Curriculum Policy Plans

Year 9

CONTENTS

INTRODUCTION

THE ACADEMIC CURRICULUM

In Year 9 the curriculum is deliberately kept broad, in order to allow options to be kept open as long as possible, and it is academic in order to stretch and challenge intelligent and enquiring minds. We see this year as a foundation for the GCSE subjects, many of which have grown in content with the introduction of the new curriculum.

Teaching is varied and adapted to the learning requirements of the pupils. Teaching and learning are regularly reviewed to encompass new practice and current educational thinking. These principles embedded in Year 7 & 8 at Fulham Prep School will continue in Year 9, which is very much seen as a time for pupils to settle into routines and expectations of a senior school.

Whilst the curriculum and the examinations are academically demanding and require commitment throughout the three years, appropriate teaching and pastoral support will be provided to the pupils to encourage them to achieve excellence at their own pace and at their own level. Guidance and tutoring will be in place for each child. Targets are given that will lead them towards success at GCSE and onwards through their A-Levels.

ENTRY TO THE FULHAM SENIOR SCHOOL

For children who wish to transfer to our own Year 9, there will be an expectation for them to sit Common Entrance at the end of Year 8 for setting purposes.

THE BROADER CURRICULUM

PASTORAL CARE

Alongside the rigors of academic life, Fulham Senior School offers a strong, considerate, pastoral system where pupils are supported in both their learning, and personal development, as students and young people. A happy child is a successful child. All our children will be part of one of our four school houses.

TUTOR SYSTEM

To aid the transition to senior school where small tutor groups exist, Year 9 children are assigned a tutor. They meet with their tutor daily and this augments the PSHE programme.   Any pastoral concerns must still be raised with the pupil's Form Teacher. Every month there will be an opportunity for meetings to discuss effort and attainment before the awarding of tally points by teachers.

PSHE

An evolving PSHE programme runs alongside the academic curriculum in a single lesson a week, to complement studies, support the development of pupils, their increased curiosity, their role in society and their understanding of the world and its institutions.

Our aim is to promote the spiritual, moral, cultural, mental and physical development of all pupils. They are prepared for opportunities and experiences in the future which will provide them with the tools to make informed and responsible decisions.

It is also important to recognise that PSHE is incorporated in the wider school community and a great deal of what is required, to give the pupils a rounded experience, is covered in many other subjects. It is important that PSHE helps build effective relationships between the whole school community and school policies support this area.

In Year 9 the pastoral needs of each pupil are first met by the form teacher and then they are split into small groups to work with tutors and go deeper. Much of the course at this age is discussion based and encourages the pupils to investigate chosen topics and more current issues.

During the year the pupils will follow three distinct strands that run throughout the whole school PSHE programme.

Themes of the programme

Personal Development – raise self-awareness, health and wellbeing, self-control, ambitions, confidence (Committed)

Social Development – raise awareness of personal relationships, interactions with others, discrimination, stereotyping (Considerate & Courteous)

Citizenship – raise awareness of community service, world cultures and religions, global society, politics, care of the environment, media and internet (Considerate & Courteous)

YEAR 9

A list of topics covered at varying depths.

Charity – links with our school in Kenya	Family	Political systems
Pupil profile	Strengths and Interests	Environmental issues
Friendship/Dynamics	Being Healthy	Time management
Exam/study skills	Healthy Lifestyles	Leadership
Responsibility/accountability	Body image	Internet safety
Charity	Cultural Tolerance (inc. Extremism)	Smoking and Alcohol
Pupil profile	Self-Esteem	Sex Education
Exams/study skills	Feelings	Exams/study skills
Peer Pressure	Stress (coping strategies)	Leavers Programme (Year 8)
		Coping with others

NON-EXAMINED SUBJECTS

Music, for examination or for pleasure, along with Art, Design and Technology and Physical Education play an important role in the development of the whole person and enrichment of children's lives for the wider world. Pupils interested and gifted in one or more of these areas are welcomed to explore their talents through the clubs programme.

ENTERPRISE (YEAR 9)

Enterprise is designed for Year 9 to gain an initial understanding of the world of finance and business. Enterprise Education is important as students have little experience when they leave school of the skills that employers value (social and team), but they need to be able to validate it through verification of pupil improvement and success.

