



THE
BRITTONS
ACADEMY

YEAR
9



CURRICULUM YEARBOOK

YEAR 9

As students continue their journey through the school, moving up into Year 9, thoughts turn to GCSE option choices. Choosing what to study at GCSE can feel like a daunting decision and is likely to be the first major 'life-decision' students have had to make. What's important to remember is that this decision is only made at the end of a highly supportive IAG process. Starting as early as January of Year 9 we offer multiple opportunities to gain information, advice and guidance around the subjects you could opt to study and the future choices they open up. Students will attend a series of Options Assemblies and hear from each Head of Department about their GCSE courses as well as receiving an Options Booklet to accompany them through the decision-making process. Parents are also supported through the process as they attend Options Evening and all Year 9 students have at least one 1-to-1 meeting with a member of our Senior Leadership Team before they finalise their choices.

Whilst the discussions between students and teaching staff will take a new turn this year, the outstanding care and support of the Pastoral Team remains a constant feature of life at Brittons. Students in Year 9 will continue to benefit from the support of their own Pastoral Team consisting of:

Form Tutors

Each day starts with 30 minutes in Form Time, other than Wednesday when it is just 10 minutes.

Support and Guidance Manager

These are non-teaching staff who are available to support students at all times of the day.

Head of Year

These members of staff ensure that attendance, punctuality and behaviour lead to progress.

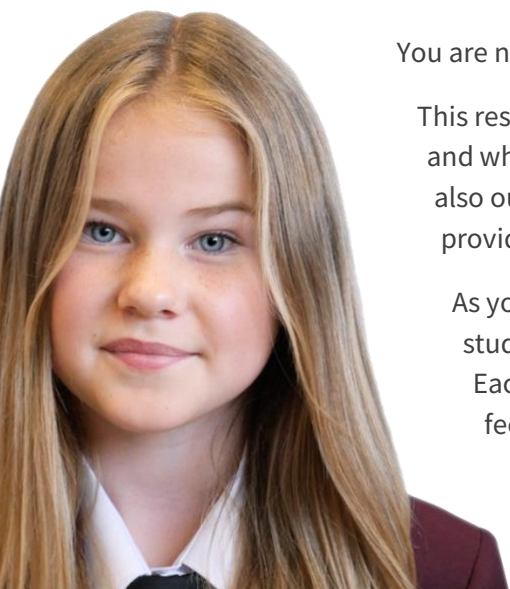
Dedicated member of the Senior Leadership Team in each year group

We also have our outstanding SEND team and academic tutors supporting in Maths and English for students needing any additional support during the transition from Year 6 to 7.

You are never on your own at Brittons – we're here to help.

This rest of this booklet is designed to share what we, as an academy, believe in and what we are striving to achieve, both *for* students and *with* students. We have also outlined some of the most important expectations we have of students and provided an overview of what the year ahead holds in terms of the curriculum.

As you read through each subject, you will get a flavour of the topics that students will learn about and the different areas assessments will focus on. Each subject will assess slightly differently but students receive regular feedback from teachers and are expected to use that feedback to further improve their work. Please contact the Head of Department for further details.



The curriculum at Brittons will equip all students with:

1. The **academic knowledge** they need to make excellent progress
2. The **social and cultural knowledge** they need to participate confidently in society
3. The **personal employability skills** they need to secure meaningful and satisfying employment
4. The **formal qualifications** they need in order to follow their desired path beyond Year 11

We take PRIDE in all that we are and all that we do.

Brittons is proud to be a Skills Builder school, building the requisite employability skills for success in the world beyond school. Our academic, pastoral and co-curricular provision provides students, on a daily basis, with opportunities to develop the following essential employability skills:

Positive
Engage and show an eagerness to succeed



Respectful
Treat others in the way you wish to be treated



Independent
Be courageous and think for yourself



Determined
Everything depends on how determined you are to succeed



Excellent
Be the best you can be



We value learning time and expect students to maximise it by meeting our FAIR expectations:



Home Learning

At Brittons, we believe that independent learning at home plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here and beyond.

All home learning will be purposeful and deliberately planned to enhance students' in-school learning. Home learning will:

- **Retrieve and consolidate** prior learning, helping students commit to memory core knowledge, concepts and terminology.
- **Prepare students** to engage more productively in lessons – e.g., a pre-reading task to build knowledge prior to discussion or commencing a new topic.
- **Develop excellent communication skills** through a mastery of higher level and subject specialist vocabulary
- **Extend and enrich** students' knowledge
- **Build effective routines** and strategies for independent study/revision

Students will receive home learning once a week in Maths, English and Science with all other subjects setting it at least once per fortnight. Students will not be set home learning for Physical Education but we do encourage students to engage in physical activity outside of school for at least 30 minutes, 3 times a week. In addition to these home learning tasks, as reading is a vital skill required to access learning in all areas of the curriculum, all students are expected to read for at least 20 minutes, 3 times a week.

Home learning tasks will be shared with students in class and then logged on Edulink where both students and parents will be able to see them. Whilst students do not use traditional homework diaries, some students find it beneficial to record their upcoming home learning tasks and deadlines on a planning sheet or calendar at home.

Some materials or assignments may be uploaded for students to access or complete on Microsoft Teams but all instructions and submission dates will always be recorded on Edulink. Students will be shown how to navigate the school IT systems and use Microsoft Teams as they join Brittons.

The intention of home learning is to support students to be successful. It is not intended to cause worry or stress so any difficulties with home learning should be referred to Form Tutors in the first instance who will gladly work with students and/or parents to find a solution.

SMSC

Whilst academic learning is important, we wholeheartedly believe in the wider development of our students as individuals making their way in an ever-changing world. We know how important it is to guide our students to understand the world around them and to develop a strong moral compass which will enable them to participate successfully and with kindness in that world.

In other words, there is much more to school than simply academic learning and exams in each subject. Spiritual, Moral, Social and Cultural development is the over-arching term used to embrace this broader personal learning. It is developed throughout the curriculum, during a weekly form-time bulletin and discussion, assemblies, charity events, guest speaker events and workshops and a wide range of extra-curricular and out of school activities. All subjects provide opportunities to promote pupils' SMSC development and this is outlined in the departmental curriculum plans.

Spiritual development

Spiritual development involves developing a sense of self, our unique potential, our understanding of our personal strengths and weaknesses, and what motivates us to achieve. We consider our place in the world and try to answer some of life's fundamental 'big questions'. Spiritual development is about acquiring the skills, understanding, qualities and attitudes need to secure a sense of non-material wellbeing.

Moral development

Moral development is focused on acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. We learn to reflect on the consequences of human choices and explore the concepts of justice and forgiveness. Ultimately, moral development is about securing the knowledge, skills, understanding, qualities and attitudes needed in order to make responsible moral decisions and act on them.

Social development

Social development involves gaining an understanding of the rights and responsibilities associated with being a member of families and communities (be those local, national or global), and developing the ability to relate to others and to work with others for the common good. Developing our social awareness allows us to feel a sense of belonging and see what we have to offer society. Social development supports students to gain the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of the communities they exist in.

Cultural development

Cultural development is about celebrating and valuing our own individual cultural identities whilst learning to understand and respect other people's values and beliefs. It's also about having the opportunity to participate in, and respond to, a range of artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. We live in an ever-changing world, that can be complex and confusing at times. Cultural development supports us to build the knowledge, skills, understanding, qualities and attitudes which enables us to better understand how factors such as faith, ethnicity and socio-economic status affect how people think, act and live on a local, national and global level.

Fundamental British Values

SMSC at Brittons is underpinned by our unfaltering commitment to the fundamental British values of:

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance and acceptance of all cultures and religions

Co-curricular Provision

At Brittons, we are serious about the all-round development of our students. Whilst we strive for academic success for all our students we recognise students should also have the opportunity to shine beyond the classroom which is why we strive, year on year, to continuously improve our co-curricular offer.

