



**Year 9**

**Curriculum Guide**

**Autumn Term**

**2020-21**

## Dear Families

Welcome to the Year 9 Autumn Term Chestnut Grove Academy Curriculum Guide.

The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our PROUD values, which prepares our students to **succeed** at university, **thrive** in employment and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional with dynamic approaches to teaching and learning.

Key Stage 3 is an exciting time in your child's learning and our aim is for students focus on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives. In Year 9, students are at a crucial point in the journey as they start to consider their GCSE options.

The purpose of this guide is to provide you with the full details of what your child will be studying this term, to outline our home learning expectations, to explain how and when your child will be assessed and to provide you with ideas on how you can help support your child's learning at home.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to [info@chestnutgrove.wandsworth.sch.uk](mailto:info@chestnutgrove.wandsworth.sch.uk), clearly labeling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Ms Striesow and I look forward to meeting you at the Year 9 Parents' Evening on **Wednesday 3 March 2021**, and will be in touch with you throughout the year as we continue to work in partnership to support your child's progress at Chestnut Grove.

Yours faithfully

**Richard Cheesbrough**  
**Assistant Headteacher (Key Stage 3 Curriculum)**

## Assessment in Year 9

The Chestnut Grove Learning Path system identifies the Steps which students must take in each subject if they are to achieve strong outcomes in their GCSE examinations. The Steps cover the skills and knowledge that students need to acquire in Key Stage 3 in order to confidently embark on GCSE courses. Students are set aspirational targets at the beginning of each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and projected outcomes for KS4:

Average KS2 Score	Year 7 Target	Year 8 Target	Year 9 Target	PROJECTED GCSE OUTCOME
80 - 99	Step 1	Step 2	Step 3	Grade 4 +
100 - 106	Step 2	Step 3	Step 4	Grade 5 +
107 - 120	Step 3	Step 4	Step 5	Grade 7+

As students progress through the Steps, targets are sometimes amended to support outstanding progress.

### How will my child's work be assessed?

Work is marked at least once every 3 weeks and assessed on student's progress towards their learning goal and his/her resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE/DT/ICT work is assessed every 4/5 weeks due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	<b>Excellent Progress</b> towards the learning goal. Extension work completed.	R4	<b>Exceptionally hard</b> working and committed to completing work to the best of his/her ability. <b>Perseveres</b> when work is challenging and tries to solve problems independently before seeking help.
PG	<b>Good progress</b> towards the learning goal. Home learning is good.	R3	<b>Usually</b> hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	<b>Satisfactory progress</b> towards the learning goal. Home learning also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. <b>Sometimes gives up</b> if work is challenging.
PU	<b>Unsatisfactory</b> progress towards the learning goal. No home learning completed	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. <b>Gives up very easily</b> if work is challenging. Fails to seek help.

### Detailed marking with 'MRIs' and mark schemes

In each subject, teachers have identified four pieces (except PBE/DT/PA/ICT) of work for the autumn term that will be marked in detail to assess students' knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback they are given. At Chestnut Grove we call these responses 'MRI' (My response is..) and students normally complete them in red pen. Details of these four assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and 'learn from mistakes'.

### Written tests in the EBacc subjects

Each term students sit written tests in each of the EBacc subjects (English, Mathematics, Science, Languages, History and Geography). The purpose of this is to help students develop the skill of learning large volumes of knowledge, which will be essential in the new style GCSEs. Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also hosted on our website under the 'Curriculum' section at the following link:

<http://www.chestnutgrove.wandsworth.sch.uk/KS3-Revision>

This term, these tests will be during the **week commencing 30 November 2020** and will take place during normal lessons.

## Home Learning

Home learning is of vital importance as it both increases the learning time available for students and helps them to develop independence and organisational skills. Students are required to take responsibility for recording all home learning in their student planner and for marking when it is complete. Your support in checking the student planner and completion of home learning on a regular basis is invaluable in helping students to develop positive home learning habits in preparation for GCSE. Where possible, please provide your child with a quiet space in which to complete home learning, with access to a desk or table.

### YEAR 9 HOME LEARNING TIMETABLE 2018-2019

Year 9 students are expected to spend 45-60 minutes on each individual piece of home learning. Where a subject is in bold this indicates that home learning will be set on this day in this subject in all sets on that side of the year group. Students should check on their individual timetables to see which sets they are in for other subjects.

Performing Arts and Music home learning is set once per half term.

9X	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Kapoor</b> (X1)	Mathematics Spanish	English	Science Geography		
<b>Hepworth</b> (X2)	Mathematics	English Spanish	Science Geography		
<b>Blake</b> (X3)	Mathematics	English Spanish	Science Geography		
9Y	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Turner</b> (Y1)	Mathematics	English Geography	Science	French	
<b>Da Vinci</b> (Y2)	Mathematics	English Geography	Science	French	
<b>Kahlo</b> (Y3)	Mathematics	English French	Science		Geography

## Literacy

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Literacy is one of the most important skills that students require and it is embedded throughout the curriculum. This means that all teachers address literacy through their teaching and marking. To support students' oracy, all members of staff insist upon Standard English as the language of the classroom. We ask every child in Year 7 to have a reading book in their bag every day and reading is integral to the Year 7 tutor programme. Please strongly encourage your child to attend the Library at break and lunchtimes to renew their library books and immerse themselves in a culture of reading.

