and applying mathematics
- Preparation for end of Key Stage Exam

***Further details of the programme of study for maths at Key Stage 3 are on the maths section on the school website***

## **Media Studies**

### **Year 9 Media and Film Studies (Combined)**

At KS3, we offer the exciting opportunity to choose to study Media and Film Studies. We combine the two subjects in order to give students the chance to learn both before deciding whether they would like to continue either at GCSE. .

Students can expect to learn many new transferrable skills such as critical thinking, textual analysis and a broad subject specific vocabulary. The course is designed to give an introductory experience of the GCSE specifications with both practical and non-practical units.

**Theoretical Framework: *Media Language Introduction to Codes and Conventions;***

- Technical Codes
- Mise-en-Scene
- Narrative
- Characters
- Genre

**Set Text:** ET, Steven Spielberg, 1982

**LO:** Demonstrate knowledge and understanding of how meaning is created in a media text through use of media language.

**Summative Assessment:** Opening Scene Analysis of ET. (P.E.A.T)

**Mini Non Exam-Style Project; Film Poster Design**

- Photoshop tutorials
- Planning & Research
- Design
- Evaluate

**LO:** Apply knowledge & understanding of medial language to create meaning in a media product.

**Theoretical Framework: *Media Industries* – An introduction to Media Industries □**

Production Processes – Production, Distribution & Exhibition

- Conglomerates & Ownership
- Regulation
- Cross Media Convergence & Synergy

**Set Text:** Pokémon Go

**LO:** Demonstrate knowledge and understanding of key media industries processes including regulation and how organisations work together across a range of platforms.

**Theoretical Framework: *Representation* – An introduction to Representation in media**

- Gender
- Class
- British Culture

**Set Text:** Spectre, Sam Mendes, 2015

**LO:** Demonstrate knowledge and understanding of how media represents groups/people/places etc. and the impact of representations including stereotypes.

**Theoretical Framework: *Audience* – An introduction to media audiences**

- Demographics
- Target/Secondary
- The Uses and Gratification Theory

**Set Product:** BBC Radio – A Case Study

**LO:** Demonstrate knowledge and understanding of media audiences, how they are defined and why audiences consume media with UGT.

## Music

Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music! The

aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

### Year 9 Topics

All of the topics in Year 9 are designed to challenge and inspire students and prepare them to take GCSE Music.

**FILM & SOUND PRODUCTION** – using industry standard technology students study film genres, learn about hit points and characterisation before writing a piece of music to a film. All students will have the opportunity to be entered into a national film music competition.

**MINIMALISM**– students complete a case study of Steve Riech, complete a composer's journal and compose a piece of minimalist music.

**BRITISH ROCK MUSIC** – this term students form into Rock Bands and compete against each other to reach top of the charts. Learning about the record industry as well as performance skills students also have the opportunity to perform at the annual Music Festival.

## Personal, Social and Health Education (PSHE)

### Year 9

Personal, Social, Health and Economic education (PSHE) is taught once per fortnight in Year 9. PSHE is taught by a small team of experienced staff, using an enquiry based approach that challenges pupils to think independently and critically about personal and social issues in order to reach their own conclusions.

In PSHE, we aim to:

- Enable students to develop the knowledge and skills that they need to be happy, healthy, safe and prepared for life in modern Britain
- Give students the confidence to ask questions about the world around them
- Develop oracy skills and encourage students to become confident speakers
- Support students social, cultural, spiritual and moral development and promote fundamental British Values

Students' learning in PSHE follows the same three themes every year. Each year, students will progress in their knowledge of key concepts linked to these themes. The curriculum outline for Year 9 is below.

<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Misogyny, misandry, stereotyping and the impact on society</li> <li><input type="checkbox"/> Group project based around a social issue (e.g. homelessness, food banks, drug use)</li> <li><input type="checkbox"/> Group presentations about their project</li> </ul>
<b>My Relationships</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consent in different contexts and situations</li> <li><input type="checkbox"/> Consent in sexual relationships</li> <li><input type="checkbox"/> Consequences of explicit messaging</li> <li><input type="checkbox"/> Protecting ourselves from STIs</li> <li><input type="checkbox"/> Contraception</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy and unhealthy relationships</li> <li><input type="checkbox"/> Impact of porn on relationships</li> <li><input type="checkbox"/> Child sexual exploitation</li> </ul>
<b>The World Around Me</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are human rights?</li> <li><input type="checkbox"/> Human rights issues in the world today?</li> <li><input type="checkbox"/> Why ordinary people play a role in human rights abuses</li> <li><input type="checkbox"/> Standing up instead of standing by – has technology made us all bystanders?</li> <li><input type="checkbox"/> Celebrating diversity</li> </ul>

## PE

**Autumn Term - Boys Games:** rugby & football - games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended. For rugby; gum shields highly advisable and studded footwear is compulsory. For football, studded footwear and shin pads are compulsory.

Girls Games: netball and football (shin pads compulsory). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

PE: badminton, studio you/Olympic legacy/HRE. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support.

**Spring Term** - Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

Games – basketball and hockey (shin pads compulsory, gum shields highly advisable) PE: GCSE/CNat taster lessons, Olympic Legacy and health related exercise

**Summer Term** - For the summer term activities pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport. Games – cricket, tennis, volleyball and rounders

PE - athletics

## Religious Education

The focus of KS3 RE is to explore what it means to be a citizen in society; as part of this pupils are introduced to the key religious beliefs that are present in Britain today. In Year 9, students study three of the themes within the AQA GCSE Syllabus, which allows them to engage in debates, consider different perspectives, and develop their religious education skills.

