



READING SCHOOL



Established 1125

CURRICULUM GUIDE KEY STAGE FOUR

YEAR 9



Dear Parents,

In order to keep you fully informed about our curriculum, we have compiled a list of the topics which your son is expected to cover in each of his subjects in Year 9. Complimentary to his academic subjects, he will also have a session of PSHE and in addition, a Floreat (Student Leadership) lesson once a fortnight. Details of the topics covered as part of the PSHE curriculum can be found on the website. Our aim for this foundation year for your son is to:

- Be resilient and rise to the challenges of learning and life;
- Be curious and balance logic with imagination;
- Be passionate and purposeful;
- Achieve excellence with integrity;
- Value learning for its own sake and for the benefit of others.
- Build a solid foundation for GCSE

Here are some of the ways in which you could help your son develop as a successful learner:

- Create a comfortable learning environment at home and establishing good working habits;
- Engage him in conversations about his progress at school and support him in overcoming obstacles to learning e.g. time management;
- Provide opportunities to question and try out new activities;
- Encourage him to read for a range of purposes.
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Our aim is to inform you of what your son is doing in order to help him to fulfil his potential at school and in the world of the future.

Yours faithfully,

Rev'd Dr C J Evans

Deputy Headmaster



Year 9 -Art

Topic	Skills	Assessment
<p>Project 1: Hidden Worlds Exploring the world beyond unaided vision – viruses, bacteria, molds, the brain, and microscopic life. Critical references artist/makers are those responding to these areas. Pupils explore and refine a wide range of media and techniques, including drawing, painting, mixed media, construction, experimental textiles and stitching amongst others. Final outcome involving petri dishes linking to prior work.</p> <p>Project 2: Contrast A project explicitly linking work produced to the GCSE assessment objectives to encourage familiarity and understanding with regards how to construct a project. Critical references, area of focus and final outcome negotiated between pupils/staff, with content clearly scaffolded, enabling a choice-based approach, providing guidance albeit with clear control.</p> <p>Areas of study Students are required to work in one or more area(s) of fine art, such as those listed below:</p> <ul style="list-style-type: none"> ▪ drawing ▪ painting ▪ sculpture ▪ installation ▪ lens-/light-based media ▪ photography and the moving image ▪ printmaking ▪ mixed media ▪ land art 	<p>Skills Within the context of fine art, students must demonstrate the ability to:</p> <p>Use fine art techniques and processes, appropriate to students’ personal intentions, for example:</p> <ul style="list-style-type: none"> ▪ painting ▪ mark-making ▪ printmaking ▪ assemblage ▪ construction ▪ film and video ▪ digital working methods ▪ textiles <p>Use media and materials, as appropriate to students’ personal intentions, for example:</p> <ul style="list-style-type: none"> ▪ charcoal, pastels, pen and ink, crayons and pencil ▪ watercolour, gouache, acrylic and oil paint ▪ found materials ▪ clay, wood and metal ▪ digital imagery ▪ different papers and surfaces on which to work <p>Projects must demonstrate the following:</p> <ol style="list-style-type: none"> 1. Develop ideas through investigations, demonstrating critical understanding of sources. 2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. 3. Record ideas, observations and insights relevant to intentions as work progresses. 4. Present a personal and meaningful response that realises intentions and demonstrates understanding 	<ul style="list-style-type: none"> ▪ Staff visually assess works in progress and provide diagnostic feedback. ▪ Individualised verbal or written feedback given to pupils on how they can improve their work, either on works in progress or as feedback on homeworks, be this from peers or staff. ▪ Grades reported to parents/ carers are based on a holistic assessment of a range of work and the skills demonstrated, rather than one piece of work. This enables staff to assess most accurately. ▪ Critical dialogues between staff and pupils pitched at level appropriate to ability and understanding of individual pupil.



Topic	Skills	Assessment
	of visual language.	
<p style="text-align: center;">Additional Information</p> <ul style="list-style-type: none">▪ Homework is set on a regular basis in forms that are appropriate to the project at hand; these could involve pupils making their own artworks, collecting materials, finishing off incomplete work, or researching critical references for further use in lessons. Pupils must keep up with set tasks, as catching up can be challenging given the nature of the course.▪ We encourage boys to regularly visit galleries and museums to see a broad range of art, craft and design in the wider world.▪ The department and staff are also available/on hand for extra support and use of space at lunchtimes.		



