



WESTCLIFF HIGH SCHOOL FOR BOYS

Year 9 Curriculum

LOWER SCHOOL ACADEMIC CURRICULUM

In the Lower School, we endeavour to offer a broadly based academic curriculum, which meets the individual needs of pupils and enables them to pursue a range of courses. This allows them to retain a wide range of options as they progress through the School first to make choices at GCSE then at A-Level. The Lower School Academic Curriculum is designed to enable pupils to delay decisions about longer term educational or career plans until they need to make those choices.

The subjects studied in the Lower School are:

- English (including Literature and Language elements)
- Mathematics
- Science (studied with Biology, Chemistry and Physics as three distinct elements)
- Modern Foreign Languages (two of French, German and Spanish)
- Art
- Computer Science
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Studies.
- Personal, Social, Health and Economic Education

In addition, as part of the arrangements to help them transition to WHSB, Year 7 are offered a fortnightly Tutorial period with their Form Tutor and a fortnightly Enrichment period as a Year group in which subjects beyond the core curriculum are considered. This is supported by a comprehensive PSHEE programme dealing with important aspects of personal development and safety.

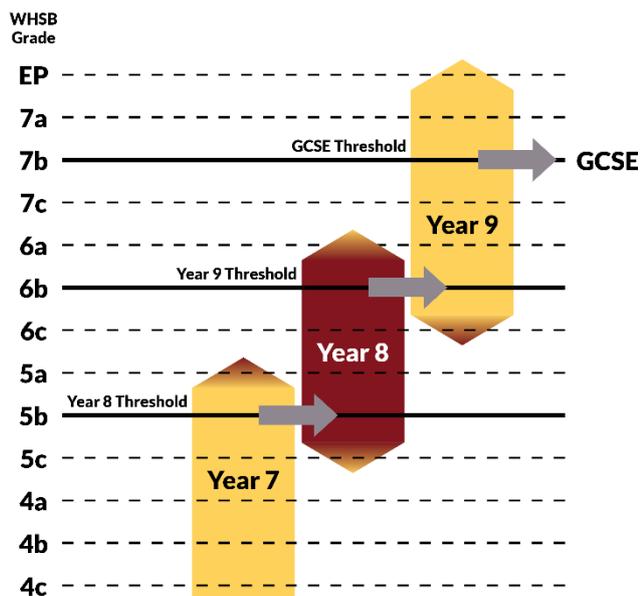
TIME ALLOCATIONS FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

The timetable runs on a two-week cycle with six 50 minute periods per day. The total number of lessons allocated to each subject area per fortnightly cycle are as follows:

SUBJECT	YEAR 7	YEAR 8	YEAR 9
English	7	7	7
Mathematics	7	6	6
Science	7	8	9
MFL	8 (4 per language)	10 (5 per language)	10 (5 per language)
Art	3	3	3
Computer Science	2	2	2
Design and Technology	3	3	3
Geography	4	4	4
History	4	4	4
Music	3	3	3
Physical Education	3	3	3
Games	2	2	2
Religious Studies.	3	3	3
PSHEE	2	2	1
Tutorial	1		
Enrichment	1		

GRADING FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

Grades at WHSB are given on the Westcliff Grade scale, shown in the graphic below.



Each pupil in the Lower School is set a Target Grade. This is the grade that teachers believe pupils are capable of achieving at the end of Year 9 and is based upon the level of progress that we expect from pupils in this selective school. This target may be subsequently revised depending on the progress that a pupil makes across the Key Stage.

Lower School attainment grades at Westcliff High School for Boys are awarded to demonstrate and monitor a pupil's academic progress from the beginning of Year 7 to the end of Year 9. The School believes this system provides consistency across subjects and reflects the context of this selective school.

As shown in the graphic above, most pupils would be expected to reach the 'threshold grade' for the subsequent year by the final report in an academic year, making three fine levels of progress across an academic year. By the end of their Lower School studies (i.e. the end of Year 9), we consider that those achieving a 7b or better possesses a highly sound foundation for GCSE study, although targets are set on an individual basis to reflect the different capabilities of individual pupils.

SUCCESS IN THE LOWER SCHOOL ACADEMIC CURRICULUM

While the acquisition of knowledge remains important, it is only one of the components developed in the Lower School. We are also concerned with developing a range of skills, such as the ability to use evidence, to analyse and evaluate, to draw conclusions, and to understand concepts. Some of the skills tested are essentially practical and this is evident in Art and Design & Technology. The nature of our curriculum makes it particularly important that pupils develop the ability to empathise with others, to think independently and to work alone or in groups under their own initiative. We recognise and actively seek to teach and cultivate these personal attributes in the Lower School. Indeed, they are an integral part of the School's Learner Profile.

Study at this School is demanding, not least because of the breadth of studies in different fields pupils pursue. Success will come to those who are organised, conscientious and work consistently. Careful and methodical application throughout the range of studies should be well rewarded. It is vitally important for pupils to ensure that work schedules are adhered to and that the student planner is used consistently and efficiently. The School provides guidance on the work habits which will need to be developed and are a pre-condition for success. The homework timetable should be viewed as a study timetable, where the entirety of allocated time for each subject is used each evening to either complete work that has been formally set as homework, or to complete independent study to reinforce learning in that subject area. Pupils are also encouraged to build intellectual curiosity, communication skills and develop their ability to work both independently and collaboratively with their peers.

