

# MOULTON SCHOOL

and

# SCIENCE COLLEGE



Science

## CURRICULUM HANDBOOK

YEAR 9

2009 - 2010

## **INTRODUCTION**

The purpose of this booklet is to provide you with information about the curriculum that your son/daughter will study.

We hope you find the booklet useful and that you will encourage your son/daughter to complete those sections that are dependent on information received in September.

## **EQUIPMENT**

Students should always have the correct equipment with them for every lesson including pen, pencil, ruler, rubber, calculator – preferably contained in a pencil case. In some subjects, a small selection of coloured pencils or felt tip pens, together with a highlighter pen are also useful. Students should also remember to have their Planner for every lesson.

## CONTACTS

Name : .....

Form Group : ..... Form Tutor : .....

Deputy Head of House (Lower School Curriculum) :

## TEACHING GROUPS AND NAME OF TEACHER

**Pleas ask your child to complete this. This will help you to know who the most appropriate person to contact is in a given situation.**

English : .....

Mathematics : .....

Science: : .....

French : .....

Design Technology : .....

History : .....

Geography : .....

Religious Education : .....

Physical Education : .....

Personal & Social Education (PSE) : .....

Music : .....

Art : .....

Drama : .....

ICT : .....

Curriculum Support (if applicable) : .....

The school telephone number is 01604 641600. Please telephone between 8.30 am and 4.00 pm.

Fax No. : 01604 641601

Email address: [admin.dept@moultonschool.co.uk](mailto:admin.dept@moultonschool.co.uk)

## CONTACTING STAFF

Please contact the school to make an appointment as staff have timetabled commitments for the majority of their time and are unlikely to be available to see you without discussing a mutually agreeable time.

### WHO SHOULD I CONTACT?

**Form Tutor** – Your son's/daughter's form tutor should be the first contact point for any queries both to do with progress and welfare. If, on ringing the school, your child's form tutor is unavailable, please leave a message and the form tutor will contact you. Form tutors are as follows :

9A1	Mr C Williams	9A2	Miss A Markie
9H1	Mr D Lowe	9H2	Miss R Eke
9R1	Miss a Hayward	9R2	Mr A Pruey
9S1	Miss D Collins	9S2	Mrs S Westerman

Head of Althorp House	Mr J Grant
Deputy Head of Althorp House	Miss K Griffiths
Head of Holdenby House	Ms L Cavanagh
Deputy Head of Holdenby House	Mrs L Cameron
Head of Rockingham House	Mrs T Williams
Deputy Head of Rockingham House	Mrs H Savage
Head of Sulgrave House	Miss H Tovey
Deputy Head of Sulgrave House	Mrs R Legrand
Head of KS3	Mr A Day

Special Needs Co-ordinator	Mr P Crotty
Gifted & Talented Pupil Co-ordinator	Mr M Pinder

**School Governors** - If you require a list of the Governors please contact Mrs J Buckby, Bursar.

### Other useful contacts

Director of Studies – Mr A Lancaster deals with admissions to the school and bus passes.

Exams Officer – Mrs C Coulson

Student Services – Miss D Liddle deals with all queries concerning pupils

School Nurse – Mrs V Jamieson

Music Tuition – Mr M Ives (Head of Music)

School Transport, Northampton County Council – 01604 236236

EWO – Mrs S Choudhury 01604 259599

Charity Matters – See list attached

## LOCAL CHARITABLE TRUSTS

Trust	Clerk to the Trustees	Area served
Richard Humfrey Education Foundation	Mr R C Wood Jesmond Howard Lane Boughton Northampton NN2 8RS	Boughton
Thomas Roe Charity	Clerk to the Trustees The Thomas Roe Charity Highgate House Creaton Northampton NN6 8NN	Brixworth
Old School Charity	Mr T George Pump Cottage 62 Main Street Holcot Northampton NN6 9SP	Holcot (Children who are resident or whose parents are resident in the Parish of Holcot only)
Moulton & Overstone Educational Charity	Mr R A Hughes 3 Browns Close Moulton Northampton NN3 7AQ	Moulton & Overstone
Ekins Foundation	Mrs K Atkinson 4 Woodland Avenue Northampton NN2 3BY	Northampton (C of E)
Scaldwell Charity School	Mr P B Harriman Browne & Wells 60 Gold Street Northampton NN1 1RS	Scaldwell
Clara Alice Shipman	Clerk to the Trustees The Shipman Scholarships Northamptonshire County Council John Dryden House 8-10 The Lakes Northampton NN4 7YD	Northampton Borough
Connolly Thomas Wilson Foundation	Mr A W Fookes Wilcon Homes Thomas Wilson House Tenter Road Moulton Park Northampton NN3 6PZ	Northamptonshire
Kingsthorpe Free School Charity	Clerk to the Trustees The Kingsthorpe Free School Charity 7 Spencer Parade Northampton NN1 5AB	The old parish of Kingsthorpe
Sir Thomas White's Charity	Clerk to the Trustees Sir Thomas White's Charity 7 Spencer Parade Northampton NN1 5AB	Northampton Borough (aged 16 and over)