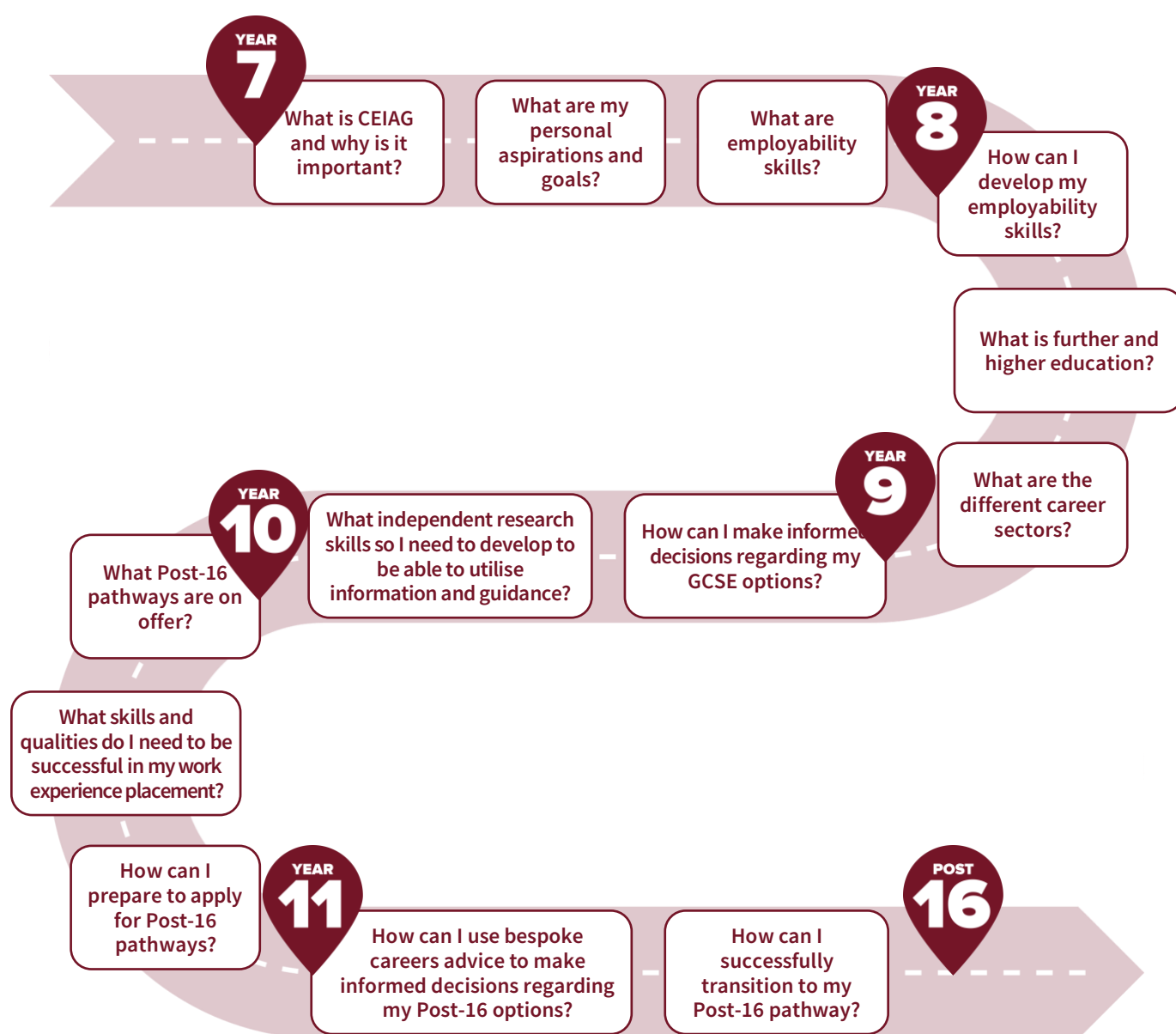
Students are encouraged to engage in co-curricular opportunities as we believe this contributes to the development of many personal skills essential for success in the modern world including leadership, teamwork, communication and resilience.

In recognition of the many individual strengths and interests of our students, a range of clubs, activities and opportunities are planned into our school year. Students may choose to hone their practical skills with the Art or Technology departments; represent the school in one of our sport teams; take up singing tuition or link up with fellow film buffs at Film Club. We pride ourselves on listening to our students and continuously refine our co-curricular offer accordingly.



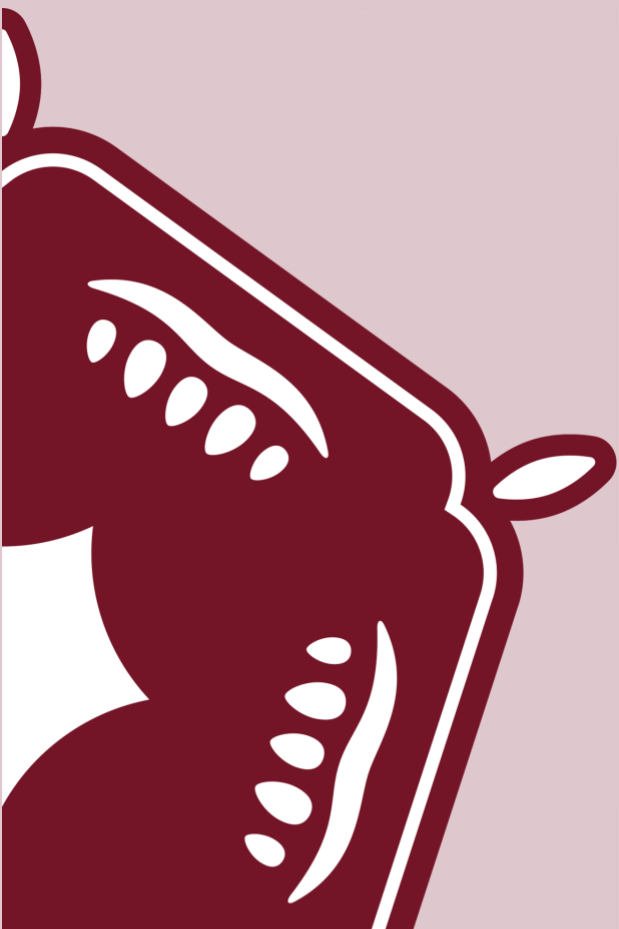
Careers Education, Information, Advice and Guidance (CEIAG)

Central to everything we do as we prepare our students for future success is the firm belief that every young person needs high-quality career guidance to make informed decisions about their future. We are driven by an unofficial little motto, 'If you can't see it, you can't be it'. Put simply, we believe that it is our duty to expose young people here at Brittons to the plethora of education and career pathways and opportunities that exist for them in order for them to be able to make the best decisions for a successful future. CEIAG is a priority from the very first day of Year 7 to the very last day of Year 11 as our students benefit from our excellent CEIAG curriculum.



Core Subjects

English
Maths
Science



Our curriculum vision

KS3 English takes our pupils on a journey of discovery: through which they will retrieve, gather and build both knowledge and skills that will not only prepare them for the assessment objectives later at GCSE, but also nurture communication skills for life and future employment.

Our pupils will practise and revisit skills for both English Language and English Literature: Reading and analysing writer's craft through novels, plays, poetry and an array of non-fiction texts; Writing speeches, articles, reviews and crafting creative pieces to enable them to communicate their own viewpoints and imagination to the world around them. Vital Speaking and Listening skills are nurtured in the classroom through embedded oracy strategies that embrace 'speak to write' and culminate in performances and presentations.

Across KS3 students use texts to build a broad and deep understanding of topics such as Gender, Race, Class, Power, Love and Conflict; through which they will build strong foundations of knowledge and develop their own opinions of literature over time. They will have a confident understanding of how attitudes and perspectives have changed through the centuries and use this knowledge to enhance their own writing skills. They will be able to analyse writers' viewpoints and perspectives with insight as well as give substance to their own creative and discursive writing tasks.