Additionally, lifelong learning attributes, such as self-confidence, resilience and the ability to overcome challenges, are also vital ingredients for academic success. All of these attributes form part of the School's Learner Profile. Academic and personal development is promoted by encouraging pupils to fully participate in the School's broader corporate life.

ENGLISH

INTENT

To offer pupils a culmination of Literature and Language skills in readiness and preparation for KS4. Developing from Years 7 and 8, Year 9 seeks to marry the study of Fiction with Non-Fiction and Literary Non-Fiction.

Active reading skills developed both orally and in writing:

- **Inference:** the understanding of implicit meanings of language and targeted evidence selection
- **Analysis:** Detailed examination of authorial intent and methodology
- **Evaluation:** Assess and critique established opinions and analyses of Literature
- **Identification of Contextual Factors:** Socio-historic and socio-politic influences on the creation of Literature and the creation of literary interpretation (where appropriate).

Descriptive and narrative skills will be dovetailed and developed with reading skills. Both skills look to develop pupils' ability to employ voice, structure, perspective, spelling, punctuation and grammar.

IMPLEMENTATION

Pupils will study a text over either one or two half terms, for a total of **7 lessons a fortnight**. Pupils shall be guided by a subject specialist for **6 lessons in active reading** with the following set texts from across the literary timeline:

- Canonical Love Poetry (both pre and post 1900 texts)
- Canonical Gothic Literature:
 - **Central text:** Shelley's *Frankenstein* (1818)
 - **Subsidiary Texts:** *Walpole The Castle of Otranto* (1764); *Radcliffe The Mysteries of Udolpho* (1794); *Lewis The Monk* (1796); *Northanger Abbey* (1798); Hawthorne 'Young Goodman Brown' (1835); Poe 'Ligeia' (1838); Poe 'Tell-Tale Heart' (1843); Austen Brontë *Wuthering Heights* (1847); Collins *The Woman in White* (1859); Eliot *The Lifted Veil* (1859) Wilde *Dorian Gray* (1890); Stoker *Dracula* (1897)
- Shakespeare's *Macbeth* (1606)
 - **Subsidiary Fiction Texts:** *Hamlet*; *Othello*; *King Lear*; *The Tempest*
 - **Subsidiary Non-Fiction Texts:** John Knox *The First Blast of the Trumpet Against the Monstrous Regiment of Women*; James I *Daemonologie*; Forbes and Prava *Ego and Ambition*; Reviews and Critiques of Performance; Bloom *The Invention of the Human*

These texts are used to develop pupils' **analytical** and **evaluative reading skills**. Speaking and listening skills such as **debate** and **present** are also embedded throughout the learning of each text, which will be taught for a total of **6 weeks in mixed ability classes**. Activities will be varied and targeted to benefit the needs of each student. Pupils shall have **one** further active reading lesson each fortnight with our **WHSB librarian**, reading the following short texts to facilitate student knowledge of the literary timeline:

- Salinger *Catcher in the Rye*
- Poe *The Raven and Other Poems*
- Stoker *Dracula*
- Hare *Stuff Happens*

12 homework tasks are set every half term: 6 are allotted to reading the wider reading texts and 6 will be varied revision tasks which encourage students to develop these skills in readiness for assessment.

IMPACT

Pupils will be **assessed** on several of these key skills, **half termly**, and given an assessment objectives **skills based target** to work on moving forward into the next half term. Assessments are held the following half term after study; Year 9 will therefore have a 4-week gap between the end of the unit and their assessment. By the end of Year 9, we expect pupils to be attaining at least a **7B** (refer to grade descriptors). Any pupil identified as needing further support will be provided with additional support (in the form of mentoring, support clubs and targeted in class activities, in order to build these skills for Year 10.

MATHEMATICS

INTENT

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment (National Curriculum, 2014).

At WHSB, we have designed a Lower School mathematics curriculum which enables our pupils to explore different aspects of mathematics and develop their ability to reason mathematically and problem solve whilst simultaneously fostering a sense of enjoyment and intellectual curiosity for the subject.

Our Year 9 curriculum is structured in order to provide a solid foundation for future study and builds confidence incrementally. Consequently, it has an explicit focus on algebra and its application. We also value the correct presentation of mathematical solutions.

Through Year 9, we aim to develop pupils' understanding in the different aspects of mathematics, namely **algebra; number; shape and space; probability; data handling and ratio and proportion.**

IMPLEMENTATION

In Year 9, pupils are taught in mixed ability groups by subject specialists. Pupils have six mathematics lessons in a fortnightly cycle. Teaching is structured into ten discrete units (Powers and roots; Quadratics; Inequalities, equations and formulae; Collecting and analysing data; Multiplicative reasoning; Non-linear graphs; Accuracy and measures; Graphical solutions; Trigonometry; Mathematical reasoning) which run alongside the textbook, *Delta 3*. This textbook is used both within and outside of the classroom and features skill-based and problem-solving type questions.

