



Chestnut
Grove &
PROUD

Year 9
Spring and Summer
Terms
2022

Curriculum Guide

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*The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our **PROUD** values, which prepares our students to **succeed** at university, **thrive** in employment and **lead fulfilling lives**. It is the embodiment of our ethos of a **creative learning community**, which marries **traditional** and **dynamic** approaches to teaching and learning.*

Dear Families

Welcome to the Year 9 Chestnut Grove Academy Spring and Summer Term Curriculum Guide. This is the time during Year 9 when your child will make their final choices for their GCSE subjects; over the coming months we will be talking to you and to students about the options available to them. You will also have the opportunity to discuss these options with subject teachers at the **Year 9 Parents' Evening on Thursday 3 March 2022**.

As we move towards the GCSEs, with their increasing level of challenge, the progress made this term is of vital importance. The purpose of this guide is to provide you with the full details of what your child will be studying during the spring and summer terms, expectations of homework, how and when your child will be assessed and what you can do to help support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to info@chestnutgrove.org.uk, clearly labeling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Finally, our Enrichment Curriculum is integral to the taught curriculum and includes a wide range of lunchtime and after school clubs, trips and visiting speakers. Our 2021-22 Enrichment Programme can be found on the school website:

<https://www.chestnutgrove.wandsworth.sch.uk/academy-life/enrichment>

Please strongly encourage your child to participate in our Enrichment activities if he or she has not already done so.

Yours faithfully

Richard Cheesbrough
Assistant Headteacher (Key Stage 3 Curriculum)

Assessment in Year 9

Students completing their GCSEs will be awarded a numerical score (9-1) in each of their subjects, where a grade 5 is considered a 'strong pass' and a grade 9 is the highest grade achievable. In the Chestnut Grove Learning Path assessment system each subject has steps which broadly correspond to the reformed GCSE grades. Using an average of the KS2 SATS scores* as a starting point, students are set aspirational targets for each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and intended progression for KS4:

KS2 Average Score	EoY 7	EoY 8	EoY 9	Minimum Expected GCSE Grades
80-99	Step 1	Step 2	Step 3	4+
100-106	Step 2	Step 3	Step 4	5+
107-120	Step 3	Step 4	Step 5	7+

Targets are reviewed after each assessment cycle and will be reviewed and subject to change as GCSE reforms are embedded.

How will my child's work be assessed?

Work is normally marked at least once every three weeks and assessed on students' progress towards their learning goal and their resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE/DT/ICT/Art work is assessed slightly less frequently due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	Excellent Progress towards the learning goal. Extension work completed.	R4	Exceptionally hard working and committed to completing work to the best of his/her ability. Perseveres when work is challenging and tries to solve problems independently before seeking help.
PG	Good progress towards the learning goal. Home learning is good.	R3	Usually hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	Satisfactory progress towards the learning goal. Home learning also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. Sometimes gives up if work is challenging.
PU	Unsatisfactory progress towards the learning goal. No home learning assignments submitted	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. Gives up very easily if work is challenging. Fails to seek help.

Where appropriate, students also use self or peer assessment of work to help them learn from common mistakes and misconceptions. Teachers also provide whole class feedback throughout lessons, responding to the needs of the class as they arise.

Detailed marking with ‘MRIs’ and mark schemes

In each subject, teachers have identified the pieces of work that will be marked in detail to assess students’ knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback that the teacher has provided. At Chestnut Grove we call these responses ‘MRI’ (My response is..) and students normally complete them in red pen.

Details of these assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and ‘learn from mistakes’.

Summer Term Examinations

In the Summer Term students will have end of year exams in all subjects. For English, Mathematics and Science these take place in the Sports Hall and in all other subjects the examinations take place in classrooms during lesson time. You will be sent a formal timetable so that you know when each exam will take place.

The dates for the exams are as follows:

Core Subjects (English, Mathematics and Science): **3 – 6 May 2022**

Foundation Subjects (all other subjects): **9 – 13 May 2022**

The purpose of this is to help students develop the skill of learning large volumes of knowledge, building a foundation to GCSE courses.

Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also available on our website at the following link:

<https://www.chestnutgrove.wandsworth.sch.uk/curriculum/support-for-ks3>

Home Learning

Home Learning is of vital importance as it both increases the learning time available for students and helps students to develop independence and organisational skills. Home learning is set as assignments via our online learning portal, Microsoft Teams. Students are required to take responsibility for recording all home learning in their student planner. Your support in checking the student planner and completion of homework on a regular basis is invaluable in helping students to develop positive homework habits from the start of Year 7. Where possible, please provide your child with a quiet space in which to complete homework, with access to a desk or table.

YEAR 9 HOME LEARNING TIMETABLE

Year 9 students are expected to spend **45-60 minutes** on each individual home learning assignment.

45-60 minutes per subject **per week** for English, Maths, Science, History, Geography and MFL.

45-60 minutes per subject **twice per half term** for Health, Design Technology, Art, Performing Arts, and PBE.

9X	Monday	Tuesday	Wednesday	Thursday	Friday
Kapoor (X1)		Maths Geography	English	Spanish	History Science
Hepworth (X2)	Geography	Maths	English	Spanish	History Science
Blake (X3)	Geography	Maths	English		History Science Spanish
9Y	Monday	Tuesday	Wednesday	Thursday	Friday
Turner (Y1)	Geography	Maths French	English	History	Science
Da Vinci (Y2)		Maths Geography	English	History French	Science
Kahlo (Y3)	Geography	Maths French	English	History	Science

Literacy

At Chestnut Grove, we believe that literacy is one of the most important life skills we can offer our students: both in terms of academic success and in developing students' confidence and individual voices in the wider world. We profoundly believe that all teachers are teachers of literacy across the school and, therefore, literacy is embedded within all aspects of the curriculum at Chestnut Grove – from maths to PE – as well as a range of extra-curricular activities designed to inspire and support students across the school.