You can support the development of your child's literacy by:

- Supporting them with home learning, checking that they are writing accurately.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from the Academy Library.
- Testing your child on the spellings and meanings of key terms in each subject.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Students who attained below 100 in their KS2 Reading test are being targeted for additional catch up intervention lessons to help improve their literacy. In some instances, students who only just missed the 100 score are being supported via their main English lessons. If you have any questions about the support your child is receiving, please contact Ms Smith in the English Department.

## Numeracy

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Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

As with literacy, where the Maths Department think it is appropriate, students who attained below 100 in their KS2 Maths test are being targeted for additional catch up intervention lessons to help improve their numeracy skills. If you have any questions

about the support your child is receiving, please contact Mr Clucas in the Maths Department.

## **Inclusion**

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Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We regularly meet with all families of SEND pupils to discuss progress and support strategies.

**SEND Workshops** are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone home learning club and workshops tailored to meet the needs of pupils with ASD)

**Learning Support Centre workshops** are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

**LSA in class support** is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

## **Key Dates for Year 9**

**Key Stage 3 Assessment Week** (written tests in the EBacc subjects)

Week commencing 30 November 2020

**Year 9 Options Evening and Parents' Evening**

Wednesday 3 March 2021 5-8pm

**KS3 Core Subjects Exam Week** (Written exams in English, Maths, Science)

Week commencing 3 May 2021

**KS3 Foundation Subjects Exam Week** (Written exams in all other subjects)

Week commencing 10 May 2021

# Subject Curriculum Guides

## Curriculum Timings:

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Your child will be studying the following subjects over the week:

- 11 hours in the 'Core' (English 4 hours, Mathematics 4 hours and Science 3 hours)
- 6 hours in the remaining 'EBacc' subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in Computing
- 1 hour in RE (Philosophy, Beliefs and Ethics)
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour Design Technology 1 hour, PE 2 hours)
- 1 hour of 'Health'

## Year 9 English Autumn Term 2020-21

### Staffing:

**Head of Department:** *Charlotte Robinson*

**Email:** *crobinson@chestnutgrove.wandsworth.sch.uk*

**Head of KS3 English:** *Cathryn Smith*

**Email:** *csmith319.212@lgflmail.org*

### Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

Key Stage 3 English is a broad curriculum ranging from *Of Mice and Men* to modern poetry, formal writing, to students writing their own fiction and non-fiction texts. Students are encouraged to read independently, particularly unseen extracts, developing the reading skills, in order to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts.

### Curriculum breakdown this term:

1a: An Introduction to the Gothic

1b: Classic Modern Novel: Of Mice and Men

**Assessments this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Analysis and evaluation of a Gothic Extract
2. Of Mice and Men Thematic Essay (draft and final)
3. Autumn term assessment: Analysis, Evaluation and Creative Writing

### Autumn Term Test Revision Checklist:

#### Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to identify structure techniques
- ✓ How to explain the effect on the readers
- ✓ How to evaluate whole texts/extracts

#### Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to write a gothic story including appropriate conventions

### What can you do to support your child in English?

- ✓ Supporting your child with their home learning, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg. The Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website

### Wider reading and useful web-sites or activities to support learning:

[www.samlearning.com](http://www.samlearning.com)

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

[www.sparknotes.com](http://www.sparknotes.com)

[www.schmoop.com](http://www.schmoop.com)

Reading lists on the school website

**Home Learning:**

One home learning set per week.

You can support your child by ensuring he or she is completing home learning on time and to a high standard. You can read through their home learning and see whether it could be developed, or if there are any obvious errors.

Encouraging your child to read independently at home will further support progress in English.

## Mathematics Year 9 Autumn Term 2020-21

### Staffing:

**Head of Department:** Mr. Mark Green

**Email:** [mgreen@chestnutgrove.wandsworth.sch.uk](mailto:mgreen@chestnutgrove.wandsworth.sch.uk)

**Second in Department, in charge of KS3:** Mr K Lucas

**Email:** [kclucas@chestnutgrove.wandsworth.sch.uk](mailto:kclucas@chestnutgrove.wandsworth.sch.uk)

**Lead Teacher KS4:** Ann Marie Jones

**Email:** [ajones@chestnutgrove.wandsworth.sch.uk](mailto:ajones@chestnutgrove.wandsworth.sch.uk)

### Assessment:

Term	Year 9
Autumn	Unit 1 Fraction Arithmetic Post-Learning Assessment Unit 2 Geometric Change Post-Learning Assessment Unit 3 Constructions & Congruency Post-Learning Assessment Unit 4 Financial Maths. Post-learning Assessment Unit 5 Pythagoras' Theorem Post-learning Assessment Unit 6 Straight Line Geometry Post-learning Assessment
Spring	Unit 7 Ratio and Proportion Post-learning Assessment Unit 8 3D Shapes and Calculations Post-learning Assessment Unit 9 Forming and Solving Equations Post-learning Assessment Unit 10 Probability Post-learning Assessment
Summer	End of Year Exam Paper 1 (w/c 4 <sup>th</sup> May) Unit 11 Trigonometry - Right Angle Triangle Post-learning Assessment End of Year Exam Paper 2 (w/c 29 <sup>th</sup> June)

### What can you do to support your child?

Provide a quiet place for your child to do their home learning. Encourage your child to learn independently. However, it is often helpful to work by their side.

