

**REDBORNE UPPER SCHOOL  
& COMMUNITY COLLEGE**

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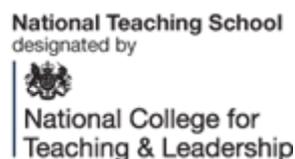
# **Curriculum Guide**

## **Year 9**

### **2023-24**



**Academic excellence Shared values Outstanding education**





# Foreword

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Dear parents, carers and students,

Welcome once again and we hope that students have settled in well during their first few weeks at Redborne.

This booklet sets out the details of the courses you will follow during your first two and a half terms, up to May next year, at which point you will start a new timetable with your Key Stage 4 options.

In this booklet we will explain:

- the courses you will follow;
- how you will be assessed;
- opportunities for extended learning;
- details of the reports and progress checks that you will receive.

You will also find details of any assessments (which could be either written or practical) that students will be undertaking in the first few weeks of term. This baseline assessment information will be used to allow us to make a fair judgement about student progress across the year. I am sure that you will understand the importance of this work, and hope that students have taken this part of their induction in their stride.

My colleagues and I look forward to seeing you at the parents' evening in February, and trust that students' experience in year 9 will be stimulating, enjoyable and successful.

Olly Button  
Headteacher



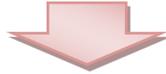
# Overview of year 9

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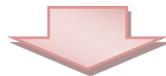
## September 2023

- Students start at Redborne



## November 2023

- First report issued with effort grades



## January 2024

- KS4 options information distributed



## February 2024

- Report issued to parents
- Parents evening with core subject staff
- Year 9 options evening
- Option choice form completed



## May 2024

- Option choices finalised



## June 2024

Students start new timetable on KS4 courses



## July 2024

- First report (effort only) for new classes

# Reports and Progress Checks



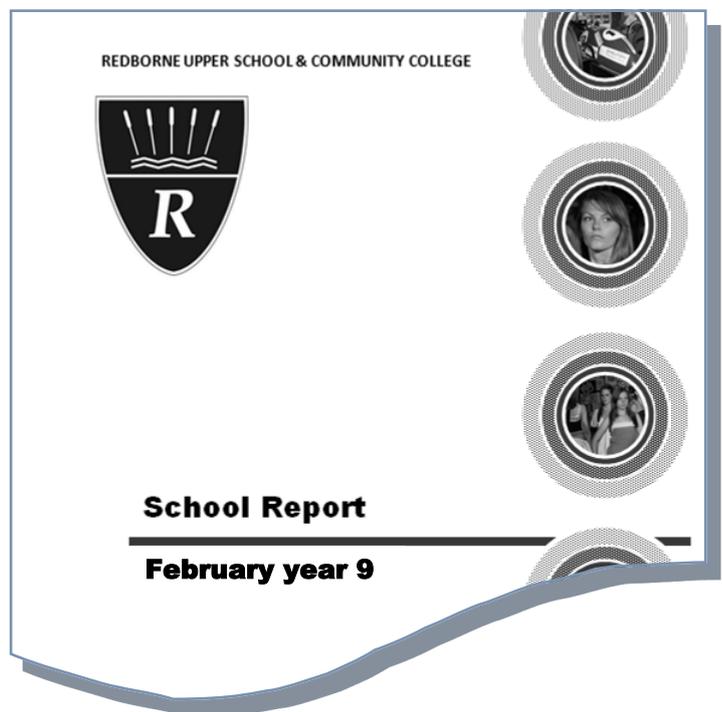
Reports will be issued at three points through the year.

**November:** *Progress check* with effort grades for first half term

**February:** *School report prior to KS4 options choices.*

This report will also contain targets for each subject.

This will assist students in selecting their options and allow you to check a student's progress in their first term at Redborne.



**July:** *Report* to give an effort grade for students starting on their GCSE courses in all subjects.

Reports will be issued on-line and via e-mail, with hard copies available on request.

# Assessment

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We will provide you with regular updates throughout the year. This information will be given in two forms:

1. Student Progress
2. Effort

## Student progress

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Subjects will assess and report an assessment of whether students are making **progress** in a particular subject.

We take the recent assessments of each student in each subject and compare them to a group of Redborne students with similar prior attainment

Grade	Descriptor
Above Average	Those students who have performed significantly above the average of their group of similar students are making Above Average Progress.
Average	Students making Average Progress have made a good start at Redborne and have made the progress we would normally expect, based on previous attainment.
Below Average	Students who are significantly below the average of their group of similar students are making Below Average Progress.

Each subject teacher is asked to quality assure this measure and ensure that it accurately reflects the progress the student has made by taking into account a more holistic view of their work beyond the main assessment.

# Effort grades

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Students will be given effort grades for some pieces of work (either written or practical) and we will send out a report which includes effort grades throughout year 9. We have found that there is a very strong link between the effort that students put in and the progress that they make in their studies.

Effort is assessed on a six point scale; information about the effort grading is given in the table overleaf.

The descriptors in this table will apply to individual pieces of work or short-term projects. You will see that the descriptors refer to all the different ways that students can show good effort:

- written work
- practical work
- oral work and discussions
- group work and projects
- behaviour and co-operation

These individual assessments will be used together with some more general descriptors of student attitudes to award the effort grades that we will issue with reports and progress checks several times through the year.

Students with consistently high effort grades will receive recognition from subject teachers, the year team or senior staff, for example through achievement points, assemblies or praise postcards sent through the post.