Year 9 - Biology

Topic	Skills	Assessment
<p>KS3 and GCSE B1.2: Food Diet and Digestion.</p> <p>B1.1 Cell structures</p> <p>KS3 and GCSE B5.1 Genes, Inheritance and Behaviour in animals</p> <p>KS3 and GCSE B4.1 and B6.1 Ecosystems and Monitoring and maintaining the environment</p> <p>The order of the topics may vary. There may be some additions</p>	<ul style="list-style-type: none"> • Development of Scientific thinking. • Experimental skills and strategies • Analysis and Evaluation • Using scientific terminology • Scientific literacy • Applying mathematical skills • Working safely • Practical skill development • Using a microscope • Preparing slides • Measuring under a microscope • PAG 1 Microscopy • Table drawing • Graph drawing • Numeracy • Understanding applications and implications of science • Modelling • PAG 2 Testing for biological molecules • PAG 4 Rates of enzyme controlled reactions • Issues and ethics • Research • Communicating and collaborating • Planning and evaluating experiments • Ethical use of living organisms • PAG 6 Physiological responses • Presenting a range of views • Judging misrepresentation • PAG 3 Sampling techniques 	<p>Each topic: Online assessment and homework on kerboodle Homework every lesson Usually an end of topic test. Peer and self-assessment. End of year exam.</p>



Additional Information

The GCSE 9-1 scheme being taught is: OCR Gateway Science Biology A (J247)

Practical skills are assessed in Practical Activity Groups (PAGS) repeated throughout the GCSE course. In year 9 some topics and skill training from KS3 will also be covered (as well as parts of the GCSE course), the year 9 examination will also include these areas as well as assuming knowledge from the year 8 and 7 KS3 curriculum.

Standard homework will not necessarily be awarded a mark and hence is a 'can do task'.

A check is made on whether homework has been completed and on the quality of the work. This contributes to assessing the work ethic, enthusiasm and effort being shown by the student but also gives information on the organisational skills of the student. Peer and self-marking may be used. Comments may be written to the student. Students have a place to make self-assessment comments at the front of the book. Key pieces of work are graded and this should be clear to the student. Tests are also graded.



Year 9 - Chemistry

Topic	Skills	Assessment
C1 Particles & Atomic Theory	<ul style="list-style-type: none">• Changes of state – solids, liquids and gases• Relative size of particles• Ratio particle size to distance• Development of atomic theory	End of topics tests
C2 Bonding and structure	<ul style="list-style-type: none">• Bonding, ionic covalent & metallic• Properties of materials based on structure	
Separation techniques	<ul style="list-style-type: none">• Practical techniques required to separate components in a mixture.	Practical endorsement – a minimum of three assessed practical tasks to be carried out through the year End of year exam
<p style="text-align: center;">Additional Information</p> <p>This is the first year of OCR Gateway course (J248). Practical skills are assessed in Practical Activity Groups (PAGS) repeated throughout the GCSE course.</p>		



Year 9 – Computer Science

Topic	Skills	Assessment
Programming languages	<p>Computer programming languages instruct a computer to perform specific tasks. This research project will extend students awareness of the numerous languages available, what their purpose is and where they are utilised in various industries and domains.</p> <p>Students will present a report that details the purpose of specific languages, their scope and where they sit in the technology landscape.</p>	<p>Students will complete a range of end of topic tests, coding assessment and written assessments throughout the year.</p>
Analysis and planning of algorithms	<p>This is an essential aspect of software system design, where students will appreciate the importance of planning and foresight to produce a specification for a computer program.</p> <p>Students will develop their understanding of how to use pseudocode as well as flowcharts to represent the logic of a program's operation.</p>	
Programming in Python and problem solving	<p>Students will extend their knowledge of core programming constructs. They will either independently or as a group understand set problems, determine the logic and basic syntax to solve a challenge. Ultimately progressing to discussion on how to simplify and optimise their code.</p>	



Furthermore, students will extend their skills in using data sets to test and debug a program and appreciate the need for trace tables and comments in their code. They will additionally cover the basics of data storage arrays and file reading and writing.

Additional Information

Homework is set fortnightly and will be based on extending knowledge of the current lesson topic. The work will be reviewed to confirm the quality and to ensure completion; with the provision of written feedback for one homework each half-term. The homework aims to promote student inquisitiveness and contribute to the students' curiosity, perseverance and reflection levels. Peer and self-marking may also be utilised for the purpose of reflection and deepening understanding.

Students will be set an end of year exam, which will involve multiple choice and long answer questions.