Check Teams and home learning diary each night to see what home learning is being recorded.

To help instill a fruitful work ethic it is imperative that students develop a good sleep pattern. Therefore, we advise a restricted use of mobile phones and electronic games at night time.

### Wider reading and useful web-sites or activities to support learning:

The school subscribes to [www.mymaths.co.uk](http://www.mymaths.co.uk).

Students can also use the following sites, which offer revision videos and topic booklets, including solutions:

- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- [www.corbettmaths.com](http://www.corbettmaths.com)
- [www.hegartymaths.com](http://www.hegartymaths.com)

### Home Learning:

Set once per week on Teams, either via mymaths or as a worksheet uploaded to Teams. The home learning will be on topics that have been learned recently; therefore encouraging students to recall prior knowledge.

**If a student is self-isolating:** Work will be set on Teams. Students will receive a powerpoint similar to the one they would see in lessons. This will be focused on the learning. Students will receive similar resources and home learning. Students should use Chat on Teams to ask the teacher questions.

**If there is a local lockdown:** As above, but resources will be enhanced by learning videos from mathswatch, mathsgenie, corbettmaths or hegartymaths.

At home, students will be required to set out their work in their books as they would in school (Worked example/Thinking/Your Turn). They then take a photo of their work and upload it to Assignments. 'Lockdown' style lessons will be delivered in school, initially once per week and then more invariably, to ensure students know how to make the most of their learning if they are in either situation.

## Year 9 Science Autumn Term 2020-21

### Staffing:

**Head of Department:** Mr A Gordon

**Email:** [agordon@chestnutgrove.wandsworth.sch.uk](mailto:agordon@chestnutgrove.wandsworth.sch.uk)

**In charge of Y9 & 10 Science:** Ms S Holmes

**Email:** [Sholmes@chestnutgrove.wandsworth.sch.uk](mailto:Sholmes@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Science literally explains everything we come into contact with in our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills.

In Year 9, students begin the vital preparation for their GCSEs in the science subjects.

### Curriculum breakdown this term:

**Biology:** Cell structure, cell division, transport in cells, organizational hierarchy, animals, tissues and organ systems, health issues.

**Chemistry:** Atomic structure, the periodic table, bonding, structure.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

**1. Lockdown learning review**

2. Autumn term assessment (Week Beginning 30<sup>th</sup> November)- Biology Test

### Autumn Term Test Revision Checklist: (BIOLOGY)

#### Cell structure:

- Eukaryotes and prokaryotes
- Animal and plant cells
- Cell specialisation
- Cell differentiation
- Microscopy

#### Cell division:

- Chromosomes
- Mitosis and the cell cycle
- Stem cells

#### Transport in cells:

- Diffusion
- Osmosis
- Active transport

#### Principles of organisation:

Organisational hierarchy

#### Animal tissues, organs and organ systems:

- The human digestive system
- Human digestive enzymes
- The heart and blood vessels
- Blood
- Coronary heart disease
- Health issues
- Cancer
- The effect of lifestyle on non-communicable diseases
- Plant tissues
- Plant organ system

### What can you do to support your child in Science?

- Ensure your child is completing all home learning set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a GCSE Revision Guide for consolidating work at home. These are available on parent pay.
- Ensure your child understands how to access work if they have to self-isolate or shield and the process for continuing their studies if there is a future lockdown.

### Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/schools/ks3bitesize/>
- SAM Learning
- YouTube channels like primrose kitten and Ted talks

### Home Learning:

- One piece per week that should take approximately 45 minutes to complete.

## Year 9 History Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Laura Adams

**Email:** [ladams@chestnutgrove.wandsworth.sch.uk](mailto:ladams@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

*'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'*

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world, as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills. Students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

### Curriculum breakdown this term:

Topic 1: Civil Rights in America

Topic 2: British Civil Rights

**Assessment this term:** (Your child will receive detailed feedback linked to a mark scheme on at least four of the following pieces of work. Depending on the situation this work will be marked in books or on Teams. For the work on Civil Rights in the USA and Britain teachers will be flexible to students' needs and can allow students to hand in typed via teams)

1. How significant were the Presidents in changing civil rights?
2. TBC British Civil Rights
3. Autumn assessment

### Autumn Term Test Revision Checklist:

Topic 1: Civil Rights in the USA

- ✓ Segregation and inequality in the USA
- ✓ Student Protest
- ✓ Martin Luther King and Malcolm X
- ✓ Role of presidents in creating change

Topic 2: British Civil Rights

We have the pleasure of Amit Singh from *Consented* planning a new unit on British Civil Rights. The scheme of work for this is still being built. Once it is confirmed we can confirm topics and assessment.

