

The Cherwell School

Guide to your Child's Year 9 Progress Review



July – Progress Review 5

Dear Parents and Carers,

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a sense of how the learning is assessed, you will be better equipped to support your children in their learning.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tom Boulter', with a long horizontal flourish extending to the right.

Tom Boulter

Deputy Headteacher – Curriculum and Attainment

SUBJECT: Year 9 ENGLISH

So far in Year 9 English, students have covered the following topics:

- *Macbeth* by William Shakespeare
- Descriptive Writing
- Dramatic interpretations of *Macbeth*
- The Romantics (Poems: *London*, *Ozymandias* and *The Boat Stealing Episode*)

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The story of Macbeth
- Tragedy and how Macbeth fits in to the tragic genre with key terms (tragic hero, anagnorisis, hubris, harmartia etc.)
- Historical and literary context of texts and where they fit in the literary heritage (Macbeth and the Romantics)
- Meanings and spellings of text specific vocabulary (Shakespeare)
- How to craft language and sentences to describe
- How to interpret texts dramatically

CORE SKILLS

Speaking and Listening

- To interpret and perform dramatically.

Reading

- How to select and explain quotations.
- To develop explanation of language.
- How to link a text to context and explain its significance.

Writing

- How to write descriptively.
- How to structure and develop writing.

How has the learning been assessed?

Student knowledge and skill has been assessed through:

- An analysis of a key extract, considering how the ways in which Macbeth is presented as a tragic hero
- A descriptive writing piece based on ideas in Macbeth
- Knowledge tests completed in class

SUBJECT: Year 9 MATHEMATICS

- In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics via teaching group (see below).

What have the students been taught to understand and be able to do?

Classes taught by Miss Bates, Ms McLeod, Mr Darby and Mr Wheeler:

Angles in polygons, circle theorems, expanding and factorizing quadratic expressions, solving quadratic equations, laws of indices, standard form, Pythagoras' theorem, trigonometry, volume and surface area of prisms, Venn diagrams and two-way tables, cumulative frequency, quartiles and box plots, straight line graphs, solving simultaneous equations graphically and algebraically, quadratic sequences

Classes taught by Mr Shafqat, Mr Darby, Mr Dyer and Mr Sutcliffe (German side):

Angles in polygons, expanding and factorizing quadratic expressions, laws of indices, Pythagoras' theorem, volume and surface area of prisms, Venn diagrams and two-way tables, cumulative frequency, quartiles and box plots, straight line graphs, graphs of non-linear functions

Classes taught by Miss Overbeck, Dr Panagi, Mr Sutcliffe (Spanish side):

Angles in polygons, solving equations using trial and improvement, distance time graphs, laws of indices, Pythagoras' theorem, volume and surface area of cubes and cuboids, Venn diagrams and two-way tables, straight line graphs, proportion, area, algebra

How has the learning been assessed?

Student learning in Maths has been assessed in two main ways:

- 1 – Regular teacher, peer and self assessment of performance in classwork, homework and class discussion
- 2 – A test taken in June, which provides a snapshot of student understanding of new learning up to this point

SUBJECT: Year 9 SCIENCE

In Science lessons so far, Year 9 have completed the following KS3 units:

- **Physics:** Electricity & Energy and Gravity and space
- **Chemistry:** Reactions of Metals and Compounds and Patterns of Reactivity
- **Biology:** Fit & healthy and Plants & Photosynthesis

They have also completed 2 of the following 3 GCSE modules:

- **Physics:** Generating Electricity
- **Biology:** Interdependence and Adaptations
- **Chemistry:** Limestone

What have the students been taught to understand and be able to do?