## CALENDAR 2009-2010

Autumn Term	Monday 7 Sept	-	Friday 23 Oct	
	Monday 2 Nov	-	Friday 18 Dec	
Spring Term	Monday 4 Jan	-	Friday 12 Feb	
	Tuesday 23 Feb	-	Wednesday 31 March	
Summer Term	Monday 19 April	-	Friday 28 May	
	[May Day	-	Monday 3 May]	
	Monday 7 June	-	Friday 23 July	

School is closed for Training Days on:  
 Thursday 3 September  
 Friday 4 September  
 Friday 9 October  
 Monday 22 February  
 Thursday 1 April

### THE SCHOOL DAY

	Mon, Wed, Thurs, Fri.	Tuesday
Bell	8.42	8.40
Registration	8.45 - 9.05	8.45 - 9.25
Lesson 1	9.05 - 9.55	9.25 - 10.10
Lesson 2	9.55 - 10.45	10.10 - 10.55
Break	10.45 - 11.02	10.55 - 11.12
Lesson 3	11.05 - 11.55	11.15 - 12.00
Lesson 4	11.55 - 12.45	12.00 - 12.45
Lunch and lunchtime activities	12.45 - 1.37	12.45 - 1.37
Lesson 5	1.40 - 2.30	1.40 - 2.30
Lesson 6	2.30 - 3.20	2.30 - 3.20

## MOULTON SCHOOL AND SCIENCE COLLEGE – AN E-LEARNING SCHOOL!

### Website

The school website contains a range of useful information for parents. This includes latest news, term dates and important policy documents. The school website can be found at [www.moultonschool.co.uk](http://www.moultonschool.co.uk)

### WE HAVE SUBSCRIBED TO TWO INTERNET SITES FOR WORKING AT HOME :

#### CHAMPS – a Learning Skills Course

You can access the Internet course now at [www.learntolearn.org](http://www.learntolearn.org) by “Entering the course” and going to the “First time user” link. Click the relevant school button. Type in the school’s unique access code, choose your own user name and then choose your own individual password (we suggest you use your mother’s first name). Submit your entry and then re-log with your user name and password. **Access to the online course is completely free. The unique access code for Moulton School is UWQ527.**

#### SAM Learning

**SAM Learning is a top quality eLearning service that has been proven to improve exam results through exam practice and related revision.** Access to this service is free at home or at school. **To access the service at [www.samlearning.com](http://www.samlearning.com) Students need three details:**

<b>Centre ID :</b>	<b>NN3MS</b>
<b>Username:</b>	<b>Date of birth followed by two initials, first name initial and then last name initial Example 010890DJ is the User ID for David Jones born 1 August 1990</b>
<b>Password:</b>	<b>Initially same as User ID. Students may wish to change this to the password they use on the school system.</b>

#### MYMATHS – [www.mymaths.co.uk](http://www.mymaths.co.uk)

Mymaths is a maths resources website which ranges from Year 7 to Year 13 and can be accessed by all pupils at school and at home. At the start of the new academic year, students will be issued with personal login details by the maths department to enable them to use the website.

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## PERSONAL AND SOCIAL EDUCATION

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PSE is an essential part of your curriculum and will help you cope with the decisions and challenges facing you as you approach adulthood.

Our main aim is to prepare and motivate you for the choices affecting your future education, training, career and life as a responsible member of society.