### What can you do to support your child in History?

- Discussions based on what students have learnt.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
- Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

### Wider reading and useful websites or activities to support learning:

- [www.bbc.co.uk/education](http://www.bbc.co.uk/education)
- [www.history.com](http://www.history.com)
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series

### Home Learning:

- Set once a week
- Students should spend 30 minutes completing their History home learning

## Year 9 Geography Autumn Term 2020-21

### Staffing:

**Head of Department:** Mr Kieran Reeves

**Email:** kreeves@chestnutgrove.wandsworth.sch.uk

### Subject Description:

In Key Stage 3 Geography, students are prepared for the rigours of the new GCSE in the subject and receive an exciting grounding in the key physical and human topics. Students' learning is enriched via up to date case studies which bring the subject to life. With an increasing focus upon the 'knowledge curriculum' students are required to demonstrate that they can learn the key case studies and geographical concepts for termly testing. However, this is also developed further through decision making projects and essays. Students also learn key geographical skills including numerical analysis and Ordnance Survey Map Reading.

### Curriculum breakdown this term:

#### First Half Term:

*What is an economy and development?:* An introduction to the key concepts in the study of economic development and globalisation including understanding what an economy is, different economic sectors, how economics and developments are interlinked and how these are different and changing throughout the world.

#### Second Half Term:

*How do we use earth's resources?:* A look at our changing use of resources: soils, water, oil, renewable energy and rainforests and how our use of these is impacting the world and influences development.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. How should Ethiopia develop?
2. Should road building through The Peruvian Amazon be allowed?
3. Autumn term assessment

**Autumn Term Test Revision Checklist:** *(For the Autumn Term Test in EBacc subjects only)*

#### Economic Geography:

- ✓ Economic structures in countries at different levels of development (including an explanation of why these change)
- ✓ Causes and effects of deindustrialisation in the UK
- ✓ Causes and effects of the growth of the secondary sector (textiles) in Bangladesh.
- ✓ Methods to reduce the development gap.

#### Natural Resources:

- ✓ How and why we use soils?
- ✓ Impact of fashion on the environment
- ✓ Issues around renewable energy
- ✓ Rainforests as natural resources

#### What can you do to support your child in Geography?

Ensure home learning is completed on time and to a very high standard.

Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start

#### Wider reading and useful web-sites or activities to support learning:

We produce our own revision guides for exams.

Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

#### Home Learning:

Home learning is set on a weekly basis and includes knowledge revision, essays, short answer questions, research and skills tasks.

## Year 9 French Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Helen Holding

**Email:** [hholding@chestnutgrove.wandsworth.sch.uk](mailto:hholding@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

### Curriculum breakdown this term:

Films and television programs, the perfect tense of reflexive verbs, talking about reading & preferences, describe films and books, predictions & plans for the future, future careers, the importance of learning languages.

**Assessment this term** (The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)

1. Vocabulary test on television and cinema
2. Writing task on future plans
3. Speaking task on future plans and free time
4. Autumn term assessment (Week Beginning 28<sup>th</sup> Nov)

**Autumn Term Test Revision Checklist:** (For the Autumn Term Test in EBacc subjects only)

- ✓ Film and TV programme types
- ✓ Perfect tense of reflexive and irregular verbs
- ✓ Language to describe books that you have read
- ✓ Future tense to make predictions and talk about plans

### What can you do to support your child in French?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their home learning to a good standard every week.

### Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:  
<http://www.bbc.co.uk/education/subjects/zgdqxn> BBC Bitesize

[www.linguascope.com](http://www.linguascope.com) The login details for Linguascope is available via your child's class teacher.

### Home Learning:

Home learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

## Year 9 Spanish Autumn Term 2020-21

### Staffing:

Head of Department: Ms Helen Holding

Email: [hholding@chestnutgrove.wandsworth.sch.uk](mailto:hholding@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

### Curriculum breakdown this term:

Films and television programs, the perfect tense of reflexive verbs, talking about different types of music and preferences, talking about school and what you will study in the future , predictions & plans for the future, future careers, a typical day at school.

**Assessment this term** (The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)

1. Vocabulary test – computer activities
2. Speaking task – TV, films and music likes/dislikes
3. Writing home learning – school subjects and rules
4. Autumn term assessment (Week Beginning 28<sup>th</sup> Nov)

**Autumn Term Test Revision Checklist:** (For the Autumn Term Test in EBacc subjects only)

- ✓ *Films and TV programme*
- ✓ *The perfect tense of reflexive verb*
- ✓ *Talking about different types of music and preferences*
- ✓ *Talking about school and what you will study in the future*
- ✓ *Predictions & plans for the future*
- ✓ *A typical day at school*

### What can you do to support your child in Spanish?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their home learning to a good standard every week.

### Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:  
<http://www.bbc.co.uk/education/subjects/zgdqxn> BBC Bitesize

[www.linguascope.com](http://www.linguascope.com) The login details for Linguascope is available via your child's class teacher.

