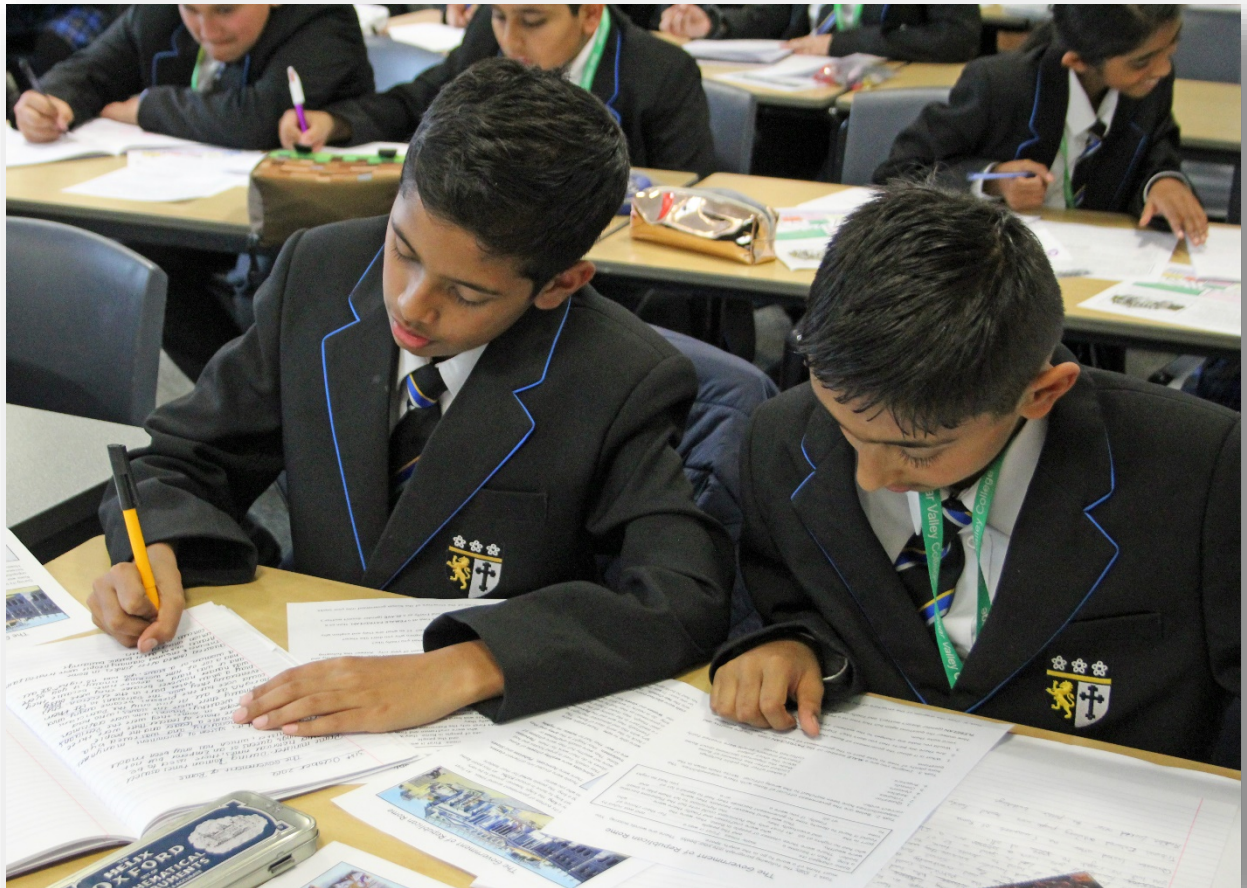


Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE



Year 9 Curriculum Handbook

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The Curriculum at Key Stage 3

Our curriculum at Key Stage 3 is designed to provide students with the skills needed to prepare them for a successful future. When students arrive at Soar Valley College they study a number of core curriculum subjects. These are organised into a two-week timetable, with the number of hours for each subject during the two weeks as shown in the table below:

	Year 7	Year 8	Year 9
English	7	6	6
Mathematics	6	6	6
Science	6	6	6
Art & Design	2	2	2
Computing	2	2	3
Design & Technology	4	4	4
Drama	2	2	1
Geography	4	4	4
History	4	4	4
Languages	5	5	5
Music	2	2	2
Physical Education	4	4	4
Religious Education	2	2	2
Citizenship/Personal Development		1	1

A small number of students will be part of our Plus Group. For these students the transition to secondary school is made more gradual by grouping some subjects together; these are taught by our specialist team who use the subject content to develop basic skills.

During Year 7 there is a strong emphasis on the teaching of reading, communicating and writing. This emphasis on literacy continues throughout the time the pupils spend at Soar Valley.

An induction programme is built into Year 7, during which students will learn about our expectations, how to behave in different social situations and how to organise themselves so they are ready to learn.

Some general ways parents can support include:

Year 7 Settling-In Evening

This is held in October so that parents can meet the Form Tutor and find out how their child has settled in to life at secondary school. A full Subject Parents' Evening is held later in the year. These are valuable opportunities to find out how your child is progressing and what they can do to improve further.