Exercises (including extensions tasks) will be set from the textbook and supplemented through the use of *MyMaths*, an interactive online teaching and homework website.

At the end of each unit, pupils complete an assessed homework with examination style questions for the unit. After this is marked, handed back and corrected, students sit an end-of-unit test under examination conditions; marks from this test contributes towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a two one-hour papers (calculator and non-calculator) and produce a display piece to demonstrate their broader understanding of the context of the subject.

In addition to our standard lessons, there are also enrichment lessons built into the Lower School curriculum which explore ideas and concepts not contained within the textbook such as the work of famous mathematicians. These lessons also examine the application of mathematics and encourage pupils to apply their mathematical knowledge in other subjects such as computing and science.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (refer to grade descriptors). In 2018, 90 % of pupils achieved at least a 7b.

Those who do not achieve this grade will be provided with additional support (in the form of mentoring, support clubs, targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 10.

BIOLOGY

INTENT

The study of Biology allows us to appreciate the nature of life from the very small, such as DNA and proteins, to their incorporation within organs and whole body systems. It allows us to appreciate the mechanisms that underlie our own biology and how these mechanisms fail to function appropriately in disease.

The Year 9 course aims to develop pupils' understanding in key aspects of Biology including cell biology and organisation, transport mechanisms and immunity. In addition, pupils will develop their experimental skills and ability to analyse and evaluate data.

IMPLEMENTATION

Pupils are taught by subject specialists in classes set by ability. Pupils have three lessons in a fortnightly cycle. The topics that are taught include

- Cell biology which includes cell structure, specialisation, microscopy and the culturing of microbes
- Transport in cells covering diffusion, osmosis and active transport in cells
- Infection and response which includes the study of the different types of microorganisms and the diseases they cause. This topic also involves the study of the human immune system and how vaccines and antibiotics work
- DNA and the discovery of its structure by Watson and Crick and how DNA allows for the production of proteins
- Plant Tissues and organs involving the study of plant structures and how this relates to their function

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their biological knowledge in explanation of their results gained during an experiment.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a thirty-minute paper.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors).

CHEMISTRY

INTENT

Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances. Ancient Greek philosopher Democritus theorised the existence of 'atomos' or the indivisible units of matter and across the last three millennia Chemistry has evolved from heresy, alchemy through to the modern physical science that it is.

At WHSB our Year 9 Chemistry curriculum aims to take a sequential look at both the foundations of the science, whether that be different models of the atom, or the various permutations of the Periodic Table, to current frontiers of research and debate looking at both nanomaterials and environmental science. The curriculum is designed to impart factual knowledge of the world around us and begin to apply this knowledge to explain the properties of matter and analyse data. Pupils are encouraged to question the validity of conclusions and the source of data including the possibility of bias.

IMPLEMENTATION

Pupils are taught by subject specialists in classes set by ability. Pupils have three lessons in a fortnightly cycle. Teaching is structured into six discrete units:

- **Atmospheric Chemistry** – looking at the evolution of the Earth's atmosphere, the Greenhouse Effect and how this can lead to climate change, with a critical analysis of sources of data, interpretation and the validity of conclusions drawn.
- **Using our Earth Sustainably** – including the extraction of resources, the life cycle of materials and disposal of waste.
- **Atomic Structure** – including the development of the atomic model over the last 3000 years, as well as the scientists and experiments which led to the discovery of sub-atomic particles and our current understanding.
- **Atoms, Elements, Compounds & Mixtures** – how atoms build up into different classifications of materials and the properties of each. Included in this topic are a number of practical tasks whereby pupils investigate the methods of separation for various mixtures.
- **Development of the Periodic Table** – pupils' are asked to consider why Mendeleev's Periodic Table of 1871 was initially disparaged, and why it has stood the test of time and continues to be the basis for the modern Periodic Table. We then go on to look at Groups 1, 7 & 8 including a number of practical tasks to look at chemical properties and trends of elements.
- **Bonding & Structure** – pupils are asked to consider where materials' properties originate from and how they can be explained. We look at the ionic, covalent and metallic models of bonding and associated structures.

Homework is set from topic-specific workbooks which consist of exam questions focused on the different aspects of each topic and also on the differing style of questions. Laboratory reports are also set as homework to develop the ability of pupils to apply their chemical knowledge in analysing and drawing conclusions from their results.

At the end of each topic, pupils complete an end-of-unit test under examination conditions; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a thirty-minute paper.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors).

PHYSICS

INTENT

The course allows pupils to develop a strong conceptual foundation of the quantitative appreciation of nature. The course aims to develop pupils' understanding in key aspects of Physics including mechanics, waves and space physics. It will also develop pupil skills in understanding kinematics graphs, deriving equations, understanding circular motion, appreciating the role of scientific evidence in progressing science, evaluation and other key mathematical skills.