The lessons will focus on three main areas;

### **Personal well being**

### **Economic well being**

### **Financial capability**

The lessons will help you become;

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Your PSE lessons will help to develop your understanding in the following areas:

- Personal skills and qualities needed to make the most of your talents.
- How to help you learn in a way that suits you and helps you become successful.
- Your opinions and to respect those of others
- Respect for the differences between people.
- Good relationships.
- A healthy, safe lifestyle
- Checking your Progress, Target Setting and Action Planning to help you make progress in lessons and in your personal life.
- Careers Education.
- Drugs Education.
- Citizenship.
- Personal and social development (eg friendships, relationships, bullying, co-operation).
- Community and environmental issues.

# ART – YEAR 9

## AIMS OF THE SUBJECT

Pupils will learn to :

1. Record from firsthand observation, experience and imagination and explore ideas.
2. Reflect and Develop ideas, questioning their intentions.
3. Investigate the properties of different techniques and skills.
4. Represent different images, observations, feelings, ideas in experiments and final pieces.
5. Evaluate and review their work explaining successes, intentions and results.
6. Use the formal elements of Art, eg shape form, colour and distortion.
7. Analyse and investigate the work, lives and techniques of Artists, Designers and Crafts workers from a variety of cultures.
8. Interpret their understanding of these Artists within their own work.

## CURRICULUM OUTLINE

During Year 9 students learn about the proportions and structure of the human face and how to convey facial expression. Based on studies and investigation into the work of the Expressionist art movement, students respond to their artists in self portraits using mark making techniques, distortion and colour to show feeling. Within the next project, students focus on the ideas of culture creating “wearable art” work in response to this. They learn about methods of drawing figures from life and experiments in using pattern and design to create final art works.

## HOMEWORK

Homework is set every other week and should last 30 minutes. It will be based on an extension of the lesson, a piece of research or preparation for the next lesson’s activity.

## HOW PARENTS CAN HELP

It is always useful to take opportunities to visit, experience and discuss Art first hand. The collecting of images and the formation of their own personal opinion in Art through the collection of images and postcards is also highly beneficial.

## RECOMMENDED RESOURCES

Students need to obtain drawing equipment such as pencils HB, 2B, 4B, a rubber, small range of colouring pencils would be beneficial though not essential. Sketchbooks can be obtained from us for a contribution of 40 pence.

## **DESIGN AND TECHNOLOGY – YEAR 9**

### **AIMS OF THE SUBJECT**

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies.

1. They learn to think and intervene creatively to improve the quality of life.
2. They become autonomous and creative problem solvers, as individuals and as members of a team.
3. They look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
4. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

### **CURRICULUM OUTLINE**

Students will follow a course of study that will take them through six areas of Design Technology throughout Key Stage 3 including;

- resistant materials
- food technology
- textiles technology
- control technology
- graphical communication
- paper engineering

They will work with a range of materials and ingredients and design and make a variety of different and exciting products.

## **HOMEWORK**

Students should receive on average one piece of homework per week. They should spend a minimum of twenty minutes to fully complete the task. Homework will include:

- individual research
- recapping of work covered in lessons with revision exercise
- reading specific case studies
- extension work
- practising of specific skills
- revision for modular tests

## **HOW PARENTS CAN HELP**

By checking the quality of completed homework, and by providing the following essential writing and drawing equipment:

- Pen (blue or black; pencil (HB); 300mm ruler; range of colour pencils
- Contribute towards the cost of materials and ingredients for products that their children design and make

## DRAMA – YEAR 9

### AIMS:

#### **Social Development**

- ☆ To develop students group work skills, developing a need for co-operation, negotiation and diplomacy.
- ☆ To work independently, taking ownership and control over learning and progress.
- ☆ To explore a range of social issues, situation and dilemmas in the community.
- ☆ To develop confidence and communication skills.

#### **Learning**

- ☆ To develop further knowledge on how to structure Drama for performance, developing performance skills, and ways to present character.
- ☆ To use a variety of theatrical styles and conventions when developing ideas.
- ☆ To use Drama to develop students understanding of their SATS Shakespeare text.
- ☆ To explore the consequences of our actions, through the participation in 'social drama'.
- ☆ To develop a wider appreciation for how Drama can be used to explore a text through the responding process.
- ☆ To learn how to combine the multi disciplines of Drama to create an original piece of theatre.
- ☆ To understand the social, cultural and historical context of the work.