Year 9 - Drama

Topic	Skills	Assessment
<p>Introduction to the course: GCSE Drama. All students will follow a foundation GCSE course where they will practice some of the key skills needed for success. 60% of the course is practically assessed, 40% is a written examination, both these elements will be covered in Year 9</p> <ol style="list-style-type: none"> <li data-bbox="236 779 588 943">1. Scripted Assessment 'The Woman in Black'- Controlled Assessment 1 (Component 3: Texts in Practice) <li data-bbox="236 1070 588 1267">2. Visit to the theatre 'The Woman in Black- Fortune Theatre, London' (Component 1: Understanding Drama) <li data-bbox="236 1395 588 1462">3. Initial study of set text 'The 39 Steps' <li data-bbox="236 1590 588 1688">4. Devising: Controlled assessment (Component 2: Devising Drama) 	<p>Focus will be on realising a character, voice, movement, body language, facial expressions, use of voice. There will also be a focus on understanding stage spaces and roles and responsibilities in the theatre</p> <p>Here the focus will be on the technical side of theatre, lighting, sound, set design, special effects. The focus will be on the written exam</p> <p>Reading the play and practical exercises/research project to understand the social, historical and cultural background to the play/1930's period</p> <p>Creative devising, collaboration, developing and refining work, reflection, developing a character, response to feedback, research</p>	<p>Controlled Assessment 1. Scripted. Extracts performed from 'The Woman in Black'. All work video recorded and assessed using GCSE criteria</p> <p>Boys will complete practice essays. The focus will be Section C (writing about examples of live theatre)</p> <p>Exam question on a scene from the play</p> <p>All work video recorded and assessed using GCSE marking criteria. A written log comprising of 60 marks will accompany this practical work.</p>



Additional Information

- ALL students will begin a 3 year Drama GCSE and will have completed two controlled assessments by the end of year 9 which will be good practice for those they will do in Year 10 as part of the GCSE assessment
- Most lessons include peer assessment
- Extra-curricular drama club available, Berserk Productions
- Extra-curricular LAMDA exams available- Berserk Productions
- The theatre trip is compulsory and is an important element of the GCSE course
- Students will be expected to spend some of their free time at break or lunchtime rehearsing and preparing with their group for their controlled assessments
- Line learning will be a feature of prep in Year 9
- There will be some several pieces of written homework in Year 9 as we prepare for GCSE
- The GCSE specification can be accessed here <http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



Year 9 -Economics

Topic	Skills	Assessment
<p>1. Introduction to Economics</p> <ul style="list-style-type: none"> -Main economic agents and factors of production -The basic economic problem (scarcity, choice and opportunity cost) <p>2. Microeconomics :The function of markets</p> <ul style="list-style-type: none"> - The role of markets - Demand - Supply - Price - Competition - Production - The labour market 	<ul style="list-style-type: none"> • to learn and apply fundamental economics terms and concepts to investigate and explain how markets work. • to understand the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy. • to use and interpret quantitative data to predict and justify economic decisions. • to appreciate that all economic choices have costs and benefits. • to consider moral, ethical and sustainability issues as they apply to individual economic decision makers and their interactions. 	<p>End of year examination supplemented by regular tests based on exam type questions including multiple choice questions, case study material and longer (discursive) analyses and evaluation.</p>



Additional Information

OCR's GCSE (9–1) in Economics (J205) encourages learners to think as economists and develop the appropriate range of analytical, critical and reasoning skills to achieve this objective.

This qualification will teach learners to explain, analyse and evaluate the role of markets and the government within a market economy. They will learn about the basic market models and are encouraged to deepen their understanding of the economic concepts studied by applying these to relevant current and historical economic issues. This should include reading articles with economic data, graphical representations or discussions of economic problems.

Component 01 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector.

The exam board for this qualification is OCR and further details can be found

at <http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/>

Your son will have the use of the recommended GCSE 9-1 textbook in class, but you may wish to purchase a copy for him to use at home.

OCR GCSE (9-1) Economics by C. Riches et al (Hodder and Stoughton)

ISBN: 978-1471888342



Year 9 – English

The first five units of work in Year 9 follow the OCR examination board's 'Living Texts' specification. This programme of study prepares pupils for the types of texts and essays they will encounter at GCSE, effectively establishing rigorous foundations for the 9 to 1 GCSE qualifications in English Language and English Literature.