IMPLEMENTATION

The course is taught by specialist Physics teachers, three lessons per fortnight, and is structured around the following topics:

- **Kinematics** – Discover the equations of linear motion and how to interpret graphs of displacement-time and velocity-time
- **Newton's laws of motion** – Investigate evidence of Newton's three laws
- **Classification of objects within the solar system** – Review definitions, Kepler's laws and circular motion
- **Stars, redshift and cosmology** – Learn the life cycle of a star and understand the evidence supporting the theories
- **Waves** – Understand the properties of waves and be able to use technical language to describe and explain reflection and refraction
- **Electromagnetic (EM) spectrum** – Evaluate the uses of EM radiation and associated hazards
- **Signals** – Investigate how information can be conveyed using EM radiation or electrical signals
- **Colour vision** – Investigating how colour works, absorption, transmission and colour vision
- **Black bodies** – Investigate infrared radiation absorption and emission

Questions from the textbook are used to gauge pupil understanding as the course progresses. Exercises will be set from *Isaac Physics*, an on-line mathematical problem solving website, to develop key mathematical skills.

Short class tests and set homeworks form the basis of our end-of-topic assessments. The end of year assessment is 30 minutes long and includes any content from Year 9.

IMPACT

At the end of the course, pupils will be equipped to tackle GCSE-style investigations and will possess the problem solving skills, mathematical skills, investigative skills and evaluation skills to access associated concepts. By the end of Year 9, we expect our pupils to be obtaining at least a level 7b (refer to grade descriptors).

ART

INTENT

The Art Curriculum at WHSB not only teaches the skills necessary to produce good outcomes and explores the work of traditional and modern Artists, but encourages pupils to make their own journeys of thought, interpretation, discovery and creativity in their studies. The work of each artist is set in its historical, cultural and philosophical context providing a platform from which pupils may express their own ideas more effectively.

It is essential in Year 9 that the pupils further develop their skills in drawing and painting to levels that suggest a pathway towards GCSE Fine Art studies. They will be encouraged to experiment with a range of materials by seeing the possibilities in exploring relief surfaces and texture. The pupils need to be confident in a range of skills and techniques to enable them to create art work with depth knowledge and expression. The pupils must see Art as a process of learning so they will work in a sketchbook and learn to create a journey of curiosity with concepts, techniques and materials. The key themes for development in Year 9 are Surface Texture, Composition and Social History. The work in this year will build independent thought and open the door for the possibilities of study at GCSE.

IMPLEMENTATION

Teachers will issue a visual unit of work to each pupil. This will be a guide to a specific learning journey guided through a task-by-task process. It will provide a challenge for pupils and give a clear pathway towards the development of skills, which will inspire the pupil to work increasingly independently.

Using the themes of Surface Texture, Composition and Social History, and following the programme shared with pupils and parents (which can be found online at <https://www.whsb.essex.sch.uk/useful-information-for-all-parents/extra-curricular-activities/art>), pupils cover the appreciation of, and the techniques involved in, the following aspects of drawing, painting and relief surfaces: Ground, Composition, Tone, Line, Shape, Form, Texture, Structure, Colour and Pattern.

Related Artist links include Geoff Yeomans, Anselm Kiefer, the Boyle Family and Andy Warhol

IMPACT

Each pupil will be given a progress grid; this will be linked to assessment criteria so that pupils can plot their own progress in their sketchbooks. Assessment will be made in relation to the following objectives: Artists & Ideas, Materials & Planning, Drawing & Photography and the Final Outcome. Judgements will be made as to whether the work so far is Unresolved, or is of Pass, Merit or Distinction standard. By the end of Year 9, we expect our pupils to be meeting the 7b Grade Descriptor, which is equivalent to Merit Standard showing a clear understanding and competent skills.

Pupils will assess their own progress and refine work as teachers suggest via verbal or written commentary. Work can be remarked and if better will be marked at a higher level to encourage positive progress.

Each pupil will be required to learn the process of self-evaluation, enabling a dialogue with staff that pinpoints strengths and weaknesses and how to solve issues of understanding.

COMPUTER SCIENCE

INTENT

Computer Science is an exciting area of study requiring both a methodical logical approach and a touch of creativity. The study of Computer Science looks at some of the underlying theories that shape modern computing, the role of hardware and technological developments and the art of programming.

At WHSB, we have designed a Lower School Computer Science curriculum which encompasses all three of these disciplines along with a core literacy in information technology skills relevant to the work place. Our Year 9 curriculum aims to develop skills and knowledge acquired in Years 7 and 8 and to continue to provide a solid foundation and introduction to a range of key concepts should pupils wish to study Computer Science at GCSE.

Through Year 9, we aim to develop pupils' understanding Algorithms and the Bubble Sort, Robotics, Cyber Security, Binary Addition and the Caesar Cipher, The Internet and the World Wide Web and Animation and Coding.

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists. Pupils have two Computer Science lessons in a fortnightly cycle which are taught in specialist computer rooms, where each pupil has access to an individual computer.