### Home Learning:

Home learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

## Year 9 Computing Autumn Term 2020-21

### Staffing:

**Head of Department:** *Mr. Emmanuel Solate*

**Email:** [esolate@chestnutgrove.wandsworth.sch.uk](mailto:esolate@chestnutgrove.wandsworth.sch.uk)

### Subject Description:

Students have one lesson of Computing per week. Computing in Key Stage 3 aims to introduce, develop and enhance the understanding and relevance of logical thinking. Problem solving, a logical approach, computational thinking and the application of logical principles to everyday life are the main cornerstones of our curricular offering in Year 9.

This is necessary to prepare students for the rigour and demands of GCSE Computer Science in Year 10. With this in mind, we teach skills that will allow students to make their choice of either following a creative application of computing or programming techniques.

### Curriculum breakdown this term:

#### First Half Term:

During the Autumn Term, Year 9 students will be introduced to writing HTML 4 and external CSS sheets.

Students will work through a series of exercises with the help of step-by-step instructions and videos.

By the end of the project they will have developed a website consisting of 3-4 pages. They will write these pages by hand using HTML code and control the formatting and style through an external CSS file (which they will also write themselves).

No prior knowledge of web-development is required additional planning required. This unit does not focus on web design principles and the students' web pages will look quite basic. The premise of this unit is to learn the fundamentals of HTML and CSS. Web design principles will be covered in a separate project.

#### Second Half Term:

Students will develop a website consisting of 3-4 pages and then complete a project checklist and evaluation.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Students will be assessed through the practical completion of tasks throughout the term and self-assessment at the end of term.

Generally, assessment will be in the form of a progress mark and a self-evaluation of work produced based on peer feedback.

### What can you do to support your child in Computing?

- Support your child in his or her use of technology.
- Ask them to show you something about technology that you didn't know before.
- Share with them how you use computers in your everyday life.
- Continue to discuss issues of e-safety with your child, including their safety when using their smart phones.
- A pair of headphones, which can plug to a standard computer's audio jack, will be helpful in computing lessons.

**Wider reading and useful web-sites or activities to support learning:**

- Teach-ICT: [http://teach-ict.com/2016/ks3/sows/sow3/sow\\_menu.html](http://teach-ict.com/2016/ks3/sows/sow3/sow_menu.html)  
Resources included in this project are:  
Specially written student pages which promote self-guided learning  
24 videos  
6 starter and plenary activities  
Suggestions for extension tasks
- W3Schools HTML tutorial: <https://www.w3schools.com/html/>  
Covers more extensive functionality in HTML

**Home Learning:**

Home learning will be comprised of worksheets and written assignments. It will be set once per fortnight. For some home learning pieces it is not absolutely necessary to have access to a computer but for others one will be needed. Students can use computing facilities at school if these are not available at home.

## Year 9 Art Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Cara Keeble

**Email:** [ckeeble2.212@lqfmail.org](mailto:ckeeble2.212@lqfmail.org)

### Subject Description:

The Arts curriculum encourages students to creatively consider, question and engage in the world around us. Whilst challenging and promoting our confidence in independent problem solving, it prompts us to apply a range of artistic techniques and processes in new and unfamiliar contexts.

### Curriculum breakdown this term:

Year 9 Art student will explore how artists use Art as a vehicle to communicate a wide variety of social issues. Students will develop a deeper knowledge and understanding of how art can be used as a tool to educate and inform society of important social issues. Students will select a theme that they feel particularly passionate about and will communicate this interest through exploring collage artists and techniques. Students will then develop their digital art skills through the application of photo shop to their collages. Banksy and a range of text artists will then inspire students to design and produce a slogan to accompany their social issue collage.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Students will consistently evaluate their work and the work of others against the learning ladder assessment steps.

**1 – Brainstorming worksheet exploring a range of Artists who use their work to communicate specific issues.**

**2 – Rauschenberg style photomontage**

**3 – Text Artist analysis and slogan response.**

### What can you do to support your child in Art?

- Students will be encouraged to independently visit art galleries and develop their own avenue of personal interest in art. Ask students to explore the meaning of the art works that they view and discover what the artist is aiming to communicate.
- Ensure that home learning is completed to the best of your child's ability.
- Encourage students to attend extracurricular Art clubs

### Wider reading and useful web-sites or activities to support learning:

New British Artists	<a href="http://www.newbritishartists.co.uk">www.newbritishartists.co.uk</a>
Photographers' Gallery	<a href="http://www.photonet.org.uk">www.photonet.org.uk</a>
Royal Academy	<a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a>
The Artchive	<a href="http://www.artchive.com">www.artchive.com</a>
Centre Pompidou	<a href="http://www.cnac-gp.fr">www.cnac-gp.fr</a>
Crafts Council	<a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a>
Design Museum	<a href="http://www.designmuseum.org">www.designmuseum.org</a>
Guggenheim	<a href="http://www.guggenheim.org">www.guggenheim.org</a>
The Lowry	<a href="http://www.thelowry.com">www.thelowry.com</a>
Metropolitan Museum of Art	<a href="http://www.metmuseum.org">www.metmuseum.org</a>
Museum of Modern Art	<a href="http://www.moma.org">www.moma.org</a>
National Gallery	<a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>
National Portrait Gallery	<a href="http://www.npg.org.uk">www.npg.org.uk</a>
Natural History Museum	<a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a>
Tate online	<a href="http://www.tate.org.uk">www.tate.org.uk</a>
Victoria and Albert Museum	<a href="http://www.vam.ac.uk">www.vam.ac.uk</a>
Yorkshire Sculpture Park	<a href="http://www.yssp.co.uk">www.yssp.co.uk</a>

### Home Learning:

Art Home learning is set fortnightly and is handed out in half termly booklets. Art home learning will either be an observational drawing task, a research task or an artist analysis.