Reports

Reports are sent home three times a year and outline the effort a child is making in each subject together with any concerns about behaviour and/or homework completion. They will also indicate targets for children and the progress they are making towards meeting those. Discussing the report with your child is an important way of engaging with their learning. Parents can help by celebrating successes, discussing where things have not gone so well and setting targets for future improvement.

Homework

Parents can see all homework set for students via www.satchelone.com a link for which is on our school website. Students also have a Planner for recording homework, which parents are asked to check weekly and sign. Providing a calm and quiet place to work at home will help your child to focus.

Healthy lifestyles

A healthy diet can make a big difference to children's concentration in school. This includes restricting fizzy drinks and sugary foods. Another important factor is a reasonable bedtime so that your child is able to concentrate on their learning the next day. It is also advisable to make sure access to games consoles, mobile phones and computers is monitored to make sure your child is able to spend sufficient time on their schoolwork.

Further information about our curriculum can be found in this booklet, together with information on how you can support your child's learning in all subjects.

Reading, Writing and Communication across the Curriculum



What is it and what do we expect?

At Soar Valley we think it is important to develop the abilities to read, write and communicate effectively in all lessons. We want students to feel proud of their work! We encourage students to try to use neat handwriting in all lessons, as well as writing in full sentences and paragraphs where it is necessary, as well as using correct punctuation.

All classrooms have a literacy box. This box has lots of resources inside to help with reading, writing and spoken communication. Throughout the college we have a Green Pen Policy.

Students are encouraged to take responsibility for checking their work, before the teacher does, making corrections and improvements in a green pen. This helps them to learn which mistakes they make often and where extra help may be needed.

As part of the Induction Programme at Soar Valley, students are given an English Handbook and a mini Dictionary to keep. These should be brought to school every day, to use in all subjects. In the Handbook there is lots of advice to help students with reading, writing and communication skills, essential for all lessons.

What can parents do to help?

Encourage children to read for pleasure. All students will have a school library book which they will swap at least once every two weeks. They should also try to read lots of different texts, including magazines, newspapers, websites, fiction and non-fiction.

Once homework has been completed, parents can support by encouraging children to read it aloud. When children read aloud, it is easier for them to spot their mistakes. They can also be encouraged to make corrections and improvements in their green pen.

If a homework task is proving difficult, encourage the use of their English Handbooks, where they will find a variety of helpful tool kits that may give them ideas and support for all subjects.

Useful Websites:

www.literacytrust.org.uk

English

The English Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Inspire an appreciation of the importance of reading and literature.
- Develop knowledge about the use of language in a wide range of texts.
- Build knowledge of how to use written language themselves in a variety of structures, forms, contexts and audiences.

In Year 9 we want students to continue to have a rich, enjoyable and challenging experience, leading them to engage with and to be highly motivated by their English lessons, as well as to understand and value the functional aspect of the subject.

In order to build their knowledge and skills, students are encouraged to work with increasing independence as well as with different people. We offer appropriate resources and learning activities for all students whatever their ability, including the use of technology to support learning.

Students are encouraged to challenge themselves in their reading, are given opportunities to read in class, are given time to independently read in the library, and are encouraged to read for pleasure beyond their English lessons.

Homework aims to provide students with a variety of tasks to promote independence, to prepare for or further their learning in lessons. The length and complexity of the task will be suited to your child's needs and ability and will show progression over the course of their time in KS3.

During **Year 9**, students study:

- **How does social and historical context influence a writer's work?**

Reading and analyzing *Of Mice and Men* by John Steinbeck; learning about America in the 1920s and 1930s and how this context influences the text; learning how to analyse character and language; report writing

- **How do writers use different narrative structures for effect?**

Learning about how writers use a variety of narrative structures; reading and analysing narrative structures in short stories and film; narrative writing with a focus on structure; reading non-fiction to explore real-life issues connected to the short stories studied; review writing; creating and delivering a spoken presentation

- **How does Shakespeare explore interesting characters and themes through his use of language in his plays?**

Reading, understanding and analysing Shakespeare's *Midsummer Night's Dream* or *Much Ado About Nothing*; tracking theme and character across the text; article writing

- **Poetry**

Students will begin to study 6 of the poems in their GCSE anthology, linked in a thematic way to the units above.

What parents can do to help:

On the school website, there is a very helpful link to '*Understanding Progress in English: A Guide for Parents*'.

The helpful advice given on the *Reading, Writing and Communication across the Curriculum* page is also excellent and very relevant to English.

Talk to your son or daughter about their English work and English homework. Encourage them to discuss what they are learning in their lessons and explain their ideas. Encourage them to proofread their English work and homework and to revise knowledge and skills covered in the lessons.

Encourage your son or daughter to read for pleasure and, if possible, read together. If you don't know what to choose, ask Ms. Codling in the library and have a look at [Accessit!](#) The latter can be accessed via the library portal on the college's website.

