



Year 9 Curriculum Information Presentation

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Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
 - All subject areas have a rich and exciting curriculum.
 - A school curriculum that is relevant to our locality and provides students with the knowledge and skills needed for this ever-changing world.
 - High quality teaching, which allows all students to make outstanding progress.
 - A curriculum that allows students to successfully reach the next stage of their education.



Settle College's Curriculum Intent

- Curriculum planning
 - Students complete Key Stage 3 from years 7-9.
 - They study the full range of subjects in the national curriculum, as well as drama and religious studies.
 - Students select four GCSE option subjects in year 9, with over 15 different subjects on offer.
 - Students complete their first two options in year 10, with a further two options in year 11.
 - There will be an options evening on Wednesday 25th January to support this process.



Settle College's Curriculum Intent

- Departmental curriculum intent
 - Describes what the department intends for students to learn in each subject area.
 - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.



Year 9

Overall curriculum intent for year 9: To understand how key events in British and international history since 1900 have shaped the world we live in today.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	The end of WW1 and its impact. To look at life after WW1 in the USA and Britain – how much did things change?	The causes and key events of the Second World War, 1939-41	Key events of the Second World War, 1941-45. The US decision to use atomic weapons to end WW2.	To understand the origins, scale and significance of the Holocaust.	To understand some of the key post-war developments in Britain and the wider world.	Civil Rights in the USA. An overview of how much life has changed since 1900.
Content mapping	How the First World War ended. Britain and the USA in the 1920s and 1930s – key themes and events.	Different ways to run a country: democracy and dictatorship. The causes of WW2. The war in Europe 1939-41. The Home Front.	The war in the Pacific. From D-Day to VE Day. The bombing of Hiroshima and Nagasaki.	The origins of anti-Semitism. The treatment of Jews in Nazi Germany up to 1939. Ghettoes The death camps Resistance, including key individuals such as Oskar Schindler.	The post-war welfare state, including the creation of the NHS. Origins and key events of the Cold War. The decline of the British Empire. Independence for India. Independence in Africa. Post-war migration to Britain and its impact.	The situation after slavery. The Montgomery Bus Boycott. Little Rock. The roles of Martin Luther King and Malcolm X. An overview of change since 1900.
Disciplinary knowledge	Causation Consequence Similarity/difference Interpretations	Causation Similarity/difference Change	Causation Consequence Significance Source skills - inference	Continuity/change Significance	Causation Consequence Significance Change	Continuity/change Significance Source skills - utility



Settle College's Curriculum Intent

- A curriculum for all learners
 - Year 9 is largely taught in mixed ability classes.
 - The curriculum may be adapted for some students to ensure it is appropriate.
- Literacy
 - Developing students' literacy skills to enable them to share their voice and access opportunities in the future.



Settle College's Curriculum Intent

- Personal development
 - The curriculum supports students to become responsible, tolerant and active members of society, who embrace diversity.
 - It supports their spiritual, moral, social and cultural awareness, as well as deepening their understanding of fundamental British values.
 - A careers provision that supports students throughout their education.
 - A student leadership programme to develop leadership skills for our students.
 - The Settle College Diploma, which recognises and celebrates students' achievements in their personal development.
- For the full curriculum intent statement, please see the Settle College website, and click on the 'Year 7 to 11' menu, followed by 'Curriculum'.



Art

To develop students' understanding of Art and the formal elements within art.

- Portraiture
- Photography
- Animorphism
- Work in the style of other artists

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



Computing

To build on students' prior knowledge of both computing and iMedia.

- Understanding several key algorithms, e.g. searching and sorting.
- Understanding of how computers work
- Develop and create a game
- Understanding how machine learning and big data shapes our digital world

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



Drama

To develop students' understanding of Drama and the different skills required in the subject.

- Epic theatre: marking the moment and physical storytelling, including the work of Brecht
- Exploring puppetry: design and performance, including shadow puppets
- Commedia Dell'Arte: links with pantomime and performance with masks
- Theatre tech: roles and responsibilities, design, lighting, sound, set and costume
- Creating theatre - pulling it all together: devising new plays, creating characters, scriptwriting, design, performance and directing

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



DT

To develop students' practical and theoretical knowledge of the skills required in a range of Technology subjects.

- Food and nutrition, focusing on food choice, to include both practical and theoretical concepts
- Board games, to develop experience and skill in the design and making process
- Mood lamp project, to apply practical engineering skills, with a focus on wood properties and manufacturing

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



English

To continue to broaden students' experiences of the world through the study of literature, as they encounter the inconsistencies in different cultures.

- *Key question:* What does it mean to be human?
- Morality within fiction: Long Way Down
- How do journalists shape morality?
- How do people change the world? – world protest poetry
- An introduction to romanticism through poetry
- Exploring the Victorian Gothic from a range of extracts, including Dr. Jekyll and Mr. Hyde
- Revolution and individuality through persuasive speeches

Subject leader: Mrs Scriven (E.Scriven@settlecollege.n-yorks.sch.uk)



French

Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.