## Year 9 Design and Technology Autumn 2020-21

### Staffing:

**Head of Department:** *Mr J Wildman*

**Email:** [jjwildman@chestnutgrove.wandsworth.sch.uk](mailto:jjwildman@chestnutgrove.wandsworth.sch.uk)

### Subject description

Design & Technology at Chestnut Grove Academy is taught in a way that nurtures young thinkers and inspires them to be the designers for the next generation. Students are challenged in ways that encourage them to work independently, designing, problem solving and creating. We deliver strong and diverse projects that cater for students of all capabilities and that encourage them to look at the world and investigate how they can use design to improve it.

### Curriculum breakdown this term:

Design & Technology at Key Stage 3 focuses on four key areas; investigating, designing, realising and evaluating.

#### Investigating

- Analysing the task and brief.
- Developing several research pages investigating the theme and target market.
- Look at using both primary and secondary research to inform later design decisions.

#### Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

#### Realising

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

#### Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.

In the Autumn term of Year 9 will be completing a range of small skill based projects and focusing on key theory areas to help prepare them for GCSE D&T.

### Assessment this term:

*(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Theory work self, peer and teacher assessed.
2. Skill based practical (when able to take place) assessed based on level of accuracy demonstrated.

### What can you do to support your child?

- **Visit exhibitions and galleries** to keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to do his/her D&T home learning to the best of his or her ability.** In Key Stage 3 students will receive home learning once every two weeks.
- **Encourage your child to attend the Engineering Club.** Until further notice this won't be taking place but will hopefully be up and running in a few months time.

### Wider reading and useful websites

Please encourage your child to complete additional research. Websites such as [www.technologystudent.com](http://www.technologystudent.com) and [www.bbc.co.uk/schools/gcsebitesize/design/](http://www.bbc.co.uk/schools/gcsebitesize/design/) are great for building independent learning skills.

### Home Learning:

Once every two weeks. This will usually be research based to support the design and making project in lessons.

## Year 9 Physical Education *Autumn Term 2020-21*

### Staffing:

**Head of Department:** *Mr James Tobin*

**Email:** [Jtobin3.212@lqfmail.org](mailto:Jtobin3.212@lqfmail.org)

**Subject Description:** PE gives you child exciting opportunities to be involved in a number of different physical activities. He or she will be given the opportunity to perform in one or all of the following roles: player/participant, leader or official. Students will learn to develop their knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve their own development in a variety of roles and identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

### Curriculum breakdown this term:

In Year 9 students opt into a chosen pathway of activity that they feel suits them best. They will take part in a range of activities, through which they will develop and refine skills and develop leadership skills.

Unit 1	Developing and refining skills tactics in striking and fielding games, such as Softball and Athletics covering activities that were unable to happen in the summer term of yr. 8. Activities adapted to ensure that they are Covid secure. Students will beginning to develop leadership and coaching skills.
Unit 2	Rotation of activities from Handball, Football, Basketball Developing and refining skills tactics and beginning to develop leadership, Badminton, with the focus on officiating and moving to full competitive versions of the game. Developing and refining skills tactics and beginning to develop leadership skills. Activities adapted to ensure that they are Covid secure.

Each student will have 1 of their 2 lessons as PE and the second will be dance and Fitness, taught by specialist Dance teachers,

### Assessment this term:

During the Assessment Week of November 27<sup>th</sup>-December 1<sup>st</sup> students will receive detailed feedback, linked to a mark scheme / criteria in line with the performance, to which they will make MRI responses. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability.

### Autumn Term Test Revision Checklist: N/A

### What can you do to support your child in PE?

Parents can help and support learning by:

- Ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name.
- Encouraging physical activity as part of a healthy lifestyle, being as active as you can, where possible using active transport to and from school.
- Encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.
- Watching top level performance in a range of sports, live or on TV, Youtube and other media outlets

The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.

### Wider reading and useful web-sites or activities to support learning:

We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion live or on television is beneficial to understand the rules conventions and appreciate high level performance.

Reading sporting biographies and keeping up to date with sporting current affairs.

### Home Learning:

A wide range of extracurricular clubs run throughout the term, please see the school

extracurricular calendar for full details of times and locations.

## Year 9 Philosophy, Beliefs and Ethics (PBE) Autumn Term 2020-21

### Staffing:

**Head of Department:** Ms Lois Vanstone

**Email:** [Ivanstone@chestnutgrove.wandsworth.sch.uk](mailto:Ivanstone@chestnutgrove.wandsworth.sch.uk)

### Course description/overview:

In Year 9, students begin their study for their Religious Study GCSE. England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves. Students in Year 9 begin the GCSE so that all have the opportunity to achieve an additional grade. Since so many students do well at GCSE, even with an hour a week, it is very worthwhile for students to take the exam.