### **ASSESSMENT**

Students are assessed in four Key areas:

**Responding** ~ Students are required to respond to a range of Drama texts, forming interpretations and exploring and developing their response through the use of Drama strategies.

**Developing** ~ Students are required develop performance work, using the mediums and elements of Drama, demonstrating a knowledge of the stimulus material and awareness of what they are aiming to achieve.

**Performing** ~ Students are required to develop a wide range of performance skills. Through the presentation of their role, they need to demonstrate knowledge and understanding of how to use the chosen style and should reflect their understanding of the stimulus material.

**Evaluating** ~ Students are required to evaluate their own work in order to progress and develop it. They also need to evaluate the work produced by others, reflecting on both positive and negative aspects of the work to develop an informed and constructive criticism. This will be both through verbal contribution and written form.

## **CURRICULUM OUTLINE**

**Devising** ~ Students will learn about the 'cyclical process', and understand how theatre can emerge through the practical creative process. They will work towards creating an original piece of theatre combining all the skills they have learnt.

**Social Drama** ~ 'The identification' & 'The Trial': Students will explore the events that surround the poem and learn about a number of exploration techniques. They will investigate the consequences of someone's action through the context of a courtroom trial.

**GCSE Drama project** ~ During this unit students will experience the style of project undertaken through the GCSE course. Through the participation in a range of exploration work, they will interpret character, narrative and understand the social context of a short story

**Page to Stage** ~ Students will be supported in preparation for their SATS. Students will learn about Elizabethan Theatre.

Shakespeare ~ Students will experience the play through practical exploration developing their understanding of narrative, character relationships and range of interpretations of the text they are studying.

**Social Drama** ~ Students will question 'What is justice?' in context of the 'The Craig and Bentley' Case of 1952.

**Theatre of the Absurd** ~ Big Brother ~ Using the concept of Orwell's 1984 "Big Brother is watching you" & Harold Pinter's Dumb Waiter: students will develop a number of ways to present theatre using movement, music and visual impact to present their ideas.

## **HOMEWORK**

There is no timetabled homework. Homework maybe set on occasions and may include, research, collecting props, stage craft.

Research homework will be needed the following lesson and therefore will be an integral part of students progress at that time.

## **HOW PARENTS CAN HELP**

- ☆ Ensure students have the correct equipment for the lesson; either that they can have bare feet or bring trainers.
- ☆ Encourage students to discuss what they have learnt or experienced in the lesson.
- ☆ Raising awareness of current affairs and social issues that could be reflected through the Drama students create.
- ☆ Encourage students to experience a wide range of performance mediums; through radio, television and theatre.
- ☆ Encourage students to participate in extra-curricula activities.

## **Recommended Resources**

Books and literature to broaden student's imagination and creativity.

## ENGLISH – YEAR 9

### THE AIMS OF THE ENGLISH FACULTY

The English Faculty aims to:

1. provide equal opportunity for all students to develop their potential to the full and reward their achievement appropriately;
2. enable students to communicate appropriately and accurately in both spoken and written English;
3. enable students to read, understand, appreciate and enjoy literature, non-fiction and media texts, responding appropriately to them;
4. encourage students to acquire a love of language, and to develop their knowledge of the English language in particular;
5. encourage high standards of preparation and presentation of work;
6. help students to understand themselves and others;
7. foster a valuing of different cultural backgrounds, and a tolerance of the opinions of others;
8. help to prepare students appropriately for life beyond school.

### CURRICULUM OUTLINE

- **Review Year 8:** Revision of text types and categories.
- **Inform, explain and describe:** Create and evaluate a website. Write a prospectus. Memorable experiences.
- **Analyse, review and comment:** Analyse newspaper articles. Differentiate between fact and opinion. Read and review autobiographical extracts.
- **Imagine, explore and entertain:** Travel writing. Present a speech for or against travel. Write character descriptions. Story writing. Use figurative language
- **Persuade, argue and advise:** Analysis of persuasive speeches. Prepare a speech in which you persuade others to join with you. Class debate.
- **Studying 'Romeo & Juliet':** Study of whole play with focus on set scenes.
- **Class novel:** Read a class novel.
- **Transition work for GCSE**

### HOMEWORK

- Written work (essays, poems, stories, etc.)
- Note-taking and research
- Practice of spelling and punctuation
- Reading (literature and media)

### HOW PARENTS CAN HELP

- Try to ensure that homework is completed promptly.
- Try to ensure that the correct equipment is brought to lessons.
- Help with written work by suggesting improvements, but please do not correct work to be copied out.
- Read with your child.
- Encourage use of the school and community library.
- Have a wide range of reading materials (fiction and non-fiction) available.