# Table of Effort Grades



Grade	Meaning	Descriptor
<b>O</b>	Outstanding	<ul style="list-style-type: none"> <li>Exceptional effort well beyond that normally expected of students, in terms of time or quantity or depth of work.</li> <li>Work is completed extremely efficiently – often ahead of deadline.</li> <li>Enthusiastic, well-motivated and self-disciplined in lessons—contributes well in discussions and is a good listener.</li> <li>In group activities, student shows leadership skills in helping the team achieve a high standard.</li> </ul>
<b>V</b>	Very Good	<ul style="list-style-type: none"> <li>A high level of effort, above the normal expectation (e.g. completion of optional tasks, high levels of organisation and presentation in written work).</li> <li>Work is completed efficiently - at or ahead of deadline.</li> <li>Keen contributor to discussions and behaves very well.</li> <li>Takes a very active part in group or practical activities and co-operates fully and enthusiastically with the work of the group or activity leader.</li> </ul>
<b>G</b>	Good	<ul style="list-style-type: none"> <li>The normal expectation for student effort.</li> <li>Work completed on time to a good standard.</li> <li>Behaves well in lessons and will contribute to discussions when asked.</li> <li>Follows instructions in group or practical activities and takes an active part in the work.</li> </ul>
<b>N</b>	Needs Improvement	<ul style="list-style-type: none"> <li>Work is only completed after an extension to the deadline, or is only partially completed.</li> <li>May need reminding to participate or engage in the lesson or the need to stay on task and remain focused.</li> <li>Reluctant to contribute to discussions, or may make irrelevant or distracting comments.</li> <li>In activities, does nothing disruptive but is very passive, relying on others to do more of the work.</li> </ul>
<b>W</b>	Warning	<ul style="list-style-type: none"> <li>Work is only completed after a first level sanction (e.g. break detention) or threat of a higher level sanction.</li> <li>Lack of co-operation in activities with low-level disruption.</li> <li>Behaviour leads to formal warning or sanctions (e.g. 'time out').</li> </ul>
<b>U</b>	Unacceptable	<ul style="list-style-type: none"> <li>Work is incomplete or of such poor standard that it needs to be done again, even after reminders.</li> <li>Detention after school or similar sanction issued for lack of work.</li> <li>Behaviour during activities is poor and leads to sanctions being applied (e.g. being removed from activity, detention)</li> </ul>

# Curriculum Summary

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The Year 9 curriculum is carefully co-ordinated with the work of Years 7 and 8 in the middle schools.

**Students have the opportunity to obtain two GCSEs in English and up to three qualifications in the sciences.**

In the foundation subjects, students follow a broad course completing all areas of the National Curriculum Key Stage 3 programme of study, before starting on the courses that they wish to follow at Key Stage 4. Students will express their preferences in February 2024 and start on their new timetable with a full Key Stage 4 programme in June of year 9. Students will complete the KS3 programme of study in these subjects in May of year 9.

Our timetable is organised on a two week cycle and the summary below shows the number of lessons per fortnight.

**Performing Arts Faculty:** drama 2, music 2, dance & physical education 4

**Humanities Faculty:** geography 3, history 3, religious studies 2

**English Faculty:** English 7

**Languages Faculty:** German or Spanish 4, French or learning support 3

**Mathematics Faculty:** Mathematics 6

**Science Faculty:** combined science (biology, chemistry and physics) 5

**Technology Faculty:** selection of subjects (product design / graphics / fashion & catering) 4, information technology, computing and creative iMedia 2 as well as art 2

**Enrichment :** Personal, social, health and citizenship education (PSHCE) and careers is delivered through a 1 hour lesson per fortnight and additionally through tutor time and assemblies.

## Course details:

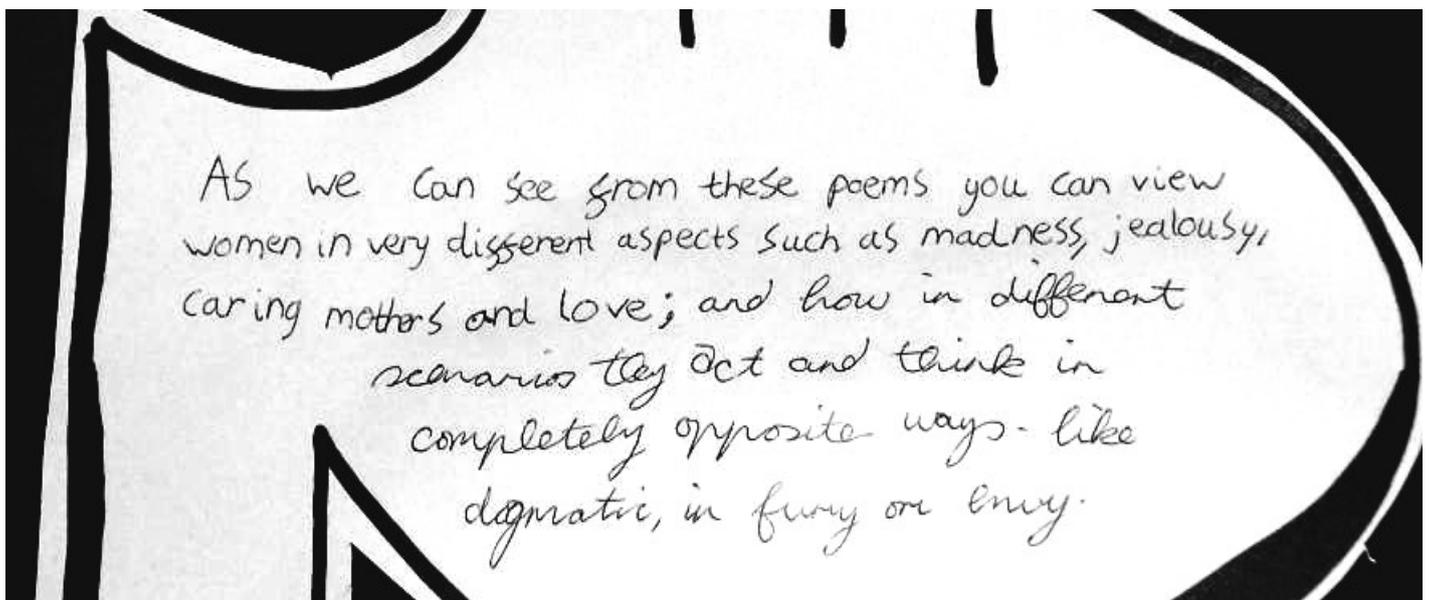
The year 9 programme of study builds on the skills students have acquired through their prior study of English, and familiarises them with a broad range of texts and their contexts.

Over the year, students will explore a range of texts (both fiction and non-fiction) from a range of cultures; a prose text; works by Shakespeare and a selection of poems. Classwork will include group work, discussion and debate as well as formal written work. The programme of study encourages students to experiment creatively with their writing, producing their own texts to suit a wide variety of forms, audiences and purposes. Writing activities may include the writing of letters, diaries, empathetic responses, analytical essays and creative writing.

Students are encouraged to read independently for pleasure and to discuss their reading with their teachers and with each other.

## Assessment details:

Teacher assessment will occur throughout the year, with students completing on-going assessment tasks that are designed to identify students' strengths and areas of development. They will be given clear guidance about what they need to do to improve. At three points during the year, students will complete a formal assessment which will be marked against GCSE criteria.





**Assessment:** The January report will use the Redborne Progress Measure.

**Extended learning:**

Students will be set homework when relevant to their studies. Homework may include extending classwork, research, independent writing, reading or other similar activities.

Independent reading is actively encouraged and students may be provided with a reading list by their teacher.



**Extra-curricular activities:**

There are opportunities for students to enter writing competitions and they may be invited to participate in theatre trips or workshops.