Useful websites

- KS3 BBC Bitesize [English](https://www.bbc.co.uk/bitesize/subjects/z3kw2hv) at <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>
- SAM Learning on <https://www.samlearning.com>

Mathematics

The Mathematics Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Develop a broad knowledge and understanding of the mathematical concepts that allow students to become numerate and resilient problem solvers.
- Help them understand the links between key mathematical concepts and see how they are used in a variety of interesting and useful contexts.
- Allow them to realise the power that mathematics has to help us communicate effectively in a technological world.
- Allow them to appreciate the intrinsic and aesthetic qualities of mathematical shapes, proofs and patterns.
- Allow them to realise the thrill and fulfilment of tackling a problem or a puzzle. Recognise that good mathematicians are usually stuck but there is fun when you try to get out of the maze!

The mathematics course in Year 9 builds on the skills and understanding that students have already developed. It is designed to prepare all of the students for the transition to their GCSE courses. Students are taught in setted classes according to their abilities. Regular assessment monitors progress and ensures all potential is recognised. Groups are adjusted accordingly throughout the year.

Topics Covered:

The course covers the key elements of; **Number, Algebra, Geometry** and **Statistics**. With many opportunities to develop a **problem solving** ability.

Term One	Term Two	Term Three
Properties of Number Prime Factors Indices Surds	Proportional Equivalence Algebraic Fractions	Order of Operations
Division and Fractions	Properties of Shapes	Sequences, Rules, Graphs Linear and Quadratics
Place Value and Arithmetic	Angle Facts Circle Theorems	Formulae Equations
Rounding and Estimation	Transformations	Probability and Ratio
Length, Area and Volume Using Algebra	Statistics Handling Data Cycle	Constructions
Expressions	Venn diagrams	Scale Drawing Bearings
Time, Units and measures		Trigonometry

What parents can do to help:

Homework and learning outside of the classroom is encouraged at all times. There are many ways students can enhance their class studies and we have invested in some quality resources to help. Our favourite online homework site is [Mathswatch.co.uk](https://www.mathswatch.co.uk). Every child will be given an individual login to access this site. Other sites that we subscribe to, and would highly recommend, are www.mymaths.co.uk and www.samlearning.com

These sites cover all of the above topics and provide extra lessons and questions for students to work on at their own pace. Questions are marked instantly giving immediate feedback about their progress.

Science

The Science Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Allow them to acquire scientific knowledge and understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Allow them to learn to apply observational, practical, modelling, enquiry and problem-solving skills both in the laboratory, and other learning environments.

The year begins with an Enquiry Processes topic that introduces students to the new skills required in Year 9. Throughout the year students are supported to develop skills required for studying science at GCSE level and the program of study is designed to bridge the gap between Key Stage 3 and 4 by regularly highlighting links between current and previous learning. Students are encouraged to view science in their own context and engage with current science events in the wider world.

Students are taught in 3 main units of study, each containing a biology, chemistry and physics topic. Within each unit there are 2 written assessments to encourage students science literacy and develop skills of explanation. At the end of each unit there is an examination booklet based on the topics covered with that unit of study.

Topics covered:

Biology	Chemistry	Physics
Unit 1: Microorganisms, disease and practical applications of microorganisms. Unit 2: DNA and cell division, Inheritance, Stem cells Unit 3: Plant structure and uses of glucose, Investigating Ecosystems	Unit 1: Models of the atom, groups 1, 7 and 0, bonding and properties of substances Unit 2: Balancing equations, investigating how to measure quantities in reactions. Unit 3: Investigating reactivity and how to use reactivity.	Unit 1: Modelling and measuring waves, uses of different types of waves. Unit 2: Measuring energy and applications of energy transfer Unit 3: Measuring and using electricity, Measuring and using Magnetism.

What parents can do to help:

Parents can help support learning by discussing students' homework, all on SatchelOne, to further support learning activities in college.

Each topic will have a paper homework sheet for students to complete at home while the topic is taught in school, as well as weekly recall quizzes set using the Educake website. Parents should help students to check areas they are unsure of and test their knowledge and should support their child with making flash cards and graphic organisers to aid revision.

Talk about science in the news and encourage students to come to college with questions about science news. Encourage your child to read as well as listen to science news.

Useful websites:

KS3 BBC Bitesize Science at <http://www.bbc.co.uk/bitesize/ks3/science/>

For self-assessment students should use Educake at www.educake.co.uk

Art & Design

The Art Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Develop creative thinking skills and a love of learning by experiencing a range of different materials, techniques and processes.
- Build upon their knowledge and skills.
- Ensure students acquire a broad knowledge and understanding of the Art world and the creative industries which will help to prepare them for their next steps.

Year 9 students will consolidate their understanding of the key visual elements: shape, line, tone, colour, pattern and texture. They will be taught how to extend and refine their skills by experiencing tasters of our 3 GCSE subjects – Photography, Fine Art and Graphics. They will be encouraged to think and act creatively, and develop the confidence to take risks when exploring ideas.

Disguise:

- All students will be introduced to Photography techniques including using the digital SLR camera, composition, lighting and editing.
- Students will explore ways that they can be creative with photographs experimenting with drawing techniques, collage etc.

Natural forms:

- Students will develop their observational drawing skills using a range of different media such as pencil, inks and paint and they will use their knowledge of established artists to inspire these pieces.