- Discuss the programmes you watch on television.
- Provide access to a dictionary and thesaurus.

### **RECOMMENDED RESOURCES**

- Read fiction and non-fiction.
- Read other books by the same or similar authors discussed in lessons.
- For further specific advice, speak to the school librarian, Mrs Roach

## **FRENCH – YEAR 9**

### **AIMS OF THE SUBJECT**

1. To provide a thorough grounding in French based on both learning through understanding and acquiring new vocabulary and structures through practice.
2. To develop the four skills areas: listening, writing, reading and speaking through purposeful and enjoyable activities.
3. To encourage use of French in the classroom.
4. To develop study skills and pupil's knowledge of different learning styles through individual, pairs and group work.
5. To develop awareness and appreciation of other cultures and customs.
6. To develop techniques and skills necessary to learn other languages.

### **CURRICULUM OUTLINE**

Pupils follow the National Curriculum for Modern Foreign Languages. Students will use a textbook "Actif" and a software package "Boardworks", as well as a variety of other resources. Students have a vocabulary booklet and homework sheets.

### **HOMEWORK**

2 x 25 minutes per week, consisting of one written/reading task and one vocabulary task.

### **HOW PARENTS CAN HELP**

- Encourage your child to have a pen friend
- Encourage daily vocabulary learning – five minutes a day.
- Test vocabulary once a week.
  - Vocabulary learning
  - Step 1 - look at the French and be able to say the English
  - Step 2 - look at the English and be able to say the French
  - Step 3 - look at the English and write the French
- Encourage your child to use a dictionary to check spellings.

### **RECOMMENDED RESOURCES**

- A simple French-English dictionary can be purchased through school – or any good bookshop.
- There are lots of good books and tapes on the market for extra practice.
- There is a lot of free language material available on the internet.

# **GEOGRAPHY – YEAR 9**

## **AIMS OF THE SUBJECT**

- To develop skills of geographical enquiry: asking questions, collecting and presenting information, writing in a structured way and drawing conclusions.
- To develop knowledge and understanding of places: from the local to the global scales.
- To identify, describe and explain physical and human processes, and their impact on places and environments.
- To describe and explore the ideas of environmental change and sustainable development.
- To contribute to other areas of the curriculum such as Citizenship, ICT, Literacy, Numeracy and pupils' spiritual, moral, social and cultural development.

## **CURRICULUM OUTLINE**

- Tourism: the importance and impact of this industry.
- Development: how poorer countries could develop.
- Ghana: a case study of problems and development.
- Local actions, global effects: how local activities can have world-wide effects.
- Sport: the local and global impact of this important activity.
- Coffee: how trade could be made fairer.
- Global fashion: shows the importance of globalisation and large companies.

## **HOMEWORK**

- Tasks may be written work, research, making items, reviewing or revising.

## **HOW PARENTS CAN HELP**

- Look out for news items (newspapers/TV) related to the course.
- Discuss topics pupils are studying and of local interest.
- When visiting other places discuss issues like travel arrangements and how the place is similar/different to your home area.
- Check that homework is completed to a high standard and handed in on time.

## **RECOMMENDED RESOURCES**

- Library books including access to an atlas.
- Internet web sites

## **HISTORY – YEAR 9**

### **AIMS**

- To develop successful learners and responsible citizens, who enjoy history, make progress and achieve.
- To develop knowledge and understanding of the key themes and periods in history.
- To develop an understanding of the key concepts in history: chronology, diversity, change and continuity, cause and consequence, significance and interpretation.
- To identify and investigate historical questions.
- To be able to select and evaluate a range of historical evidence.
- To develop a variety of communication skills, using historical vocabulary.

### **CURRICULUM OUTLINE**

At Key Stage 3 students will study History through the following themes:

- Political power and human rights
- Movement, settlement and diversity
- Empire
- Everyday life, ideas and beliefs
- Conflict and Co-operation

In Year 9 these themes focus on local, national and international history in the period c.1900 to present day. Students will evaluate the significance and changing interpretations of the British Empire; analyse the impact of the First World War; consider different experiences of WW2- including the Holocaust; and evaluate the changing nature, and consequences of, slavery. They will be formally assessed on their knowledge and understanding in a variety of ways that includes essays, debates, presentations and practical work. Every student will have the opportunity to hear a Holocaust survivor testimony and to make their own Anderson Shelter. There is also the opportunity for some students to visit the FWW battlefields and war cemeteries in Belgium.