Topic	Skills	Assessment
Analysing texts: selected gothic short stories by Edgar Allan Poe.	Defining Gothic and its conventions. Analysing and comparing suspense in a selection of Poe's short stories. Analytical essay writing skills.	Analytical, comparative essay
Comparing texts: World War One women's poetry anthology 'Scars Upon My Heart'	Analysing and comparing poetry by identifying key poetic techniques and themes. Analytical essay writing skills, and presentation research and performance skills.	Analytical, comparative essay; whole class presentation
Recreating texts: 'Notes From A Small Island' Bill Bryson	Imaginative writing skills creating an effective tone, register and content in the style of Bill Bryson.	Recreating an additional chapter in the style of Bryson.
Recreating texts: 'Harry Potter And the Half Blood Prince' film script	Understanding and applying the conventions of script writing.	Recreate and script an additional scene at Hogwarts School.
Analysing texts: Churchill's wartime speeches.	Identify speech writing conventions. Identifying and applying rhetorical techniques and understanding their effect. Analysing the language of a speech and how it conveys meaning.	Analytical essay
Drama: study of a Shakespearean play	Identifying key dramatic conventions, construction of character, plot and themes; use of language to convey meaning; close textual analysis; exploration of the text in performance.	Text in performance analysis



Year 9 - French

Topic	Skills	Assessment
<u>Term 1 : Family and Friends</u> - Describe appearances + personality - Relationships with family and friends	- Revising regular verbs in the present tense - Using reflexive verbs in the present tense	Listening Speaking
<u>Term 2 :</u> - Family and friends with focus on marriage and partnership - Discussing role models - Starting to talk about sports	- Using the imperfect, perfect and near future - Understanding how to do a role play and to describe a picture	Writing Listening
<u>Term 3 : Technology in everyday life</u> - Social media and mobile technology	- Using <i>depuis + present tense</i> - Using the comparative	Reading End of year assessments speaking
= <u>Term 4 : Free time activity</u> - Music - Cinema - TV	- Using Direct object pronouns (le, la les) - Using superlative adjectives	End of year assessment writing
<u>Term 5 : Customs and festivals in French speaking countries/ communities</u> - Food / healthy eating	- Using <i>pouvoir and devoir</i> - Using <i>venir de + infinitive</i> - Asking questions	
<u>Term 6 : Health</u> - How to stay healthy focus on fast food and wellbeing	- Using a combination of tenses	
<p style="text-align: center;">Additional Information</p> <p>Throughout the year, we teach and reinforce listening, reading, speaking and writing skills as well as transcription and translation to improve the commands of the language. We consider a range of strategies for learning vocabulary and encourage the pupils to use "This is Language" to develop their range of vocabulary and listening skills. The use of other websites such as "quizlet" is recommended too. There are Mary Glasgow magazines available in the LRC and on SharePoint; We aim at a spontaneous and natural use of the target language and as a consequence we regularly invent role plays or re-enact dialogues from authentic materials or films. The students film themselves and can then reflect on their fluency, their pronunciation and overall ability to juggle with tense and manipulate the grammatical structures studied in class.</p>		



Year 9 - Geography

Topic	Skills	Assessment
<p>We begin teaching AQA GCSE Geography in Year 9 covering the following topics:</p> <ol style="list-style-type: none"> 1. Natural and Tectonic Hazards – this includes studying risk factors, plate tectonic theory, volcanoes, earthquakes and how to reduce the impacts. 2. Weather Hazards and Climate Change – including Typhoon Haiyan, UK extreme weather, Somerset floods and how contrasting areas are responding to climate change. 3. Urban Issues and Challenges – students will look at a range of factors, issues and solutions in two contrasting cities: Rio de Janeiro and Bristol. 4. Coastal landscapes in the UK – including processes, landforms, UK coastal case studies and coastal defences. 	<p>Geography covers a wide range of skills which are developed from the early years at Reading, through to GCSE and A Level.</p> <p>These skills include the reflection of their own work and recognition of how to improve. Students are encouraged to explore the world around them, using independent and group research and analysis skills. Using a range of resources, students will be able identify a wide range of issues and interact with the information to form a balanced, justified opinion, while showing respect and sensitivity to others.</p>	<p>Formative and summative assessments are undertaken throughout the year. Assessments take the forms of:</p> <ul style="list-style-type: none"> - End of topic tests - Mid topic tests - Written exam answers - Key work test - Presentations
<p>Additional Information</p> <p>All lessons are located on SharePoint for reference and in case any students miss a lesson they are expected to catch up during their own time and prior to the next lesson. Following each topic, students sit an end of topic test and are awarded a mark and grade, which the student should record at the front of his book to monitor progression during the 3 years of GCSE. To help support and engage your son please discuss current affairs related to the topic he is studying.</p>		



