

# KEY STAGE 3 CURRICULUM SUMMARY BOOKLET

YEAR 9  
2009/2010



Achieving Excellence Together

## English

### Course aims and content

The English curriculum at Key Stage 3 is designed to develop in our students the ability to express themselves confidently, to think logically and imaginatively, and to attain a deep understanding of literature. The course is designed to promote high levels of competence in students' command of the three skills areas of reading, writing and speaking and listening. Through a variety of teaching and learning styles, it fosters an inventive, creative approach to developing ideas, making connections and finding solutions, and allows students to employ a range of communicative skills and strategies, which will support their cross-curricular achievement. The English curriculum aims to develop a critical understanding of how meaning is shaped both in texts from the English literary heritage, and in those from a variety of different cultures and traditions.

In Year 9, the students continue to build on and refine the skills developed in Years 7 and 8 through the study of a wide range of challenging texts from the major genres of prose fiction and non-fiction, poetry and drama. Texts and teaching styles are tailored to introduce a more GCSE level approach in order to prepare students for the high demands of Key Stage 4 English. Students are supported in developing the depth and detail of their literary analysis and their ability to evaluate the effects of a work's cultural context, and are given opportunities to write in a variety of text types. They are facilitated in the development of a more independent approach to the research, planning and evaluation of extended assignments.

Students enhance their understanding of English literary heritage and historical context through the study of a complete Shakespeare text and First World War poetry, and develop their sensitivity to cultural diversity through exposure to fiction from different cultures and eras. The curriculum prepares for the demands of GCSE both in its focus on a number of pre-twentieth century texts, and in the study of a Film Analysis unit to introduce students to the GCSE Media coursework component. An increased range of non-fiction texts is explored and produced. The practice of oral skills through debate, presentations and drama-based activities continues to play a key role in the development of students' communication skills.

In addition, key functional skills in spelling, punctuation, grammar and syntax, which underpin successful independent writing, are consolidated through weekly language lessons. During these lessons, student will explore aspects of language in context, and will be encouraged to reflect and build on their written communication skills both in English lessons and across the curriculum.

Students are set in Year 9. This enables those who experience difficulties with some aspects of the subject to work, at times, at a slower pace, and to consolidate basic language skills, which able students are given opportunities to access more challenging texts and tasks. Mobility among the sets is expected, and is determined by students' ongoing performance, as well as their achievement in regular key assessment tasks.

The English Department assesses oral and written work, with at least one formal assessment per unit, using assessment for learning methodology and offering both formative and summative feedback. During the course, students are encouraged to become reflective and critical learners through evaluating their own strengths and weaknesses, and setting themselves realistic, attainable targets for improvement with guidance from their English teacher.

## Mathematics

### Course aims and content

Every student in Key Stage 3 is encouraged to access their highest level and fulfil their own mathematical potential. Learning opportunities in the classroom are varied: whole class teaching with and without the interactive whiteboard, paired and group work, individual and whole class learning through interactive websites, mental strategies, hands-on approaches and traditional individual exercises from worksheets and textbooks. Methods of assessment focus on providing constructive, positive feedback to students in order for them to improve their understanding and learning. Ultimately we are trying to foster a culture of student self-assessment and encourage them to be independent thinkers and learners. Our ultimate aim is to improve learning for every student in a friendly, supportive and stimulating environment.

Students are placed in appropriate sets that will further enhance their learning opportunities. Those who find that maths poses few problems for them are placed in larger class sets whereas students who struggle with certain areas of maths are placed in smaller class sets. In this way the weaker students benefit from more one-on-one teacher support and will be able to make more rapid progress towards their own learning targets. Stronger students will have the opportunity to access extension material and higher order thinking tasks either on an individual or group basis.

We have high expectations for all our students and set appropriately challenging but realistic targets for everyone.

The following topics will be covered throughout the year:

### **Algebra**

- Sequences, functions and graphs
- Equations and formulae
- Factors, indices and graphs
- Formulae and graphs

### **Number**

- Fractions, decimals and ratio
- Place value and calculations
- Problem solving

### **Shape, space and measure**

- Geometrical reasoning, loci and construction
- Measures and circles
- Transformations
- Angles and shapes
- Trigonometry, areas and volumes

### **Handling data**

- Handling data
- Probability
- Collecting, displaying and analysing data

## **Science**

### **Course aims and content**

The aim of the Science Department is to enable students to understand a broad range of scientific concepts, facts, principles and theories, while developing their own consciousness of science in the context of the real world.