We offer the opportunity to those students who we feel can cope with the extra workload, to complete a Level 2 **Extended Project Qualification (EPQ)** in year 9. Students are encouraged to produce an English-focused product (an essay, story, play etc.) so that supervisors are able to offer them help as they progress through the project. The project is of a highly independent and reflective nature which allows students to develop their independence, resilience and evaluative skills.

At **Literature Club**, our passionate and talented students explore a new area of literature or experiment with a new creative writing technique. Avid readers and budding writers who are looking for a challenge should approach their teacher for more information.

Helen Manley  
Head of English



# Mathematics

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## Course Details:

The year 9 curriculum is designed to complete KS3 and seamlessly flow onto studying for a GCSE. Students are grouped based on information from middle schools and follow one of three schemes of work: Higher, Crossover and Foundation. The aim is to ensure that every student is given a solid grounding in the skills required to start their GCSE journey and achieve their best grade possible.

The topics covered fall into the five categories: number; algebra; ratio and proportion; statistics and probability; and geometry. The work in each lesson is structured so that each group follows similar topics and lessons are delivered using a variety of teaching methods including principles

## Topics covered:

### Number

- Decimals and fractions work
- Rounding and estimating
- Currency conversion

### Algebra

- Simplifying, expanding brackets, factorising
- Forming and solving equations
- Linear, quadratic and exponential graphs

### Ratio, proportion and rates of change

- Direct and inverse proportions
- Relationship between speed, distance and time



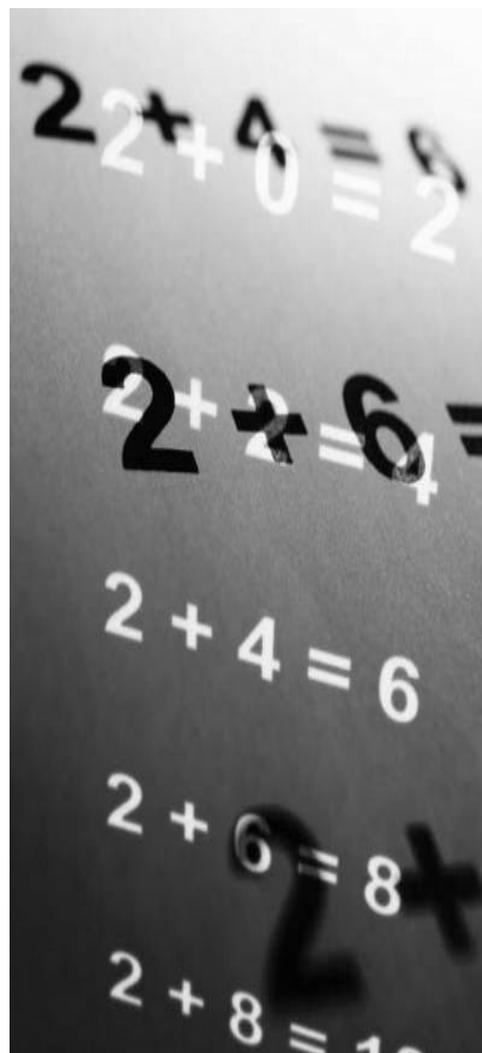


## Statistics

- Displaying information
- Scatter diagrams and causality
- Probability of single events
- Experimental and theoretical probability

## Geometry and measures

- Properties of shapes
- Angles
- Surface area and volume



## Assessment:

Teachers continually assess students' progress through question and answer sessions, marking of homework and discussing pupils' work. Formal tests measure students' progress in each topic using GCSE style questions.

## Homework

A weekly basic skills task (5 questions) plus one formal written homework per half term on topics covered in the previous half term.



### Extended learning:

Opportunities exist for students to be involved in the UKMT team challenge and to take part in the annual individual maths challenge. Additional resources are available on the maths website for students who either need further practise or who want to be stretched - [www.redbornemaths.com](http://www.redbornemaths.com) (see posters in school for how to log on).

### Equipment:

Students should come to maths lessons fully equipped with a pen, a pencil, a ruler, compasses, a protractor and a calculator.

Without these essential items they are at a disadvantage. The school shop sells stationery packs and calculators at a very reasonable price.

### Progression to year 10:

All students will sit a GCSE maths qualification. A decision will be made in year 11 as to whether the most able students will work towards a level 2 further maths qualification. For any students who cannot access the GCSE course there is the opportunity to follow an entry level qualification.

Mr M Jones  
Head of Mathematics



# Science

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## Course details:

Students will complete the Key Stage 3 science curriculum in Redborne having started this at middle school.

Students start their GCSE course after May half term.

At Key Stage 4 all pupils will either follow the **AQA Combined Science: Trilogy GCSE** or they will chose **AQA Triple Science** as one of their GCSE options.



## Internal assessment details:

For the AQA Combined Science: Trilogy course, assessment will be achieved through the marking of homework and extended learning tasks, and grading of formal written tests, based on past GCSE papers, taken just before each reporting period.

## Baseline assessment:

The report in January will use the Redborne Progress Measure.

## Lesson structure:

During year 9, students will have 5 lessons of science per fortnight. Students will experience a mixture of teacher input, working in pairs or small groups performing experiments and learning how to work methodically and safely.

Occasionally, investigations will be of an open-ended nature, where students are asked to work with minimum guidance from the teacher. These involve predicting the outcomes of a series of related experiments, undertaking their own planned practical work and writing a report of their findings.



### Extended learning:

- SENECA is available for students to use.
- The “Cognito” channel on YouTube is also thoroughly recommended.
- All homework, a variety of tasks, and resources will be published on ‘Google Classroom.
- Enrichment opportunities: STEM club after school.

### Progression routes in year 10:

#### AQA Combined Science: Trilogy GCSE.

This course is a double award; equivalent to two full GCSEs. This qualification is linear, with students sitting all of their exams at the end of the course in the summer of year 11. There are six papers (1 ¼hr for each paper): two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.



#### AQA Triple Science GCSE award

(i.e. individual GCSE qualifications in physics, chemistry and biology). Students will have to select *triple science* in one of the option blocks when they choose their GCSE subjects, mid-way through year 9.

### Progression beyond GCSE:

- Both **AQA Combined Science: Trilogy & AQA Triple Science GCSEs** give students the option to progress to A-levels in science or other subjects.

Mrs Victoria Hale  
Head of Science





## Course details:

The Year 9 art course at Redborne focuses on the skills and knowledge that are fundamental to art and design. Students will learn about the formal elements; colour, texture, shape, form, space and line, and will complete a series of tasks and create a number of artworks using the knowledge and understanding that they have gained.