Teaching is structured into six discrete units (Algorithms and the Bubble Sort, Cyber Security, The Internet and the World Wide Web, Robotics, Binary Addition and Caesar Cipher, and Animation and Coding). There is no set textbook for the course and the department will use their own set of bespoke resources. The course content is delivered through a mix of theory and practical activities as in Years 7 and 8. However, there is a greater emphasis on programming skills, independent problem solving and synthesis of pupils' own coded solutions. In addition to working on computers, pupils will produce a range of notes and written activities in their exercise books, which will provide them with a valuable revision resource, but with Theory and question styles playing a greater role than in previous years.

Each unit includes a significant piece of assessed work; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a one-hour paper based on all topics covered during the year.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors). Typically, 70% of pupils achieve at least a 7b and this is especially important if pupils wish to study Computer Science at GCSE.

DESIGN TECHNOLOGY

INTENT

Pupils should be GCSE ready by the end of Year 9, building on the skills of the previous two years. Similar to Year 8, the course is taught on a rotation basis, whereby pupils work through the range of projects approximately every 9 weeks. The projects are taught by specialist teachers with expert knowledge in each topic.

Textiles - The GCSE Core Textiles element is delivered through practical investigations, theory content and skill development projects including weaving, felting and bow tie construction. Pupils will be assessed on their research, manufacturing and evaluation skills in their project and portfolio work. They will have an end of unit test with GCSE format questions.

Electronics – Electronic manufacturing skills are developed whilst producing a speaker system. These including PCD drilling, soldering and fault finding. Plastic is used extensively in this project and pupils will learn and use a range of joining and forming techniques to create a case. Assessment in this unit focuses on Investigation, Design and Evaluation in the practical and portfolio work.

Resistant Materials – This unit of work introduces pupils to Design Icons and Eras as they design and make a clock to suit a theme of their choice. A range of resistant materials can be used, with the emphasis on independent identification of suitable materials and processes.

Food Nutrition and Preparation – Building on the fundamental skills learnt from Year 8, the programme of study continues to focus on the preparation of everyday meals from world cuisine. Students will explore and experiments with recipes that are easy to prepare for themselves but are encouraged to consider dietary requirements, cultural variations and other more advanced methods.

IMPLEMENTATION

Throughout the units of work in Year 9, pupils will be undertaking basic GCSE style projects in order to understand the requirements of the course, as well as develop crucial problem solving skills. They will develop resilience and work collaboratively as well as supporting each other. Pupils completing the course will be introduced to careers opportunities such as engineering, architecture, catering, dietician and medicine. Transferable soft and practical skills will be identified and honed. CAD/CAM will be integrated throughout the project work.

Electronic and resistant material practical skills are enhanced alongside Core Textiles and Food Nutrition and Preparation. Pupils should be able to independently select appropriate materials and tools for practical tasks, evaluating their own work, making and documenting justified modifications.

IMPACT

Pupils will present their work orally with confidence, portfolio work will be broadly independent. Theory content and homework will be recorded in bespoke booklets and can be used as a revision tool for End of Year examinations. Pupils will be assessed using the same four core strands from Year 8: Investigation; Designing; Making; Analysing and Evaluating. Their progress is tracked using these strands from project to project. By the end Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors) if they plan to continue with the subject at GCSE level

The electronics course links with Physics whilst Textiles and Resistant Materials has a strong affiliation with Art. Food Nutrition and Preparation overlaps with principles covered in Biology. Strong links support learning across the curriculum.

FRENCH

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

Our Year 9 curriculum aims to build on pupils' knowledge from Years 7 and 8 and prepare pupils to be ready to study GCSE by the end of the year. They will now be introduced to GCSE style Speaking and Writing tasks. During the year, they will consolidate their knowledge of the near future, perfect and present tenses, but will also be introduced to the imperfect, simple future and conditional tenses. Topics to be covered are: Free time, Media, A Healthy Lifestyle, Work, Education, and Holidays.

Pupils will become increasingly able to understand, speak and write in the French on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

In Year 9, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In French, teaching is structured into five discrete units: Social Life, Health and Fitness, My Future, Holidays and Me and the World. These units correspond to the chapters of the Studio 3 textbook which provides a foundation for the Year 9 course.

Lessons should now be taught almost exclusively in French in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Studio 3 textbook and from tailor made resources to help them achieve greater proficiency.

For the Reading and Listening skills, pupils will be exposed to a variety of texts and dialogues and will be asked to identify chunks of language and answer comprehension questions in English and French. Speaking practice will take place in every lesson. Pupils will be given dialogues of relevance to the topic area which they are studying. They practise in small groups. They will also learn the vocabulary and structures required to describe a photo, a key GCSE skill. For Writing, pupils are asked to translate short paragraphs and to write passages of up to 150 words on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors). Pupils who wish to study French for GCSE will achieve at least a 7b grade. Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.

GEOGRAPHY

INTENT

As the National Curriculum (2014) identifies, a high-quality geography education should inspire curiosity and fascination about the world and provide the frameworks that explain how the Earth's features are shaped, interconnected and change over time. This philosophy permeates WHSB's curriculum in the Lower School.