### **HOMEWORK**

Our aim is to widen students' knowledge of history beyond the curriculum we teach in the classroom and to provide students with the opportunity to carry out enquiries independently. Homework tasks will consist of one enrichment project per half term. This project will consist of a number of activities that can be completed week by week. These tasks will have clear instructions and success criteria for their completion. The enrichment projects are designed to encourage students to think about history thematically by making links between people, actions and events in the past. Students will be given clear deadlines for the completion of this project and their work will be peer assessed in class before being verified by their teacher.

## HOW PARENTS CAN HELP

- Encourage the use of the library and/or internet for further research.
- Encourage students to visit places of historical interest.
- Encourage students to keep their books neat and tidy.
- Check that homework is completed to a high standard and handed in on time.

## RECOMMENDED RESOURCES

- The “My Story” series published by Scholastic Hippo
- The “Doubletake” series published by Scholastic Hippo.
- Any good history encyclopaedia.
- “Birdsong” by Sebastian Faulks.
- [www.activehistory.co.uk](http://www.activehistory.co.uk)
- [www.spartacus.schoolnet](http://www.spartacus.schoolnet)
- [www.bbc.co.uk/education](http://www.bbc.co.uk/education)

## OCR National First Award in ICT – YEAR 9

Course Element		Assessment
<b>Unit 01</b> <b>ICT skills for business</b>	66%	Portfolio of evidence
<b>Unit 21</b> <b>Creating computer graphics</b>	33%	Portfolio of evidence

### Course Overview

The First Award in ICT helps prepare candidates for a world increasingly dominated by the use of ICT systems, particularly the workplace. Studying this course will help provide the analytical, communication and technical skills that are needed by active participants in this exciting and dynamic world. It develops the use of e-mail, presentation, publication and spreadsheet software to complete the assignment. The course will provide an essential foundation in ICT skills and leads to the OCR Level 2 National First Award in ICT, equivalent to a GCSE at A\* - C level.

Students will complete two units of work during Years 9, 10 and 11. Each of the units requires that the student produces a portfolio of ICT evidence which will be assessed by the course tutor and then externally moderated by a visiting moderator.

### **Unit 01 - ICT Skills for Business**

Students will need to show that they understand:

- good working practices, including the organisation of files using appropriate file and folder names and the regular backing up of files
- features of email software
- methods of searching for information on the Internet
- methods of integrating different types of files into a document or presentation
- the appropriate software to use for different tasks
- methods of storing, retrieving and analysing data.

### **Unit 21 - Creating Computer Graphics**

By completing this unit students will develop their knowledge of different types of computer graphics that can be used in webpages.

Students will need to show that they can:

- research, collect and describe a range of existing graphics/images for use in web pages plan the production of a range of graphic images for a client, to be used on their website
- create a navigation bar or menu bar
- create a set of navigation buttons

- create an advertising banner
- present work to a client for a specific purpose, using a suitable format for display.

## MATHS – YEAR 9

### AIMS OF THE SUBJECT

- To develop every pupil's mathematical ability and stimulate their interest in the subject.
- To extend pupil's mathematical skills and confidence through experience and use of mathematics in a variety of situations.
- To provide experience of the power and wonder of mathematics through learning about patterns and relationships.
- To begin to develop problem solving techniques and investigation skills.
- To encourage pupils to be able to work independently, review their progress and set themselves realistic targets.

### CURRICULUM OUTLINE

The four areas of Number, Algebra, Shape, space and measures and Handling data are covered. Application and use of mathematics is encouraged throughout and assessed by investigational tasks.

The programme of study is based on the *National Curriculum* and the *Framework for teaching mathematics*. Formal assessment takes place regularly to monitor pupil progress.

In the Summer Term of Year 9, after their end of year tests, pupils begin working on Module 1 (Data Handling) from the GCSE course.

### HOMEWORK

About 30 - 40 minutes is the average time expected to be spent on each homework. This may vary for pupils of different abilities, and should be seen as a minimum requirement. Tasks vary from formal exercises, to open problems or correcting previous work.