Through the exploration of the topic of the human impact on the environment students will learn about a range of artists and designers from different times, places and cultures as part of the course, and we encourage students to formulate, share and discuss their personal thoughts, ideas and opinions about the artworks that we study.

## Extended learning:

There will be opportunities throughout the Year 9 course where students can opt in to complete extension tasks related to their class work. We encourage all students to complete these tasks in order to further develop their own skills and knowledge, but especially those who wish to study GCSE Art and Design. In previous years, we have invited art practitioners to run workshops, which has included a special FX make up session for some of our high ability students.

Art club is held every lunchtime and on a Monday after school between 3.15 and 4.15 in room 97 in the art department.

## Progression routes:

The course is very varied, and work can encompass art, craft and/or design and can lead to further progression to A Level and beyond. Whilst all students are eligible to request GCSE art and design through the option process, students who have made good progress (GP) or better during year 9, as well as demonstrating high levels of effort, would be particularly well suited to the subject.

The creative industries contribute to the wider financial stability of the country and there is a vast range of art and design courses and careers that students may choose to explore in the future. Previous students have gone on to study a variety of subjects, including animation, photography, special FX make up, art history, game design, fine art and architecture.

Mrs Rebecca Budd

Subject Leader: Art



# Design and technology

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## Course details:

The technology syllabus is based around preferences that students expressed during their induction. There are 4 modules in different areas of technology and students will follow 2 of these modules during year 9. The 2 modules that students follow will run side-by-side for the whole of year 9. These modules will not affect students' ability to choose GCSE level courses.

The modules are as follows:

## Design and Technology

1. **Designer influences:** this module involves research into designers and design styles and the application of those influences to the design and model of an innovative product. Students will develop designing and modelling skills through this project.
2. **Sketching Skills:** a module to promote creativity through a range of technical and freehand drawing skills. Sketching is an important communication technique for students studying a design based subject across the faculty.
3. **Materials studies:** Practical introduction to a range of materials and their properties. Students will gain a detailed understanding of the types, examples and manufacturing processes of a range of materials through practical investigations.
4. **Polymer Productions:** Students will be involved in the design and prototyping process of up-cycling plastic bottles. With increased awareness of the environment and sustainability issues, recycling everyday objects into a useful product is an innovation challenge for students.

## Graphics

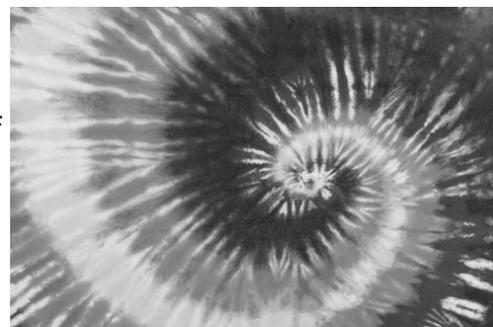
1. **Restaurant branding:** Students will develop a logo and menu design for a restaurant of their choice, either existing or imaginary. They will investigate font and colour use in existing logos and take inspiration from these when designing their own. They will research a theme of their choice and then apply this idea when designing and making their own menu aesthetic.
2. **Children's birthday party invitation:** This task combines artistic skills with computer programmes to create a high quality invitation design in the style of a contemporary illustrator. Students will refine their use of watercolours and develop their confidence with drawing images from their chosen theme in the appropriate designer's style.
3. **Typography design:** Students will explore the creative category of typography design and respond to an existing designer of their choice using an appropriate media technique. This will then be refined and applied to a graphical outcome, such as a business card or packaging design to appeal to a specific target audience.



## **Fashion & Textiles**

Fashion and textiles students will explore key areas of the design process and develop a wide range of technical skills throughout the year. The projects explore both decorative and construction techniques and processes, in addition to looking at trends and analysing existing products to inform their own ideas, which they will develop and refine using feedback and review.

In the first project students will explore and sample a variety of traditional, modern and digital printing and dyeing techniques. They will also develop a range of effective illustration and presentation methods, using different media.



The second project focuses on construction techniques, using a variety of hand and machine sewing equipment. Students will work to a set brief, to develop a range of commercially viable, sustainable fabric gift bags that showcase a combination of skills they have refined throughout the course.

In the final project, students will learn and develop skills which can be used to care for, mend, adapt, resize and upcycle existing clothing, providing them with key skills to take forward and utilise throughout their lives.

## **Food and Catering**

Students will learn key skills for preparing a range of main meals and understand how these meals can be developed into a wide range of products.



This module includes a variety of practical sessions including dishes from around the world and sweet and savoury products for the 'Café culture' project. Students will also develop their knowledge of healthy eating and food provenance.

During this course, students will be given the opportunity to explore food as a material and also experience a taster of the Key Stage 4 GCSE Food Preparation and Nutrition and the Level 2 Hospitality and Catering courses.

## **Assessment details:**

Students will be assessed through all modules using the Redborne Progress Measure. Students will take a baseline test during their first week at Redborne and this will be used to generate a target level for the end of the course. There will be interim targets set during the course. Assessment will be based on students' performance in the 3 main areas of design, make and evaluate.



### Assessment:

The report in January will use the **Redborne Progress Measure**

### Extended learning:

Extended learning tasks will be set regularly throughout all modules and will be of various types depending on the module being undertaken and the position within that module. These tasks may include: consolidating or extending the knowledge gained in the classroom; preparing for the next lesson; written work based on the design process (e.g. research/designing/developing); preparing ingredients for practical lessons; and written work based on theory work covered.

The faculty runs several weekly after-school clubs that will allow students to further pursue their interests in Technology.

These include:

*“Redborne Great British Bake Off”* - this is a very popular club where students can develop their skills of cake, bread, biscuit and pastry making. This club can form part of the skills section of the Bronze Duke of Edinburgh award.



*“Studio 9 Design”* - this is a design based club where students can look at different styles and materials and the reasons for their use in design. They will be encouraged to design and make products using a variety of materials and processes.

*“Y9 Textiles Club”* This club runs throughout the year and gives students the chance to develop skills and experiment with additional techniques through a variety of projects. This now includes the opportunity to make pyjama shorts, as this well-known Redborne Textiles project is no longer taught in lesson time



### Other information:

Students will be required to provide ingredients for most food practical lessons. Recipes for practical tasks will be provided by the school and students are encouraged to adapt these recipes to suit their individual tastes and dietary needs. Parent(s)/guardians should contact their child's food technology teacher if there is a problem with regards to supplying ingredients. We would appreciate 48 hours' notice.