The aim is to ensure pupils are ready to commence the GCSE course by the end of the year, aware that it will be the last opportunity for some Year 9 pupils to study Geography. There is progressive development of knowledge, understanding and skills, whilst the scale of study widens towards global issues and the evaluation of the challenges faced. Pupils will develop the ability to use geographical evidence to support a range of opinions on important issues. Data analysis skills are enhanced by the dissection of development data and pupils present this in a range of challenging forms. The key concept of globalisation is introduced and pupils deepen their understanding of global connectivity. Debating from multiple viewpoints is a feature of the development unit. Studying the natural environment embeds understanding of physical processes and systems. Pupils collect primary data during fieldwork around the school. The deep understanding required at GCSE level is gradually introduced during the course.

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists in designated geography rooms for four lessons per fortnight. Teaching is structured into six largely-interrelated units: **development issues; globalisation: trade, debt and geopolitics; tectonics and their hazards; Asia: a regional study of China (incorporating global population issues); weather and climate; and the living world (as part of the AQA GCSE Geography course)**. In addition, opportunities are planned for **independent research** on broader themes. Topic content is designed to extend beyond the National Curriculum and promote global awareness and citizenship. Tasks are recorded in exercise books and used as revision tools for end of unit tests and the final examination. The primary textbook resources are 'Progress in Geography: Key Stage 3' and 'GCSE 9-1 Geography AQA'.

The course and individual lessons are designed to be both challenging and differentiated and use varied activities to maximise engagement in the learning process. A recurring feature is extended geographical writing and decision-making tasks. Graphical and data analysis skills are integral to pupils developing their understanding. Making intra-subject connections is enhanced in physical geography topics alongside understanding of systems. A mix of independent learning, paired work and group tasks means pupils develop resilience, work collaboratively and support each other

Application of knowledge, understanding, evaluation and skills are prioritised over the acquisition of factual knowledge only. This is reflected in the assessment programme, as all work is assessed using the four AOs (Assessment Objectives) outlined in the Grade Descriptors. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Pupil track assessments take a variety of forms. For example, pupils write extended essays on development and China's one child policy; there are end of topic tests; pupils take part in a class debate on debt; and application of understanding is judged through tasks such as newspaper article writing.

IMPACT

In Year 9, pupils develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and develop mastery of high-level geographical and enquiry skills as sophisticated geographers. **By the end of Year 9 the vast majority of pupils will achieve Level 7b or higher** and be GCSE-ready.

GERMAN

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

The German curriculum encompasses these aims. Our Year 9 curriculum aims to prepare pupils for GCSE study. They will continue to expand their knowledge of tenses and language structures while consolidating their knowledge from the years before. They will now be introduced to GCSE style Speaking and Writing tasks. They will consolidate their knowledge of the future, perfect and present tenses, but will also be introduced to the imperfect and conditional tense. Topics to be covered: Role Models, Music, Life of Work, Childhood, and Rights of a Young Person.

Pupils will become increasingly able to understand, speak and write in the German on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

Pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Laboratory.

In German, teaching is structured into five discrete units: Role Models, Music, Ambitions and Future Career, Childhood and Rights of Young Person. These units correspond to the chapters of the Stimmt 3 Rot textbook which provides a foundation for the Year 9 course.

Lessons should now be taught almost exclusively in German in order to create maximum exposure for pupils. Within the lessons, there will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Stimmt 3 Rot textbook and from tailor made resources to help them achieve greater proficiency.

Pupils will be exposed to a variety of texts and dialogues and will be asked to identify chunks of language and answer comprehension questions in English and in German. Speaking practice will take place in every lesson. Pupils will be given dialogues of relevance to the topic area which they are studying. They will also learn the vocabulary and structures required to describe a photo. For Writing, pupils are asked to translate short paragraphs and to write passages of up to 150 words on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

There will be six significant summative assessments (three Speaking two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10.

Pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors). Typically, 80% of pupils achieve at least a 7b and this is especially important for pupils who wish to study German for GCSE. Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.

HISTORY

INTENT

Success in History comes from developing a wide knowledge base together with transferrable academic skills and pupils should advance both throughout each year of study. This is why History is seen by all schools as a critical part of any academic curriculum, made central to the EBacc by the Government and identified as a major facilitating subject by the Russell Group of premier British universities. A good Historian is a gold standard academic.

By the end of Year 9, pupils' knowledge will develop to include the key events of the transformative 20th century, such as the World Wars, the Holocaust, Terrorism and the story of Israel. Pupils should further develop the skill of writing focused answers to questions about cause, consequence, significance, change and similarity, develop further their use of source material and start to consider how History has been remembered through analysing historical interpretations. The subject curriculum plan weaves all these aspects together in a tailored course. Our values continue to be to develop in our students a broad understanding of key elements of world, British and local history, to tailor our planning to serve our very able boys, challenging and stretching them, while promoting British values within a global setting.