We ask every child in Year 9 to have a reading book in their bag every day and reading is integral to the Year 9 tutor programme. Please strongly encourage your child to attend the Library at break and lunchtimes to renew library books and become immersed in a culture of reading.

To inspire a love of literature, throughout the year we have numerous events to celebrate literacy across the school. Whether it's the Spelling Bee or workshops for World Book Day, both staff and students engage with a love of literature and encourage students to read as widely as possible both fiction and non-fiction.

You can support the development of your child's literacy by:

- Supporting him or her with home learning assignments, checking that he or she is writing extensively.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from our brand new Library.
- Testing your child on the meanings of key terms in each subject and spelling.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Students who have fallen behind in English are given extra support in English lessons, via the SEND teams or EAL department or with Pupil Premium 121 support.

Numeracy

Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

Arts and Languages Specialists

Along with an enriched curriculum and trips and visits, Arts and Languages specialists have extra lessons at the following times:

Art: Thursday 3.00pm – 4.00pm

Languages: Thursday 3.00pm – 4.00pm

Inclusion

Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We meet with all the parents of SEND pupils once per term to discuss progress and support strategies.

SEND Workshops are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone homework club and workshops tailored to meet the needs of pupils with ASD)

Learning Support Centre workshops are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

LSA in class support is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

Key Dates for Year 9

ASSESSMENT

Week commencing **3 May 2022** – Year 9 Summer Term Exam Exam Week (Written exams in English, Maths, Science)

Week commencing **9 May 2022** – Key Stage Foundation Subjects Exam Week (Written exams in EBacc subjects)

YEAR 9 OPTIONS

Year 9 Option Information and Parents' Evening– **Thursday 3 March 2022**

Deadline to submit Year 9 Options - **Monday 7 March 2022**

Subject Curriculum Guides

Curriculum Timings:

Key Stage 3 is an exciting time in our students' learning and our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSEs and A Levels and give them the foundation to flourish in adult life. At Key Stage 3, our curriculum is broad and balanced, based upon the entitlement outlined in the 2014 National Curriculum.

The weekly curriculum offer at Key Stage 3 is as follows:

- 11 hours in the 'Core' (English 4 hours, Mathematics 4 hours and Science 3 hours)
- 6 hours in the remaining 'EBacc' subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in Computing
- 1 hour in RE (Philosophy, Beliefs and Ethics)
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour Design Technology 1 hour, PE 2 hours)
- 45 minutes of 'Health'



Year 9 Human Rights and Equality

Human rights and equality are promoted across the curriculum at Chestnut Grove. As a UNICEF rights-respecting school, we ensure that our curriculum, and the way that it is delivered, helps students to understand their rights and responsibilities at a local, national and global level. In the Spring and Summer term, Year 9 students will look at the impact of tectonic events on society, including Haiti, in Geography and how climate change affects our global neighbours. In DT, students will cover sustainable issues in design and look at the effect of plastic on the environment. In PBE, students will look at gender inequality and homophobia, considering how society has changed and what rights are still not being met. In History, students will be analyzing local history and exploring their own identity as well as looking at the causes of the Rwandan genocide. In English, students will use 'Blood Brothers' to explore issues surrounding class and culture. In Health, students will think about their right to be safe and healthy as they look at issues surrounding relationships, including those defined as abusive. Finally, in Maths, students will consider financial topics and think about how using maths can help them, and others, ensure their right to health and safety.

English

Head of Department: Charlotte Robinson

crobinson@chestnutgrove.org.uk

Head of KS3 English: Megan Deery

mdeery@chestnutgrove.org.uk

Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

KS3 is a broad curriculum ranging from Oliver Twist to modern poetry, formal writing, to writing their own fiction and non-fiction texts. We aim to diversify the voices which are heard in our curriculum and allow our students to see themselves and their feelings represented. Students are encouraged to read independently, particularly unseen extracts, developing reading skills, to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts

Curriculum breakdown this term:

Spring Term:

Term 2a:

Purple Hibiscus: Students will read Purple Hibiscus and develop their ability to write critically about how Shakespeare has explored themes, using relevant context to support their argument

Term 2b:

Introduction to GCSE English Language: Transactional Writing. Students will explore a range of different forms of transactional writing to create a campaign.

Summer Term:

Term 3a:

Revision: Students will revise the skills they have developed last half-term in preparation for their final EOY exams.

Play: Students will read An Inspector Calls or A View From the Bridge and track how a playwright creates characters and explores themes.

Term 3b:

Introduction to GCSE English Literature: An Introduction to Tragedy. Students will explore the features Shakespearean tragedies through a range of different plays in preparation for their study of Romeo and Juliet at GCSE.

Assessments this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. A choice of two thematic essays: Explore how Adichie presents violence/personal relationships in Purple Hibiscus.
2. Transactional Writing
3. End of year exam: Transactional writing (marks taken from Spring Term 2) and novel essay
4. Presentation – How far is Romeo a tragic hero?

Spring Term Test Revision Checklist:

Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to identify structure techniques
- ✓ How to explain the effect on the readers
- ✓ How to incorporate relevant context

Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to create motifs and structure a story for impact

What can you do to support your child in English?