The emphasis is on 'learning by discovery' and as a result practical work, investigation skills and ICT are the focal points of many lessons. They will employ and develop skills enabling students to observe, predict, test, record, analyse and evaluate across a wide range of scientific topics. The subject matter to be explored is as follows:

- Inheritance and Selection
- Fit and Healthy
- Plants for Food
- Reactions of Metals
- Patterns of Reactivity
- Environmental Chemistry
- Using Chemistry
- Energy and Electricity
- Gravity and Space
- Speeding Up
- Pressure and Moments

In year 9 summative tests are taken after every topic and students are taught in bands according to ability in preparation for the GCSE Science courses.

## Information and Communication Technology

### Course aims and content

The ICT department at JESS aims to provide students with ICT skills that are transferable across all disciplines combined with an understanding of ICT and Computing as a subject.

In Year 9, students will:

- re-visit, to a deeper level, file storage principles studied in Year 8. They will discuss the conventions of behaviour relating to respect for others' work and the use of passwords.
- adhere to copyright and plagiarism laws and correctly source all data used in their work, including both primary and secondary sources
- plan and manage an ICT project from start to end, using appropriate software to help.
- build an e-portfolio using web software to present all work completed throughout the year.
- understand the principles of the system development life cycle. Pupils will develop the ability to analyse, design, plan, build, test, evaluate and document ICT systems.
- consider the sense of audience and purpose in all work produced.
- use a wide range of ICT and problem solving skills to design solutions for a business scenario. Students will develop their expertise in the use of application software for solving business problems including spreadsheets, databases, word-processing, presentation, desktop publishing, web design, vector and bitmap-based graphics software and e-mail.
- evaluate their use of technology and reflect on its use in solving business problems.

Students who successfully complete all the coursework and content deadlines throughout the Year 9 ICT course will be put forward for the Level 1 Using ICT AiDA (Award in Digital Applications) qualification.

## French

### Course aims and content

The language skills in the areas of listening, reading, speaking and writing, increase in complexity in Year 9 and students have the opportunity to widen and deepen their understanding of the grammatical structures underpinning the French language. Students revise the present, perfect and near future tenses, and through differentiated activities go on to tackle more challenging grammatical concepts. Students work at different levels and different paces and there are plenty of opportunities for extension work. Students are encouraged to check their own work critically and to choose reading materials. They are expected to work independently using dictionaries and verb tables. Topics covered include: TV, films, books, what the future holds, a healthy lifestyle, illnesses, describing other people in detail, a region in France, travel to and staying in France.

The French Department uses a variety of assessment techniques throughout each year, including peer and self assessment, teacher assessment of group and individual work, and the marking of unit tests. Students are encouraged to reflect on their own learning and set themselves targets for further progress.

## Arabic

### Course aims and content

Having established and reinforced the fundamental characteristics of Arabic grammar and orthography in the initial two years of secondary Arabic as a Foreign Language (AFL), the attempt can now be made to broaden and deepen the students' knowledge and familiarity with purposeful applications of the language.

The third year of systematic study of AFL is intended to develop the students' language skills and their confidence in using the language for simple and practical day-to-day transactions. This is supported by increasing fluency in the four skills of reading, writing, listening and speaking, as well as a broader vocabulary range and a more thorough understanding of the grammatical foundations of the language.

The topics covered in this year include; describing oneself and others, daily routine, school life, hobbies, shopping and prices, and the weather.

## Islamic Studies

### Course aims and content

This course is offered to our Muslim students as an enhancement to their curriculum as directed by the Ministry of Education. The course aims to promote Islamic spirit and accordingly build an understanding of their religion.

The content includes:

- Pillars of Islam
- Pillars of Imam (Faith)
- Short Surahs from the Holy Quran
- Life of Prophet Muhamad (pbuh) and other prophets
- Great gifts of Allah
- Islamic calendar
- Islam and the world
- So taught our Prophet Muhamad (pbuh)-Al-Hadith
- The festivals of Islam
- Companions of Prophet Muhamad (pbuh)
- Islamic calligraphy and architecture
- Muslim manners
- Cleanliness
- Islamic supplications (Dua'a) for different occasions, to make the students aware that Allah constantly watches over all human beings
- Songs and verses, games and illustrations that promote Islamic values in our everyday activities

## Geography

### Course aims and content

Geography is a dynamic subject which the Geography department delivers in an imaginative and enthusiastic manner. As a department we facilitate the curriculum using a variety of teaching and learning techniques and also incorporate formative assessment into our schemes of work throughout Key Stage 3. Each student will also have a fieldwork opportunity to experience part of the Geography curriculum. Through engaging and motivating lessons, students will become interested in the world around them, acquiring knowledge and understanding across a range of places and environments. Through encouraging students to think independently we inspire them to develop a sense of place and an appreciation of the environment, as well as an awareness of the ways in which people and environments interact.