### **Autumn: Crime and Punishment**

Students will begin the autumn term by re-capping some of the key beliefs in Christianity and Islam, before looking at the theme of Crime and Punishment. This module includes topics such as: capital punishment, corporal punishment, types of crime, aims of punishment e.c.t.

### **Spring: Peace and Conflict**

Students will then move onto the theme of Peace and Conflict where they will evaluate topics such as war, weapons of mass destruction, pacifism, victims of war e.c.t.

**Summer: Relationships and Families**

Finally, students will look at Relationships and Families, which covers content such as marriage, divorce, purpose of the family, contraception e.c.t.

Pupil progress will be assessed each lesson in a variety of ways, and there will be assessments throughout the academic year. In the lead up for each assessment, students will be given the tools and knowledge they need to prepare for the assessment, and afterwards will be given in-depth feedback and the opportunity to improve their work.

## Science

Year 9 pupils will face terminal exams at the end of year 11. In order to help them with this, easier Biology, Chemistry and Physics content has been selected from the GCSE Core (year 10) and Additional (year 11) syllabi to produce a broad year 9 programme of study (PoS). This PoS is intended to provide a good grounding for Key Stage 4.

Autumn Term - Core Biology (B1) and Chemistry (C1) topics

Spring Term - Core Physics (P1) and Additional Biology (B2) topics

Summer Term - Additional Chemistry (C2) and Additional Physics (P2) topics

Assessment of a pupil's scientific ability and progress occurs via a combination of the following processes:

- 1 Assessing pupil progress through classwork, past GCSE questions and homework goes on throughout the year within topics.
- 2 Written topics exams using past GCSE questions occur in November, January, March and June.

## Technology

### Food and Nutrition

This course gives a good grounding for the Food Preparation and Nutrition GCSE in KS4. However, by the end of KS3, pupils will be equipped with a wide variety of life skills that will allow them to prepare and cook healthy meals from scratch and make decisions about their food choices and nutritional needs.

During year 9, pupils study Food once a week all year. This gives plenty of opportunity for pupils to further develop their knowledge and practical skills first introduced in years 7 and 8.

We use a series of predominantly savoury dishes in our curriculum to explore a variety of practical techniques and skills.

Autumn term – begins with pupils revisiting their bread making skills in the form of a decorated Focaccia. This is followed with a Pastry Workshop where pupils investigate the handling and cooking qualities of different pastries. Each pastry is then used to make different dishes over the next few weeks. We include a Fine knife Skill Workshop which has been designed to allow pupils the time to develop and demonstrate knife cuts such as Brunoise and Julienne. We end by exploring two different cake and biscuit making methods when producing an Upside-down pineapple sponge and Gingerbread people.

Spring Term – starts with a couple more cake and biscuit making methods. This time pupils use an electric whisk to make a Swiss Roll. This topic concludes with a set of Shortbread biscuits. Our next topic is all about understanding the functional qualities of different ingredients or using methods to thicken liquids. Starch released from the humble potato is the first ingredient used to thicken a Sweetcorn Chowder followed by the formation of a roux and the release of starch from a grain to thicken a white sauce which is used to make a Pasta or Cauliflower Cheese. The reduction method is applied to a tomato-based sauce accompanying homemade meat or bean balls. This term comes to an end with the use of protein to thicken the sauce in a White chocolate and raspberry bread pudding.

Summer Term – sees pupils transferring many of the techniques learnt in the previous two terms when exploring Food Provenance. Each dish shows a skill and or ingredient which has its origins in a

different country. Dishes include Sweet and Sour chicken, Samosas, Thai Green Curry, Tarte Tatin, Fajitas and Viennese Swirls.

How do we assess progress?

Throughout KS3, we assess pupils in three areas.

1. During demonstration lessons we model excellence in a step-by-step way so that pupils know what success, in Food, looks like. Pupils are expected to produce their own set of criteria in the form of Quality and Hygiene as well as Health and Safety points. They are assessed on their level of engagement with this task.
2. During practical lessons we appraise how well they have carried out the practical skills for that dish alongside organisation, pace and teamwork.
3. After a practical lesson pupils will be asked to evaluate their practical work. They will need to rate themselves and record any feedback given by their peers, family or Teacher. Pupils are also asked to explain what went well and how they could improve.

The progress of each pupil is measured by amalgamating the above three areas of assessment.

As part of their work with food, we aim to instil a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

### **Product Design – Resistant Materials**

Emphasis on the development of design and practical skills with a focus on producing quality outcomes from a range of materials. This will incorporate the use of wood, metal and plastics and an understanding of sustainability and environmental issues. Pupils will extend their knowledge of wood, metal and plastics and become confident in their selection of materials when designing and making to meet a design brief. Pupils will conduct their own research and develop their own ideas in a creative way. Themes for projects will include decorative household products such as candelabras and more practical products based on leisure activities and storage needs. Computer aided design will also play a role in final design solutions.

### **Product Design – Graphics**

Design and practical skills will be developed in Year 9 with a focus on quality outcomes. Pupils will have the opportunity to complete a number of projects including designing & making, night lights, calendars, photo albums and mini gardens. They will become confident in selecting suitable materials and processes, as well as, improving their analytical and evaluative skills through examining existing products in detail. This is a fast-paced but fun course that can provide a good grounding in the skills required for GCSE product design.