- ✓ Supporting your child with their home learning, by ensuring assignments are completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg. The Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website

Wider reading and useful web-sites or activities to support learning:

www.samlearning.com

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

www.sparknotes.com

www.schmoop.com

Reading lists on the school website

Home Learning:

One home learning assignment set per week.

You can support your child by ensuring he or she is completing home learning assignments on time and to a high standard. You can read through their assignment and see whether it could be developed, or if there are any obvious errors.

Encouraging your child to read independently at home will further support progress in English.

Maths

Head of Mathematics: Mark Green
mgreen@chestnutgrove.org.uk

Subject Description:

Maths in Year 9 is about students becoming independent learners and becoming ready for their GCSE course. The Year 9 curriculum has been designed with the purpose of challenging our students. It is vital that our students use year 9 to become confident problem solvers; thus, enabling them to access all the questions and challenges that they will face in their 2-year GCSE course. Problem solving is now a key part of the new curriculum and will be a focus in all classes.

Curriculum breakdown this term:

Spring Term:

- Rational Numbers
- Inequalities
- Probability
- Indices & Standard form
- Geometry of the Straight line
- 3D Calculations
- Trigonometry

Summer Term:

- Review:- Number
- Review:- Algebra
- Review:- Geometry
- Review:- Data
- Graphs
- Simultaneous Equations
- Circle Theorems

Assessment each term:

Ongoing end of unit tests. Summer Term end of year exam

End of Year Exam Revision Checklist:

Students end of year assessment will be based on all topics taught in Y9. Their exercise books are the main revision tool. The review month is when teachers will show students how to revise using the worked examples in their book and provide appropriate worksheets for revision.

Year 9 Home Learning:

Your child's teacher will set home learning assignments on paper each week. If your child has difficulty completing home learning assignments because they do not understand the topic please encourage them to use the model answers in their exercise books and then see their maths teacher

What can you do to support your child?

Provide a quiet place for your child to do their home learning.
Check their home learning diary each night to see what assignment is being recorded.
To help instil a fruitful work ethic, it is imperative that students develop a good sleep pattern. Therefore, we advise a restricted use of mobile phones and electronic games at night.

Wider reading and useful web-sites or activities to support learning:

Students can also use the following sites, both of which offer revision videos and topic booklets, including solutions

- www.mathsgenie.co.uk
- www.corbettmaths.com

Science

Staffing:

Head of Science: Mr Adam Gordon

agordon@chestnutgrove.org.uk

Head of KS4 Science: Ms Sophie Holmes

sholmes@chestnutgrove.org.uk

Subject Description:

Science explains everything we come into contact within our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills.

Curriculum breakdown this term:**Spring Term:**

Chemistry – Learn all about the structure of the atom and how atoms bond together resulting in the properties of substances we use every day.

Summer Term:

Physics – learn about the changes of state, structure of an atom, radioactive decay

Assessment this term (*The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme*):

Spring

1. 6 mark question on structure and bonding
2. Spring term assessment / triple transition test – Biology and Chemistry
3. One other piece of work specific to each class

Summer

1. Data exam question
2. End of year exam week beginning 3rd May – Biology, Physics and Chemistry

Spring Term Test Revision Checklist: (*For the Spring Term Test in EBacc subjects only*)

Biology:

Cell structure

- Eukaryotes and prokaryotes
- Animal and plant cells
- Cell specialisation
- Cell differentiation
- Microscopy

Cell division

- Chromosomes
- Mitosis and the cell cycle
- Stem cells

Transport in cells

- Diffusion
- Osmosis
- Active transport

Principles of organisation

- Organisational hierarchy

Animal tissues, organs and organ systems

- The human digestive system

- Human digestive enzymes
- The heart and blood vessels
- Blood
- Coronary heart disease
- Health issues
- Cancer
- The effect of lifestyle on non-communicable diseases
- Plant tissues
- Plant organ system

Chemistry

Atomic structure

- Atoms, elements and compounds
- Mixtures
- Scientific models of the atom
- Relative electrical charges of subatomic particles
- Size and mass of atoms
- Electronic structure

Periodic table

- Development of the Periodic table
- Metals and non-metals
- Group 0
- Group 1
- Group 7

What can you do to support your child in Science?

- Ensure your child is completing all home learning assignments set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a GCSE revision guide and workbook for consolidating work at home. These are available from the Science Office.

Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/schools/gcsebitesize/>
- Oak Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>
- Year 9 Collins revision guide for AQA GCSE purchased from the Science Office
- YouTube channels like asapscience and TedTalks

Home Learning:

- One piece per week that should take approximately 45 minutes to complete.

History

Head of Department: Ms Laura Adams
ladams@chestnutgrove.org.uk

Subject Description:

'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world, as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills. Students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Curriculum Breakdown:

Spring Term 1: Rwanda

Spring Term 2: Britain since 1945

Summer Term 1: Prehistory

Summer Term 2: TBC potential join project with Geography

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term:

*Explain the importance of INSERT OPTIONS on the international response to the Rwandan Genocide
To what extent do you agree with interpretation one that the 1960s was a social and cultural revolution?
End of term assessment*

Summer Term:

End of year assessment

Spring Term Test Revision Checklist:

Topic 1: Rwanda

- Belgian colonial rule
- Causes of the genocide
- Response and impact

Topic 2: Britain since 1945

- Welfare state and immigration
- 1960s
- Thatcher and Britain today

End of Year Exam Revision Checklist:

Topic 1: British Civil Rights

- Colour Bar
- Kelso Cochrane
- Black Power in Britain
- National Front
- Mangrove 9
- Women's groups

Topic 2: Civil Rights in the USA

- Jim Crow Laws (segregation)
- Civil Rights Movement key campaigns
- Martin Luther King Jnr
- Malcolm X and the BPP

Topic 3: Rwanda

- Belgian colonial rule
- Causes of the genocide
- Response and impact
-

Topic 4: Britain since 1945

- Welfare state and immigration
- 1960s
- Thatcher and Britain today

Topic 5: Prehistory

- Neolithic
- Bronze Age
- Iron Age
- Romans

What can you do to support your child in History?