What students will study

■ **Characters in Context** – Reading into Writing

In this unit students use their knowledge of reading literature to prepare for the unseen reading and writing of English Language. Pupils will study a range of extracts from different perspectives and other cultures to refine their comprehension and inference skills. They will then transfer the knowledge they have acquired from close analysis of writer's methods to create their own fictional characters in diverse contexts.

■ **Animal Farm** – A Novel by George Orwell

Pupils will make links with the History curriculum as they study this political allegory about revolution and power. Through Orwell's novel, pupils will be challenged to compare fictional characters to their real-life counterparts and context and appreciate writers as social critics. They will explore themes of propaganda, manipulation and power and evaluate how Orwell uses language and structure to affect his reader.

■ **Dystopian Writing**

Pupils will utilise their knowledge of dystopian contexts and conventions from Orwell's novel and other contemporary extracts to produce their own piece of dystopian writing. They will study how to craft their writing to create intriguing characters and settings to 'hook' their reader.



■ **Criminal Minds Poetry**

Pupils will build their understanding of characterisation through an anthology of powerful poems from a first - person perspective. They will explore how writers reveal internal conflict through an 'unstable narrator' and build on their comparative poetry analysis skills from the War poetry unit in year 7.

■ **Romeo and Juliet**

Pupils will study their second play by Shakespeare: building on their knowledge from year 7 and preparing them for the challenges of Macbeth at KS4. They will explore themes of masculinity, love and patriarchy over time.

How progress in English is assessed

In each unit of learning pupils will have one formative assessment and one summative assessment which is usually an extended piece of writing. In English, pupils are assessed across 3 strands of progression:

- **Reading Skills** : analysing how a writer uses language and structure to create effects for the reader.
- **Writing Skills**: utilising their knowledge of writer's methods to produce their own writing for a particular Genre, Audience and Purpose.
- **Speaking and Listening Skills**: expressing their own opinions and viewpoints verbally and eloquently as well as listening and responding to the questions or viewpoints of their peers.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed and revisited throughout the year.

How this prepares for next year

In year 9, students will be challenged through the reading of more challenging texts that reflect the genres and diversity of KS4 curriculum. They will revisit and refine their three skill strands: reading, writing and speaking and listening.



MATHEMATICS

Our curriculum vision

Maths Maths at KS3 aims to help equip students with a deep understanding of mathematics that will prepare them for their GCSEs and beyond. In year 9, students will develop their knowledge from KS2, year 7 and year 8 and will begin to advance their problem solving and reasoning skills that will give them the confidence and resilience to become independent problem solvers. Students will become adept in their fluency, problem solving and reasoning skills through the exploration of Algebra, Geometry, Statistics, Number, Probability and Ratio & Proportion. This knowledge will lay the foundation for being able to think, speak and reason as a mathematician.

What students will study

■ Reasoning with Algebra

Students will use their knowledge and fluency skills of sequences and algebra to form and solve equations and plot straight line graphs.

■ Constructing in 2 and 3 Dimensions

Students will use equipment to create accurate drawings and constructions and will explore proofs on how constructions work. Students will also develop their skills in working in 3-dimension, learning different formulae for volume and surface area.

■ Reasoning with Number

Students will build upon their learning in year 7 and 8 and further enhance their knowledge of numbers, exploring rational and irrational numbers and representations of large and small numbers. Students will then look at maths and money, and learn about credit, debt and finances.

■ Reasoning with Geometry

Students will learn to formulate proofs using angle and other geometrical facts and will look at different types of transformations. Lastly, students will be introduced to Pythagoras' theorem and learn how to prove this theorem.

■ Reasoning with Proportion

Students will be able to link different areas of proportion with confidence and clarity by using skills of proportion to perform enlargements and proportion problems.

■ Representations

Students will further enhance their skills on probability and look at dependent and independent events. What students will study



How progress in Maths is assessed

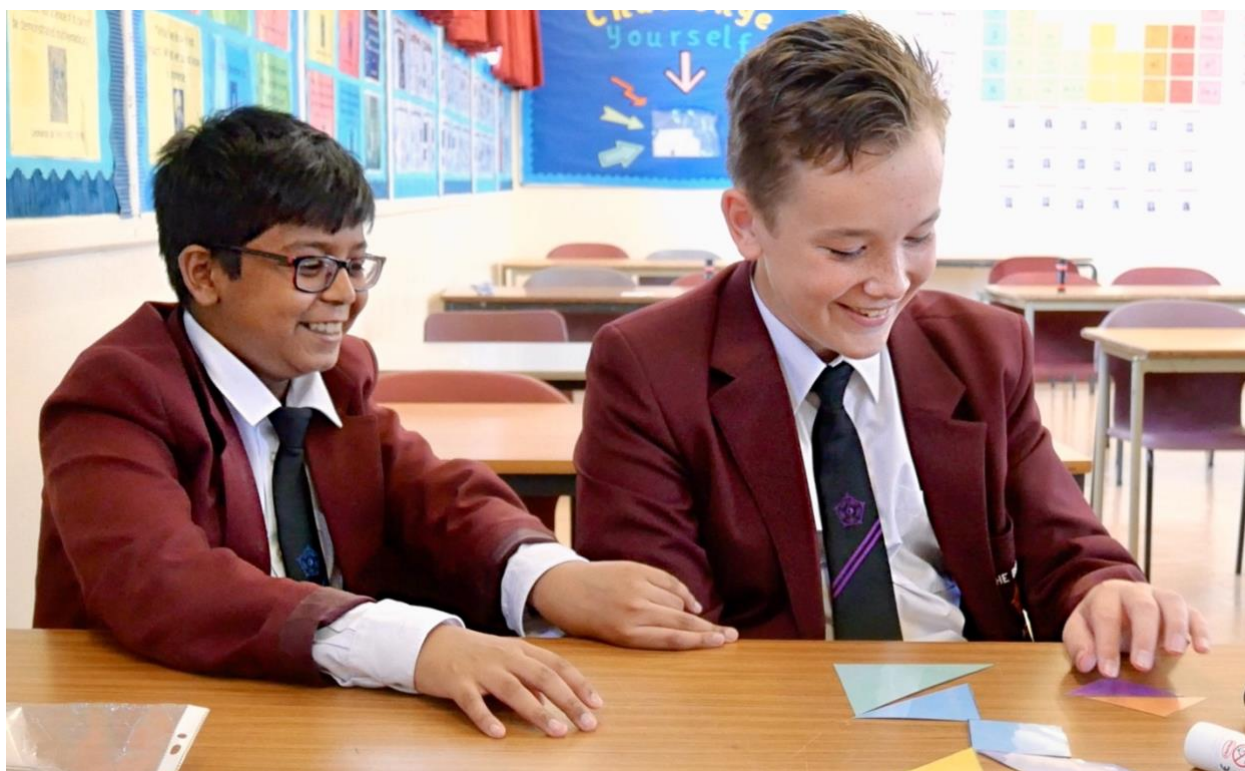
In each unit of learning, pupils will have a formative assessment at the end of each unit. Students will complete a cumulative summative assessment at the end of each term to assess what they have learnt up to that point. In maths, pupils are assessed across three strands of progression:

- **Fluency:** the ability to quickly recall mathematical facts through conceptual learning, fact strategies, and memorisation
- **Problem Solving:** examining the question to find the key ideas, choosing an appropriate strategy, doing the maths, finding the answer and then re-checking to ensure accuracy.
- **Reasoning:** drawing logical conclusions based on evidence or stated assumptions and being able to justify answers and construct proofs.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout KS3.

How this prepares for next year

Year 9 acts as a bridge between KS3 and KS4 and by the end of year 9, students will be equipped with all of the necessary skills in the three strands of maths and the foundational knowledge of Algebra, Geometry, Statistics, Number, Probability and Ratio & Proportion to be able to link these topics in creative ways in preparation for GCSE and beyond and will ultimately become confident, resilient and independent problem solvers.