| CORE KNOWLEDGE | CORE SKILLS |
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| <p>KS3:</p> <ol style="list-style-type: none"> 1. Forms of energy and their transfers and efficiency. Renewable and non renewable energy resources and how they can be used to generate electricity. Electrical circuits to include series & parallel circuits and current and voltage. Gravity and space including orbits, theories of falling objects, weight and gravity, motion of the earth in space. 2. The structure of the periodic table, reactions of metals and metal compounds with acids & water, displacement reactions, neutralisation and the reactivity series. 3. Respiration, interactions of digestive and circulatory systems, skeleton function, diet, exercise and effects of smoking, photosynthesis and the role of the leaf, complex food webs, factors affecting plant growth, food production and sustainability. <p>KS4:</p> <ol style="list-style-type: none"> 1. How power stations work, renewable and non-renewable energy, nuclear power, carbon capture technology, demand for energy. 2. Adaptations of animals, plants and extremophiles, environmental changes and competition, using animals and plants as indicators of pollution. 3. Chemical name and formula for limestone, how it is quarried, thermal decomposition of carbonates, calcium oxide reactions, making cement. | <ol style="list-style-type: none"> 1. Recall scientific content that they have been taught. 2. Describe scientific processes & data by saying what happens. 3. Explain scientific processes & data by saying why something happens. 4. Comprehend- using an unfamiliar situation to apply their knowledge. 5. Analyse, using data in science |

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through 6 KS3 module tests; 2 on each separate science containing questions requiring skills such as recall, describe, explain & analyse.

There has also been an end of KS3 test covering a selection of KS3 topics as well as scientific skills.

There has also been a GCSE-style end of module test after each GCSE topic.

SUBJECT: Year 9 ART

In **Art** lessons so far, Year 9 have completed work from the following units:

- Pattern, Painting, 3D work, Printmaking

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How to produce a successful print.
2. How to develop and make a sculpture using various materials.
3. Mixing colours in a variety of media.
4. Recording observations using a variety of media and materials.

CORE SKILLS

1. Produce a painting that has been developed from analysing and researching the work of others.
2. Use a variety of materials to record the world around them.
3. Independent project – this maybe set either through class time or through homework depending on the teacher.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The ability to develop a range of ideas through to a final piece.
- The quality of their pattern prints – design, accuracy, presentation, understanding of the technique.
- A case study on a relevant artist who uses some of these techniques in their work.

SUBJECT: Year 9 COMPUTING

In Computing lessons so far, Year 9 have completed the following units:

- Graphics and image manipulation
- Using ICT to present information
- HTML website creation

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. A range of graphic file formats and their application
2. Strategies and techniques for planning projects
3. Knowledge of various computing and coding programmes, strategies and approaches

CORE SKILLS

1. Plan projects and use features in a number of new applications (image editing, presentation software, publishing and web authoring software)
2. Develop and plan a project and work with other people to present information in different ways
3. Use HTML to structure and organise the layout of a webpage

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through the completion of a portfolio of work, which includes:

- Planning, designing and creating a webpage
- Regular assessment using Google form multiple choice tests
- Planning and making informed decisions within a team
- Completing specific tasks both independently and as part of a team

SUBJECT: Year 9 DRAMA

In Drama lessons so far, Year 9 have completed the following units:

- Trestle Masks - Script Work: Blood Brothers – Documentary Drama

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How to approach taking a script from page to stage
2. How to develop a character, with regard to physical and vocal skills
3. How to create a response in the audience through pace and delivery of dialogue

CORE SKILLS

1. Improvise off-script
2. Rehearse a scene to develop ideas
3. Learn lines effectively
4. Work with others on stage through cues.

How has the learning been assessed?

The work has been assessed through involvement in practical work in the form of off-script improvisation and the contribution to small group rehearsals to develop ideas for characters and scenes. The work has also been assessed in terms of detailing the intentions of the character within a scene and the understanding of its context. The assessment has also been made of how the student delivers the lines of the scene and the presentation of a character.

SUBJECT: Year 9 FRENCH

In French lessons so far, Year 9 have completed the following units:

- Myself and my family; Free Time; Going Out; Eating and Drinking; Travel and Holidays

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

Myself and my family: Talking about my family, jobs and where they live. Describing a typical day and the weather in the present tense.

Free time: Talking about what you did last weekend and last night, expressing and justifying opinions.

Going out: Inviting people out, accepting or declining an invitation, shopping for clothes. Expressing and justifying opinions.

Eating and Drinking: Buying food and drink, expressing likes and dislikes, using expressions of quantities, partitive articles and Il Faut + inf.