Year 9 - German

Topic	Skills	Assessment
Term 1 : Zoom 2 Celebrating in Germany	Past tense	Reading, listening
Term 2 : Going to the doctor	dative	
Term 3 : Chores at home	separable verbs, reflexives	
Term 4 : Environment Recycling in Germany	conditional, modals	speaking
Term 5 : AQA GCSE book family	revision of verb forms word order	-End of year exams: listening, reading, speaking and writing
Term 6 : family	Level '9' phrases	
Additional information		
<p>Throughout the year, we teach and reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic German texts/ books/ poems/ songs. To learn vocabulary effectively, pupils should firstly revise from German to English, test themselves by covering and revise those still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to German (sets of 3 or 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise those items that were incorrect and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check. We encourage our pupils to use QUIZLET to provide an interactive way for vocab revision.</p>		



Year 9- History

Topic	Conceptual focus for the assessment	Assessment
<p>Migration, Empires and the People is a breadth study which will be the focus for the entire year but from this students will study a great range of different topics such as:</p> <p>Conquered and Conquerors – including: The Vikings Angevin Empire Hundred Years War</p> <p>Looking West: Britain and the Atlantic World – including: Exploration and Discovery Britain in the Americas</p> <p>Expansion and Empire – including: Ireland India Africa</p> <p>Britain in the Twentieth Century – including: World Wars Loss of the Empire Diversity in Britain</p>	<p>The key assessment objectives can broadly be broken into:</p> <ol style="list-style-type: none"> 1. Knowledge and understanding, 2. Argument, historical skills and analysis. 3. Source analysis 	<p>On-going discussions, classwork, practice papers and end of topic exams.</p>
<p>Additional Information</p> <p>The students use a textbook for Year 9 called Migration, Empires and the People (ISBN 978-1-4718-8624-9). Due to the current financial constrictions schools are facing we cannot provide each student with a copy, but if you want to purchase one for your son, it could benefit their studies.</p>		



Year 9- Latin

Topic	Conceptual focus for the assessment	Assessment
<p>Latin may include:</p> <p><u>Chapter 7 – Book 2</u></p> <ul style="list-style-type: none"> • hic and ille • comparative and superlative adjectives • passive: present, future and imperfect • participles: present and perfect passive <p><u>Chapter 8 – Book 2</u></p> <ul style="list-style-type: none"> • principal parts • passive: perfect and pluperfect • Conditionals • ipse and idem • participle: future • ablative absolute • imperatives • negative commands • More question words <p><u>Chapter 9 – Book 2</u></p> <ul style="list-style-type: none"> • passive infinitive • deponent verbs • participle: perfect active • semi-deponent verbs • indirect statement • Prepositions • Less common pronouns <p><u>Set text</u></p> <ul style="list-style-type: none"> • Any two of a prose set text, verse set text or classical civilisation topic may be introduced this year (though these are more likely to be covered in Year 10) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • It is expected that the GCSE vocabulary list will be learned by the end of this year 	<ul style="list-style-type: none"> • Learn and understand more complicated and new elements of language (e.g. noun and adjective agreements; passives) • Memory recall • Translation skills – application of knowledge; analysis; logic; sequencing • Expanding vocabulary – derivations; links with MFLs • Reflection on progress of learning • Reciprocity: working in groups, managing direction, developing leadership skills 	<p>Latin:</p> <ul style="list-style-type: none"> • Vocabulary tests and the marking of exercises will be embedded throughout the curriculum
<p>Additional Information</p> <p>Vocabulary List is provided for Latin, which is to be learned. Vocabulary and grammar tests given throughout the year.</p>		