- TV, cinema and sport
- Where I live
- Home and environment
- Work and education, including part time jobs
- Tourism
- Food and drink

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



Geography

Students will develop their understanding of what the physical and economic drivers of change are in the 21st century.

- Who has the potential to be a superpower of the 21st century?
- Why are cold environments important?
- How are cities changing?
- Can resources create conflict?

Subject leader: Mrs Whitaker (R.Whitaker@settlecollege.n-yorks.sch.uk)



History

To understand how key events in British and international history since 1900 have shaped the world we live in today

- The end of WW1 and its impact on life in Britain and the USA.
- The causes and key events of WW2, including the US decision to use atomic weapons.
- The origins, scale and significance of the Holocaust.
- The key, post-war developments in Britain and the wider world.
- Civil rights in the USA.

Subject leader: Ms Fisher (P.Fisher@settlecollege.n-yorks.sch.uk)



Maths

To develop further understanding in maths, building confidence in problem solving and reasoning.

- BIDMAS, calculators and approximations
- Factors, multiples and primes
- Ratio
- Loci and construction
- Data handling
- Equations and expressions
- Maps and scale drawings
- Formulae and sequences
- Pythagoras and trigonometry
- Non-calculator fractions, decimals and percentages
- Function notation, graphs and simultaneous equations

Subject leader: Ms Bristow (J.Bristow@settlecollege.n-yorks.sch.uk)



Music

To gain an understanding of how place and time affect music and hone students' musical skills in performance, composition and appraising.

- Samba: Brazilian rhythms and instruments
- Band: ensemble performance skills
- What makes a good song? Popular music genres, skills and composition
- Computer and video game music
- Soundtracks: understanding how and why film music is composed
- Musical project: exploring students' own music development and style

Subject leader: Ms Canning (R.Canning@settlecollege.n-yorks.sch.uk)



PE

Continue to build and add complexity (both in practical and tactical forms) to each activity, embedding a greater theoretical understanding of sport.

- Handball, netball and basketball
- Badminton and table tennis
- Football and rugby
- Fitness
- Outdoor and adventurous activity (orienteering)
- Cricket, rounders, softball and tennis
- Athletics

Subject leader: Mr Ellis (R.Ellis@settlecollege.n-yorks.sch.uk)



PSHCE

To introduce students to age-appropriate knowledge that will equip them to live healthy, safe, productive, capable, responsible and balanced lives.

- Mental health and wellbeing
- Careers and enterprise
- Citizenship
- Personal finance
- Relationships and sex education
- Staying safe, drugs and alcohol

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)

Head of year: Mr Boatwright (S.Boatwright@settlecollege.n-yorks.sch.uk)



RS

An in-depth study of Christianity as a lived religion within the UK and throughout the world.

- Christian Beliefs: including Trinity, creation, salvation and the problem of evil
- Living the Christian Life: include worship, sacraments and prayer
- Marriage and family life: including relationships, divorce and gender equality
- Matters of Life and Death: including origins of human life, sanctity of life, euthanasia and life after death

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)



Science

To build upon content from Year 7 and develop, deepen and broaden understanding of scientific principles and ideas

- Biology: ecology. Genetics.
- Chemistry: inside materials, metals investigation and rocks. Atomic structure.
- Physics: moving around. Waves and energy.
- Skills in science unit

Subject leader: Mr Langan (M.Langan@settlecollege.n-yorks.sch.uk)



Spanish

Students will be able to engage in different dialogues and role plays, develop speaking skills and talk about their future education and career plans.

- Tourism
- Work and education, including part time jobs
- Lifestyle
- Home and environment
- TV, cinema and sport
- Our planet

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



Home learning and independent study

- Aim: to extend students' learning beyond the school day to give opportunities to practice what they have been taught, to further their knowledge and to begin to develop independent study skills.
 - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.
- Home learning will be recorded on Arbor.
- Home learning guides will be added to the college website (Year 7 to 11, Home learning) over the next two weeks.
- Students are also encouraged to complete further research and revision, including the half-termly challenge tasks.



Literacy

- Strategies in school:
 - A focus from departments on disciplinary literacy
 - Form time activities
 - Prefix/suffix of the week as part of explicit teaching of vocabulary
 - The Settle College 'Literacy Rainbow'
 - Differentiated literacy interventions
 - Reading lessons as part of the English curriculum
- Support from home:
 - Encouragement to read more widely
 - Supporting written work, to increase accuracy in spelling, punctuation and grammar and vocabulary choice



Assessments and reporting

- Students complete summative subject assessments and formative assessment throughout lessons.
- Mastery assessment structure, with levels of mastering, securing, developing and emerging.
- Feedback will be both written and verbal.
- Progress reviews are sent on a termly basis and contain:
 - Levels for specific formal assessments
 - Overall level for the subject
 - Attitude to learning scores for inside and outside the classroom



Thank you for listening

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