Travel and Holidays: Listing names of countries, using prepositions en/ au/ à in front of names of places, describing previous holidays and planning future holidays, revising perfect tense and using future tense.

CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term assessments involving recorded speeches, listening and reading comprehension
- Writing in the past using the perfect tense.

SUBJECT: Year 9 GEOGRAPHY

In Geography lessons since PR3, Year 9 have completed the following units:

-Earthquakes

-Globalisation and fair trade

- Antarctica

- Map skills

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How the structure of the earth influences tectonic events, specifically earthquakes.
2. The social and economic impacts of an earthquake.
3. Factors affecting globalisation.
4. How trans-national corporations operate and the impacts on their employees.
5. Issues surrounding international trade and fair trade.
6. The physical geography of an extreme environment.
7. Threats to Antarctica and sustainable solutions for the future.
8. Four and six-figure grid references.
9. Contours and cross-sections.
10. Geographic Information Systems (GIS).

CORE SKILLS

1. Draw and annotate diagrams of plate boundaries.
2. Draw and describe maps to show the connection between trans-national corporations and wealth.
3. Describe location and geographical features of places.
4. Independent research and enquiry skills.
5. Interpret a range of secondary data, including text, maps, graphs, photographs.
6. Annotate photographs, maps and diagrams.
7. Analyse climate graphs.
8. Practise using GIS to analyse information.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- 1) Creating keyword lists and definitions of key terms.
- 2) GCSE style assessment on earthquakes.
- 3) Independent research about a fair trade industry/company and their approach to social responsibility.
- 4) Assessment on Antarctica.

SUBJECT: Year 9 German

In German lessons so far, Year 9 have completed the following units:

Holidays, Films, Fashion, The Grimm Fairy Tales, Revision of the tenses, the environment

What have the students been taught to understand and be able to do?

| CORE KNOWLEDGE | CORE SKILLS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Holidays: holiday vocabulary and the past tense. Including present and future tenses</p> <p>Films: The German Film “The Edukators”. Opinion vocabulary, debating about films.</p> <p>Fashion: clothes, adjectival endings, revision of all 3 tenses. A teacher makeover</p> <p>The Grimm Fairy Tales: the language of story, the imperfect tense. Developing reading skills</p> <p>Revision of all 3 tenses: past, present and future</p> <p>Environment: group project on helping the environment</p> | <ul style="list-style-type: none"> - Listening for gist and detail - Reading for gist and detail - Writing and Speaking - Pronunciation - Memorization - Sentence-building - Making links (cognates/ semi-cognates) - Creativity, Performance, Autonomy |

How has the learning been assessed?

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| <p>The knowledge and skills that the students have gained have been assessed through:</p> <ul style="list-style-type: none"> - Vocabulary tests and class work activities - End of term assessments involving recorded speeches, listening and reading comprehension - Writing in the past using the perfect tense. |
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SUBJECT: Year 9 HISTORY

In History lessons during the second half of the year, Year 9 have completed the following units:

- What can cartoons tell us about the Treaty of Versailles?
- How did the Allies win World War Two?
- How should we explain why the Holocaust happened?

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Treaty of Versailles. Key features and consequences.
2. Key events from World War Two.
3. Key features of Nazi Germany.
4. Varying historical interpretations of the Holocaust.

CORE SKILLS

1. Examine historical causes, find the interconnections between them and judge their relative importance in leading to an historical event or change.
2. Examine historical events in a way that recognises the diverse ways the past has been experienced by different people.
3. Use accurate contextual knowledge and critical analysis of source evidence to explain the strengths and limitations of interpretations of key events in the Holocaust

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Class work, including knowledge recall quizzes
- Verbal contributions to discussion.
- An essay assessing the validity of an historian's view of why the Holocaust happened.

SUBJECT: Year 9 MUSIC

In Music lessons since January, Year 9 have completed the following units:

- Film Music

- Cover Versions

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Understanding how music is used in films, including the use of Leitmotif and mood music.
2. Understanding how music is adapted through cover /tribute / mashup/ remix and samples.