Within Year 9 students will study 6 units covering physical and human element. The progression across the Key Stage now means that the students are able to think critically and show an appreciation for the world

around them. The schemes of work, shown below, provide a greater challenge and opportunity to prepare them for the demands of the GCSE course. Students will be able to describe, explain and critically examine the geographical themes covered in the curriculum.

	Term One		Term Two		Term Three	
Year Group	A	B	A	B	A	B
Year 9	Global Hazards	Earthquakes and Volcanoes	Development	Millenium Goals	Resources and Energy	Geology

## History

### Course aims and content

*" History is made by people. When you understand people, you can live a full life."*

History aims to bring colour to the curriculum, not just through tales of some of the most exotic, colourful characters students will ever have the chance to learn about at school, but by delivering active and imaginative lessons which capture their imagination. The quote above by Charles Miller Smith sums up the department's aim in its teaching of History; by getting pupils to understand the past actions of peoples and societies, they can not only see how the world we live in today has been shaped but they can also begin to understand and make reasoned judgements about the actions of people today.

The Year 9 course aims to develop students' ability to question and make deductions about the past through the study of:

- Black African Americans; Designing a memorial to slavery
- The Civil Rights Movement; Writing the perfect essay
- 'Barbed Wire Fence'; using film as evidence about the past
- A personal study; using film as evidence about the past

## Art and Design

### Course Aims and content

The Art and Design curriculum aims to encourage and facilitate the flowering of creativity that we believe to be endemic in our students. Art and Design contributes to the school curriculum by offering a distinctive way of learning, where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication.

The Art and Design curriculum which we offer is also distinctive in a variety of ways in offering opportunities for students to:

- develop their creativity and imagination through visual, tactile and sensory experiences
- develop practical, technical and critical skills and use visual and tactile language to communicate their ideas, feelings and meanings
- learn to make valued judgements and aesthetic and practical decisions so that they become actively involved in shaping environments
- explore ideas and meanings in the work of artists, craftspeople and designers and learn about the diverse roles and functions of Art, Craft and Design in the contemporary world and in different times and cultures

The aim of the Key Stage 3 course is to improve students' visual literacy through exposure to key art works from different cultures and experimentation with a wide variety of art processes and materials. They will develop skills in order to be able to:

- explore and develop ideas
- investigate and make art, craft and design
- evaluate and develop work
- knowledge of different cultures in an International environment

There are three themes across Key Stage 3

- self and experiences
- natural and man-made objects and materials
- environments

The three Year 9 unit titles are 'Personal Dramas', 'Change your Style' and 'Personal Places, Public Spaces'. In these units, students explore ideas and feelings about events in their personal lives and phobias they have or have had in their life as a starting point for image-making. They will explore their local environment and the changes taking place in Dubai regarding development and construction work in the city. They will use a range of 2D and 3D media including intaglio printmaking, clay and textile materials. Year 9 is an opportunity for students to investigate more advanced techniques and explore their strengths. ICT is an integral component of the curriculum and students will have the opportunity to incorporate Adobe software programmes into their work when exploring ideas or as final outcomes.

## Art, Design and Technology/Graphics

### Course Aims and content

The ADT/Graphics course at JESS aims to contribute to the school curriculum by offering a series of Graphics units which complements and supports the work currently completed in Art and Design and Design and Technology.

The course develops students' manipulation and use of several Bitmap and Vector software e.g. Adobe PhotoShop, Illustrator, 2D design. They will develop skills in order to be able to:

- Explore and develop ideas
- Manipulate graphic media to realise outcomes
- Work to a specific design brief
- Solve problems and arrive at feasible conclusions
- Develop, plan and communicate ideas

During the year, students will be introduced to units on the following:

- Brand identity – promotional products, application of CAD/CAM
- Developing drawing skills
- 3D modelling projects, resulting in sketch models for new products
- Design and construction of a Point of Sale promotion, developing skills in illustrator software

## Design and Technology

### Course aims and content

The Design and Technology Department is currently supported by two fully equipped workshops and a design studio / ICT facility. Students in KS3 will have access to these facilities in order to produce high quality outcomes, using the full range of resistant materials and graphic media.