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IMPACT

Pupils are assessed throughout the year in cohort-wide tests that examine each phase of both knowledge and skill development. Results are entered onto a Departmental spreadsheet and used as the basis of reports in all phases, enabling us both to assess pupil progress and to report back to parents on progress with a clear evidential base. Those pupils with a background of disadvantage, a record of high/low attainment and potential language barriers are identified on these departmental spreadsheets and their results monitored as standalone groups, in addition to our monitoring of the wider cohort.

Our approach provides a summative base to all assessment, most notably in the annual examinations where questions relate directly to the assessments practised throughout the year, as well as in each test and report phase. There is also a formative element to our assessment, with pupils reviewing both their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing areas for improvement. This enables pupils to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the next year of study.

MUSIC

INTENT

Music is an integral part of School life at WHSB and in addition to the curriculum outlined below; there are numerous concerts and opportunities for pupils to perform. The department runs choirs, string ensembles, jazz bands, a Big Band and a full symphony orchestra.

Our Year 9 Music curriculum aims to build upon the knowledge and understanding acquired by pupils in Years 7 and 8 in order to provide a solid foundation and introduction to a range of key musical concepts which will be built upon at GCSE. Although always helpful, the ability to play a musical instrument is not expected, as all topics are taught from first principles with room to extend pupils with particular prior knowledge.

Through Year 9, we aim to develop pupils' understanding of how historical context, personal context and style can affect musical elements, in addition to composing using a range of musical elements to conform to specific styles as well as manipulating musical elements to perform in specific styles.

IMPLEMENTATION

In Year 9, pupils are taught in form groups by subject specialists. Pupils have three Music lessons in a fortnightly cycle which are taught in fully equipped specialist Music rooms.

Teaching is structured around the three terms of the school year.

In **Term 1** pupils will be given the opportunity to:

- Evaluate the state of music in the 20th century and understand the context in which minimalism developed, analysing the music of composers like Steve Reich
- Develop awareness of the style through performing Tubular Bells
- Use Sibelius software to compose a minimalist piece using a range of techniques
- Evaluate the effect of war and conflict on music.
- Compose a fanfare making use of a range of textures and brass timbres

In **Term 2** pupils will be given the opportunity to:

- Explore the personal and historical context of Beethoven in order to understand how these can affect musical development
- Perform and compose a multi-movement piece in the style of Beethoven
- Explore how historical and social context can affect musical styles, using Reggae as a case study
- Compose and perform a song in the Reggae style in small ensembles.

In **Term 3** pupils will be given the opportunity to:

- Explore the history of popular music through the analysis of Blues music
- Learn a range of techniques associated with the style, leading to compositions and performances
- Take ownership of their learning and produce an extended project resulting in a performance or composition in any style

In lessons pupils will engage in listening tasks, requiring analysis and evaluation. They will give regular performances which will be formally peer and self-assessed. They will compose using both pen and paper, and composition software on the department's advanced computer suites. Pupils are expected to attend one extra-curricular concert a year, for which they will write an assessed review.

Pupils will complete a practical assessment at the end of every half term. This will be performance or composition based, and will usually be the result of at least two lessons' work. Pupils will also be assessed on a piece of extended writing evaluating an extra-curricular concert. Marks from these assessments contribute towards the grade awarded at each reporting phase and the end-of-year examination, lasting forty minutes, will assess pupils' knowledge of theory.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b** (see grade descriptor). Typically, 75% of pupils achieve at least a 7b and this is especially important for pupils who wish to study Music at GCSE.

PHYSICAL EDUCATION

INTENT

The rationale behind the Physical Education (PE) & Games curriculum at WHSB is that pupils understand the benefits of being healthy and active beyond their time at WHSB. Fundamental movement skills are focused on throughout the curriculum using a multitude of different activities.

The extracurricular element of PE & Games is very important at WHSB. In support of this the curriculum is used to encourage the participation in physical activity outside of lesson time. This can be seen as a pathway to excellence. The role of the curriculum and the teachers is to create an environment where the pupils want to excel in sport and have an understanding of the importance of leading a healthy and active life.

Sport requires effective communication as teamwork is a fundamental aspect of sport, therefore in both curriculum time and extracurricular time the aim is to assist with improving pupil levels of literacy. Communication is also important for helping their peers and being able to understand and apply the feedback given from both teachers and pupils, the social element of sport is encouraged both during curriculum and extracurricular time as a result.

Pupils are taught the importance of integrity with everything that they do in Physical Education; from putting in maximum effort, to ensuring that they play fairly within the rules of the activity.

IMPLEMENTATION

At WHSB the sporting programme is structured through three 50-minute Physical Education lessons over a two-week timetable sequence and one, 100 minute Games lesson per fortnight taught by specialist teachers.

PE Lessons		Games Lessons	
Basketball	Badminton	Rugby	Cricket
Gymnastics	Athletics	Football	Athletics
Cross Country	Tennis		
Fitness			

The classes are ability led as this enables all pupils to make the best progress. The lessons are skill led and build on a progression of skills throughout the 6-week period of that sport. Skills are taught through a variety of different practice methods depending on the type of skill. These skills are the foundation to be able to play the sport technically correctly; understanding rules, tactics and applying the correct skill at the correct moment. The difficulty of understanding strategy and tactics through games is the progression from the more conditioned environment that pupils experience in Year 7 & 8.