The programme is designed to give an insight of the various aspects of business and to develop the three core strands of Enterprise. A series of visiting speakers will provide guidance as the pupils look at their own model of an enterprise.

Personal Enterprise - 'unafraid of making mistakes'

This is the one that pupils are most familiar with and is all about self-improvement - becoming more enterprising 'within yourself.' Our 'Enterprise Value of the Week' encourages the pupils to think about how they are living and developing these attitudes in their everyday life, both in and out of lessons. Teachers plan lessons that develop these skills. In designated enterprise sessions with their tutors boys work on setting themselves personal enterprise targets at the start of each month. Pupils also complete personality diagnostics that help them to focus upon self-improvement during the year and through the Enterprise Week in June.

 Social Enterprise - 'helping others to improve'

Fulham Senior seeks to inspire our pupils to be community-minded and to strive to improve their world. In lessons boys benefit from their school being part of the Global Learning Programme, meaning that lessons have an element that educates boys about the world around them. Through co-curricular sessions and the Duke of Edinburgh Scheme pupils seek to create projects and initiatives to address issues both local and global. In order to fulfil the 'Social Enterprise' requirements they can organise small tasks and larger projects involving fundraising and supporting the local community through events such as a community tea morning for the local elderly. We shall also be finding ways to develop the relationship with our link school and child sponsorship programme in Kenya.

Business Enterprise - 'risk-taking'

Part of our responsibility to our students is to ensure that they are prepared for life after education. We want to produce 21st Century citizens who are secure socially, but also financially. A key part of this provision comes through the 'Business Enterprise' aspect. Each year, students take part in the 'Tenner Challenge', where they receive a small start-up loan and from this aim to make a profit. Through working with Red START students gain insight into personal and business finance, delivered by Redington. It will begin to teach them about teamwork, managing expectations and improving their business acumen. Throughout the year, students work with and learn from a range of career opportunities involving people from a variety of backgrounds. Students attend career speed-networking events and meet a range of career professionals.

Extra-curricular activities, in variety, the pursuit of individual interests, skills and talents, both inside and outside school, play a crucial part in developing a well-rounded individual and are to be encouraged by parents and school alike. They offer well-deserved relaxation from academic work, showing pupils that a work/leisure balance is necessary.

Year 9 go on a trip at the beginning of the Autumn Term to encourage bonding and cohesion within the year group. The trip is also designed to promote an understanding of leadership, teamwork and resilience. The residential in Year 9, as well as the day trips exploring aspects of the curriculum, sports tours, ski trips, after school clubs all add to rich and fulfilling years at Fulham Senior School. The final three weeks in Year 9, following the post examination is given over to Enterprise and the Duke of Edinburgh expeditions. Pupils experience a range of activities, spend time considering, and preparing for, their next step into their chosen GCSE options. The English and Music Departments prepare a cabaret ready for a performance at the end of term. Fortunately, all the year groups are able to access the museums, galleries, venues and exhibitions which London offers.

Fulham Senior School

ENGLISH

English is a core subject area and one of our responsibilities as an English department is to equip our pupils with the knowledge and skills to successfully access all other areas of the curriculum. We will also endeavour to encourage creativity, a love for reading, an informed appreciation of various genres of literature and a knowledge and appreciation of grammar, spelling and punctuation.

The emphasis in the English curriculum throughout Year 9 and onwards to Year 10 is on composition and comprehension as required by GCSE examinations. Pupils will follow a tailored syllabus that will contain elements of the Secondary Framework and AQA GCSE syllabus. Year 9 will build upon the foundations of Year 8 and begin to examine a broader range of literature in greater detail.

The ultimate aim of the English department is to instil a love for language and literature that will transcend the curriculum and impact upon all areas of our pupils' lives. English is comprised of six areas of study:

1. Prose
2. Poetry
3. Drama (Shakespeare and Modern Drama)
4. Media and Non Fiction
5. Language Skills
6. ICT Skills

The first four of these are linear in delivery and break down into six half term units; the Language and ICT Skills units, are practised throughout the whole year.

COMPREHENSION

Reading and comprehension will help pupils develop a range of reading strategies, such as skimming, scanning and detailed reading and comprehension skills, such as retrieval, deduction, inference and evaluation. These skills will be developed through reading, discussing and eventually writing about texts in class time. Pupils will also be encouraged to read a wide range of challenging texts at home and from the library.