Year 9 – Mathematics

Topic	Skills	Assessment
<p>Boys will be taught topics appropriate to their set from the list below.</p> <p>Number Fractions Standard Form Index Laws Direct and inverse proportion Upper and lower bounds Rational and irrational numbers and surds</p> <p>Algebra Using and rearranging formulae Linear, simultaneous and quadratic equations Sequences Algebraic fractions Co-ordinate geometry Binomial expansion Functions</p> <p>Geometry and Measures Pythagoras theorem (2D and 3D) Similarity and congruence Perimeter/area/volume Trigonometry in a right-angled triangle (2D and 3D) Trigonometric graphs Sine rule and cosine rule Trigonometric Identities Circle theorems</p> <p>Handling Data Cumulative Frequency Boxplots Stem and leaf diagrams Histograms Standard deviation Probability, including tree diagrams</p> <p>Calculus Simple differentiation and integration and applications</p>	<p>To develop an understanding of the accuracy of calculations and the appropriateness of rounding answers in a variety of contexts.</p> <p>To further develop the ability to understand and use abstract algebraic concepts.</p> <p>To use trigonometry in practical applications and to extend to use in non-right angled triangles.</p> <p>To use an increasingly complex set of statistical techniques to be able to interpret data and to use to critically examine the use of statistics in the media.</p> <p>Ready For Learning Resilience – perseverance in solving problems.</p> <p>Resourcefulness – questioning is an integral part of each lesson. Boys are encouraged not simply to accept answers or methods but to suggest alternatives and to think more deeply about problems. - appreciating connections between topics is developed.</p> <p>Reflection – looking to apply what has been learnt is a key skill in mathematics.</p> <p>Reciprocity – giving and taking feedback is encouraged.</p>	<p>Assessment in Mathematics is on-going and takes a variety of forms. These include regular homework, tests and teacher assessment of student interaction, discussion and responses to open-ended questioning.</p> <p>Homework is set twice a week and may include written exercises, online homeworks, learning for tests and research. This is to enable students to reflect on their own learning and to practise applying Mathematics in both familiar and unfamiliar contexts, as well as for teachers to assess progress.</p> <p>There are end of year examinations.</p>
<p>Additional Information</p> <ul style="list-style-type: none"> • In year 9 boys are taught in ability groups • All Year 9 boys are entered for UKMT Intermediate Maths Challenge • Investigational/open-ended work is embedded in the syllabus • MIG maths club to stretch able students • Maths clinic twice a week 		



Year 9 – Music

Topic	Skills	Assessment
Part 1: Music and Protest Unit A1: The Chain Gang in Civil Rights Era Songs Unit A2: Reggae and Ska in British Post Punk Music Unit A3: Songs of the French Revolution Unit A4: Traditional Chinese Opera Unit A5: Shostakovich in Stalinist Russia Unit A6: Songs of the Counter-Cultural Revolution	<ul style="list-style-type: none"> Examining how the image and musical forms of the chain gang could be used by songwriters in the late 1950s and early 1960s. Investigating the use of the pentatonic scale above major and minor chord schemes. How the styles of West-Indian immigrant communities to the UK were used by post punk groups of the late 1970s and early 80s. Developing performance skills through a whole class performance of "Ska on the Landscape". Examining how music was an important tool in the arsenal of both the revolutionists and counter-revolutionists. Producing a small-group arrangement of a French melody. Examining the principal features of traditional Chinese opera. Considering the difficulties of talking about the music of other cultures. Investigating how existing tunes can be re-used with different words. Examining the difficulties of being a composer in a 20th Century dictatorship. Investigating features of Shostakovich's Ninth Symphony. Re-working songs so their original meaning is distorted. Exploring the causes and ideals of the counter-cultural revolution. Examining the songs of Bob Dylan and his contemporaries. Improving rhythmic dictation with and without words. Setting texts to music. 	Assessment of paired four-chord composition Assessment of involvement in whole-class performance Assessment of small group composition. Assessment of large group vocal performance and composition Assessment of re-arranged melody composition Assessment of text setting composition
Part 2: Music and Borrowing Unit B1: Stock Chord Progressions in Popular Songs Unit B2: The Dies Irae Melody Unit B3: Pop Songs Based on the Classics Unit B4: The L'homme Armé Tune in Renaissance Masses	<ul style="list-style-type: none"> How the same simple chord progressions can be found in a large number of songs of very different styles. Investigating "Four Chords" by The Axis of Awesome, Composing a piece based on a stock progression. Examining how the Dies Irae plainchant melody has been used by many composers. Investigating how non-vocal music can be made to mean something. Improving aural and arrangement skills. Examining songs which use an existing piece of classical music as their basis. Developing musical learning and ensemble skills through a whole-class performance of "Disco Swans" Exploring the L'homme Armé Melody, and investigating its use in Renaissance Masses. Improving understanding of harmony by setting the melody. Examining Josquin's use of the L'homme Armé tune. 	Assessment of paired chord scheme composition Assessment of aural skills and group composition Assessment of involvement in whole-class performance Assessment of harmonisation of the melody Assessment of group variation composition



<p>Unit B5: Theme and Variations</p> <p>Unit B6: Sampling and Remix</p>	<ul style="list-style-type: none">• Investigating Britten's "Young Person's Guide to the Orchestra" and comparing it with Mozart's "Ah vous dirai-je maman".• Composing variations as a group on a given simple theme• Comparing the different techniques of musical borrowing found in contemporary popular styles.• Using keyboards, <i>Sibelius</i> software and sequencers to produce a contemporary style track from a classic song.	<p>Assessment of a backing track, using <i>Sibelius</i> and using a sequencer</p>
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Year 9 – Physical Education