- Discussions based on what students have learnt.
- Ensure home learning assignments are completed and to a high standard
- Help practice key vocabulary
- Show them the geography of Britain, make them aware of places and people outside of London. Also, show them where Britain is in relation to the rest of the world. Developing geographical literacy is imperative when we continue to look at how Britain interacted with the rest of the world throughout history.
- Play them music and show them films/TV from the 20th century- build up that cultural capital which helps their innate understanding of the past.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

Wider reading and useful web-sites or activities to support learning:

- www.bbc.co.uk/education
- www.history.com
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series
- Andrew Marr's various series on the history of the world, modern Britain etc

Home Learning:

- Set once a week (or tic tac toe style at the beginning of a half term)

Students should spend 30 minutes completing their History home learning assignments.

Geography

Head of Department: Ms Rachael Robinson
rrobinson@chestnutgrove.org.uk

Subject Description:

'The CGA Geography curriculum enriches students understanding of the world to help them understand their experiences within local, regional and global systems; to empower them with geographical knowledge and skills to make informed judgements about the challenges the world currently faces, and to acknowledge their role in securing a sustainable future for the planet for all of humanity.'

The Key Stage 3 Geography curriculum at Chestnut Grove Academy aims to ensure students gain an understanding of the world around them, learning about how natural and human processes interact and are interdependent, at different scales. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand geographical processes and significant global issues. We aim to ensure that all students have the necessary tools and skills to develop an understanding of geographical enquiry and to engage with significant issues; students will therefore understand geographical concepts such as place, space, sustainability, risk, resilience, inequality, identity and interdependence. Students are encouraged to make connections between different aspects of geography to see synoptic links in their learning. Students will also learn key geographical skills such as numerical analysis, cartographic skills and form opinions and judgements on significant global issues to develop their critical thinking and evaluative skills.

Curriculum Breakdown:

Spring Term 1: *Can we ever truly protect ourselves from tectonic hazards?*

(continued from Autumn 2)

Students will learn about the physical processes that result in volcanoes, earthquakes and tsunamis, and consider whether disasters that occur as a result of these hazards can ever be fully protected against.

Spring Term 2: *Is the world running out of resources?*

Students will learn about where the essential resources we use come from, the factors resulting in overconsumption of natural resources and the impacts this has on people and the planet. Students will also consider whether we should continue to exploit resource around the world and explore how we can use resources in a more sustainable way.

Summer Term 1: *Will China overtake the USA as the world's global superpower?*

This topic will explore geopolitical ideas. It will give students an understanding of global superpowers and the characteristics that create a superpower. Certain countries and organisations extend more influence globally than others, and this pattern of dominance changes over time. Students will evaluate the strengths and threats to superpower status of nations, and make predictions about the future of China and the USA.

Summer Term 2: *What are the opportunities and challenges across the African continent?*

We are all connected to Africa. Between 1 and 2 million years ago the first species of humans appeared in Africa and eventually spread around the world. Africa is the second largest continent in the world, by area and population; home to 1.2 billion people in 54 countries, speaking 1,500 different languages. Africa is rich in natural resources. But the continent is often viewed in a stereotypical way by other parts of the world. While Africa does indeed face enormous challenges, not every African is in need, nor is every African

nation in crisis. In this unit students will investigate Africa as a geographer, challenging stereotypical views to reach their own conclusions.

Assessments (*The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme*):

Spring Term:

Essay: Tectonic hazards are 'disasters by choice'. To what extent do you agree?

Poster presentation: The world is running out of resources. How accurate is this view?

Summer Term:

Exam: End of year assessment

Presentation: How does 'development' vary?

Spring Term Test Revision Checklist:

- ✓ Location and distribution of earthquakes and volcanoes and reasons for it
- ✓ Types of plate margins – constructive and destructive
- ✓ How volcanoes occur
- ✓ Haiti earthquake – impacts and how it could be managed
- ✓ Impact of over extraction of resources on people and the planet.

End of Year Exam Revision Checklist:

Students will be provided a revision checklist from their geography teacher closer to the date of exams.

What can you do to support your child in Geography?

Ensure home learning assignments are completed on time and to a very high standard. Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start.

Wider reading and useful web-sites or activities to support learning:

Disaster by Choice: How Our Actions Turn Natural Hazards Into Catastrophes – Ilan Kelman. Book.

Adventures in the Anthropocene – Gaia Vince (book)

We produce our own revision guides for exams to match our unique curriculum

Students should also make good use of Teams – all lessons should be uploaded in the Files section of class Teams for students to look through.

Students should also consider books to be the most useful and important source of revision, and therefore take care with their presentation and quality of book work.

Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

Home Learning:

Home learning assignments are set on a weekly basis and includes knowledge revision, essays, short answer questions, research and skills tasks.