Tasting and evaluating foods is an important part of the course and your son/daughter will have brought home a letter regarding this work in order that we are advised of any food allergies or intolerances. This allergies letter will also contain a request for a voluntary contribution to cover materials in order to allow students to bring all of their completed products from all material areas home.

### Progression routes into GCSE level courses:

Design and technology;

Graphic communication;

Fashion and textiles;

Child development;

Hospitality and  
Catering;

Food preparation and  
nutrition.



Mr Carlton Forbes  
Head of Technology



# Drama

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## Course details:

Through improvisation and script work, students will be taught elements of stagecraft and explore a variety of performance styles. There is an emphasis on vocal and physical precision and control, and how to translate an idea into a performance.



## Assessment details:

Students will be assessed to GCSE criteria on their vocal and physical skills, and awarded a GCSE grade for each performance. Typically, we expect students in year 9 to achieve between grades 1-5.

## Baseline assessment:

We assume, given the limited exposure to exam-centred drama that students have typically experienced prior to starting Redborne, that all students enter as “0”.

The report in January will use the **Redborne Progress Measure**, based on grades achieved by December compared to the baseline assessment. In the case of performance misfortune such as an absence, an injury that hinders movement, or a lost voice, the teacher’s judgement based on performances during works-in-progress will also inform the level of progress awarded.

## Extended learning:

- A year 9 drama club runs from September to December.
- The drama studio is open every lunchtime for students to rehearse and seek advice from drama staff.

**Progression routes:** GCSE drama, and A level drama.

Mrs Tiffany Francis

Subject Leader: Drama



# French



## Course details:

The course is designed for communicative language learning. Listening and reading texts are exploited through activities which promote active processing of the language with written responses in French. Speaking tasks afford students opportunities to demonstrate knowledge and understanding of the French language and grammar, as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions. Writing tasks include creative writing where students are encouraged to use their imagination as well as translations from and into French.



Course books: Edexcel GCSE French published by Pearson; Clic! published by OUP.

The following topics will be covered during the year:



## Term 1— Body and Health; Food and Drink

Parts of the body

Illness and Accident

Telling the time

Visiting the doctor; making appointments

Visiting the doctor; Medication and advice

Christmas in France

## Term 2— Shops and shopping; Social media and general leisure

Food and drink ( items and quantities)

Meal times in France

In a restaurant / café; ordering food

In a restaurant / café; dealing with problems.

Types of shops

Money and Shopping in France

Clothes (items, fabrics and patterns)

Shopping for clothes

Shopping problems



### Term 3—General leisure

Fashion in France  
Festivals  
Sports

#### Assessment details:

All students will be formally assessed three times during the school year. Writing, reading and listening skills will be assessed in early September and further assessments are scheduled for November and December. Each assessment will last one lesson. Following each assessment, students will be given feedback and marks which they will write on their progress sheets and they will select their own target. In the spring term there will be short assessed speaking tasks. In addition to these formal assessments there will also be regular vocabulary tests.

#### Baseline assessment:

The report in January will use the **Redborne Progress Measure**



#### Extended learning:

Homework will be set on Google classroom each week and will involve a variety of tasks such as vocabulary learning, grammar exercises, translation, role play, research tasks, comprehension, Memrise. Use may be made of online video, DVDs, CDs and other online facilities. We would expect tasks to take 15-20 minutes.

We recommend that students try to do at least 5 minutes vocab learning every day if they can

#### Other information:

With regard to GCSE options, we give a talk about French at GCSE level and enlist the services of older students to explain the obvious advantages on offer by continuing with the subject to the next level.

#### Progression routes:

French links in well with all subjects but particularly with Spanish, German, music, mathematics, English and the humanities subjects.

Mrs Patricia Shaw

Subject Leader: French



# Geography

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## Course details:

Students are encouraged to be both curious and critical about the world around them. They will be equipped with knowledge of the diverse places, people and resources of the world's natural and human environments, together with an understanding of the processes and interactions occurring within them.

On arrival students will begin with a short mystery activity to develop their geographical enquiry skills, which will give them the knowledge and abilities to complete to an initial baseline assessment.

Students will continue with a unit called ***Passport to the World***, uncovering the huge variation in landforms around the world, learning what makes the planet's surface so diverse, and studying people's interaction with their environment.

Next they will investigate tornadoes, wildfires and a range of tectonic hazards in a unit called ***Danger Death and Destruction***. Case studies of real events will be used to look at the impacts of these on people and the environment.

Students will then look at the last great wilderness of Antarctica - a fragile ecosystem. They will examine the harsh climate and what it takes to survive there on expeditions as well as learn about the unique wildlife and how scientific research there can help us understand global climate change.

Finally, we will take time to look at ***World Development and Developing Cities*** allowing students to question why the world is so unevenly developed.





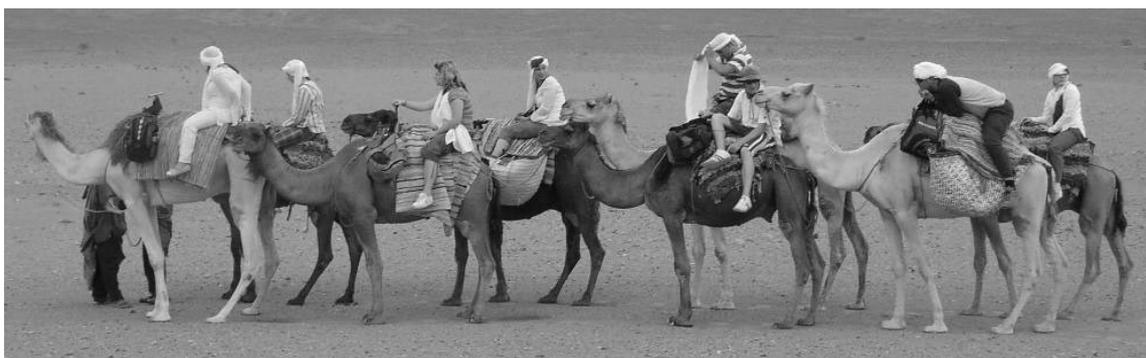
### Assessment details:

Principal teacher assessments will be set in September, November and February. These will be used to assess progress and help determine the end of year 9 level of achievement. Students may be given time both in lessons and at home to complete the assessments and deadlines must be met. The assessments involve tests and pieces of individual work. Students will be assessed using a ladder of skills designed to show their progress. These skills and are reflective of the skills needed if they choose to follow GCSE Geography and as such students will be assessed using the new GCSE grades. In addition to this and in order to show progress students may be judged as + (confident) or - (tentative) in demonstrating these skills. Students would be expected to move up at least within the grade to be making good progress in year 9. Those making fast or outstanding progress may move up to the next grade or more.