The Department will encompass CAD (Computer Aided Design) and CAM (Computer Aided manufacture) through the use of 2D Design Tools and 3D ProDesktop software packages, which will be linked to a Laser

Cutter, 3D Router and a Vinyl Cutter. Graphics students will also have access to the full Adobe design suite and the choice of two purpose built computer rooms.

It is anticipated that these processes and resources will then lead into KS4 and beyond as the school continues to develop, which in turn will lead to the introduction of KS4 examination courses in Resistant Materials and Graphic Products. The introduction of 3D CAD/CAM processes is also anticipated at this stage.

Design and Technology is based firmly on a problem solving approach to learning, through designing and making. As the foundation to this approach, the design process is followed in all areas of the subject, and is used as the common structure for all student schemes of work. The aim of the Key Stage 3 course is to give students of all abilities the opportunity to investigate, communicate (both orally and graphically) and to think critically in order to analyse and evaluate design solutions. They are expected to co-operate with their peers in group tasks and are encouraged to manage, plan and structure design briefs in order to meet given deadlines.

The course will focus on the following six sub-skills of designing and making:

- Exploring ideas and the task
- Generating ideas
- Developing and modelling ideas
- Planning
- Evaluating
- Making high-quality products

Students will explore needs, wants and opportunities in the context of *designing for markets*. They will formulate criteria to judge the quality of a product and the extent to which it meets the need, the purpose and the resource limits, and its impact on society.

Projects could include:

- A piece of jewellery cast in pewter or made in silver
- A storage unit to hold audio-visual media made in acrylic
- An automata which uses basic input and output movement

Students will be given every opportunity to incorporate ICT skills into their work. However, pupils should be taught that CAD and CAM are simply additional tools which a designer has available and which should be used as and when appropriate.

## Drama

### Course aims and content

The JESS Drama curriculum encourages and facilitates explorations and investigations of the world in which we live. The use of a variety of dramatic strategies and conventions are adopted in order to consider important social and personal themes. A range of dramatic stimuli including: photography, literatures, mask, film, historical events and journalism are used to 'trigger' studio based workshops, discussions and evaluations.

In addition to the development of the students' ideas and opinions on life issues there will be a strong focus on communication, language and confidence skills.

## Music

### Course aims and content

By engaging students in making and responding to music, music education offers opportunities for them to:

- Develop their understanding and appreciation of a wide range of music, extend their own interests and increase their ability to make judgments about music quality
- Acquire the knowledge, skills and understanding needed to make music, e.g. in community music making, and, where appropriate, to follow a music-related career
- Develop the skills, attitudes and attributes that can support learning in other subject areas and are needed for employment and life, e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others

Each student in Year 9 receives one music lesson per week. Lessons involve a wide variety of individual, small group and whole class activities.

During the course students will acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.

- Listening – students listen to a wide variety of music of different styles, periods and cultures
- Composing – students are encouraged to explore sounds and create their own music through experimentation and improvisation. ICT plays an important role in this aspect of the course and students use music software to compose and arrange music.
- Performing – students are involved in many performing activities, including whole class performances, group and solo performances

### **Additional Information**

For students wishing to learn to play a musical instrument there is a thriving instrumental teaching programme, which is run on a private basis after school hours. There is also a flourishing Rock School, which has proved to be a great hit with our young musicians! In addition, there are opportunities for all students to participate in a range of extra-curricular musical activities, both vocal and instrumental.

## **Physical Education**

### **Course aims and content**

The aim of the Physical Education department is to develop the physical, social and mental well-being of all students. Students will develop a range of different motor skills, techniques, and begin to understand how to apply them to many different activities.

The curriculum focus is on developing understanding of what makes a performance effective and how to apply these principles to their own and others' work. Students will be expected to take the initiative in a variety of roles including leader and official while making independent decisions about what to do to improve performance.

Students will be taught to acquire and develop their skills in a variety of contexts. During the course of the year students will be challenged to select and apply skills learned with a view to developing tactics and compositional ideas.

Underpinning all lessons within Physical Education will be the principles of health and fitness as students develop a greater understanding of both their own and others' well being.

Student activities for the year are as follows:-

### **Year 9**

- Swimming
- Health Related Fitness
- Rugby (Boys and Girls)
- Softball/Rounders
- Netball
- Volleyball

- Gymnastics
- Athletics
- Water Safety
- Dance

Students will also have the opportunity to extend / enhance their learning through the broad spectrum of extra curricular activities