French

Head of Department: Ms Helen Holding
hholding@chestnutgrove.org.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown spring/ summer term

Spring: Illness, saying what's wrong and doctors appointments, healthy living, giving advice, the perfect tense, famous French sportspeople, describing people using adjectives, understanding of a detailed description of an event using both the perfect and imperfect tenses.

Summer: Learning about a region of France, making travel arrangements, arranging a holiday, describing accommodation, learning about young people's rights and responsibilities, learning how to talk about current affairs, learning about different religions.

Assessment for spring/ summer term (The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme):

1. Vocabulary test on health and fitness
2. Writing task using the imperfect tense
3. **Spring term translation assessment**
4. Vocabulary test on travel and tourism
5. Reading task about a holiday
6. **Summer term assessment**

Spring/Summer Term Test Revision Checklist:

- ✓ Illness, saying what's wrong and doctors appointments
- ✓ Healthy living & giving advice
- ✓ The perfect tense
- ✓ Describing people using adjectives
- ✓ Understanding of a detailed description of an event using both the perfect and imperfect tenses
- ✓ Countries and capital cities
- ✓ Weather expressions
- ✓ Hotel vocabulary
- ✓ World issues
- ✓ Religions
- ✓ Jobs and places of work

What can you do to support your child in French?

Test your child frequently on new vocabulary covered in class.
Make sure that your child completes their home learning assignments to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:

<http://www.bbc.co.uk/education/subjects/zgdqxb> BBC Bitesize

www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Home Learning:

Home Learning assignments are set once a week and is either a learning assignment where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Spanish

Head of Department: Ms Helen Holding
hholding@chestnutgrove.org.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown spring/summer terms:

Spring: Illnesses, & going to the pharmacy, healthy living & diet, lifestyle changes, talking about earning and spending money, what you would like to do in the future, talking about jobs, talking about using languages at work

Summer: Learning about Spanish speaking countries, talking about the world of work, talking about environmental issues, describing a famous person, planning a visit abroad.

Assessment, spring/ summer term (The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme):

1. Vocabulary test – parts of the body
2. Speaking task – healthy living and problems
- 3. Spring term translation assessment**
4. Vocabulary test world of work
5. Reading task about environmental issues
- 6. Summer term assessment**

Spring/Summer Term Test Revision Checklist:

- ✓ Illnesses, & going to the pharmacy
- ✓ healthy living & diet
- ✓ lifestyle changes
- ✓ talking about earning and spending money
- ✓ what you would like to do in the future
- ✓ talking about jobs
- ✓ talking about using languages at work
- ✓ jobs and places of work
- ✓ environmental issues
- ✓ personal descriptions
- ✓ modes of transport
- ✓ booking a train ticket

What can you do to support your child in Spanish?

Test your child frequently on new vocabulary covered in class.
Make sure that your child completes their home learning assignments to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdxnb> BBC Bitesize
www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Home Learning:

Home learning assignments are set once a week and is either a learning assignment where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Computing

Head of Department: Mr Emmanuel Solate
esolate@chestnutgrove.org.uk

Subject Description:

Students have one lesson of Computing per week. Computing in Key Stage 3 aims to introduce, develop and enhance the understanding and relevance of logical thinking. Problem solving, a logical approach, computational thinking and the application of logical principles to everyday life are the main cornerstones of our curricular offer in Year 9. This is necessary to prepare students for the rigor and demands of GCSE Computer Science in year 10. Toward the end of the academic year, we teach students how to write reports for their programming solutions.

Curriculum breakdown this term:

Students will follow OCR's Entry Level Certificate in Computer Science (R354)

Spring 1: Computational logic

Spring 2: Algorithms

Summer 1: Programming techniques, Data representation

Summer 2: Programming project

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring 1: Computer Systems Test 3 (Computational logic) - using exam board set material

Spring 2: Computational thinking, algorithms and programming Test 1 - using exam board set material

Summer 1: Computational thinking, algorithms and programming Test 2 - using exam board set material

Summer 2: Programming project (Evidence of planning a solution, developing a solution, testing a solution, evaluating the success of the solution)

What can you do to support your child in Computing?

- Support your child in building resilience to solve problems/ troubleshooting.
- Ask them to explain the algorithms behind computer programs/ games
- Share with them how you use computers in your everyday life.
- Continue to discuss issues of e-safety with your child, including their safety when using their smart phones.

Wider reading and useful websites or activities to support learning:

- Teach-ICT.com (Subscription details will be provided to students)
- BBC Bitesize – KS3 Computer Science
- www.codecademy.com – lots of self-guided coding activities
- BBC Click – a weekly roundup of tech news

Home Learning:

Home learning assignments will be comprised of worksheets and written assignments. It will be set once per fortnight. For some assignments it is not absolutely necessary to have access to a computer but for others one will be needed. Students can use computing facilities at school if these are not available at home.

Art

Head of Department: *Mr James Wildman*

jwildman@chestnutgrove.org.uk

Head of Art: *Mr H Marx*

hmarx@chestnutgrove.org.uk

Subject Description:

- To provide a learning experience which supports a lifelong interest in visual and tactile expression, both through students' own creative journey and through the appreciation of the work of others.
- To provide a sound grounding in art, craft and design, covering core skills and concepts which equip our students to be assured in concepts of visual literacy at a level to support their education at key stage four and higher in art, craft and design and the wider curriculum
- To ensure access to a range of media, formats and disciplines, including traditional and digital.
- To provide learning opportunities which promote dexterity and physical/spatial problem solving, particularly by ensuring access to 3D formats and materials.
- To equip students with the vocabulary, both visual and language based, to critically evaluate their own and others' work.
- To inspire knowledge and appreciation of the role of art and design in the creation of culture.
- To encourage inclusivity through study and access to a wide range of art, craft and design heritage, reflective of an inclusive range of time, belief, gender and ethnicity, and drawn from both Western and Non-Western cultures.
- To realise the significant financial contribution of art, craft and design industries in the UK economy whilst raising awareness of career choices.