### Baseline assessment:

Written assessment in September

The report in January will use the **Redborne Progress Measure**



### Extended learning:

Homework will be set regularly. Various tasks will be set, either to follow up work done in class, or to improve students' geographical 'general knowledge'. Students may be expected to use the internet or the library to research a topic, and homework will take many forms from preparing presentation work for assessment to writing articles, investigating ideas or researching places and events. Access to an up-to-date atlas at home will be extremely useful. In January students are offered the opportunity to apply to go on an optional enrichment trip to Cambridge to visit the Scott Polar Research Institute and the historic town centre.

### Progression routes:

Geography GCSE; other humanities; environmental, marine and land-based sciences.

Mrs Greg Buckland

Subject Leader: Geography



# German

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## Course details:

German is one of the roots of the English language and gaining knowledge of it can help to improve students' vocabulary and comprehension skills. It also means that many German words are quite close to our own and students can make fast progress on this course.



The recent history of Germany is fascinating and the culture of German-speaking countries is closely intertwined with our own. We do more trade with Germany than with any other non-English-speaking country and Britain is very short of people who can speak and understand the language. This makes those who have learnt German particularly employable.

Learning a language such as German inevitably involves developing memory skills and this will be of enormous benefit in many other subjects. Spending a short amount of time on a regular basis learning new words and phrases will enable students to progress quickly.

Students will begin to study the German language through a range of topic areas including family, free time activities, sport, music, school and food. They will develop their understanding, and learn to speak and write in German.

## Assessment details:

Students will take three assessments during the course and will be assessed for their ability to recognise and use German words, phrases and sentences, to use grammatical structures, to answer questions and translate from and into German. By the end of the course, those who have made good progress will be fully prepared to begin a GCSE course.





### **Baseline assessment:**

Almost all students will be complete beginners in German when they begin the course. Other students will be assessed as required against GCSE standards in order to assess any additional needs.

The report in January will use the **Redborne Progress Measure**.

### **Extended learning:**

The most important extended learning in which Y9 students will engage will be 5 minutes of daily **vocabulary learning** and revision. This is essential if they are to make good progress. They will be encouraged to use the Redborne Y9 course on Memrise to help to develop their memory skills.



### **Additional opportunities:**

Year 9 students are eligible for the very popular **German Exchange** visit to Günzburg in Bavaria. Letters will be available in the first half term, so that students can express an interest in participating.

### **Progression routes:**

This course prepares students to opt for GCSE German.

Mrs Hannah Esler

Subject Leader: German



## Course details:

Students will focus on important events from the twentieth century to complete the journey through history that they have undertaken so far in their school career. Liaison between middle schools and Redborne takes place on a regular basis to ensure that the transition between middle and upper school is as smooth as possible.

Students will receive three one hour lessons of history per fortnight and will usually be taught by subject specialists. It is intended that during Year 9 students will be encouraged to think and work as active historians.

The course will be divided into three units of work:

### 1. First World War

- What were the causes of the First World War?
- What were conditions like in the trenches?
- What was stalemate and how was it broken?



### 2. The inter war years

- Were the peace treaties of 1919-23 fair?
- Why did Hitler rise to power in Germany?
- Who was to blame for the outbreak of the Second World War?



### 3. Second World War and beyond

- What was the Holocaust and what resistance was there?
- Life in Nazi Germany
- Turning points of the Second World War
- How was Britain organised for war?
- How did life change in the 1960s?



### **Assessment:**

Students will undertake a series of assessments throughout the year. There will be four in-class assessments in all as well as project work. These will be based upon a range of historical skills and will be varied in their approach. They have been designed to reflect the type of questions set at GCSE in order to prepare students who opt for the subject for this type of exam. Students will also be encouraged to evaluate their own progress when completing these assessments.

Students' work will be marked using GCSE type marking criteria and students will be awarded a grade for each assessment (1-9) which will reflect the grade that this level of work would attain at GCSE if the student continued with the same level of progression.

The report in January will use the **Redborne Progress Measure**.



### **Extended Learning:**

- There is a considerable amount of history to be explored during the course in year 9. Hence, all students will be given extended learning opportunities on a regular basis. The type of extended learning will vary, largely depending upon what is being studied at any given time. It will range from individual research to reading, writing an essay or completing a task started in class. Sometimes an assignment may require more than one sitting to complete.



- If circumstances allow, students will be offered the opportunity to visit the battlefields around Ypres in Belgium. Places for this trip are limited and an offer of a place will be dependent on very good or outstanding effort grades in the first two progress checks. There may also be a joint history/RS visit to the newly refurbished Imperial War Museum.



- The history department at Redborne is well resourced in terms of books, films and documentaries. Nevertheless, we actively encourage students to watch additional programmes at home as and when they are scheduled. Students may also like to extend their reading into a topic, either by reading fiction or non-fiction.

### **Progression routes:**

History is a very popular subject at both GCSE and A level with a large uptake for both. It links well to all other humanities subjects at GCSE as well as to English. Many students who choose history at GCSE do so in conjunction with these subjects and often go on to enjoy other connected Humanities subjects in the sixth form such as law, economics, government and politics, and philosophy and ethics.



Mrs Alison Carlton

Subject Leader: History



# Information Technology, Computing and Creative iMedia

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## Course details:



All students are given the opportunity to follow an Information Technology, Computing and Creative iMedia curriculum in year 9. Students are introduced to the many different aspects of Computing and iMedia. This is a modern engaging curriculum providing students with IT skills and knowledge for the modern world. A variety of topics covered such as; as validity of sources, programming, visual identity, website design and games development. Students are taught in form groups and all students will have access to a personal computer.

## Assessment details:

Students will be assessed on their knowledge and understanding of the topics delivered. Also, their ability to problem solve by applying the skills they have learnt.

The report in January will use the **Redborne Progress Measure**

## Extended learning:

Students should be able to complete the tasks at home if they wish via remote apps. Resources and deadlines are also available via Google Classroom.



## Progression routes:

All students will be able to study Computing in their work skills lessons.

Subjects on offer for GCSE are:

OCR Cambridge Nationals Creative iMedia  
OCR GCSE Computer Science

Ms Michelle Lewis

Subject Leader: ICT



# Music

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## Course details:

Students will be expected to use skills already acquired to produce performances and compositions based on the musical styles studied over the year. Performances will use the keyboard, voice, guitar, bass guitar, drums and music technology. There will be a focus on the use of musical computer systems to produce sequences and compositional ideas.