#### Exam Board:

AQA

#### Syllabus

Code: 8062

#### Website:

<http://www.aqa.org.uk/subjects/religious-studies/gcse>

### Final GCSE Assessment:

Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade

Paper 2 (8062/2A): Philosophy and Ethics, 1 hour 45 minutes, 50% of final grade

### Teacher Assessment:

Term 1a: Exam questions on crime and punishment

Term 1b: Assessment of crime and punishment

### Curriculum breakdown:

Term 1a: Why crime is committed, including reasons such as poverty

Term 1b: The aims of punishment, including deterrence and retribution

### What can you do to support your child in PBE?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.
- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

### Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. **Big Questions from Little People... Answered By Some Very Big People**

Law, S. **The Philosophy Gym**

Vardy, P. & Arliss, J. **Thinker's guide to God**

Dawkins, R. **The God Delusion**

Armstrong, K. **The Case for God**

Cave, P. **Humanism: A Beginner's Guide (Beginner's Guides)**

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**

Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**

Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**

Parry et al. **AQA Religious Studies Specification A**

Vardy, P. **The Puzzle of God**

### Home Learning:

Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.

## Year 9 Drama Curriculum Guide *Autumn Term 2020-21*

### **Staffing:**

Lucinda Merritt  
Emily Dydymaska  
Noga Verber

**Email:** [lmerritt@chestnutgrove.wandsworth.sch.uk](mailto:lmerritt@chestnutgrove.wandsworth.sch.uk)

### **Subject Description:**

Students will have one lesson of Drama a week in year 7. Drama schemes of work introduce students to performance skills and techniques that are then used in practical class work to create performance. Each year students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of work will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

At Chestnut Grove there are lots of opportunities for students to be involved in Drama including after school and lunchtime clubs, productions (including the annual whole school musical) and externally facilitated workshops.

### **Curriculum Breakdown:**

#### **Verbatim Theatre- Autumn Term**

Verbatim theatre is a form of theatre in which plays are constructed from the precise words spoken by people interviewed about an event or topic. Students will conduct their own interviews and use the material to devise their own piece of verbatim.

#### **Stanislavski- Spring Term**

Constantin Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, Naturalism. Students will use Stanislavski's System to develop their performance skills and understanding of method acting considering character motivation and objectives.

#### **Artaud- Spring Term**

This scheme allows pupils to expand their view on what is performance through the study of Antonin Artaud, creator of Theatre of Cruelty, an experimental theatre practitioner. The work of Artaud is both challenging and surreal, which provides thought-provoking opportunities for the pupils. Students will work in small groups and as a whole class to bring some of Artaud's theories of theatre to life.

#### **Brecht- Summer Term**

Bertolt Brecht developed a style of theatre called Epic Theatre. This style of theatre focuses upon socio-political issues. Brecht wanted his audience to think not just be entertained. Students will use Brecht's *verfremdungseffekt* (alienation effect) to stop the audience from an emotional response to the performance and instead reflect critically on what has been depicted.

#### **Devising- Summer Term**

This scheme of work will allow students to put their knowledge of Drama, devising, characterisation, dramatic conventions, techniques, production elements and practitioners into practice. Students will be given a stimulus with the task to create an original piece of theatre in response. They will use research and feedback to create, develop and refine.

**Assessments:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Each half term, students will receive an assessment record with feedback on a variation of the following, dependent on the unit: DEVISING, REALISING, INTERPRETING and/or EVALUATION and ANALYSIS. Feedback on students' positivity, resilience, and written home learning tasks will also be provided.

**Autumn Term:** Students will be assessed on their interpretation of a script; making directorial or design decisions.

**Spring Term:** Students will be assessed on their practical work and final devised performances.

**Summer Term:** Students will sit a written exam in which they will evaluate and analyse a piece of live theatre

**End of Year Exam Revision Checklist:**

Practitioner guides, terminology sheets, writing frames

**What can you do to support your child in Drama?**

Encourage your son /daughter's full participation in Drama and support them to do their home learning. Drama inherently develops creative and critical thinking, communication, collaborative and leadership skills so even if students do not intend on taking GCSE Drama these skills will be essential for further studies and the world of employment.

**Activities to support learning:**

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

**Home Learning:**

There is one piece of home learning per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

**Summer Term:**

Students will need to revise for the written exam using their revision booklets that include relevant subject terminology, a writing frame and knowledge organisers.

## Year 9 Music Curriculum Guide *Autumn Term 2020-21*

### **Staffing:**

Ms E Dydymka, HOD Performing Arts

Ms K Striesow (RSL Year 9)

### **Subject Description:**

Throughout KS3 students are taught Music for one 50-minute lesson each week. Lessons focus on three main strands of learning;

- Listening & Appraising
- Composing
- Performing

Students learn about different styles of music and varying musical traditions from Beethoven to Bob Marley with the opportunity to use a variety of instruments including kalimbas, ukuleles and desk drumming as well as developing their vocal skills both in singing and rapping. Music Technology skills are further developed through the home learning programme with students able to develop their skills through using BandLab for Education. We also encourage all students to learn the basics of reading a variety of different musical notations and to develop their ability to learn music through listening. We strongly believe that it is important for all students to learn to appreciate music from different countries, cultures and traditions and to give students the opportunity to enjoy and develop their practical music making in class.