COMPOSITION

Composition will be in the form of a variety of styles, much of this coming through response to or stimulus from literature studied in class. There will also be speaking and listening opportunities that will often form a basis for written work. Grammar and punctuation will be developed as language in use with specific lessons being taught as and when required. IT will be used to present information when the opportunity permits.

DRAMA

Pupils will experience drama in a number of ways. Teachers may draw on themes or events in the novels or texts and encourage pupils to use various dramatic techniques to portray them. Drama will also be used as a stimulus for producing written work. The pupils will continue their study of play-scripts and develop an understanding of technical terms.

YEAR 9

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Pupils will be encouraged to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. They will have the opportunity to read and evaluate texts critically and make comparisons between texts, summarise and synthesise information or ideas from texts and use knowledge gained from wide reading to inform and improve their own writing. In addition pupils will gain skills to write effectively and coherently using standard English appropriately, use grammar correctly and punctuate and spell accurately. They should acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. Pupils will also listen to and understand spoken language and use spoken standard English effectively.

Pupils will produce: narrative writing pieces, a dramatic monologue, magazine and newspaper articles, informal and formal letters, a speech to advise and dialogue/ interview which will allow them to employ empathetic and creative skills.

MATHEMATICS

Mathematics is a creative subject involving imagination, intuition and discovery. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Mathematics is an integral part of all schools throughout the world and is one of the core elements of a child's education. Within Fulham Senior School, mathematics is given a high profile and the education the children receive is both stimulating and challenging. Pupils are expected to achieve highly in their studies and are encouraged to develop autonomous skills throughout their time in the school. High expectations are placed on the children in their study of Mathematics and all pupils irrespective of their background or prior learning are given the opportunity to achieve academically in this subject.

Fulham Senior school is dedicated to ensuring that mathematics is delivered to the pupils in an inspiring and academically demanding way by specialist mathematics teachers. These dedicated teachers ensure that a range of different learning styles are catered for to ensure that all pupils are able to access the curriculum.

Students will be given the opportunity to enhance existing skills as well as develop new skills in their mathematical understanding. They will learn how to apply the knowledge they have been taught throughout their schooling to date, to real life problems as well as learning to solve more challenging mathematical investigations. The children will be given opportunities to explore new topics such as algebra and will be expected to apply these skills in real life scenarios.

SCHEMES OF WORK AND THE CURRICULUM

Fulham Senior School mathematics syllabus is based on the AQA GCSE curriculum. The programmes of study are focused on developing key skills in pupils, ensuring they are able to access all aspects of mathematics. The aims of the curriculum are to:

(i)   Encourage breadth of experience in the development of mathematical skills.
(ii)   Encourage the development of investigative thinking and the application of mathematical knowledge to unfamiliar problems.

Resources for the curriculum will be taken from a variety of sources: although it should be noted that Fulham Senior School does not base its curriculum upon any one scheme, but uses various resources to support pupils' progress and development.

GROUPS

Pupils in Year 9 will be taught in their generic teaching group before being split into GCSE groups in Years 10 and 11.

ASSESSMENT

Assessment is a key element of mathematics within the school and will be fully utilised to inform and to ensure progress in the pupils' development and studies during their time within the school.

The pupils will be regularly assessed throughout the curriculum and tested at the end of each term on the topics they have been taught, as well as the November and March mock examinations.

THE CURRICULUM

The scheme is flexible and pupils will often be expected to complete work above and beyond the curriculum. Pupils will also be expected to extend their own studies beyond the classroom and will be given, from time to time, topics to explore in a greater depth using their own research skills.

YEAR 9

Autumn	Spring	Summer
Number structure and calculation: order positive and negative integers, decimals and fractions use the symbols =, ≠, <, >, ≤, ≥ apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) recognise and use relationships between operations, including inverse operations (eg cancellation to simplify calculations and expressions) use conventional notation for priority of operations, including brackets, powers, roots and reciprocals use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem apply systematic listing strategies use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 calculate exactly with fractions	**Algebra:** use and interpret algebraic notation, coefficients written as fractions rather than as decimals brackets substitute numerical values into formulae and expressions, including scientific formulae understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors simplify and manipulate algebraic expressions understand and use standard mathematical formulae rearrange formulae to change the subject where appropriate, interpret simple expressions as functions with inputs and outputs	**Probability:** record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments relate relative expected frequencies to theoretical probability, using appropriate language and the 0 to 1 probability scale apply the property that the probabilities of an exhaustive set of outcomes sum to 1 apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1 enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities

SCIENCE

Science at Fulham Senior School follows the GCSE syllabus in Year 9. Children will then decide between GCSE Combined Science or full GCSE's in Biology, Chemistry and/or Physics in Years 10 and 11.