Bees:

- Students will learn about the importance of Bees and environmental issues related to bees.
- They will take inspiration from illustrators to design a bee themed clay tile.
- 3D skills will be developed through making and decorating a final tile.
- Students will explore the use of Photoshop to experiment with Graphics skills.
- They will work with their own images to create an infographic/poster outcome.

Student will also study Art History alongside their practical units.

What parents can do to help:

Each student will be given sketchbook that they will use in class and for homework. Parents can really support students, and boost their confidence, simply by admiring the amazing work they have produced!

Homework tasks can be viewed on Show My Homework and students will also be given printed resources to support their work.

Useful websites:

The Museum of Modern art www.moma.org

The Tate Gallery www.tate.org.uk

The National Gallery www.nationalgallery.org.uk

Students often need to research different artists or art movements, and a simple search on Google will give immediate access to an significant number of works of art by a particular artist.

Design & Technology

The Design & Technology curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Inspire students to actively engage with confidence and success in an increasingly technological world.
- Encourage risk taking, resourcefulness, innovation and support them to become capable individuals.
- Allow them to make vital contributions to the creativity, culture and well-being of our community.

Topics covered in Year 9:

Food and Nutrition: Students develop their knowledge and understanding in regards to the functional and chemical properties of different food types, bacterial contamination and nutritional needs including vitamins and food choice. Delivery of the theory content is through a variety of methods such as experiments and investigations with the conclusions leading to the development of dishes. Students will need to enhance their presentation skills as well as focusing on sensory qualities within their final dishes.

Timbers (LED Lamp): Students focus on the application of key terms and processes to produce a commercial product. Students explore properties of pine and manufactured boards and apply this knowledge to the making processes discovering the capacity of each material. Students reinforce and expand their knowledge of electrical components and create a working LED light. This project has cross curricular links to Mathematics and Science.

Metals (Desk Tidy/Phone Stand): This project will give students a hands-on opportunity to work with metals and components to create a product. Students will be creating their product by following a series of orthographic drawings, paying close attention to dimensions and scales. The practical outcome will focus on how to mark out, cut and drill. Students will learn about the extraction and refining of metals. Students will then learn about the preparation and application of treatments and finishes to enhance functional and aesthetic properties.

Paper and Board (Marble Run): During this project students are presented with an overview of the main categories and types of papers and boards. Through material investigation and research they will discover a range of papers and boards and their physical properties. There will be a focus on the environment and sustainability to develop their understanding of global issues. In groups, students will have the opportunity to build and construct a working marble run game taking into account different skills and challenges. Creativity will be essential!

Textiles (Child's Safety Product): Students begin this project with an investigation task to discover what they will need to focus on when designing and making a safety product for a child. They will focus on primary school children travelling to and from school, which gives them a number of factors to consider in order to make the product suitable for the user. They will work independently with the materials available to select the required properties and conduct research into the raw sources of the materials. They will gain an understanding of technical developments within textiles looking at smart materials. This project is an opportunity for the students to guide their own outcome and to challenge themselves to put in to practice all that they have learnt over the course of Key Stage 3.

What parents can do to help:

We would appreciate each student coming to each Design Technology lesson fully equipped with quality colouring pencils, pencil, pen, rubber and a black fine liner. A regular checking of Show My Homework, which will often have support material uploaded to aid learning, would be appreciated. We encourage all students to take pride in their work, so support and encouragement at home would be advantageous.

Additionally, should there be any difficulties providing ingredients during Food Technology lessons, you will find staff supportive in solving any issues with advance notice.

Useful Websites:

www.bbc.com/bitesize, www.technologystudent.co.uk, www.Food4life.gov.uk

BBC television programmes (available on iPlayer): Dragon's Den, Inside the Factory.

Drama

The Drama Curriculum at Soar Valley College aims to encourage all students to be independent learners through:

- Encouraging tolerance and understanding across a range of situations and experiences
- Offering experiences that develop students' ability to question and that challenge their perceptions of the world around them
- Developing a range of transferrable skills valued by employers

We aim to inspire a love of learning, while building the skills and knowledge to succeed in future endeavours.

During Year 9:

Students will work in smaller production groups to explore the different vocational roles within the creative arts. Students will complete a series of topics to explore the content and skills required at Key Stage 4. Within the year, students will be creating work for public display and looking at incorporating all prior knowledge learnt into more challenging topics. In this year, there is a strong emphasis on team skills, communication and time management, as well as building on the base of knowledge that students have gathered in previous years. By the end of Year 9, students should be confident in public speaking and have a solid base of skills for pursuing drama at Key Stage 4.

Examples of topics include:

Page to Stage	Students will look at a production holistically and begin to explore the multitude of roles within a production. They are focusing on building analysis skills and interpretive judgements all through practical workshops and participation in real world activities within a production.
Exploring creative careers	Students will work in small groups and explore the various elements of productions and their associated career pathways. During this unit and emphasis is placed upon transferrable skills and individual character development. By the end of this unit, students will be able to explain how roles collaborate and apply this knowledge to a set brief.
Responding to brief	In the final unit of study students apply the multiple skills developed over the course of KS3 to create a piece of thought provoking theatre for an audience. Students have the opportunity to apply research and development skills as well explore the different roles involved in making performances. Students develop their problem solving and independence and are encouraged to shape the work to communicate different points of view.