This half-term, students will be finishing their first project of year 9, titled 'Derelict Cities'. This project is designed to extend the key principles and techniques covered in year 8 work, whilst introducing students to new and more challenging processes; with a focus on more advanced techniques in painting, drawing and sculpting. As well as more advanced approaches to artist research and image analysis.

This half-term will be spent creating a final piece for the project, in the form of a hand built and painted diorama/maquette of a favela building—with a focus on collaborative work, cardboard manipulation, scalpel control, and 3D painting techniques.

After the half-term, and until the end of the year, students will work on their second project: 'Human Form'

ESSENTIAL LEARNING

- Extension of colour theory to explore the **chromatic and tonal qualities of colour**, and how chroma as well as tone, can be used to create the illusion of depth and form; e.g., complementary/harmonious colour mixing for highlights and shadows, instead of primarily black white
- Colour mixing extended to include understanding of how to make a variety of **skin tones**
- Clay techniques extended to include more complex additive and subtractive moulding/sculpting techniques and armature use
- The role of the **Renaissance** in shaping Western art traditions

- Accurate use of **anatomical proportion** of the human body and face
- Role of **contrapposto, poise and balance** in creating tension in sculpture
- Tonal work extended to include **reductive charcoal techniques**
- The role of the camera in image making/recording
- Extension of critical studies through longer essay writing, extended research and presentation.
- The **role and purpose of a sketchbook** as a means of researching, recording, preparing, planning and evaluating work.

Assessment this term:

Each half-term, students will have 1 major outcome marked against the KS3 mark scheme (modelled against GCSE assessment objectives and grading system), and their ELP marked. ELP: Extended Learning Project is a piece of homework they have an entire half term to complete, with the expectation of 2 hours minimum spent on creating this. This work will either be a 'Critical and Contextual' assignment or a 'Visual Response' (artist research or art outcome). This amounts to 4 major pieces of marking per term. At the end of the project, a final mark will be awarded against the KS3 assessment objectives.

What can you do to support your child in Art?

Students will be encouraged to complete wider reading at home. Text which allows students to explore the many different types of still life, traditional and contemporary would influence more independent outcomes. To visit relevant exhibitions, to enrich the cultural capital of the students would be wonderful.

Ensure that home learning is completed to the best of your child's ability. To encourage students to participate in extracurricular Art clubs.

Wider reading and useful web-sites or activities to support learning:

New British Artists	www.newbritishartists.co.uk
Photographers' Gallery	www.photonet.org.uk
Royal Academy	www.royalacademy.org.uk
The Artchive	www.artchive.com
The British Museum	www.britishmuseum.org
Crafts Council	www.craftscouncil.org.uk
Gagosian Gallery	https://gagosian.com/
Museum of Modern Art	www.moma.org
National Gallery	www.nationalgallery.org.uk
National Portrait Gallery	www.npg.org.uk
Tate online	www.tate.org.uk
Victoria and Albert Museum	www.vam.ac.uk
White Cube	https://whitecube.com/
Whitechapel Gallery	https://www.whitechapelgallery.org/
Dulwich Picture Gallery	https://www.dulwichpicturegallery.org.uk/

Home Learning:

See above for ELP details. An email will also be sent to parents to inform them of this new approach to homework within the art department, the high expectations and requirements for the submission of the work, and the sanctions for failure to complete the work to expectations of CGA.

Design and Technology

Head of Department: Mr James Wildman
jwildman@chestnutgrove.org.uk

Subject Description:

Design & Technology at Key Stage 3 focuses on four key areas; research designing, making and evaluating.

Research

- Understanding and analysing the design context.
- Analysing relevant existing products or systems relating to design intentions.
- Target market identified and the intended consumer/user profiled.

Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

Making

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.
-

Curriculum Breakdown:

Spring Term 1: Students will continue with their jewellery box product lessons for duration of this half term. This project focuses on using different types of timbers and learning about their working properties. It also looks at cutting materials with precision and a high degree of accuracy.

Spring Term 2: Students will learn about CAD and CAM and work on a real-life brief set by Tatty Devine. This unit of work looks at commercial production and the advantages and disadvantages of computer aided design and manufacture.

Summer Term 1: Students will be using the skills gained over the last two terms to design and make a wooden monster money box. This project aims at building up creativity in the design stage and developing ideas into a viable outcome. Students will be expected to use both hand tools and elements of CAD/CAM to finish this project.

Summer Term 2: Students will continue with their monster money boxes and then complete the year with a small mini practical task.

Assessments *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme):*

Spring and Summer Term: Progress grades will be based on in-class research, designing and making. A detailed evaluation using the PINS method (positives, improvements, negative and summarizing) will also be assessed. The quality of any final products will also form part of their feedback.

End of Year Exam Revision Checklist (all subjects):

Identifying materials and properties (wood and polymers).
Three areas of the design process (research, designing and evaluating).
Manufacturing and production methods (equipment and tools related to the projects this year).

What can you do to support your child in D&T?