In Year 9 Science is taught as three separate subjects with a dedicated double lesson for each strand of science; children will be exposed to a "taster" of each strand before making an informed decision for Year 10 and 11.

Through theoretical lessons and practical work, the children make links between school and the world around them. The aim of the Science Department is to enrich pupil learning with a curriculum that develops scientific minds and encourages even the most able students to extend and broaden their knowledge. Traditional teaching methods including independent learning and group work are complemented by interactive activities, research projects, and pupil presentations. Pupils will develop a curiosity for, and an understanding of, how the world works whilst acquiring key analytical and investigative skills. Learning outside of the classroom is strongly encouraged and pupils will be given the opportunity to take part in exciting and valuable trips to broaden their scientific education to complement the curriculum.

ASSESSMENT IN SCIENCE

Summative assessment in Science takes place in the form of End of Topic Assessments throughout the year as well as formal examinations in June. The latter take the form of an examination based on questions from both past GCSE examinations and school textbooks. The questions are based upon the material that pupils have studied and will test their knowledge, understanding, and application.

As well as the end of term summative assessments, pupils are assessed formatively throughout the year. This will take the form of target setting on a regular basis through written comments in exercise books, peer assessment, and group work during lessons. Higher level questioning using open ended questions, teacher observation during investigations, and revision sessions are also used to assess progress and achievement.

YEAR 9

During the course of Year 9, children will be given an overview of the entire syllabus. This will allow them to make informed decisions and start to highlight areas of strength before selecting which GCSE route is the most appropriate.

Topics taught will be:

Biology
- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

COMPUTER SCIENCE

OVERVIEW

We want Pupils to be able to code the next Facebook or Xbox blockbuster, to found the next Pixar or Wikipedia, to publish a magazine, to make a film, to connect with others around the world, to use all the wonderful new tools to unleash your creativity and hack a better future for all of us!

The IT department wants every child to be able to do three things by the time they leave. Students should understand:

- ✓ how to build computational tools,
- ✓ how to use those tools effectively and
- ✓ how to use those tools responsibly.

To that end we have divided the curriculum into three strands, each being taught in a different term. These strands are:

- Computational Thinking
- Working Life
- Connected World

COMPUTATIONAL THINKING

This is where you roll your sleeves up and play around with how things work. You'll open up a computer and look inside. You'll begin to see how code works, how it turns electricity into ones and zeroes into MMRPGs, how important hacking is and more. Many people still think it's magic. You'll be a wizard to them. Like Merlin, just without the beard.

Computational thinking is fundamental to computer science. It is a particular type of approach to problem-solving that usually (though not always) finds expression in software. It is an academic discipline in itself and has plenty of cross-curricular "oomph" especially with maths and sciences. In Google's words, it "involves a set of problem-solving skills and techniques that software engineers use to write programs that underlie the computer applications you use".

There are essentially four such skills: abstraction (generalising about the qualities of a problem), decomposition (breaking down complex problems into smaller ones), algorithms (sequencing instructions) and pattern-spotting. Rather than teach these theoretically, each student becomes familiar through a range of different programming projects, be it robotics or writing a game for an Xbox. To make computational thinking as tangible as possible, every student will have repeated opportunities to design, write, run, and debug, executable programs.

WORKING LIFE

Want to start your own company? Maybe you want to make your own film? Or perhaps you want to gather some data to help you cure malaria? Not yet? Too young? Maybe you just have a history essay due in and you want to make your teacher spit out their digestive biscuit in surprise at the amazing facts you've found? Chances are a computer can help. This is where we show you how.

The Computing curriculum has recently been changed. The changes have moved towards computer studies, programming and coding.