What parents can do to help:

Encourage your child to talk about their classwork when at home. Discuss different films and performances and the different elements which go into creating a piece of drama whether it be musicals, adverts, soaps or films. Check Show My Homework to see what work is being prepared for the next lesson and where written work is required, encourage the best effort and presentation from your child.

Useful websites:

www.youtube.com the National Theatre channel

www.bbc.co.uk/bitesize

<http://ntlive.nationaltheatre.org.uk>

[GCSEpod](#)

The Geography Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Help them appreciate and make sense of the awe-inspiring world in which they live
- Create enquiring minds that are interested in geographical issues that affect us now and in the future
- Give them challenging opportunities to experience the connections between people, place and the environment on a variety of scales

The Geography curriculum develops students' knowledge and application of that knowledge, linking together the topics studied throughout Year 7 and 8. Students will use their investigation techniques and enquiry skills to discover a range of topics including:

Topics covered:

Climatic Hazards Develops students' understanding of natural hazards by investigating a range of climatic hazards. Students look at the causes and effects of weather extremes such as droughts, desertification and tropical storms through the use of case studies. Students will assess whether a country's level of development affects the impact of climatic hazards.

A Shrinking World Investigates the complex geography of globalisation by exploring how countries are increasingly connected to, and interdependent with, other countries. Students will investigate social, economic, cultural and political forms of globalisation. The chain of production of an iPhone is used to explore employment sectors and an understanding of international trade patterns. Our role as global citizens is also explored.

Global hazards Investigates how the world around us being threatened by a range of social, health, economic, environmental and political hazards. This includes; food shortages leading to famine along with threats from pirates, major diseases and political conflict. The unit also encourages students to assess the level of threat each of these global hazards have on us living in the UK.

Country Comparison AC/LIDC Links back to the Year 7 topic on 'An unequal World' and compares the countries of Japan (an Asian AC) with Mali (an African LIDC). It examines the physical and human characteristics of both countries and investigates how the complex interaction between these have led to differences in the countries level of development. This unit provides an excellent foundation for the Dynamic Development topic at GCSE.

Sustaining Ecosystems This is the first unit of the OCR B GCSE course and allows students to embed prior learning and also to experience GCSE and the demands it places on them. It investigates world biomes, looking at where they are located and their key characteristics. Student's then learn about the complexities of both Tropical Rainforest and Polar ecosystems, including case studies on how these environments can be sustainably managed.

What parents can do to help:

Reading about relevant geographical news - volcanic eruptions, earthquakes.

Watching the news and keeping up to date with current affairs.

Watching the Power of the Planet, BBC series.

Useful websites:

<http://news.nationalgeographic.com/> [http://www.bbc.co.uk/news/science and environment/](http://www.bbc.co.uk/news/science_and_environment/)
<http://www.imdb.com/title/tt1145500/>

OCR B Bitesize <https://www.bbc.co.uk/bitesize/examspecs/zpsx2p3>

No turning back <https://www.nrdc.org/onearth/climate-scientists-world-we-have-only-20-years-theres-no-turning-back>

History

The History Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Inspire a curiosity about the past, a desire to learn more and to find enjoyment in doing so.
- Allow students to gain knowledge of the past so as to help understand the present.
- Allow students to gain the skills necessary to study History and apply them as a historian would.
- Allow students to master the subject.

In Year 9 we cover the following topics:

World War One

Students study the causes of World War One before looking at events of the war in more detail. Students also undertake a project about life in the trenches where they are encouraged to consider the experiences of the ordinary soldiers from both sides.

The Interwar Years and the Rise of Hitler

Students begin by studying the peace agreement that was drawn up at Versailles at the end of World War One and begin to consider the possible consequences of this.

Votes for Women

This allows a look at the changing status of women in society during the 19th Century including how and why they fought to get the right to vote, including the effectiveness of the campaigns of the Suffragists and Suffragettes, the role women played in the First World War, and how this helped them to win the vote.

Nazi Germany

From here we pick back up on the international thread and look at how Hitler came to power in Germany and what it would have been like to live in Nazi Germany.

World War Two

This unit of work begins with the causes of World War Two. Students study the war through some of its main events such as the Battle of Britain, Pearl Harbour and D-Day. In addition to this they explore the effects of the war on the home front, including evacuation and the Blitz.

The Holocaust

Students study the growth of anti-Semitism in Nazi Germany before studying the holocaust and final solution. They tackle challenging questions such as: Did the world know about the Holocaust? And Did the Jews fight back?

1945 to Present Day

Lastly the students will look at the major themes to emerge from the Second World War such as the Cold War and how it has led to major aspects of life today such as international terrorism, the Palestinian question and international relationships.

What parents can do to help:

Taking their children to visit relevant historical sites, such as The Imperial War Museum.

Assisting with homework.