Throughout the block of work pupils play games to encourage understanding. These games have additional rules that encourage various different elements of that particular sport. This gives the pupils lots of variety and also encourages communication, teamwork, analysis of the differing situations which requires different tactics and strategies to be used to problem solve within a very physically active environment.

IMPACT

The impact of the Physical Education Curriculum is assessed through the WHSB Grade: Pupils are awarded a cumulative grade that factors in each of the sports that are taught during the academic year. The more pupils excel in the application (using technical skills in game situations) the higher their WHSB Grade. The majority of pupils will achieve a grade 7B by the end of the year and pupils whom achieve a 7A or above are at the practical level threshold to be suitable for GCSE Physical Education. The Impact of Physical Education goes beyond the WHSB Grade because as a Department we want to see pupils engaging in sporting activities outside of their lesson time and participating in representative teams and fixtures. When pupils do this the Department, can see that the curriculum design has encouraged pupils to take their experiences and skills from lessons and apply them independently. This process improves the learning outcomes of the pupil.

RELIGIOUS STUDIES

INTENT

The aim of Religious Studies is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Religious Studies explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living (Southend SACRE 2018).

At WHSB, we have designed a Lower School Religious Studies curriculum which encompasses all of these ideas, concepts and aims. Our Year 9 curriculum aims to build upon the knowledge and understanding acquired by pupils in Years 7 and 8 to provide a solid foundation to the subject should pupils wish to study Religious Studies at GCSE.

Through Year 9, we aim to develop pupils' understanding of **Buddhism, Christianity, Humanism and introduce them to a range of Ethical theories**. In addition, pupils will be given the opportunity to gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They will be required to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

IMPLEMENTATION

In Year 9, pupils are taught in form groups, by subject specialists. Pupils have three Religious Studies lessons in a fortnightly cycle which are taught in well-resourced classrooms.

Teaching is structured into four discrete units of varying length: Buddhism, Christianity, Humanism and An Introduction to Ethical theory. There is a textbook for some elements, but most often, the department will use their own set of bespoke resources. The course content is delivered through a mix of Socratic seminars, class discussions, independent research tasks, group work, group presentations written tasks.

Each unit includes a number of small written assessments as well as two significant pieces of assessed work, one mid-way through and the other at the end; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a forty-five minute paper based on all topics covered during the year.

Pupils are encouraged to apply the thinking skills and learning habits developed in Religious Studies in other subjects such as English, History and Geography.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a **7b**. Typically, 75% of pupils achieve at least a 7b and this is especially important for pupils who wish to study Religious Studies for GCSE. In order to achieve a 7b in Religious Studies pupils will be able to:

- Use a wide range of religious vocabulary to show a good understanding of a range of religions and beliefs
- Analyse issues and questions of meaning and truth
- Explain the influence of history and culture on religious life and why the effect of belonging to a faith is not the same for all people
- Use different sources, evidence and forms of expression to respond critically to religion, spirituality and ethics
- Clearly explain personal and critical responses to ultimate and religious questions and ethical issues.

SPANISH

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

The Spanish curriculum encompasses these aims. Our Year 9 curriculum aims to build on pupil's knowledge from Years 7 and 8 and prepare pupils to be ready to study GCSE. They will expand their knowledge of tenses and language structures while consolidating their knowledge. They will be introduced to GCSE style Speaking and Writing tasks. They will consolidate their knowledge of the future, perfect and present tenses, but will also be introduced to the imperfect and conditional tense. Topics to be covered: Daily Routine, Healthy Living, Global Issues, and Visiting a big city.

Over the course of the year, pupils will become increasingly able to understand, speak and write in Spanish on the various topic areas outlined above. Pupils will be able to confidently answer questions in five tenses, describe a photo and to apply and explain grammatical structures.

IMPLEMENTATION

In Year 9, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 8. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Laboratory.

In Spanish, teaching is structured into five discrete units: favourite thing and free time; the world of work; keeping fit; global issues and a future holiday in Madrid. These units correspond to the chapters of the Viva 3 textbook which provides a foundation for the Year 9 course.

Lessons are taught almost exclusively in Spanish to create maximum exposure for pupils. There will be a balance of the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Viva 3 textbook and from tailor made resources.

Pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and in Spanish. Speaking practice will take place in every lesson. Pupils will be given dialogues of relevance to the topic area which they are studying. They will also learn the vocabulary and structures required to describe a photo. For Writing, pupils are asked to translate short paragraphs and to write passages of up to 150 words on the topic areas which they are learning. Writing will mostly be carried out in class in order for teachers to assess pupils' ability. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

There will be six significant summative assessments (three Speaking two Writing and one Listening). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed into for Year 10.

Pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 9, we expect our pupils to be attaining at least a 7b (refer to grade descriptors). Typically, 75% of pupils achieve at least a 7b and this is especially important for pupils who wish to study German for GCSE. Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for GCSE.