Topic	Skills	Assessment
<p>The purpose of PE at Reading School is to empower children to move their own terms.</p> <p>The physically educated person is someone who has learned to arrange their lives in such a way that habitual movement they freely engage in makes a distinctive contribution to their wider flourishing.</p>	<p>This is done by focusing on four learning domains; the physical, cognitive, social and affective.</p> <p>Physical: Motor competence and confidence</p> <p>Cognitive: Knowledge and understanding of movements and a physically active lifestyle</p> <p>Social: Interacting with others with care, compassion and kindness</p> <p>Affective: Self-management of Feelings, emotions and personal behaviours,</p>	<p>A varied approach to assessment but mainly focused on co-construction of targets in the physical, cognitive, social and affective learning domains.</p> <p>Teacher assessment on effort, willingness to have a go, compassionate interaction with peers and quality practice.</p> <p>There are no grades for Curriculum PE, however we focus pupils to reflect on their learning, skill acquisition and self-improvement</p>
<p>Michaelmas Term:</p> <p>Essential Movement Skills</p> <p>Gymnastics</p> <p>Rugby</p>	<p>Cognitive: Training Principles</p> <p>Physical: Landing and Jumping Social: Safety of others</p> <p>Physical: Skill refinement Cognitive: Officiating</p>	
<p>Lent Term:</p> <p>Wrestling</p> <p>Football</p>	<p>Physical: Strength Development Social: Decision making and negotiating</p> <p>Physical: Skill refinement Cognitive: Officiating</p>	
<p>Summer Term:</p> <p>Athletics</p> <p>Cricket</p>	<p>Affective: Sustained Focus and effort Cognitive: Methods of training</p> <p>Physical: Skill refinement Cognitive: Officiating</p>	
Additional Information		
<p>All boys will represent their house in rugby, football and cricket over the course of the year. If they are in school but unable to take a physical part they still require kit as they will take on the role of coach, official or captain with lessons. There are no non-doers within PE. Be prepared for all activities in all weather</p>		



Year 9 – Physics

Topic	Skills	Assessment
<p>P1 Matter</p> <ul style="list-style-type: none"> • Particle model • Changes of state • Pressure <p>P2 Forces</p> <ul style="list-style-type: none"> • Motion • Newton’s laws • Forces in action <p>P3 Electricity</p> <ul style="list-style-type: none"> • Static and charge • Simple circuits 	<ul style="list-style-type: none"> • Thinking Scientifically and Creatively • Using Physics and Engineering terminology • Literacy exercise and learning technical vocabulary • Practical skills for experimentation and Engineering • Understanding history of Physics and Engineering • Research skills • Graph drawing • Working as a team. • Communicating and collaborating • Using investigative and explorative approaches • Understanding the application and implications of Physics & Engineering • Working critically with evidence 	<p>End of unit test approximately every 6 weeks</p> <p>Homework will involve a variety of tasks to further what is studied in the classroom.</p> <p>Practical endorsement – a minimum of three assessed practical tasks to be carried out through the year</p>
<p>Additional Information</p> <p>This is the first year of OCR Gateway course (J249). Practical skills are assessed in Practical Activity Groups (PAGS) repeated throughout the GCSE course.</p>		



Year 9 – Religious Studies

Topic	Skills	Assessment
<p>AS Stand-alone qualification</p> <ol style="list-style-type: none"> 1. Epistemology 2. Moral Philosophy <p>A2 Linear qualification-Topics as above plus;</p> <ol style="list-style-type: none"> 3. Metaphysics of God 4. Metaphysics of Mind. 	<p>Significant engagement in analysis of complex philosophical literature through anthologies.</p> <p>Deployment of key philosophical concepts and techniques in a range of contexts</p> <p>Developing the skills of logical and critical thinking while also becoming much more reflective thinkers.</p> <p>Developing the ability to think and write philosophically and persuasively in essays and other forms of extended writing.</p> <p>Understanding the nature and structure of arguments.</p> <p>Evaluation of different arguments in order to reach personal and reasoned conclusions.</p>	<p>Students who achieve the benchmark of 60%+ may be entered for the As-qualification in Year 10.</p> <p>Those who continue to make exceptional progress may be entered at the end of Year 11 for A2 (full A-level) in Philosophy.</p> <p>In the interim, students will spend significant time peer-marking practice essays to develop understanding of mark schemes and develop a grasp of appropriate techniques for extended writing.</p> <p>Contribution in class debates will also form part of the reporting schedule.</p> <p>Ongoing assessment in the form of end of unit assessments will provide students with speedy and detailed feedback about their progress.</p> <p>The end of year assessment (Year 9) will mirror a public examination.</p>
<p style="text-align: center;">Additional Information</p> <p>This programme of study is a constituent part of the AQA exam board’s A-Level Philosophy curriculum specification 7171/2). This is the first of a three year curriculum (running through Years 9 - 11) and may lead to external ‘Level 3’ qualification (such as an AS or the full A-level) for the most able students who are selected to sit the external AQA Philosophy exams. There will be an opportunity to sit these exams at the end of Year 10 and again at the end of Year 11.</p>		