CORE SKILLS

1. Compose an opening sound track to a film, including the use of leitmotif.
2. Adapt a popular song into a different style using live instruments or mixcraft.
3. Present a powerpoint on chosen song.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performances, Compositions and Listening Tests. Students will have:

- Composed and performed an opening title sequence to a film.
- Performed a Cover Version and delivered a presentation based on that song.

SUBJECT: Year 9 PHYSICAL EDUCATION

In PE lessons so far, Year 9 have completed units chosen from the following:

- Invasion games- including Football, Rugby, Handball, Basketball and Netball; Dance; Gymnastics; Athletics; Net and wall games- Tennis; Striking and fielding games – Rounders, Cricket and Softball.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- A range of tactics and strategies to overcome opponents in direct competition through team and individual games
- The rules relating to the activity.
- An understanding of the importance of fair play
- Understand a range of techniques from a range of sports

CORE SKILLS

- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and suggesting improvements on performance
- Making informed choices about healthy and active lifestyles
- Supporting their peers and show empathy and sensitivity in each area of activity
- How to perform skills which develop their ability to outwit an opponents
- How to control and manage body position and form.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed at three points in a six week unit of work.

- Teacher Observation / Peer assessment e.g. watching and analysing performance in a dance lesson / Self assessment e.g. looking and interpreting their performance in a fitness lesson / Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

SUBJECT: Year 9 GCSE CITIZENSHIP

In GCSE Citizenship lessons so far, Year 9 have been working towards completion of a piece of controlled assessment worth 30% of the full course – Unit 2: Advocacy and Representation.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

Theme 1 – Community Action and Active Citizenship of the AQA Citizenship Studies Course. Preparation for and completing Unit 2 Controlled Assessment:

- Active Citizenship and how to advocate a viewpoint using a variety of methods
- Roles and aims of pressure groups / voluntary organisations
- How to target audiences in campaigns or advocacy projects
- Research skills

CORE SKILLS

- Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.
- Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions.
- Put the citizenship concepts of 'advocacy' and 'taking informed and responsible action' into practice.

How has the learning been assessed?

The formal assessment is completed during lesson time across terms 5&6 – to be completed by the end of Year 9. The coursework is broken down into the following stages.

Stage 1 – Inform Yourself

Students work with others to select a citizenship issue, identify roles and responsibilities within the group, and agree the means of gathering information about the chosen issue from a variety of sources, while exploring a range of views.

Stage 2 – Justify Choices and Prepare the Case

The student has to justify the choice of issue chosen and the strategies to be employed in preparing the case.

Stage 3 – Advocacy and Taking Action

The student has to carry out the prepared plans to effect a change in awareness of, or attitudes towards, the chosen citizenship issue by presenting a well argued case to a specified audience. At Cherwell, students participated by running a market stall at the *Advocacy Fair* to other students.

Stage 4 – Assess the Impact

The student is required to assess what impact their advocacy/action has had in terms of: the extent to which the aims have been achieved, what change has occurred and what further actions could be taken.

Stage 5 – Reflect and Evaluate

The student is expected to make observations about the issue and citizenship concepts involved, in reflecting on how well the activity has been carried out, what changes were made and giving suggestions for improvements. They will evaluate their own contribution and that of others.

SUBJECT: Year 9 SPANISH

In Spanish lessons so far, Year 9 have completed the following units:

- Revision of basics (present, past, future) – Holidays - Going out – Health -Some elements of CLIL (content Language Integrated Learning)

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

REVISION OF BASICS: Talking about myself and my family, jobs and where we live, my house, my towns, likes and dislikes school routine.

HOLIDAYS: Talking about what you did last holidays (preterite), last weekend, expressing and justifying opinions + introducing the imperfect tense.

Going out: Cinema and movies, movie reviews, Inviting people out, accepting or declining an invitation, other weekend activities, expressing and justifying opinions.

Health: body parts, saying what hurts, going to the doctor, going to the pharmacy, healthy and unhealthy habits.

CLIL- Che Guevara, Latin America, Water, Food.

CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term assessments involving recorded speeches, listening and reading comprehension
- Writing in the past using the perfect tense.