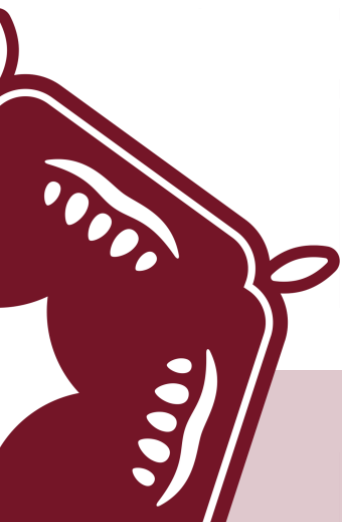
Our curriculum vision

The science department aims to provide a curriculum that sparks students' excitement and curiosity about the subject to generate and sustain their passion both at the secondary and tertiary level. We intend to provide our students with opportunities to know and recognise the role of science in every human endeavour and its real-life applications. It is our intention through the body of knowledge in the curriculum, to develop students who are scientifically literate and can contribute reasonably to science discussions in the community. We are intent on providing our students with opportunities to develop a collaborative outlook so that they can become confident and comfortable in any group setting. This will strengthen core values such as perseverance; respect for others; enthusiasm; passion, risk taking and an exploring mind. Our KS3 curriculum is rich in practical content allowing our students to develop practical skills including experimentation and analysing and evaluating data. This also allows our students to develop critical thinking skills and the ability to make informed choices and decisions. It is therefore our intention that every student in science will feel challenged, engaged and inspired in lessons through carefully sequenced learning experiences. Throughout the curriculum the focus is on:

- **Practical:** Scientific knowledge in Biology, Chemistry and Physics is driven by a practical approach, with all teachers delivering practical tasks that are consistent across each year group. Each unit provides our students with opportunity to carry out a full investigation from the planning stage to the evaluation of the task.
- **Challenge:** It is our intention to provide our students with highly challenging curriculum materials that meet their needs irrespective of their ability so they can fulfil their potentials.
- **Co- curricular:** Our KS3 students are given opportunities to experience science outside the classroom through curriculum enrichment events such as STEM engineering workshops, Spirit of the wild school outreach among other provisions.

What students will study

- **Speeding, pressure and moment.** In this unit, Year 9 students will learn about the concepts of speed and how to draw distance-time and velocity-time graphs. They will use mathematical skills in calculating speed, pressure and moments of forces.
- **Metals and materials.** This unit builds on concepts learnt in the unit Elements, Compounds and Mixtures covered in Year 8. Topics include the properties and reactions of metals and non-metals, the reactivity series of metals, extraction of metals and issues around recycling of materials are explored.
- **Waves.** This unit will build on the foundation work done in Year 8 on waves. In this unit, properties of waves, calculating wave speeds and refraction will be studied. The waves unit also includes a core practical investigation on waves.
- **Bridging unit.** This unit is a transitional unit designed to help Year 9 students prepare for KS4 GCSE curriculum. It builds on the work done on investigative skills and mathematical skills applicable to science.



- **You and your genes.** This is a KS4 Biology units in which students learn about variation, gender/sex determination due to chromosomes inherited; inheritance of characteristics including genetic disorders. DNA extraction and structure are also covered.
- **Atomic structure.** This KS4 Chemistry unit covers the structure of atoms, the properties of atom's sub-atomic particles; the history of the development of the periodic table and isotopes. Mathematical skills are taught with respect of calculating relative atomic masses of elements and compounds. Chemical bonding is introduced.
- **Conservation of energy.** This KS4 Physics unit builds on the earlier work covered on energy resources in Year 7. It covers energy types and sources; it looks in-depth as various forms of energy stores, energy transfers and energy efficiency concepts and calculations. Renewable and non-renewable energy resources are studied here.

How progress in Science is assessed

All units are assessed using a range of assessment materials designed to be used as formative assessments and a summative assessment test at the end of each unit. Formative and summative assessments will focus on the following strands of progression:

- **Key knowledge** - Recall of knowledge of key points and facts.
- **Explanation of concepts and phenomenon** – Understanding and explanation of why and how concepts and principles work, including extended writing questions.
- **Core practical knowledge and skills** – Assessment of students' ability to plan experiment, obtain and analyse evidence, as well as evaluating process.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

The understanding of the key concepts taught in the KS3 units of work is crucial for the successful learning of units of work to be done at KS4 and beyond. Skills from the Bridging unit and the knowledge/understanding acquired from KS4 Key concepts in Biology, Chemistry and Physics studied in Year 9 are foundational for further work on those units in higher classes.



Additional Subjects

Art

Computing

Design and Technology

French

Geography

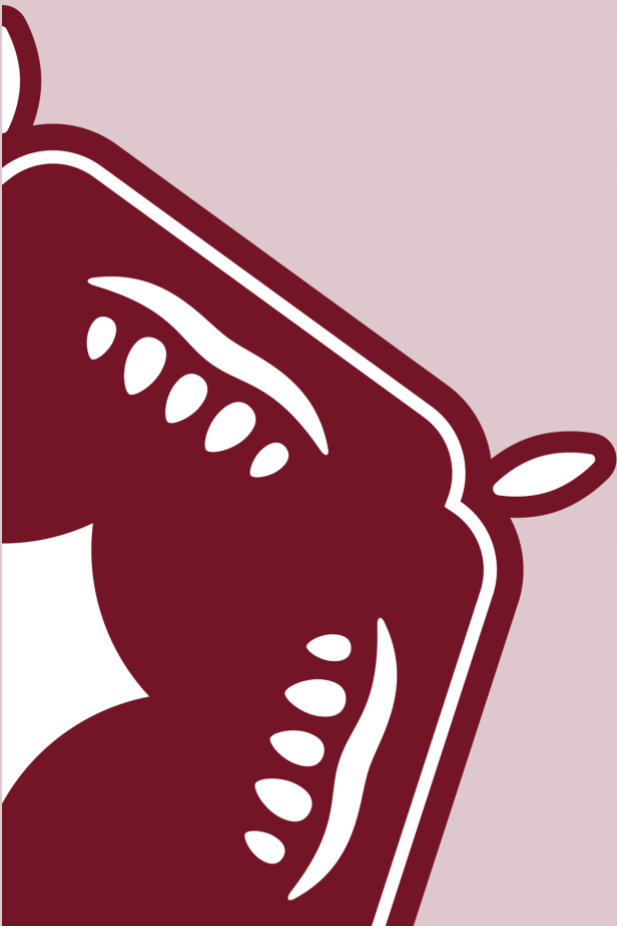
History

Music

**Personal, Social and
Health Education**

Physical Education

**Religion, Philosophy
and Ethics**



ART

Our curriculum vision

We want to provide all Art students with a rich learning environment as well as a curriculum that involves creativity, imagination and artistic expression. Students will have the opportunity to explore artists' work and then develop their own art in response to the artist work. Students will become independent learners who develop ideas, experiment and take risks in the completion of their practical outcomes.

Students will have the opportunity to enhance their knowledge, skills and understanding by going on trips to galleries and museums to experience the art. Through providing support and strengthening our arts provision, students will have opportunities to attend intervention and workshops which are designed to increase student confidence in drawing, painting, and mixed media. Continuing our links with local artists and professionals in the creative industry will inspire students to aim higher and achieve more in their creative endeavours.

We exhibit our students' artwork in school and using virtual methods;

Our aim here is to show students how much their work and effort is valued. This process enhances students' pride in their learning as they can see their hard work and creative practice exhibited.

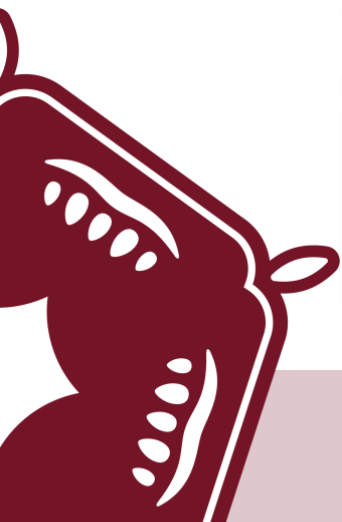
What students will study

- Movement & Emphasis
- Pattern and Rhythm
- Harmony & Unity

In Year 9, students work on 3 projects. They will previously have been exposed to basic drawing skills, the build-up of tone and colour and the process of developing imaginative and personal outcomes; these will support learners with their approach to the construction of responses to creative projects inspired by art movements like Pop art and Op art. These projects afford students the opportunity to prepare for KS4 by enhancing their understanding of how to approach critical studies. Critical thinking skills and problem-solving opportunities aid the narrative of personalised outcomes which are a fundamental part of the Art GCSE curriculum.