 We do, though, need students to understand how to use these tools, both for their own projects, for other subjects and for later life. As per the computer science, we aim to do that by making use of real-world projects and data wherever possible. To that end, students learn how:

- to use spreadsheets by using them to analyse census data to see how their neighbourhoods compare to others
- to use search engines by using them to discover and evaluate different sources for use in their own research
- to use presentation software by using them for Kids Dig, an event where the children take over the teaching of lessons for half a day.

CONNECTED WORLD

OK. You've got your new phone, you've got a social network account – Facebook, MySpace, whatever - you've got access to a whole world your parents don't really understand. (They still laugh and roll their eyes and say things like "kids these days!") How are you meant to behave? Is it a free for all? How do you know that @funnybob is who he says he is? Or then there's the fact that you've made some edits on Wikipedia but nobody seems to have corrected them. So maybe it's an even worse idea to copy and paste it than your teacher said?

There is a common assumption that children are "digital natives". In effect, so the thinking goes, because children have been born into a connected world they understand the rules for working in it better than their adults. It is a dangerous assumption. While, yes, adults still might be working out how best to operate in a connected world and making very visible mistakes, digital citizenship needs both new world technology and old world values.

This strand of the curriculum helps children learn two things. First, we look at how to navigate life online safely and responsibly through looking at topics such as cyber safety and identity theft. Second we look at how to become a proactive "force for the good" online, through looking at the Wisdom of Crowds, privacy issues and how to amplify positive behavioural norms in online forums or social networks.

PERPETUAL BETA

Have you seen that video that shows you how most jobs that will exist when you grow up don't exist now? If that's true, what's the point of learning all this stuff? Everything seems to be changing really fast so why bother?

As important as the "what" is the "how". We aim to foster in students the following skills:

- confidence in dealing with complexity
- persistence in working with difficult problems
- tolerance for ambiguity
- the ability to deal with open ended problems
- the ability to communicate and work with others to achieve a common goal or solution

Schools typically pay lip-service to independent thinking and then proceed to put students through a battery of standardised tests. This is often as much a result of the system schools work as the schools themselves. One of the benefits of there no longer being any official national IT curriculum is the flexibility it affords us. Throughout the course, in every strand, students are encouraged to question, to give feedback and to reflect on themselves as learners.

As such, the curriculum is co-written with students. If Sarah, say, comes in with a great idea to help us all learn then teachers and students will publicly discuss it and try to build it in to planning wherever possible. We make use of wikis to allow the children to share useful resources, feedback on the curriculum and interesting links. While the scheme of work below gives a good indication, it is consequently always susceptible to considered (and considerable) change. As the IT industry would put it, the curriculum is in perpetual beta.

ASSESSMENT

What's the point of a grade telling you what you do know? Isn't it better to know what you need to know to get better? Students will be assessed continually, in a number of different ways. The aim is to make sure that at all times students know:

- what they need to learn next
- how they might be able to learn it
- what will show them that they have learned it.

We believe that by making their thinking "visible", children make far more effective progress. Assessment rubrics for each module are available online for students to understand what their targets are as a group. Equally, using http://www.fpsworks.com students will have an online portfolio of work accessible to themselves, students, parents and teachers alike for more individual targets.

FORMATIVE

By far the most prevalent form of assessment in the IT curriculum is formative. In each lesson, children are encouraged to ask questions, to explain to each other and peers and to reflect on whether or not they fully understand a topic. Teachers will use a range of different techniques to assess student progress, be it no-hands-up, blog comments, or in class mini-exercises.

PEER & SELF-ASSESSMENT

Whether orally, in blog comments or in end of module assessments, each student will be encouraged to write down notes on progress, reflect on what has been learned and comment on others' work. Children are asked to comment on each other's work using the "Is it true? Is it kind? Is it specific?" framework.

SUMMATIVE

The pupils are assessed as either meeting the basic, intermediate or advanced requirements of a particular topic. These requirements are shown in rubric form to the children at the beginning of a module and referred to throughout. The students will be summatively assessed at the end of each half-term on effort and progress towards targets.