- **Visit exhibitions and galleries** which would keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to help prepare meals** to develop their cooking skills.
- **Encourage your child to practice drawing skills** at home – looking at objects and products around home.
-

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Home Learning:

In Key Stage 3 students will receive home learning assignments twice a half term and once a week in Key Stage 4. These home learning assignments are often theory based and backup the practical element of D&T we complete in lesson times.

Physical Education

Head of Department: Mr James Tobin
jtobin@chestnutgrove.org.uk

Subject Description:

The program of study builds on the knowledge, understanding and skills established in your primary school. It will give you exciting opportunities to be involved in a number of different physical activities. You can perform in one or all of the following roles: player/participant, leader or official. You will learn to: develop your knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve your own development in a variety of roles, identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Curriculum Breakdown:

Spring Term: Rotation of Athletics, Badminton, Football, Handball, Athletics, Fitness, Hockey, Cricket. Each group to follow a unit on each activity developing skills and working on advanced skills, Students will begin to develop their coaching skills in each activity, alongside continuing to develop their knowledge and use of tactics and rules to be able to officiate activities of the activity. Students will cover 4 of the above activities this term, where possible students will not repeat any activities from the Autumn term.

Summer Term 1: In the summer term of year 9 students opt into a chosen pathway of activity that they feel suits them best. They will take part in arrange of activities, where they will develop and refine skills and develop leadership skills. Rotation of activities Including Fitness Theory, Cricket, Rounders, Ultimate, Athletics developing and refining skills tactics and beginning to develop leadership skills through a Sports Education Model.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

In Physical Education, you will receive detailed feedback, linked to a mark scheme / criteria in line with the performance indicators for each area of activity, modified from the GCSE PE specification, to which you will make MRI responses on the following teacher assessments in each activity area. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability. There is no written end of year assessment.

What can you do to support your child in Physical Education?

Parents can help and support learning by:

- ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name,
- encouraging physical activity as part of a healthy lifestyle,
- encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.
-

The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.

Wider reading and useful web-sites or activities to support learning:

We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion in a live or televised is beneficial to understand the rules conventions and appreciate high level performance.

Watching YouTube videos of high-level performance and the numerous coaching Vlogs. Reading sporting biographies and keeping up to date with sporting current affairs through newspapers, magazines and websites.

Home Learning:

A wide range of extracurricular clubs run throughout the term, please see the school extracurricular calendar for full details of times and locations.

Music

Head of Department: Ms Katherine Striesow

kstriesow@chestnutgrove.org.uk

Subject Description:

Throughout KS3 students are taught Music for one hour each week. Lessons focus on three main strands of learning; Performing, Composing and Appraising. Students learn about different musical genres and traditions as well as developing their vocal and instrumental skills. Music Technology skills are further developed in our dedicated MAC suite. We also encourage all students to learn the basics of reading musical notation and traditional aural skills. This work is further supplemented by our extensive Extra Curricular programme (see website and newsletter for details). All of the topics taught in Year 9 link with cross-curricular skills including presentation, english language, use of technology.

Curriculum breakdown this term:

Spring Term

Musicals

Students will understand the key aspects of musicals. They will develop their keyboard skills through the performance of a variety of music. Students will also create their own lyrics to Cell Block Tango.

Music for Games

Students will create and present a game concept to their peers. They will create the sounds that would be contained within the games e.g. coin drop etc, learning how music technology can be used to change sounds and create effects.

Summer

Podcasts

Students will utilise previous learning on world issues to create a podcast on something that interests them. They will use Logic pro to record and create their finished piece.

Musical Arrangement

Students will work in groups and choose a piece they would like to perform as an ensemble.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Practical assessments in class are completed at the end of each unit. These are marked against stepped success criteria and students are then given a progress grade. This term students will complete:-

- *Individual keyboard performance*
- *Paired compositions on Logic Pro*
- *Group performances.*

End of Year Exam Revision Checklist (all subjects):

Musicals – identification of key elements and difference between operas and musicals.

Film Music – identification of key elements, ability to link musical concepts to scenes.

What can you do to support your child in music?

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.
- Once per half term, listen to a music clip together and assist your child by asking....
“What instruments can you hear? Is it fast, slow? What mood does it create? Why? Who is the intended audience? Why? Do you like it? Why/why not? What are the dynamics?

Why has the composer or performer done that? What features does it have from the style you are studying?"

Wider reading and useful web-sites or activities to support learning:

- ABRSM theory app, free
- Ultimate guitar tab for song sheets
- Free concerts at south bank and various locations (TimeOut website)
- Horniman museum music lab, Forest Hill

Homework:

- *Learning key vocabulary*

Drama

Head of Drama: Lucinda Merritt
lmerritt@chestnutgrove.org.uk

Subject Description:

Students will have one lesson of Drama a week, every other half term in Year 8. Drama schemes of learning develop students' knowledge and understanding of Drama as well as their skills in performance and design.

Students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of learning will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

Curriculum Breakdown:

Spring Term – Theatre Practitioners

Students will develop their understanding of seminal theatre practitioners such as Stanislavski, Brecht and Boal and devising techniques in a series of workshops. Students will explore the practitioners works and theories practically developing their physical, vocal skills and interpretive skills in preparation for devising in the summer term.

Summer Term - Devising

This scheme of work will allow students to put their knowledge of Drama, devising, characterisation, dramatic conventions, techniques, production elements and practitioners into practice. Students will be given a stimulus with the task to create an original piece of theatre in response. They will use research and feedback to create, refine and develop their pieces as well as undertaken production roles to stage their work.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term: Students will be assessed on their practical work and final devised performance. Students will receive an assessment record booklet with feedback on their creating/devising skills, performing skills, evaluative skills, progress and resilience they will also be assessed on their written home learning assignments.