By the end of the year, our students will be able to develop complex compositions which incorporate a background, midground and foreground within their work – these will be applied to the following areas of investigation:

- Op art and looking at 3D forms, movement and illusion techniques
- Creating simple and complex repetitive patterns



How progress in Art is assessed

Students complete three projects of learning, producing 1 key piece for assessment each half term – a formative piece at the end of HT1 and a summative piece at the end of HT2.

Feedback is focused on security and application of skills and how to improve those between the formative and summative pieces. Students produce a self-reflection against criteria for excellence with this self-reflection marked for SPAG.

In lessons students have verbal feedback from their art teacher to address misconceptions, pride in presentation of work, and to better skills, this informs them of immediate actions enabling students to improve their written or practical outcomes.

How this prepares for next year

By the end of Year 9, students will have further developed their confidence and subject-specific knowledge in terms of their use of particular practical skills and techniques. Learners will also have deconstructed the work of specific artists in an effort to gain an understanding of the techniques and hidden meanings associated with specific works. This is invaluable for the journey to KS4 – students will acquire critical thinking and analytical skills as well as identifying personal and effective ways that they are able to communicate through their art own pieces.

How this prepares for next year

By the end of Year 8, students will have a foundation in terms of their application of fine art skills, these including pencil control and an understanding of blending techniques. These skills are essential for the Year 9 curriculum as they provide students with the opportunity to make informed decisions, develop original outcomes that clarify their thoughts and also highlight their intentions and personal decision-making processes.



COMPUTING

Our curriculum vision

Like it or not, the digital world has well and has truly embedded itself in our lives. How does it work? How do you use it to create? We aim to answer these questions and develop digital literacy skills for use in school, personal life and potential future pathways. It will be a full-on year of skills, knowledge and creativity.

What students will study

In year 9 pupils will have the opportunity to demonstrate skills in problem solving, programming, creativity and Computing and its impact on the real world. We will use learning from year 7 and 8 as a foundation in which we will build their skills into a higher level.

■ Understanding creative media

Pupils will study different aspects of media such as denotation and connotation, stereotypes and representation of people and places. Students will also create a convincing and effective media product.

■ Programming in Python

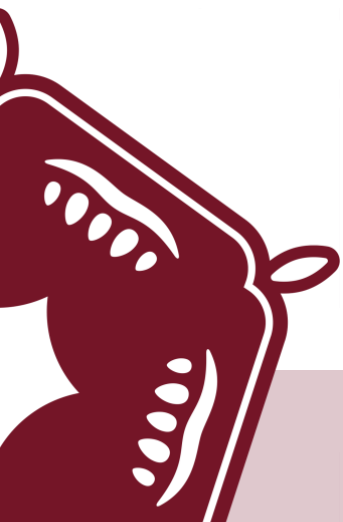
Pupils will study more complex Python programming constructs including subroutines in order to create a seasonal app capable of allowing users to interact with the program.

■ Esafety and the power of social media

Pupils will study the impact that social media has had on society and the digital footprint they leave behind. They will discuss the impact of digital technology on relationships and possible future opportunities.

■ Create a mutli-media project

Pupils will draw upon skills learnt over keystone 3 and study different techniques of creating interactive, animated, multimedia products.



How progress in Computing is assessed

In each unit of learning pupils will have one formative and one summative assessment. These will vary depending on the subject and context and will give students the opportunity to succeed in different disciplines. In Computing pupils are assessed across 6 strands of progression:

- Computational thinking – Problem solving. Creating algorithms. Programming.
- Computer science – How data is stored in a computer. Hardware and software.
- Digital literacy – Being an independent computer user.
- Creating and repurposing digital products – Design and creativity using the full capabilities of computers.
- Esafety – Staying safe online and being a knowledgeable and responsible digital citizen.
- ICT and computing in the real world – What are the effects of ICT on the wider world?

Pupils will not always be assessed on every progression strand in every assessment, but these 6 strands will be assessed throughout the year.

How this prepares for next year

By the end of year 8, our aim is for students to undertake creative media and computing units in the year 9 curriculum. It will build on ideas of analysis and challenging, independent programming enabling students to be ready for the thinking, synthesising and application of deeper concepts in Year 9.





Our curriculum vision

Our intention in the Design and Technology department is to continue to enthuse student's creativity and give them experiences which equip them to solve real and relevant problems within a variety of contexts. We intend to deliver an ambitious curriculum which is accessible to all, providing the widest possible range of opportunities for all students, no matter their circumstances to become self-motivated, confident and creative learners. Students will secure and master technical and practical skills valued by employers and our main priority is for students to be problem solvers who are resilient whilst taking calculated risks.

As a department, we believe that students learn best by practical experience, experimenting and taking chances. We achieve this through inspiring lessons and imaginative teaching which makes connections to industry and further education. Our passion is to deliver a well-rounded curriculum in which all students gain confidence to take their technology lesson experiences outside of the classroom and into adult life. Our main areas of focus are practical skills and technical knowledge, with these combined skills we believe students will be able to design, make, analyse and evaluate products of high quality.

What students will study

In year 9 our students will secure the technical and practical skills, preparing them for further study at key stage four. Our students continue to study the disciplines within technology including food technology, resistant materials and textiles. In food technology, our course begins with a study of the Eatwell guide and how to prepare balanced meals for special diets including pregnant women, athletes, vegetarians and lactose intolerance. Students also learn about presentation and food styling to improve the aesthetic quality of their meals. In resistant materials, our students explore the benefits of modelling and testing before production. Students are introduced to the history of design over the last 100 years. They use this knowledge as inspiration for their own product which is created independently, from design to manufacture. Students also study the preparation of timber, building an understanding of where our resources come from. To build on their health and safety knowledge, we also study the meaning of chemical and safety symbols for the workshop and wider world. In Textiles our students build on previous knowledge from years 7 and 8 and use these skills to construct modern products for a chosen target market. They will develop their knowledge of modern art and finishing techniques used in the textile industry to develop their appreciation of the work of designers.



By the end of the year, our aim is for students to demonstrate they can:

- Use tools safely and with precision
- Independently select materials and equipment
- Understand the specialist technical principles of each discipline
- Use specialist vocabulary verbally and in their written communication
- Analyse existing products and current trends in a genre
- Demonstrate expertise in using a wider range of workshop tools safely and confidently.
- Self-evaluate their work and ensure it is presented to the highest standard for the product.

How progress in Technology is assessed

In every lesson the students will receive verbal feedback from the class teacher to address misconceptions, pride in presentation of work, and to secure practical skills, informing them of immediate and effective actions enabling students to improve the quality of their written, design or practical work.

For each project there will be a formative and summative assessment carried out. There will be two pieces of extended writing that will be marked for literacy.

Formative feedback is based on the practical work undertaken. Practical work is equally as important as written tasks in technology, so the formative assessment will inform students of the progress they are making, what they are doing well and what they can do to improve their work. Practically it will allow the students to identify their strengths and areas for improvement when carrying out practical work, such as the accuracy of measuring and marking out, and how skilfully particular tools and equipment are being used. This will ensure the students will have time to focus on particular skills they have or need in order to move forward. This progress can be evidenced in the evaluation of the project. The assessment process supports continuous development of the curriculum. By using a consistent approach to formative assessments based on the practical skills students can transfer and build on skills they have gained in future projects. This generally enables the students to be more confident and independent where they are always encouraged to use the skills gained to show more independence and accuracy.