### **Curriculum breakdown this term:**

#### *Autumn 1*

Music as Communication: Protest 1

Students will explore how composers have used different music to protest about racism and inequality, focusing in particular on the cultural impact of the Windrush generation on British music. We will explore Ska, Soca and Reggae through listening, playing, improvising and composing music in these styles. Students will learn how to play chords and use these to create bass riffs and melodic ideas. In addition, they develop their ability to use BandLab software.

#### *Autumn 2*

Music as Communication: Protest 2

Building on the prior work on Ska, Soca and Reggae, students will explore how rap and hip hop have been used to protest about racism and inequality. Following this students will then work in pairs or individually to create their own Black Lives Matter protest song using any of the styles they have explored or their own choice of musical style. In addition, they will use BandLab to create a suitable backing to fit their song which they will present as their completed assessment.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme based on the Music Steps targets)*

- Paired/individual bass riff composition and evaluation.
- BandLab home learning on creating a backing track for their protest song.
- Completed protest song and evaluation.

*Practical assessment in class focusing on performance, creation, evaluation, resilience and home learning. Students will be graded from 1-4 in each of these areas as well as being given a progress grade (twice per term). All of their assessments over the term are used to give them a Step for Music.*

### **What can you do to support your child in Music?**

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.

**Wider reading and useful web-sites or activities to support learning:**

- ABRSM theory app, free
- Free concerts/musicals available through various online platforms such as YouTube
- Horniman museum music lab, Forest Hill

**Home Learning: 1 per half term**

- Term 1 – BandLab assignment on creating a backing track for their protest song.
- Term 2 – BandLab assignment on creating a backing track for their protest song.

## Year 9 Dance Curriculum Guide Autumn Term 2020-21

### Staffing:

Ms C Atkinson (Head of Dance)

### Subject Description:

Throughout KS3 students explore a range of Dance styles and topics that will enable them to build their skills in the three strands of dance: Performance, Choreography and Appreciation.

Within each unit students will develop a variety of skills and attributes such as:

Memory, on the spot thinking and decision making, concentration, social skills, teamwork and the understanding of accountability, confidence and self-acceptance, attention to detail, sensory awareness.

Dance in Year 9 continues to build on students' Performance, Choreography and Appreciation skills as well as provide them with more challenging styles and topics.

### Curriculum breakdown this term:

#### **Autumn Term 1a: Hip- Hop and Urban Dance**

Students will learn about the style, discovering its history, influences, stylistic features and key movements. As well as the impact and differences the style has compared to Urban Dance. Students will build upon their performance skills by learning how to apply a variety of Physical Skills to their performance. Students will experience mini workshops on a selection of Hip-Hop styles before applying them and the other styles they have learned in KS3 to create a piece of Urban Dance. Students will work in quartets and will share their work at the end of the unit.

#### **Autumn Term 1b: Choreography 103**

Students will continue to build on their choreographic skills from Year 7 and Year 8. The focus on this unit will be understanding and applying Choreographic Intent, Choreographic Devices, and Motif Development to create a more sophisticated piece of dance. Students will work in small groups to create a piece of dance based on a stimulus that communicates a choreographic intent. Students will share their work at the end of the unit.

**Assessment this term:** *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

#### **Autumn Term 1a: Hip- Hop and Urban Dance**

Practical assessment focusing on Performance including the demonstration of Physical Skills. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

#### **Autumn Term 1b: Choreography 103**

Practical assessment focusing on Choreography including the selection and use of Action, Space, Dynamics, Relationships, Choreographic Devices, and Motif Development in relation to their Choreographic Intent. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

### Home Learning:

Students will receive 1 piece of home learning per unit that will either link to their own work in lessons or a professional work. The aim of the home learning is to build students writing, evaluative and analysis skills that they can then apply in other subjects.

## Year 9 Health Autumn Term 2020-21

**Staffing:**

Subject Leader: Ms J Taylor jo.taylor@chestnutgrove.wandsworth.sch.uk  
All tutors

**Subject Description:**

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

**Curriculum breakdown this term:**

Term 1a: Relationships, including the study of different types of relationships, bereavement and divorce  
Term 1b: Sexual health, including the study of emotional wellbeing and teenage pregnancy

**Assessment this term:**

Term 1a: Project on relationships  
Term 1b: Project on sexual health

**What can you do to support your child in Health?**

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs  
Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues  
Practise debating with your child and encourage them to think critically  
Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Jolley

**Wider reading and useful web-sites or activities to support learning:**

[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.samaritans.org](http://www.samaritans.org)  
[www.mind.org.uk](http://www.mind.org.uk)  
[www.nhs.uk](http://www.nhs.uk)  
[www.teenlineonline.org/](http://www.teenlineonline.org/)

**Home Learning:**

*Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.*