### HOW PARENTS CAN HELP

- Ensure that your child has appropriate equipment and brings it to all lessons : pen, pencil ruler, rubber, angle measurer, compasses and a calculator.
- Encourage and help to learn and practice the times tables and other basic number work, eg when shopping.
- Encourage regular reviewing of past work from own exercise books – especially before a formal test
- Help when stuck with homework.

### RECOMMENDED RESOURCES

- Pupils should be encouraged to tackle problems or games on maths website such as mymaths, samlearning etc

## **MUSIC – YEAR 9**

### **AIMS OF THE SUBJECT**

To foster enjoyment of music and to gain a sense of success from working to achieve the highest standard possible.

- To encourage self-expression and to help pupils gain self-confidence.
- To develop listening, appraising, composing and performing skills

### **CURRICULUM OUTLINE**

The Music Department syllabus is designed to fulfil the requirements of the National Curriculum and its two attainment targets of Listening and Appraising (30%) and Performing and Composing (60%)

Schemes of Work are designed in half term (6 or 7 lessons) or in term (10 to 12 lessons) topics. They are cumulative and progressive and result in one or more assessable performances, marked written work, and at least one formal exam in an academic year.

Schemes begin with a listening activity which is usually analytical and requires use of keywords and acts as the stimulus for future lessons and their own compositions. All schemes end with a final assessable performance or composition (which is performed), which in turn is marked in line with assessment criteria and pupils are given the opportunity to assess their own progress verbally or in written form.

Pupils will cover topics chosen from the following list

- Blues
- Variations
- Rock' n Roll - using Sound Studio software
- Music in the Media\*
- Popular music
- Film music

\*ICT based music technology projects (computer sequences, midi, notation software)

### **ASSESSMENT**

All schemes of work are assessed using the Music National Curriculum Levels.

At Year 9 the “average” student should be achieving mostly stage 3s which is equivalent to a National Curriculum 5a.

## **HOMEWORK**

Music homework is not set weekly but occasionally pupils are required to revise for tests, prepare stimuli for composition work or practice performance work where possible.

## **HOW PARENTS CAN HELP**

- Providing facilities and resources and taking an interest in their music work through discussion or better still demonstration.

## **RECOMMENDED RESOURCES**

- Music Keyboard or recorder are very useful for developing skills outside lesson time.
- Access to the internet, local library and music resources. The music department is developing a home page for students to download useful programs or access various web pages for research outside lessons.

## **EXTRA CURRICULAR**

Instrumental and vocal lessons are available for the pupils at Moulton School. Please ask for an application form which is available from the Music Department. Lessons are available in voice, all Brass, all String, Electric/Bass guitar, Acoustic guitar, all woodwind including saxophone.

We do not currently provide keyboard, piano or drum lessons.

Pupils are encouraged to extend their musical education by joining the CHOIRS, WINDBAND, ORCHESTRA, JAZZ BAND, and various other instrumental groups which take place during lunchtimes, such as ROCK GROUPS.

# PHYSICAL EDUCATION – YEAR 9

## Aims of the subject

It is the aim of the PE department to allow pupils to:

- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that require different approaches and ways of thinking;
- Set targets for themselves;
- Develop their ideas in a creative way;
- Experience a variety of roles and responsibilities, including performer, referee/umpire, judge and coach/teacher;
- Take the initiative by making choices about improving aspects of their own performance;
- Make informed decisions about the importance of exercise in their lives.

## Curricular Outline

During Key Stage 3 pupils will be taught the knowledge skills and understanding through four areas of activity:

- Games activities;
- Gymnastic activities;
- Athletic activities;
- Outdoor and adventurous activities

## Homework

As a practical subject, the main focus of lessons is experiential learning. Therefore it is essential that pupils organise themselves at home to bring the correct kit that is appropriate to the activity and the changing weather conditions.

If there is a justifiable reason why a pupil cannot participate, then a note from home should be organised to present to the teacher at the start of the lesson.