Summative assessments are based on the knowledge the student have gained during the project. Each project has its own area of knowledge that we focus on with the students. Some aspects of the design process are replicated in all projects, but the topics covered within each are different. We use a multiple-choice style assessment where students are assessed on their knowledge and understanding gained throughout the project. Students can therefore identify areas where they have understood the content well and where further study may be needed. The assessment process ensures students make the required progress. As part of the written response to the assessments, students are required to research an area highlighted as a weakness, to help develop their understanding. We aim to support students in the continuous development of the curriculum.

How this prepares for next year

The Year 9 curriculum prepares students for GCSEs in: Design and Technology, Construction, Child Development and Food and Nutrition. Subject specific vocabulary, theory, context and practical skills are transferable to our key stage 4 courses where students will need to draw on their foundation knowledge to make independent decisions to fulfil their own product design and manufacture.

DRAMA

Our curriculum vision

Creativity, collaboration and confidence are at the heart of Drama at The Brittons Academy. We believe that drama is a fundamental subject for the development of oracy, imagination, creative thinking and their ability to collaborate with others. Whether students go on to careers in The Creative Arts or elsewhere, they will develop a broad range of transferable skills which will be imperative to all aspects of their future success.

What students will study

■ DNA

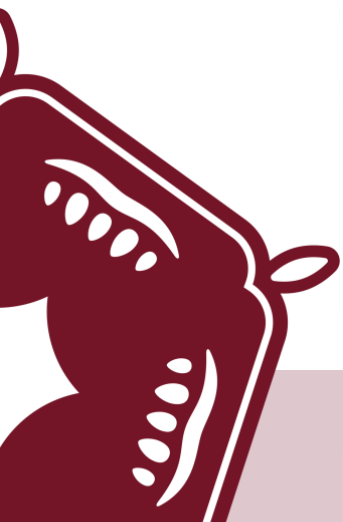
In this unit, students will extensively explore the play 'DNA' by Denis Kelly. They will have an excellent understanding of the plot, characters, sub text and themes within the script and use this to inspire their own performance choices when developing their work. They will make a range of performance decisions including staging, sound and lighting to communicate their ideas. They will also be able to confidently answer exam questions on an actor, director or designers' approach to this text.

■ Practitioners

In this unit, students will explore a range of practitioners and styles of performing. They will learn about the methods and beliefs of practitioners that influence theatre today as well as identify and use these methods in their own performances. They will be able to confidently create performances in the style of specific practitioners and justify their decision making through. They will also analyse and evaluate their work through a variety of extended written responses.

■ Devising Project

In this final unit of Key Stage Three drama, students will be given the opportunity to showcase their learning from Year Seven right through to Year Nine. Students will be given a stimulus and tasked with creating a performance inspired from this. They will have to make decisions regarding the set, staging, sound, lighting as well as costume. They will work over a number of rehearsals to develop their performances.



How progress in Drama is assessed

In each unit of learning students will have a formative practical and written assessment as well as a summative practical and written assessment at the end of each unit. In drama pupils are assessed across four strands of progression:

- **Devised Performance Skills** - students use of stimuli, their creativity and imagination when developing performances.
- **Group Performance Skills** - their collaborative practice, their ability to work with others, oracy and teamwork skills.
- **Quality of Written Work** - their ability to analyse and evaluate their work using subject specific vocabulary.
- **Work Based on a Script** - understanding the features of a script, using a script to create a performance, understanding a playwright's intentions.

Students will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

Year 9 develops essential skills required to succeed at GCSE, including developing original devised pieces, working extensively with a script and describing, explaining and justifying their own ideas and their interpretation of the work of others. By the end of Year 9, students will be confident in performing a range of genres and texts and will be adept at creating original and complex performances.



FRENCH

Our curriculum vision

After lots of exposure to core essential grammar, vocabulary and language structures in Years 7 and 8, our Year 9 curriculum introduces a wider, more varied diet of language and topic content, where students are expected to independently manipulate language to communicate their experiences and views. The topics: future plans, global issues, healthy living, environmental issues and the future of the planet support students in their ability to communicate more complex ideas in the target language. In preparation for KS4, we re-visit the present, past and future tenses and cover the conditional tense so that pupils have the grammatical knowledge to communicate in all time frames.

What students will study

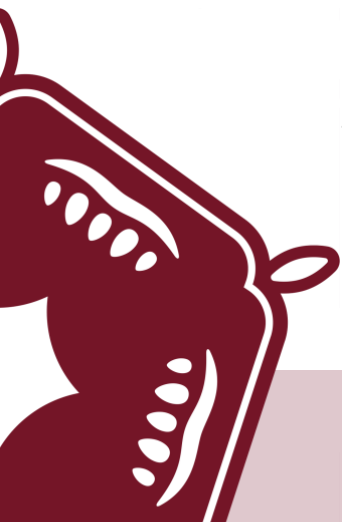
- **Leisure activities.** Students will be able to give and seek information about after-school activities and celebrating birthdays.
- **Future plans.** Students will be able to give and seek information about jobs and aspirations for the future as well as how to earn pocket money.
- **A life in music.** Students will be able to give and seek information about musical instruments and music genres, favourite singer/group and what they used to like when they were younger.
- **The environment.** Students will be able to give and seek information about issues in the environment such as endangered species and the impact of plastic on the environment.
- **The French-speaking world.** Students will be able to give and seek information about countries where French is spoken such as monuments and landmarks. They will also talk about a holiday in one of those countries.

How progress in French is assessed

In each unit of learning pupils will have one formative assessment which is an extended piece of writing and two summative assessments which are usually a listening task, a speaking task or a reading task. In French pupils are assessed across 4 strands of progression:

- Listening
- Speaking
- Reading
- writing

Pupils will not always be assessed on every progression strand in every assessment, but these 4 strands will be assessed throughout the year.



How this prepares for next year

Year 9 supports students' transition to KS4 by equipping them with the grammatical knowledge that allows them to communicate in four different time frames. Additionally, the vocabulary and communicative language functions developed over KS3 provide students with the building blocks to access all GCSE topics.



GEOGRAPHY

Our curriculum vision

By the end of KS3 in geography, we aim for pupils to have an understanding of core geographical concepts including spatial patterns, uniqueness of places and interconnections between physical and human geography, ranging from the local to global scale. Pupils will build an in-depth knowledge of a range of places, as well as understanding key concepts such as cause and effect, sustainability and vulnerability. Pupils will be able to apply these concepts to a range of geographical contexts at different scales. Pupils will know and understand the geographical enquiry process, being able to 'think like a geographer' and apply this to their understanding of the world around them. By the end of KS3 pupils will have experienced both human and physical enquiry-based fieldwork. In geography we aim to instil a sense of awe and wonder with the world around us, enabling pupils to think like a geographer, confident in their own knowledge and understanding to play an active part in shaping the world around them.

What students will study

■ What is globalisation?

Pupils study the big ideas of globalisation and interdependence. Pupils will develop their understanding of the impacts of globalisation and how this shapes our world economically, politically and socially. Pupils will also develop their understanding of the complexities of the global supply chain and how this affects countries and people in a range of ways.

■ How can we investigate contemporary geographies?

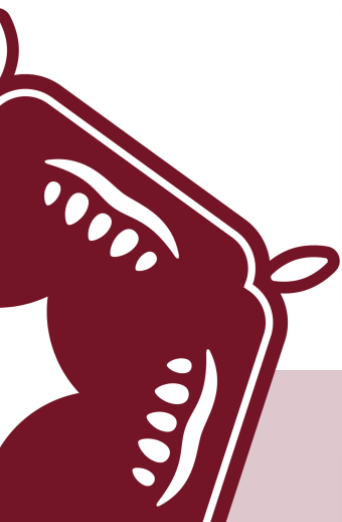
Pupils study current issues in the geography of dark tourism, health, crime and conflict. Pupils will develop their understanding of geographical enquiry and build their knowledge of key geographical issues at different scales. Pupils will develop their ability to make decisions and solve problems by 'thinking like a geographer'.

■ How do rivers shape the world?

Pupils study the processes and resulting features in river environments. Pupils will develop their understanding of the dynamic nature of landscapes and how people try to manage this. In this unit of study pupils will take part in fieldwork, building their understanding of geographical enquiry further.