YEAR 9

Autumn	Spring	Summer
Fundamentals of algorithms Programming Aspects of software development	Fundamentals of data representation Computer systems Fundamentals of computer networks	Fundamentals of cyber security Ethical, legal and environmental impacts of digital technology on wider society, issues of privacy

HISTORY

It is a sound axiom for teaching that the pupils should understand why they are there. They have no difficulty understanding the following mission statement: "the second most important purpose of these lessons is for you to achieve stratospheric results. The most important is that you love history long after your teachers are dead!" This draws quality discussion of the immediate goal of examination success, the wider intermediate goal of the development of the skills of history: the selection of material, expression of ideas and formulation of argument which are central history skills and which make it a directly relevant subject for many careers. From that they can

move to appreciate the wider importance of gaining an understanding of where we came from and seeing our culture in a deeper context. Finally they can think about the conviction that subjects that we are taught to love at school have the capacity to enrich the rest of our lives.

YEAR 9

During these lessons, pupils will be given an introduction to the GCSE syllabus. Pupils will learn how the world has been formed based on historic events and how the wider influences have shaped the future. The programme is designed to feed on logically from our teaching in Years 3-8. The curriculum is based for the most part on the Modern World – post 1918.

Autumn	Spring	Summer
Content History of Sport – philosophies of sport, evolution from popular recreation to modern mass entertainment **Thinking** 1. This gives good links with Y5 Tudor and Y6 Victorians work, and also has potential to include developments which will look forward to a Modern World GCSE. 2. It should catch the imagination of a diverse group. This would enable more rigorous work to be implemented.	**Content** The World during the Second World War 1. Boom and Bust in the USA 2. Rise and fall of Weimar 3. The holocaust and the foundation of Israel **Thinking** This gives pupils experience of outlines teaching and of comparison(USA+ Germany). By definition the holocaust deserves to be taught, and some understanding of the roots of the Middle East of today is valuable.	**Content** Outline and Projects: the First World War **Thinking** Following the taught overview this will provide valuable background to GCSE, but will also build and widen study skills, notably research and individual study, and presentation skills. There are plenty of social issues and ethical questions to pursue as well as the strategic warfighting itself – the role of women; conscientious objectors; mutinies/shell shock; Edith Cavell…..

GEOGRAPHY

The mission statement of the Geography department's curriculum at Fulham Senior School mirrors the four aims of the iGCSE Geography curriculum very closely; they are to:

- Stimulate curiosity about the world
- Introduce pupils to people, places and environments
- Contribute to environmental awareness and education for sustainable development
- Develop understanding of physical and human landscapes, and introduce pupils to different societies and cultures, enhancing awareness of global interdependence

In each year group, assessment will be formative through marking and summative through half-termly assessment work. This will be used to chart each pupil's progression through the syllabus. It is both inevitable and practical

that some key areas of study will be revisited at some point during the course. In each instance when this occurs, any such revisiting of previous material will be planned with previous understanding in mind and revisited with the express intention of consolidating, revising and then extending previous studies.

Throughout each of the thematic units pupils are encouraged to develop their geographical skills.

(i)   Atlas skills
(ii)   Atlas skills should be developed and location knowledge is required (see attached)
(iii)   Ordnance Survey (OS) map work skills
(iv)   Pupils should know and understand:
(v)   4-figure and 6-figure grid references
(vi)   Eastings, northings
(vii) Spot heights and contours
(viii) Direction
(ix)   Orientation (8 points of the compass)
(x)   Distance
(xi)   Area

Pupils should be able to:

- Follow routes
- Identify relief and landscape features (slope steepness, plateau, floodplain, valley, headland, bay and other features)
- Annotate simple sketch sections (cross sections)
- Use maps in decision-making
- Understand site, situation and shape of settlements

Fieldwork and enquiry skills

Collection and recording information by using:

- questionnaires: use and design
- sampling
- surveys, e.g. shopping, traffic and pedestrian counts
- environmental quality surveys
- land-use mapping
- other mapping skills
- field sketches
- secondary sources: including internet etc.

 Present their work by using :

- maps: key, scale, direction
- shaded maps
- annotated sketch maps
- flow maps
- annotated field sketches and photographs
- graphs, bar charts, divided bar charts, pie charts, histograms, pictograms
- simple annotated cross-sections
- sketch sections

- tabular presentation of data
- land-use maps

During this introductory year to the GCSE syllabus, the children will be exposed to a section of topics from:

Living with the physical environment

- The challenge of natural hazards/tectonic hazards, tropical storms
- The living world – coastal/river/glacial landscapes in the UK
- Physical landscapes in the UK – extreme weather, global climate change

Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Geographical applications

- Issue evaluation

RELIGIOUS STUDIES

In Year 9 we study Syllabus A of the AQA GCSE course which offers a range of faith-specific options and a variety of relevant and contemporary themes. Pupils will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.