Visiting the library and getting age appropriate books regarding the topics that will be covered.

Watching the news and reading newspapers with their children to encourage an awareness of and interest in current affairs.

Useful websites:

www.schoolhistory.co.uk www.spartacus.schoolnet.co.uk/ www.bbc.co.uk/history/forkids/

www.historyonthenet.com/

www.samlearning.com

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

ICT and Computing

The Curriculum in ICT and Computing at Soar Valley aims to allow all students access to a range of experiences that will:

- Develop transferable skills for a changing digital world.
- Implement computational thinking to solve problems.
- Enable students to apply knowledge learnt when using information and communication technologies in real life examples.

Year 9 students will consolidate their understanding of the key ICT and Computing elements: digital literacy, information technologies and computer science. They will be taught how to extend and refine their ICT skills and understanding, and to apply this to a wide range of software applications and scenarios.

Topics covered:

Term One Topics	Term Two Topics	Term Three Topics
Online Safety, Cyber Crime & Security awareness	Spreadsheet design & modelling	Augmented Reality
Text based Programming with Python & Pseudocode	Systems Architecture CPU, Memory & Storage	Data Representation & Sorts/Searches Algorithms

What parents can do to help:

- Discuss the dangers of giving personal information on the internet and the consequences of misusing a social media website.
- Discuss the types of computer threats, and crimes, and the impact these could have.
- Discuss what IT is used in various workplaces - sports, leisure/entertainment and industry.
- Look at magazines, posters, and leaflets and consider how graphic software is used to create the different effects and appeal to a target audience.
- Parents can help support learning by discussing students' homework, which will be shared on Show My Homework, to further support learning activities in school.
- Quick topic quizzes and games for each of the units of work are available on the teachict.com website. Parents can help students to check areas they are unsure of and test their knowledge.
- Talk about ICT and Computing in the news and encourage your child to read and find out about new technologies in sports/leisure/education/entertainment/industry etc.

Useful Websites:

https://www.teach-ict.com/gcse_new/gcse_ict_quizzes.htm

<https://www.samlearning.com/>

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<https://www.codecademy.com/learn/learn-python>

<https://www.learnpython.org/>

Languages

The MFL Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- inspire a love of language learning
- instil linguistic knowledge and transferable skills in our students, which will equip them with the necessary adaptability to engage with the opportunities available to them in and beyond their academic and social environment
- encourage respect and understanding towards other languages, cultures and customs in a diverse and changing world.

By the time students begin their third year of language learning with us, we hope to have created enquiring and independent learners who are equipped to successfully pursue a GCSE course in either French or German.

We continue to develop the work from Year 7 and 8 that focuses on phonics and simple translation work, and we still place an importance on learning through games, films, ICT work, and studying authentic materials. We now teach students a greater range of grammatical structures and more sophisticated ways of expressing their own viewpoints and opinions.

We want learners to continually learn that they can place language they have already learnt in new contexts to produce varied work at longer lengths and for different audiences.

Students are encouraged to use speech spontaneously more and more as they continue to acquire an ever increasing vocabulary.

We complete our KS3 course half way through the Summer Term and aim for a project based approach to the final half term of Year 9. This half term prepares some of the groundwork for students so that they have a head start with their GCSE course, whilst keeping those not opting for GCSE languages engaged with possibly useful vocabulary and cultural capital for their future travels.

Autumn Term – The Media: students learn how to communicate about and express opinions about modern technology and social media, as well as film, TV, adverts, art and music.

Spring Term – Health and Fitness: students learn to talk and write about their own health and resolutions for a healthy lifestyle. They are also introduced to more resources that will assist them with understanding things they read and listen to.

Summer term – The first half is spent finishing the topic of The Media and on preparation for the skills tests on the work done over the two terms. The second half is spent completing some project work to promote cultural understanding about a French or German speaking country and people who live or have lived there, which is related to a GCSE topic, including transactional vocabulary about places in town and directions.

Students in Year 9 will have the opportunity to visit either France or Germany. Trips to France/ Germany take place on alternate years i.e. one year the trip will be to France, the following year to Germany.

What parents can do to help:

Parents can help by ensuring that all homework is completed to a good standard and by discussing the learning that has taken place. Helping students with vocabulary learning homeworks – by testing them at home in a fun way – can have a very positive impact. Students will also benefit from help with assessment preparation.

Useful Websites:

www.linguascope.com

www.zut.org.uk

www.languagesonline.org.uk

Music

The Music Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Inspire a love of learning through inspirational and challenging musical activities.
- Build on students' knowledge and skills of performing, composing and evaluating music from different cultures, genres and Medias to succeed through KS3 and KS4.
- Create vocational opportunities, which focus on transferable skills that enable students to succeed across the Creative Industries and beyond.

Students in Year 9 continue to consolidate their prior knowledge from Year 7 and 8 of the Elements of Music, they develop their understanding of a number of band instruments and gain an insight into the Music Industry. They will learn how to collaborate as a band, hone rehearsal skills, develop their compositional skills and learn how to record using studio technology.