■ What are the challenges and opportunities for Africa?

Pupils study the continent of Africa, combining physical and human geography to develop an understanding of Africa as a diverse place. Pupils will develop their understanding of climates and environments across the continent, the legacy of colonialism and current issues, including desertification and the impact of investment from China.



How progress in Geography is assessed

In each unit of learning pupils will have one formative assessment, which is usually an extended piece of writing, and one summative assessment in the form of a test. In geography pupils are assessed across four strands of progression:

Geographical knowledge

locational knowledge, place knowledge and description of key physical and human features

Geographical understanding

geographical processes and being able to explain interconnections, for example how a waterfall is formed or why some places are more developed than others.

Application of understanding

using knowledge and understanding to analyse, evaluate and make decisions

Geographical skills

use of maps, graphs, data and a range of sources accurately and effectively.

Pupils will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

Pupils choosing Geography GCSE will have a firm foundation of the key concepts of sustainability, vulnerability and cause and effect. These concepts are explored further at GCSE Geography, initially focusing on UK landscapes and the interconnections between rural and urban areas, followed by a study of rivers and coasts and the different ways these can be managed. Further study of ecosystems, drawing on knowledge and understanding of desertification and issues of development will also stretch and challenge pupils further.



HISTORY

Our curriculum vision

The History department's main aims are to ensure that all students engage in a diverse history across time-periods and the world. Furthermore, that our students have a knowledge-rich education that allows them to achieve the skill set of a historian. The skills that our students will achieve will be the ability to identify, explain and evaluate cause and consequence; change and continuity; significance; similarity and difference; evidence and interpretations. Students will have the mind-set to ask questions, create links and critically analyse the purpose of sources and interpretations. The study of history equips students with the skills and conceptual understanding to meet the challenges of the modern world. They will be critical thinkers who can comprehend, synthesise, and make judgements on a range of historical, yet relevant issues.

By the end of key stage three, students will have engaged with British and non-British history enquiries that are based on historical scholarship. It is our aim to inspire curiosity in our students so they want to enquire about the past. The curriculum will develop student's love of history so that they can confidently talk and write like a historian.

What students will study

■ Why did the Tsar abdicate in 1917?

Students will study the long, short and trigger causes of the February Revolution in Russia. They consider why a 300-year dynasty came to an end in 1917. This enquiry develops students' cause and consequence and significance skills.

■ How did communism change Russia?

Students will learn about the second revolution of 1917 in Russia. They will then consider to what extent did communism under Lenin and Stalin change Russia. This enquiry develops students' change and continuity and significance skills.

■ How did Dr Riddell decide that the Suffragettes were terrorists?

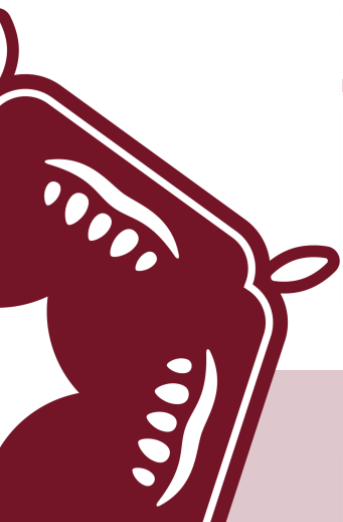
Students will analyse Dr Riddell's interpretation that the Suffragettes were terrorists and consider how Riddell came to this conclusion. Students will learn about the actions of the Suffragists and Suffragettes. This enquiry develops students' interpretation skills.

■ Why did WW2 break out?

Students will consider the long and short term causes of the Second World War. They will study different interpretations about the causes of the war, engaging with historical scholarship. This enquiry develops students' interpretation and cause and consequence skills.

■ What can we learn about Paddy Finucane from evidence?

Students will analyse a range of evidence to find out more about Paddy Finucane. This enquiry considers the importance of RAF Hornchurch in the Second World War and focuses on the local historical relevance. This enquiry develops students' evidence skills.



■ **What can we learn from evidence about the Holocaust?**

Students will study the history of Anti-Semitism; the persecution of the Jewish people by the Nazis in the 1930s; and the Holocaust. Students will analyse a range of different evidence, including autobiographies from Holocaust survivors. This enquiry develops students' evidence skills.

■ **How has British society changed post WW2?**

Students will study the social changes in Britain since WW2 till the 1990s. Students will learn about the actions of different governments including Harold Wilson and Margaret Thatcher. Students will learn about the experiences of the LGBT community, the Windrush generation and women. They will examine the Dagenham Ford Strikes as a case study. This enquiry develops students' change and continuity and similarity and difference skills.

How progress in History is assessed

All units of learning are assessed with tasks that are designed to answer the enquiry question. Formative assessments range from a piece of extended writing, to knowledge tests or timelines. Summative assessments include a range of knowledge questions and a piece of extended writing. Students are assessed across three strands of progression:

- **Recall of historical knowledge:** Students' use of key concepts, vocabulary, dates, statistics, names etc.
- **Analysis of Evidence:** Students' understanding and application of evidence (sources).
- **Explanation of key historical concepts:** Students' explanation of key concepts such as: cause and consequence; change and continuity; similarity and difference; interpretations and significance.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Understanding of important concepts such as communism, persecution and migration will be developed further in GCSE history through the studies of the Cold War, Nazi Germany and Whitechapel in the 19th century. All historical skills will be developed in more depth in GCSE history.



MUSIC

Our curriculum vision

We believe that studying music at The Brittons Academy allows students to experience the joy of creating, performing and exploring new possibilities within sound. All students have a natural ability to appreciate rhythmic and melodic aspects of music which we strive to refine and celebrate within our music lessons. Music is a broad and diverse subject that makes links with almost all subjects in the curriculum which can only serve to enhance them both academically and creatively. The nature of our music education equips our students with vital transferable skills such as self-expression, confidence, creativity and collaboration, which help them to succeed.

What students will study

■ Solo Skills

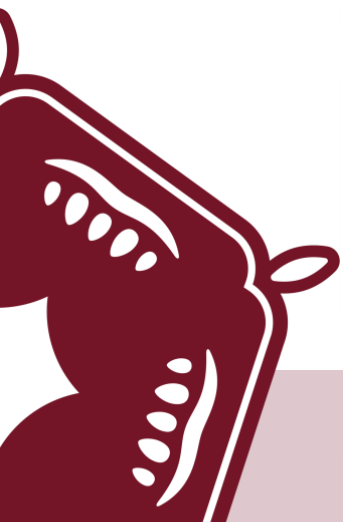
Students will enhance and refine their skills on a chosen instrument covered in Year 7 and 8. They will learn to be more disciplined in their approach to practice, stage craft and playing expressively.

■ Band Skills

Students will learn the stylistic features of pop music. They will learn, practice and master their given part to be able to play successfully as part of an ensemble.

■ Exploring Genres

Students will learn the stylistic features of popular music of the late 1800s to the early 1900s. They will know the structure and other techniques needed in order to perform in a given style.



How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

■ STRAND 1 – Performing

students will be assessed on their technical skills through a variety of standard band instruments. They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

■ STRAND 2 – Composing

students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

■ STRAND 3 – Listening

students will be assessed on their aural skills. They will be expected to identify changes in dynamics and tempos using the Italian terminology. They will be expected to identify ensembles aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Students will have developed the knowledge, technical skill and confidence needed to be successful in KS4. They will be able to read notation, identify and play along to a pulse and be creative within using stylistic features. They will be confident in their knowledge of different genres, improvisational skills, and have a thorough understanding of the theoretical knowledge needed to be a well-rounded musician.



PERSONAL, SOCIAL AND HEALTH EDUCATION

Our curriculum vision

Personal, Social and Health Education at Key Stage 3 aims to ensure that all students possess the skills and knowledge to live a healthy, safe and full life.

As well as developing secure factual knowledge of a range of personal, social and health issues, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse information that they receive.