PROGRAMMES OF STUDY

Possible areas of comparison in world religions will be: parables and moral stories, festivals, rites and rituals, the afterlife, clergy, fundamental beliefs, deities, saints, moral teaching, places of worship, prayers.

In addition to the course content, themes of morality, consideration for others, tolerance and good citizenship are threaded through the lessons. Wisdom is developed, together with a deepening awareness of right and wrong, the consequences of wrong choices and the informing of conscience. The literature of the Bible provides and inspires this growth at various levels, not only for believers, but for those of other faiths or none. The Bible probes the mysteries of life, suffering, injustice, evil and death. The stories provide us with hope, they can help pupils make sense out of the experiences of their lives and assist them to live lives that are happy and fulfilled. Additionally, the dignity and growth of individual circumstances of pupils are respected and valued.

Moral values, awareness of others, especially the poor and disadvantaged are discussed at age-appropriate times.

In Year 9 children will study the basic values of Christianity and Islam and how important philosophical and ethical issues can affect their values.

YEAR 9

The year will shaped by the study of the following religions:

- Christianity
- Islam

If children continue with the GCSE course into Year 10 and 11, they will study those two religions in greater detail. The thematic studies to complement the religious aspects allow children to think about the world around them in greater detail and gain a deeper understanding of the different religious perspectives on the issues studied within and/or between religious and non-religious beliefs.

The range of study can come from:

- Sex, marriage and divorce
- Families and gender equality
- The origins and value of the universe
- The origins and value of human life
- Philosophical arguments for and against the existence of God
- The nature of the divine and revelation
- Religion, violence, terrorism and war
- Religion and belief in 21st Century conflict
- Religion, crime and the causes of crime
- Religion and punishment
- Human rights
- Wealth and poverty

FRENCH

OVERVIEW

Our aim is to foster a love for language learning with communication at the centre of our approach. We also seek to introduce pupils to the cultures of other European countries and to open their eyes to the lives of others. Language lessons are presented to pupils in a fun, stimulating way, whilst talking the vocabulary, grammar and topic required for Common Entrance syllabus. Pupils practise the four language skills of listening, speaking, reading and writing as these are equal weighting in the Common Entrance exam.

Pupils will also be taught a wide range of grammar points and by the end of Year 8, most pupils will be expected to have an understanding of the present, past, future and conditional tenses.

Pupils year 9 are taught in their generic teaching set.

YEAR 9

The year will commence with a revision of the Common Entrance syllabus to ensure all pupils have the basic vocabulary needed to progress to the introductory phase of the AQA GCSE French. The children will also revise verbs, tenses and grammatical rules.

Their previous knowledge will be needed to explore the new topics of:

- Identity and culture

- Local, national, international and global areas of interest
- Current and future study and employment

SPANISH

Year 9 will be given the opportunity to be introduced to a new language. At the end of Year 9, children can elect which language, French or Spanish (or indeed both) they study for GCSE in Years 10 and 11.

Spanish will begin ab initio in Year 9. Pupils will not require prior knowledge of the language.

Content of curriculum will cover from the following:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

LATIN

Year 9 will be given the opportunity to choose Latin or Spanish. The department prepares pupils in GCSE examination 'nil desperandum' software. The aim is to equip pupils with the tools to analyse a text for translation. The emphasis is on understanding grammatical elements in Latin for comprehension, translation and detailed language analysis. Pupils are encouraged to support their language learning with personal reading and research into the background cultural topics of Ancient Rome.

ART AND DESIGN

The department endeavours to set challenging and enjoyable projects. The art programme encourages pupils to develop skills, enabling them to communicate their ideas through imaginative designs. An emphasis is placed on developing a critical appreciation and understanding of the role and purpose of art, its value and meaning. This is an extension on developing an understanding of the historical and cultural context of art and design, facilitating a broader understanding of the inherent possibilities of art & design. Self–assessment is an integral part of the programme, facilitating ownership of the ideas and assessment process developed during the school year by the pupils. As part of the creative process there is increased emphasis on independent thinking and initiative.