## How Can Parents Help

Parents can support the work that the children do by:

- Encouraging them to make the use of extra-curricular provision;
- Supporting their interest in activities available outside of School;
- Ensuring that participation levels remain high by checking that kit is organised on the days that PE is timetabled

# **RELIGIOUS EDUCATION – YEAR 9**

## **AIMS OF THE SUBJECT**

- To help pupils to explore ultimate questions of meaning and how religions have responded to these questions.
- To enable pupils to think about their own beliefs, values and attitudes in the light of studying Christianity and the other principal religions.
- To develop the key skills of reflection, empathy, communication, analysis, evaluation and reasoning.
- For pupils to develop attitudes of respect, open-mindedness, self-esteem, sensitivity and critical awareness.
- To understand how religious belief can be expressed in a variety of ways such as art, dance, drama and music.

## **CURRICULUM OUTLINE**

- Religion and human relationships
- Buddhism
- GCSE – First 2 topics – Religion and animals, Religion and planet Earth.

## **HOMEWORK**

- Homework is set as and when it is appropriate, not every week, as pupils only have one lesson a week. Tasks may be written work, research, making items, reviewing or revising.

## **HOW PARENTS CAN HELP**

- Look out for news items (newspapers/TV) related to the course. For GCSE pupils need to be able to refer to recent events.
- Discuss the meaning of various festivals throughout the year.
- Visit a church (or a different kind of church if you already attend one).
- Check that homework is completed and ready to hand in each fortnight.

## **RECOMMENDED RESOURCES**

- School library books
- Internet websites

## SCIENCE – YEAR 9

### AIMS OF THE SUBJECT

- To stimulate interest in, and enjoyment of the study of science.
- To enable students to discuss and evaluate, using their own knowledge and understanding, science-based issues.
- To enable students to understand how scientific ideas contribute to technological change.
- To use practical experience to explain and develop scientific ideas.

### CURRICULUM OUTLINE

Students study a variety of Biology, Chemistry and Physics topics, including the following:

- Inheritance and Selection
- Fit and Healthy
- Gravity and Space
- Using Chemistry
- Forces in Action
- Energy and Electricity
- Chemistry and the Environment

After the SATs examination, students work on a 'Science in the News' writing task and GCSE key ideas.

### HOMEWORK

1 x 20-30 minute homework per week. This may include research, revision or tasks designed to review lessons. It also includes SATs questions supplied in a homework booklet.

### HOW PARENTS CAN HELP

- Ask your child to explain and investigate how things work.
- Encourage your child to read about and research scientific issues in the news.
- Ask your child about their Science lessons.
- Monitor their homework and sign tasks where indicated.

### RECOMMENDED RESOURCES

- Hodder Science Book C
- [www.bbc.co.uk/schools/ks3bitesize/](http://www.bbc.co.uk/schools/ks3bitesize/)
- [www.learn.co.uk](http://www.learn.co.uk)
- [www.digitalbrain.com](http://www.digitalbrain.com)
- [www.samlearning.com](http://www.samlearning.com)
- See school website for a further list

There may be Key Stage 3 Science clubs available. This will be confirmed in September 2009.

## **SPANISH – YEAR 9**

### **AIMS OF THE SUBJECT**

7. To provide a thorough grounding in Spanish based on both learning through understanding and acquiring new vocabulary and structures through practice.
8. To develop the four skills areas: listening, writing, reading and speaking through purposeful and enjoyable activities.
9. To encourage use of Spanish in the classroom.
10. To develop study skills and pupil's knowledge of different learning styles through individual, pairs and group work.
11. To develop awareness and appreciation of other cultures and customs.
12. To develop techniques and skills necessary to learn other languages.

### **CURRICULUM OUTLINE**

Pupils follow the National Curriculum for Modern Foreign Languages. Students will use a textbook Miro and they will also have a vocabulary and a homework booklet.

### **HOMEWORK**

2 x 25 minutes per week, consisting of one written/reading task and one vocabulary task.

### **HOW PARENTS CAN HELP**

- Encourage your child to have a pen friend
- Encourage daily vocabulary learning – five minutes a day.
- Test vocabulary once a week.
  - Vocabulary learning
  - Step 1 - look at the Spanish and be able to say the English
  - Step 2 - look at the English and be able to say the Spanish
  - Step 3 - look at the English and write the Spanish
- Encourage your child to use a dictionary to check spellings.

### **RECOMMENDED RESOURCES**

- A simple Spanish-English dictionary can be purchased through school – or any good bookshop.
- There are lots of good books and tapes on the market for extra practice.
- There is a lot of free language material available on the internet.