What students will study

■ Living in the Wider World

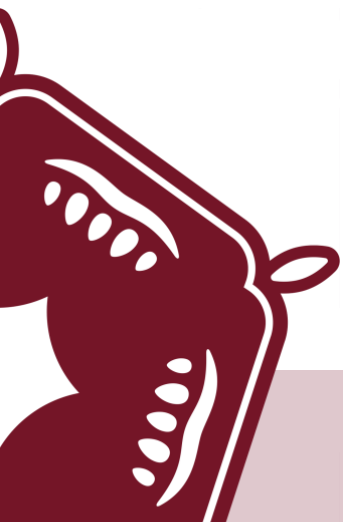
Students will understand the strategies involved in making informed decisions; students will investigate different option subjects in line with their career interests and develop a range of employability skills. Students will explore the different options that are available following the GCSEs. Students will learn about the importance of the Equality Act in the workplace. Students will examine the dangers associated with Fake News and how young people can be vulnerable to radicalisation. Students will learn about the features of a forced marriage and what to do if concerned.

■ Health and Wellbeing

Students will learn the importance of, and how to perform, self-examinations. Students will learn about the dangers associated with gambling and pornography. smoking. Students examine the dangers and laws relating to Female Genital Mutilation and what to do if concerned.

■ Relationships and Sex Education

The importance of explicit consent will be reinforced for students and they will learn about the effects of victim blaming. Students will understand the law to, and how to protect against, revenge porn. Students examine the different options available to someone who experiences an unplanned pregnancy.





How progress in Personal Social Health Education is assessed

In line with guidance from the PSHE Association students are not formally assessed in PSHE. To demonstrate progress, students begin each unit by completing a confidence tracker which they complete again at the end of the unit.

How this prepares for next year

The PSHE curriculum is a spiral curriculum organised to continuously build on the three overarching themes of a) Living in the Wider World; b) Health and Wellbeing; c) Relationships and Sex Education. Students will understand how to make the correct option choices for them in preparation for learning how to create an informative and professional Curriculum Vitae in Year 10. During Year, 10 students will further develop their understanding of consent and healthy relationships by examining the features of a healthy break-up and the warning signs of an abusive relationship.



PHYSICAL EDUCATION

Our curriculum vision

The Physical Education department strongly believe that sport and exercise is an essential tool to prepare, support and develop students in every aspect of their journey through the Brittons Academy. It is our intent to provide students with fun, engaging lessons that are accessible to ALL whilst challenging and inspiring students to improve and progress in a range of different activities.

It is our intent to provide students with lifelong skills that can develop their character and embed values such as fairness, respect, leadership and teamwork.

Students will have a strong understanding of the importance of living a healthy, active lifestyle and the impact this can have on them physically, socially and emotionally. Our broad and varied curriculum will also equip students with the skills and knowledge to excel, should they wish to further continue their study of physical education post 16 and beyond.

We are proud of our community and believe that providing students with the opportunity to engage in competitive sport will give them the confidence to extend their participation beyond school and attend clubs, teams and organisations in the local area.

What students will study

In KS3 sports are taught on a rotational basis. During the key stage students will study a selection of sports including football, netball, gymnastics, rugby, volleyball, athletics, cricket, rounders, tennis and softball. In some of these areas students will be given the opportunity to compete internally at house level and externally in Borough competitions. Part of each unit will develop the student's understanding of a healthy lifestyle, and knowledge of muscles, bones, and the effect of exercise on the heart. Participation by all students is strongly encouraged, regardless of ability or previous experience. Principles of respect and fair play underpin the curriculum.

Student will rotate sport/activity each half term. Within each unit they will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition.
- Develop their technique and improve their performance in other competitive sports.
- Overcome intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, both individually and as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.



Within Key Stage 3 students gain confidence in applying more advanced skills, showing accurate technique and consistency within both isolated drills and competitive situations. Students will further develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills and confidence. Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities.



Throughout the PE learning journey, each student is exposed to information about the possible career paths that come under the umbrella term of sport. This is displayed in their changing rooms and a page has been integrated into the assessment document. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression. This would entail writing up a match report that would link well to a career in sports journalism or leading a warm-up or skills session in a lesson which would link to a career as a sports coach or personal trainer.

Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities.

How progress is assessed

Assessment in PE is continuous and takes place throughout each lesson. Students are encouraged to peer and self-assess to develop their own knowledge and understanding of the activity being taught. The teacher will observe and assess students throughout to ensure activities are pitched at the right standard to maintain continuous progress and challenge. The 5 areas listed below would be used as a guide when conducting a formal assessment:

- Execution of skills and techniques
- Decision making
- Application of compositional, tactical, and strategic ideas
- Evaluating and analysing performances
- Demonstration of balanced, active, healthy lifestyle choices

How this prepares for next year

In PE we teach the same activities throughout year 7, 8 & 9. This is to provide the students with continuity and depth. We will build upon the skills taught and encourage the students to build upon their knowledge and understanding throughout each unit. The vocabulary we use in PE will be constant throughout key stage 3 and we will adapt each activity to ensure students are challenged and achieving.

RELIGION, PHILOSOPHY AND ETHICS

Our curriculum vision

Religion, Philosophy and Ethics at Key Stage 3 aims to ensure that all students possess tolerance, respect and understanding of a range of religious and non-religious beliefs in order to engage successfully in wider society. Furthermore, the RPE curriculum enables students to have a knowledge-rich education that allows them to develop historical, sociological, theological and philosophical knowledge.

As well as developing secure factual knowledge of moral and religious beliefs, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse the purpose of religious text as well as the reasons for diverse interpretations of the same text. They will be critical thinkers who can understand, explain and evaluate a range of social, moral, religious, ethical and philosophical issues.

What students will study

■ Marriage and the Family

Students will study religious and non-religious beliefs about a range of issues associated with relationships, including marriage, and the family. These will include contraception, divorce, gender roles and the significance of the support provided by the local church for Christian families.

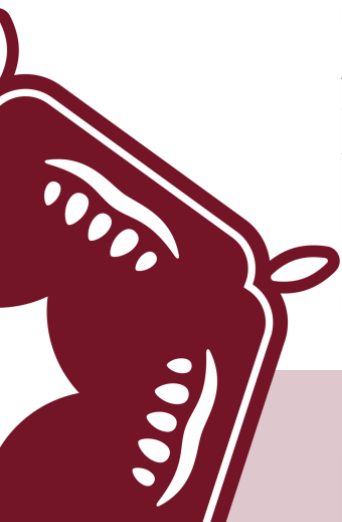
■ Equality

Students will recall the fundamental religious teachings relating to equality studied in Year 7 and 8. Students will explore examples of religious practises that promote equality and evaluate how equally people are treated in Britain before considering the responsibility each of us has in promoting equality in society.

■ Crime and Punishment

Students will study religious and non-religious beliefs about a range of issues associated with crime and punishment, with a focus on Muslim teachings. These will include the causes of crime, the aims of punishment and the importance of forgiveness.

All 4 forms of disciplinary knowledge will be explored as part of each of the 3 units studied in Year 9: historical, philosophical, sociological and theological.



How progress in Religion, Philosophy and Ethics is assessed

Assessment in RPE assess what a student knows, the depths of understanding and their ability to apply this understanding. Formative assessments in RPE involve students writing a piece of extended writing. Summative assessments include a range of knowledge questions and a piece of extended writing to aid recall of knowledge, application and evaluation of knowledge learned.

In Religion, Philosophy and Ethics pupils are assessed across three strands of progression:

- **Recall of knowledge:** knowledge of religious beliefs and practises, knowledge of non-religious beliefs and practises and knowledge of ethical principles.
- **Explanation of understanding:** being able to explain how beliefs impact practises and how practises are informed by religious and non-religious beliefs.
- **Application of understanding:** using knowledge and understanding to analyse, evaluate and make judgements.

How this prepares for next year

Year 9 prepares students for GCSE Religious Studies where they will need to have a clear understanding of non-religious, Christian and Muslim beliefs to apply these to religious practises and social ethical questions.





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