The aims of the course are to:

- develop skills on a range of musical instruments and encourage students to work collaboratively to achieve group performances;
- foster an understanding of the building blocks of music through listening and how these can be used to either perform pieces or create new ones;
- explore the music industry and how it affects many aspects of daily life;
- encourage creativity and flair in compositions and improvisations;
- prepare students for the demands of taking a music course to examination level;
- instill in students an appreciation of performance and equip them with the necessary vocabulary to articulate critical evaluation.



## Expectations:

Students should arrive at lessons with the understanding that, as with all subjects, there will be a wide range of abilities with which they will be expected to work. Students will be expected to approach a wide range of musical styles with a mature attitude and the department will foster a positive environment for all students to feel safe and encouraged when performing.



### Assessment details:

Students will be working towards a written assessment at the end of the autumn term and in the process developing their understanding of notation, keyboard skills, Cubase skills and Latin music. For each practical task, students will be given a music level which is a description of how well they have completed that particular task. The levels given are: *must*, *should*, *could*, *aspire*. These levels each have descriptors for the tasks and these will be shared with the students at the relevant points. Students will need to show individual progress

over the year against their baseline assessment and the final reported progress will show the value of the progress made over the year.

### Baseline assessment:

Each student will sit a written and listening test during the initial lessons and then this will be linked to a practical keyboard assessment to form our baseline assessment in music.



### Extended learning:

- Students will be given optional homework to extend the learning in the class which will take the form of developing practical skills learnt in the lessons or research topics to add breadth to the classroom learning. In addition there will be revision materials provided to enable students to prepare for the written progress assessment mid-way through the year.
- Outside of the classroom we offer a wide range of musical clubs and activities. Students who play musical instruments are very welcome to join: Jazz Band (by invitation), Orchestra, String Group, Wind Band, Choir, Percussion Group, Flute Group and Guitar Group.
- It would be a good idea for students who want to participate in any of these groups to discuss this with their music teacher or Mr Price (Head of Music).



### **Progression routes:**

There are two contrasting courses available at Redborne for students to continue their musical education.

**GCSE Music** - This is the EDEXCEL GCSE music qualification which is widely regarded as a high quality qualification. Students are examined on the following:

- individual and group performances;
- composition of stylistic / pastiche pieces, often using the computer software to realise their work;
- listening and understanding, which is taught using set works from a wide range of musical styles studied throughout the course.

**NCFE Music Technology** - This is an NCFE Technical Award qualification which allows non-performing students the opportunity to study the business side of the music industry/project management and to learn about the computer systems used in music production and recording. There are 5 units that students will study investigating the music industry (this is an externally assessed unit);

- Introduction to Music Technology and the Music Business
- The Digital Audio Workstation
- Musical Elements, Musical Style and Music Technology
- Sound Creation
- Multitrack Recording

There are two assessments, both of which take place in year 11. A synoptic assessment will allow students to compose a piece of music (using technology) to a brief over a series of lessons, then there is a written exam which takes place at the end of year 11.

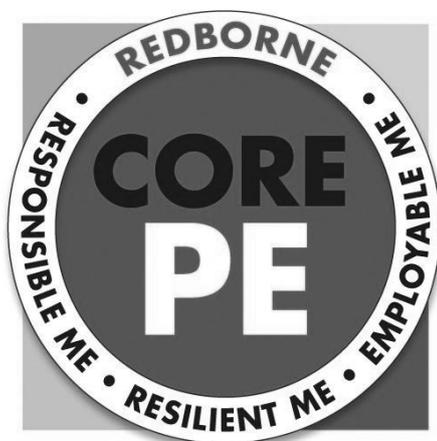


Mr Jonathan Price

Subject Leader: Music



# Physical Education and Dance



## Course details:

PE lessons are designed to use sport and physical activity as a vehicle to encourage a healthy and activity lifestyle, but also to equip students with the necessary life skills needed post Redborne.

All practical activities will be taught in mixed ability groups and all students will follow the same rotation of practical activities which may include: dance, hockey, badminton, trampolining, fitness, handball and athletics.

The Y9 course focuses on the “Responsible ME” element, introducing students to a variety of activities to develop their:

- physical literacy (develop agility, balance, coordination and knowledge of rules and tactics)
- mental health (self-esteem, self-efficacy and motivation)
- self management (focus, determination, commitment and self-discipline)
- good sportsmanship (abide by the rules, play fair, respect and encourage others)

## Expectations:

It is an expectation that all students will arrive to lessons on time and with the correct equipment. The Redborne red PE top must be worn to all PE lessons. Redborne branded shorts/skorts/tracksuit bottoms/leggings can be worn or alternatively students can wear unbranded black shorts/skorts/tracksuit bottoms or leggings (opaque). Additional Redborne branded red or black hoodie or 1/4 zip training top can be worn in cold weather.





### Baseline assessment:

At the beginning of each physical activity the PE teacher will make a formative baseline assessment of the student's skills and knowledge. As the student progresses through that physical activity, the PE teacher will then monitor the students progress in knowledge, skills and attitude toward the activity. These scores will then be entered into an algorithm to create a progress measure whereby students will be deemed to be making limited, expected or exceptional progress. In the case of performance misfortune, such as injury and/

or illness, the teacher's assessment of engagement, effort and progress prior to injury and/or illness will inform the level awarded.

### Extended Learning:

An extensive list of extra-curricular activities runs from September through to the summer term. Students are encouraged to access one or more of these activities to assist in developing a deeper understanding of the different sports and to develop a combination of physical, mental and social well-being.



### Progression routes:

At Key Stage 4:

- GCSE Physical Education;
- GCSE Dance;
- OCR Sport Studies level 2.

In the sixth form:

- A-Level Physical Education;
- A-Level Dance;
- OCR Sport Studies level 3.

Mr Ross Maddox

Subject Leader: PE



# Religious Studies

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## **The importance of Religious Studies:**

The aim of religious studies is to encourage students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It encourages students to develop their sense of identity and belonging and enables them to flourish individually within their community and as citizens within a pluralistic society and global community. Religious studies has an important role in preparing students for adult life, employment and lifelong learning. It enables pupils to develop respect for, and sensitivity to, others, in particular those whose faiths and beliefs are different from their own.

## **Course details:**

Students in year 9 study a course which is based on the recommendations of the Bedfordshire agreed syllabus for religious studies. The skills base they develop of critical thinking and evaluation aims to prepare the students for the Religious Studies (religion, philosophy and ethics) GCSE. The units covered are:

### **Good, bad; right, wrong: how do I decide?**

Students begin year 9 exploring questions about morality and how we can distinguish good from bad, right from wrong. Students will explore how people from a variety of religious and non-religious worldviews solve moral and ethical dilemmas. Students will explore their own views on some of the moral and ethical concerns of the modern world, such as the use of driverless cars, development of Artificial Intelligence and genetic engineering.