Year 9	<u>Soundtracks</u> -exploring Film music, composers and Foley
	<u>Computer and Video Game Music</u> -exploring how music is composed for computer and video games, composing our own character leitmotifs.
	<u>What makes a good song?</u> -looking at how songs are structured, examples of great songs, band work rehearsing a song to perform.
	<u>Song writing</u> -composing a song as a band, performing it and recording it in the studio.

Listening and Appraising

Throughout each of the units, pupils listen to their own and others' work and undertake self and peer assessment in accordance with the Learning Pathways. Teachers use these Learning Pathways to assess pupils' work throughout the units, to drive high expectations for all, and to ensure all students achieve their full potential. Students will develop their musicianship skills in 3 key areas-Performance, Composition and Evaluation.

What parents can do to help:

At home parents/carers can support pupils learning in the classroom by asking questions about their learning and encouraging them to listen to a variety of music from around the world. They can even share their own musical tastes! In school, parents/carers can encourage pupils to reach their full potential in lessons, take up an instrument and take part in the various extra-curricular clubs and concerts.

Useful websites:

- www.musicalfutures.org.uk
- www.musictechteacher.com
- www.e-chords.com
- <https://edu.bandlab.com/>

Personal Development

The Personal Development Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Educate students to become thoughtful and active citizens who engage positively and enthusiastically with public life.
- Give students the knowledge and skills needed to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

The Personal Development curriculum is committed to guiding our young people to be well-rounded individuals who are equipped with the knowledge, resilience and skills to face the challenges of life with as much confidence and independence as possible.

During Personal Development lessons, two curriculum subjects are covered simultaneously:

- Citizenship Education – which aims to enable young people to make their own decisions and take responsibility for their own lives and the communities in which they live.
- Personal, Social and Health Education (PSHE) – which helps young people to explore the Personal, Social, Health and Economic aspects of life.

In Year 9, the curriculum consists of the following units:

Term One	Term Two	Term Three
<p>Money and Me:</p> <ul style="list-style-type: none"> • Money and emotional wellbeing • Where does money come from? • Borrowing • Safer Lending 	<p>Careers Education:</p> <ul style="list-style-type: none"> • Skills and Qualities • Personal Career Planning • Careers Research 	<p>Relationships & Sex Education:</p> <ul style="list-style-type: none"> • Sexually Transmitted Infections • Human Immunodeficiency virus
<p>Freedoms and Liberties:</p> <ul style="list-style-type: none"> • Honor Based Violence • Forced Marriage • Grooming • Pornography 	<p>Relationships and Sex Education:</p> <ul style="list-style-type: none"> • Sexuality • Contraception 	<p>Our Country:</p> <ul style="list-style-type: none"> • Democracy & Dictatorship • How are laws made? • Voting

What parents can do to help:

Encourage students to find out about and stay up to date with controversial topics in the media to encourage an awareness of and interest in current affairs. Discuss these topics with them so that students are able to appreciate different ways of thinking.

Useful websites:

www.bbc.co.uk

Physical Education

The Physical Education curriculum aims to allow all students access to a range of sports/physical activities that will:

- Develop their confidence, competence, motivation, knowledge and understanding to value and take part in physical activity for life.

Year 9 PE consists of 10 different activities that aim to build on the skills students have developed in Year 7 and 8, whilst extending the variety of activities. Students will continue to be set according to their practical ability and will be divided into single sex classes for most of the academic year. The length of time that students spend on each activity will vary depending on what set they are in. Activities will also be adjusted accordingly to meet the needs of the class. The method and language with which the students are taught leads directly into GCSE PE and those students interested in continuing the subject into Key Stage 4 experience taster lessons in Term 2.

Topic 1: Rugby Union	Topic 7: Inclusive Sports
Topic 2: Tennis/Badminton	Topic 9: Athletics
Topic 3: Netball	Topic 10: Cricket/Softball
Topic 4: Basketball	Topic 11: Rounders
Topic 5: Football	Topic 12: Health and Fitness

The aim of Year 9 PE is to develop and nurture the students' confidence, competence in physical activities and to develop their understanding of health related fitness. A greater emphasis will be placed on leadership and independent learning, positive attitudes towards each other and leading a healthy and active lifestyle. Students develop their analytical and decision making skills and continue to work hard on self-discipline.

The 3 key areas of development are:

1. Competence
2. Rules, Tactics and Strategies
3. Health and Fitness

What parents can do to help:

Following an early assessment at the start of the autumn term, students will be assessed continuously throughout each activity block. At the end of each activity block (which usually last for 5 weeks) students will be asked to self assess and identify areas of strength and weakness. Students will also be asked to identify methods of improvement and record these. Students will be graded by their teacher at the end of each activity block into a Bronze, Silver or Gold category to reflect their competence, knowledge of rules, tactics and strategies, knowledge of health and fitness and effort levels.

It would be useful if parents periodically enquired on their child's progress in PE and encouraged them to attend extra-curricular activities.

Useful websites:

GCSE PE <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

OCR Sports Studies <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

Religious Education

The RE Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Enable students to consider the impact of religious beliefs on the world, on communities and on individuals.
- Inspire curiosity, empathy, respect and debate around a range of religious and non-religious worldviews.
- Build understanding of religious beliefs and practices, to help students both now and in the future.