PROGRAMME

Throughout the course pupils will be developing and enhancing their knowledge, skills and understanding. This process involves building on past experience and encountering new techniques and materials. Whenever possible the projects will have elements which will link it with other areas of the curriculum, giving the pupils a broader grasp of art in a particular context.

Differentiation is applied to ensure pupils can obtain and achieve their full potential. To ensure the development of knowledge, skills and understanding all pupils will cover four basic elements throughout the course of the year, which are as follows;

Children will be given the opportunity to explore five options during Year 9 as they can elect one or more to continue with should they move on to the formal GCSE route.

Breadth of study will be drawn from:

- Art, craft and design
- Fine art
- Graphic communication
- Three-dimensional design
- Photography

The continuation of the subject will largely depend on the pupil area of interest. Provisionally four lessons per week will be dedicated to the programme which will allow time allowance to be divided appropriately as the modules unfold.

PHYSICAL EDUCATION

The Department strives to give every student a positive experience from all of their PE lessons. All pupils are taught through innovative teaching strategies that give young students a technical basis to participate in all sports. All pupils are actively engaged by fun, resourceful and challenging lessons that aim to challenge and assess to secure learning.

The curriculum offers a broad range of activities including basketball, athletics, cricket, handball, volleyball, gymnastics, dance and fundamentals of fitness. We shall be offering fencing to all our Year 9 pupils for an hour a week. These activities give pupils a technical foundation which prepares them for competitive sport at Fulham Senior School.

Our aim is to provide each pupil with the opportunity to:

- Develop their competence and confidence in a range of physical skills
- Appreciate the benefits of a healthy lifestyle, that extends into adulthood
- Recognise and understand the importance of self and peer assessment
- Develop the ability to participate independently, with partners and in groups in competitive and uncompetitive situations
- Take increased responsibility for their own learning
- Develop the ability to solve problems by planning, communicating and reviewing
- Understand the importance of fair play and of abiding by the rules and codes of conduct of the activity by experiencing a variety of roles
- Develop an understanding and appreciation of the fundamentals of movement
- Continue to participate in some forms of positive physical activity within the wider community either as a performer, spectator or both.

SPORT

Each Wednesday, all pupils participate in an afternoon of sport. Sport lessons allow students to develop technical skills and Prepare for squads and after school clubs. Pupils are educated in competitive and uncompetitive environments and receive the opportunity to represent the school in inter-school fixtures during the term.

There is the opportunity for boys and girls to play in competitive fixtures in the following sports each term:

- Autumn – Football and mixed activities (netball fixtures included in this option) and Rowing
- Spring – Rugby, Hockey and Rowing
- Summer – Cricket, Athletics, Rounders and Rowing

Individual sports are also on offer in Year 9 depending on the season: rowing, tennis and golf for example.

SPORT EXTENSION AND DEVELOPMENT

After school, a number of students are invited for additional squad sessions. It is these students who will gain opportunities to represent the 1st and 2nd school sides against other schools in a wide range of inter-school fixtures and tournaments.

INTER HOUSE FIXTURES

These sessions are also held during Sport afternoons. During these sessions the main sport of focus for the term is played. There are a number of fixtures between the Houses in the Senior school. It is expected that every single child, irrespective of their ability, will at some stage during the term represent their House, therefore gaining valuable experiences and the pride of playing representative sport for their House.

MUSIC

Continuation of work done in Years 7 and 8 is key to Year 9. We study large scale works in greater depth and with increased understanding of musical context. There is an emphasis on performance skills and at the end of Year 9 the students will have the opportunity to perform. Notational skills are further developed as well as composition techniques, studying of different genres in music and music performance. World music is explored and preparation for the GCSE syllabus begins in earnest.

The children are taught to develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understanding of musical structures, styles, genres and traditions; identifying the expressive use of musical dimensions. Listening skills are developed, with increasing discrimination and awareness. A wide range of musical contexts and styles are studied.

Pupils are taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

YEAR 9

Autumn	Spring	Summer
Western classical tradition 1650–1910 Popular music Reading staff notation Musical elements	Western classical tradition since 1910 Writing staff notation Chords Musical elements	Traditional music Musical vocabulary and terminology Musical elements