### **What makes us equally human?**

Are we just advanced apes or is there more that makes the human race “human”? students will explore different definitions of a human from philosophers, religious leaders and thinkers. They will then learn about the human rights and how these are upheld and not upheld across the world. Case studies relating to homophobia, Islamophobia and anti-Semitism are explored (amongst others) in the context of the UN Charter of Human Rights and current UK legislation.





### **Prejudice and discrimination: Judaism case study**

The Holocaust: Where was God? - Here, more demanding questions are asked, using the Holocaust as a case study. Students will study the response of Jewish and Christian philosophers to questions such as, If God is all-loving and all-powerful where was he for the Jews? How can people of faith continue to believe in God in the face of such evil? How do people

respond to suffering? Students are expected to evaluate the concept of forgiveness and consider how different faiths respond to such atrocities. Students will also watch *Life is Beautiful* and analyse the film.

### **Christianity and Buddhism: The basics**

Students will complete year 9 with an investigation into the basic beliefs and practices associated with Christianity and Buddhism to help those who have opted for the GCSE. This will be accessible and relevant to all and is aimed to improve the religious literacy of students relating to these two major world faiths. Students will also look at “*Should happiness be the purpose of life?*” from Buddhist, Christian and non-religious perspectives.

### **Assessment:**

Students will undertake a series of assessments throughout the year. There will be four in-class assessments in all. These will be based upon a range of skills and will be varied in their approach. They have been designed to reflect the type of questions set at GCSE in order to prepare students who opt for the subject for this type of exam. Students will also be encouraged to evaluate their own progress when completing these assessments.

Students’ work will be marked using GCSE type marking criteria and will be awarded a grade for each assessment (1-9) which will reflect the grade that this level of work would attain at GCSE if the student continued with the same level of progression.

### **Extended learning:**

Students will complete regular assessments at home which will mimic the style of the GCSE exam questions, testing their knowledge and evaluation skills.

### **Progression routes:**

Students wishing to continue their studies in religion can opt for the Religious Studies (religion, philosophy and ethics) GCSE. All students follow an ethical thinking course for 1 hour a fortnight to comply with the statutory

requirements for religious studies.

Ms Azzurra Grimaldi

Subject Leader: RS



# Personal Wellbeing



The aim of the course is to develop self-understanding, empathy and the ability to work with others so that students can go on to enjoy healthy and productive relationships in all aspects of their lives.

## Course details:

Many personal wellbeing topics are taught by form tutors within morning PHSE, careers and citizenship sessions in tutor time. Topics covered by form tutors throughout the year will be numerous and varied, including:

**'YOUR SO GAY.'**  
CAN YOU SPOT TWO COMMON MISTAKES?

Year 9 students also study statutory relationships, sex and

Gay. Let's get over it.  
@stonewalluk facebook.com/stonewalluk



- Respect and tolerance
- National Careers Week
- Cultural Appreciation
- Personal Finance
- Online Safety
- Stress
- Road Safety
- Democracy
- LGBTQ+ history
- Resolving conflict

health education topics in timetabled 'Enrichment' lessons which take place once every fortnight. Topics covered by Enrichment teachers throughout the year will all be taken from the statutory content and the course will include lessons on:

- Healthy Lifestyles
- Contraception
- Friendship, family and working relationships
- Sleep
- Alcohol
- Equality
- Mental Health
- Sexually transmitted infections

## Assessment:

Students will be assessed on their learning about personal wellbeing topics in both form time and in enrichment lessons. Students will be assessed using Redborne effort grades to reflect their attitude to learning, thoughtful engagement, appropriate behaviour in adhering to ground rules and activity participation (as appropriate).

Ms Sarah Jones

Subject Leader: Non-examined curriculum



# Spanish

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## Course details:

Using, primarily, the course book Listos 1, students will cover the following topics:

- Personal information
- Family and pets
- Free time and hobbies
- School
- Town
- Transactional customer services (food and drink, shopping and dealing with problems)



They will develop their listening and reading comprehension and memory skills, and learn to speak and write in Spanish. Students will learn the phonics and pronunciation of words and grammar will also play a key part, as students will study the present tense and the near future tense. By the end of May they will be well-prepared to begin a GCSE Spanish course.



**Baseline assessment:** Almost all students will be complete beginners in Spanish when they begin the course. Other students will be assessed against GCSE standards to assess their needs. The report in January will use the **Redborne Progress Measure**.

**Extended learning:** The most important extended learning for year 9 students will be 5 minutes of daily vocabulary learning and revision. This is essential if they are to make good progress.

**Other information:** Students are advised to purchase a bilingual dictionary for use at home.

**Additional opportunities:** Year 9 students will have the opportunity to take part in the Spanish immersion trip to Malaga. Letters will be issued in the last half term

**Progression routes:** This course prepares students to opt for Spanish GCSE.

Ms Helena Bennett

Subject Leader: Spanish



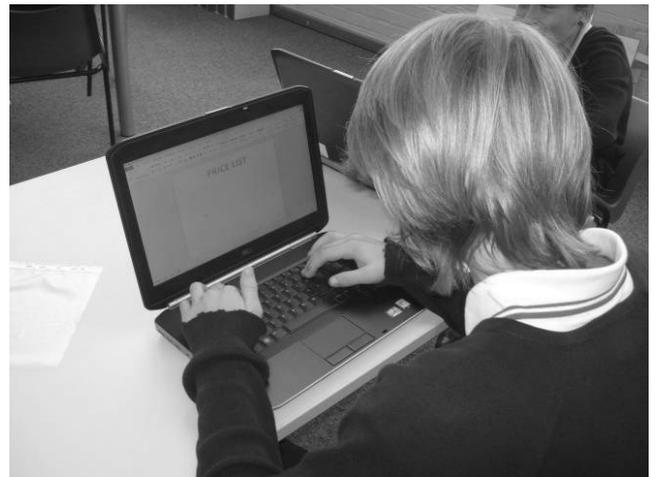
# Learning support



In year 9 a small number of students who have some difficulties with learning are given three learning support lessons during the two week timetable cycle in place of French lessons.

Here students will gain additional support in areas of literacy, numeracy and general study skills.

There will be some opportunities for students to have support with some of their homework tasks, but the main focus is upon reading, literacy and numeracy skills.



There are also break and lunch time support sessions that a wider group of students can access.

Mr Ben Middleton  
SENCO