Students are starting their GCSE RE course in Year 9. This means they need to take their work seriously and do their best at all times. The GCSE course involves TWO exam papers and EIGHT units of work. Those units have been split up into TOPICS that will be studied over the course of Years 9, 10 and 11.

	PAPER 1 – RELIGIONS				PAPER 2 – THEMES			
FULL UNITS:	Christian Beliefs	Christian Practices	Muslim Beliefs	Muslim Practices	Theme A: Relationships & Families	Theme B: Religion & Life	Theme D: Peace & Conflict	Theme F: Human Rights & Social Justice

Year 9 topics:

	<u>Topic Title:</u>	<u>Related Unit</u>
1	Religion, violence, terrorism and war	Paper 2, Theme D
2	Life on our Planet	Paper 2, Theme B
3	Why and how do Christians worship?	Paper 1, Christian Beliefs & Practices
4	Equality, Values and Human Rights	Paper 2, Theme F
5	How do Muslims relate to God?	Paper 1, Muslim Beliefs & Practices

What parents can do to help:

- Discuss events in the media that have religious / ethical angles with your child.
- Encourage the following learnings habits in your child:
 - Coming to lessons fully equipped and ready to take part and completing all homework.
 - Being interested in what other people think and believe, and curious about why. You do not have to be from a religious background yourself to do this!
 - Expressing your views and opinions as clearly as you can.
 - Having an open mind when you come across ideas that you don't agree with, and listening well to different opinions.
 - Thinking about how religion makes a difference to people's lives.

Useful websites:

- BBC Religion and Ethics website: <http://www.bbc.co.uk/religion/0/>
- BBC Bitesize: <http://www.bbc.co.uk/schools/gcsebitesize/rs/>
- Christianity: <http://www.request.org.uk/main/main.htm>
- Islam: <https://www.islaminschools.com/>
- AQA GCSE exam board: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Learning Development

The Learning Development Curriculum at Soar Valley aims to allow all students access to a range of experiences that will:

- Provide students with a “can do” approach that fosters an enjoyment for learning.
- Enable students to acquire knowledge appropriate to their developmental stage.

We strive to remove learning barriers, build resilience and ensure students are prepared to access the curriculum, by developing learning tools and strategies with them

Soar Valley College is an inclusive school and we welcome all students regardless of any additional needs that they have. Additional needs may be linked to learning, behaviour or communication difficulties or perhaps a medical need. The Learning Development Faculty will ensure that all subject teachers are aware of any additional support that your child may need and will advise teachers about the best way to provide that support.

Students are supported in a variety of ways.

- They may be taught some subjects in smaller groups.
- Small group interventions focus on specific skills ie) literacy, spelling or social skills
- Intensive short term interventions can be delivered individually ie) 1:1
- There may be an additional teacher or teaching assistant in some classes to provide specific focused support.
- Buddy reading clubs run each morning during registration.
- There is a supervised homework club available at lunchtimes where support can be given to complete homework tasks.
- Vulnerable students can attend supervised activities at break and lunchtime every day.

What parents can do to help:

- Check the student planner and encourage your child to complete homework tasks on time.
- Encourage reading for pleasure and talk about the book or magazine that your child is reading.
- Help your child to be organised so they always have the necessary equipment for school.
- Promote a supportive and positive attitude towards any interventions that the Learning Development Faculty make available to your child.

When necessary we will seek advice from other agencies to help us to provide the best support for your child. We work closely with:

Special Needs Teaching Service

- Education Psychology
- Speech and Language Therapy Services
- Behaviour Support Team

Extended Curriculum

We are extremely proud of the wide variety of activities available for our students on a daily basis which we feel bring a range of benefits and opportunities to help them to further develop their learning.

These activities occur before school, at lunch time or after school. In 2013/14 there were 115 different activities and 85% of our students attended at least 1 activity throughout the year on a regular basis. They are incredibly popular with the students and are all free to attend. We also have Learning Passports that allow us to reward students for time they spend in extra-curricular activities and which are extremely popular.

For Key Stage 3 students we offer:

- The Learning Resources Centre is open every morning from 8am for students to use the ICT facilities, read or to exchange their reading books.
- Homework Club
- A calm, supervised environment in the Learning Resource Centre allows students to do their homework using College resources and computers. This is held every day 3 - 4pm.
- Most subjects also offer an activity either at lunchtime or after school for students to extend their learning and receive extra guidance from the teaching staff. These may include:
- Creative Activities
- Music, street dance, drama and guitar are amongst those activities offered for students who feel stronger and more confident in creative activities.
- Opportunities to pursue particular interests for example chess, Computing, Art.

A wide variety of sports are offered for all students. They may be single or mixed sex, competitive or non-competitive situations.

We also offer a Paired Reading Scheme where older students work alongside Year 7 students to improve reading skills.

In addition to the daily activities outlined above students are also offered many other opportunities and activities that are offered at different times throughout the year.

All of our activities are publicised to the students by various means including on the Plasma Screens located throughout the College and also on the College website.