Year 9 –Spanish

Topic	Skills	Assessment
Term 1: Zoom 2 Meeting new people	<ul style="list-style-type: none"> • Grammar revision • Adjectival agreement • Personal adjectives • Personal relationships 	Listening Writing
Term 2: Zoom 2 Staying in Spain	<ul style="list-style-type: none"> • Reflexive verbs • Present continuous • Vocabulary: Means of transport, household tasks, cooking. 	Reading Writing Translating into English
Term 3: Zoom 2 Health and wellbeing	<ul style="list-style-type: none"> • Modal verbs • Reflexive verbs in 3 tenses • Impersonal 'se' • Vocabulary: Illness, health, sport 	Speaking photo card Writing Translation into English Translation into Spanish
Term 4: Zoom 2 Free time and holidays	<ul style="list-style-type: none"> • Opinion verbs • 'Pasar' + Gerund • Pre. Tense – Perfect and imperfect • Adverbs • Relative pronouns 	Listening Writing Translation into English
Term 5: Zoom 2 Travelling and shopping	<ul style="list-style-type: none"> • Question words • Future tense • Direct object pronouns • Place prepositions 	Reading Writing Translation into Spanish
Term 6: Zoom 2 Working and studying	<ul style="list-style-type: none"> • Future tense and immediate future • Irregular future tense • Comparatives and superlatives • To give + direct object pronouns 	Speaking role-play Translation into Spanish Writing

Additional information

Throughout the year, we teach and **reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic Spanish books/ poems/ songs.** To learn vocabulary effectively, pupils should firstly revise from Spanish to English; test themselves by covering up the translation, then revise those terms which are still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to Spanish (sets of 3 to 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise incorrect items and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check.

We encourage our pupils to use **QUIZLET** and to provide an interactive way for vocabulary revision.

As well as this, **DUOLINGO** must be used to improve grammar and translation, as it helps them increase their accuracy in Spanish.

In order to improve their speaking, we also encourage students to use **THIS IS LANGUAGE**, where they can play games and listen to videos in order to become better speakers and listeners.



Year 8 – 'Floreat (Student Leadership and Character Development Programme)

Topic	Skills	Assessment
<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>
Teamwork	Tolerance Delegation Motivation Patience	Participation in co-curricular activities and seizing of opportunities to demonstrate leadership
Self-Awareness	Adaptability Intuition Independence	Feedback from staff and external partners
Accountability	Reliability Honesty Integrity Responsibility	Ongoing in-lesson written teacher assessment of reflective 'Virtual Leadership Folder'
Helping Others	Empathy Listening Generosity	Critical dialogue during scenario-based activities and debates Formative tests on leadership theory and examples
Communication	Positivity Confidence Inspiration	
Organisation & Planning	Resourcefulness Focus Problem-Solving	
Commitment	Resilience Ambition Target-setting	

Additional information

Reading School's innovative Leadership Programme aims to foster the transferable skills necessary for sustained success both within and more importantly, beyond, Reading School. The programme is based on the two streams of 'Taught' and 'Caught' Leadership.

The former is one lesson per week of alternate scenario-based discussion and reflective work in a 'Virtual Leadership Portfolio'. The latter gathers evidence of leadership attributes demonstrated by the students in the wide range of existing co-curricular activities at Reading School.

Students are encouraged to participate and seek leadership opportunities within extra-curricular activities including sport, music, House Competitions, LRC, School Council, Careers, Drama Productions, CCF (Y9 upwards), Future Stories (Y9 upwards), Duke of Edinburgh (Y10 upwards) as well as drawing on activities outside of school.

Topical examples are used to enhance students' awareness of current affairs, whilst external speakers are regularly invited in to demonstrate the real world relevance of the Programme.