Summer Term: Students sit a written exam in the style of the GCSE drama exam evaluating a piece of live theatre.

End of Year Exam Revision Checklist:

Practitioner guides
Drama terminology sheets
Drama evaluative writing frame

What can you do to support your child in Drama?

Encourage your son /daughter's full participation in Drama and support them to do their home learning assignments. Drama inherently develops creative and critical thinking, communication, collaborative and leadership skills so even if students do not intend on taking GCSE Drama these skills will be essential for further studies and the world of employment.

Activities to support learning:

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

Home Learning:

Spring and Summer Term:

There is one home learning assignment per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

Summer Term:

Students will need to revise for the written exam using their revision booklets that include relevant subject terminology and an evaluative writing frame.

Dance

Head of Dance: Ms C Atkinson

catkinson@chestnutgrove.org.uk

Subject Description:

Throughout KS3 students develop their skills in the three key areas of dance: performance, choreography and analysis/evaluation. They explore a variety of dance styles at KS3 including African, Bollywood, Jazz, Contemporary, Social Dance, Physical Theatre and Hip-Hop. Students also use these styles to create their own work.

Through each unit students not only develop their dance specific skills such as creating, performing and analysing, they also build a range of transferable skills that they can take into their other lessons and beyond. Skills such as teamwork, planning, communication and social skills, self-management and adaptability.

Students study Dance on a rotation with Drama. They will receive 3 half terms of Dance and 3 half terms of Drama.

Curriculum breakdown:

Spring Term: Contemporary Dance

Students will explore Contemporary dance. They will learn about the history of the style, it's key features and what they style looks like today. Using this they will learn and create their own pieces of Contemporary inspired dance in groups, using a variety of actions, spacing, dynamics, relationships and choreographic devices.

Summer Term: Physical Theatre

Students will explore Physical Theatre through a dance perspective. They will learn some key creative techniques through a range of practitioners. Using this they will learn and create their own pieces of physical theatre in groups based off a theme.

Assessment this term: *(The key pieces of work on which your child will receive detailed feedback linked to a mark scheme)*

Practical assessment focusing on choreography, performance and analysis. They will be given a Step grade for each component, a behaviour and resilience score and then an overall progress grade.

What can you do to support your child in Dance?

- Ensure your child has their kit for dance lessons – school PE T-shirt, plain black tracksuit bottoms or PE shorts, clean trainers or dance shoes.
- Ask your child to show you what they have learnt/choreographed in class and encourage them to rehearse at home.
- Encourage your child to participate in an extra-curricular dance club

- Watch dance with your child either by going to the theatre, on tv or through youtube. Have discussions with your child about the dance you've seen.

Wider reading and useful web-sites or activities to support learning:

- <http://www.sadlerswells.com/>
- Watch clips from dance companies on YouTube to gain ideas for choreography
- South Bank Centre often periodically runs free dance workshops in a variety of different dance styles – see website for details <http://www.southbankcentre.co.uk/>

Home Learning:

Research tasks focusing on learning more about the style of dance they are exploring.

Philosophy, Beliefs and Ethics

Head of Department: Ms Jo Taylor-Campbell
jtaylor-campbell@chestnutgrove.org.uk

Subject Description:

In Year 9, students begin their study for their Religious Study GCSE. England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves. Students in Year 9 begin the GCSE so that all have the opportunity to achieve an additional grade. Since so many students do well at GCSE, even with an hour a week, it is very worthwhile for students to take the exam.

Curriculum Breakdown:

Spring Term 1: Crime and punishment, including the Problem of Evil, and beliefs surrounding capital punishment

Spring Term 2 onwards: Relationships and families, including the study of gender inequality, attitudes to divorce, attitudes to contraception and LGBT rights.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Spring Term: 12-mark question on divorce; Assessment on Crime and Punishment and Relationships

Summer Term: 12-mark question on gender equality; Assessment on Crime and Punishment and Relationships

End of Year Exam Revision Checklist:

- Aims of punishment
- Types of punishment
- Arguments surrounding capital and corporal punishment
- Evil and suffering
- Causes of crime
- Forgiveness
- Attitudes towards marriage and the family
- Arguments surrounding divorce, contraception and same-sex marriage
- Gender inequality and patriarchy within religion

What can you do to support your child in PBE?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.

- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. **Big Questions from Little People... Answered By Some Very Big People**

Law, S. **The Philosophy Gym**

Vardy, P. & Arliss, J. **Thinker's guide to God**

Dawkins, R. **The God Delusion**

Armstrong, K. **The Case for God**

Cave, P. **Humanism: A Beginner's Guide (Beginner's Guides)**

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**

Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**

Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**

Parry et al. **AQA Religious Studies Specification A**

Vardy, P. **The Puzzle of God**

Home Learning:

Students will either be set a home learning assignment every fortnight or a project that will span between 3 and 6 weeks.

Health

Head of Department: Ms Jo Taylor-Campbell
jtaylor-campbell@chestnutgrove.org.uk

Subject Description:

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Curriculum Breakdown:

Spring Term 1: Sexual wellbeing including lessons on periods, endometriosis, contraception and HIV

Spring Term 2: Addiction including smoking, alcohol and the effects of drug addictions on the community

Summer Term 1: Money matters, including the study of debts and tax

Summer Term 2: Life in Britain including how democracy works and the main political parties

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Allen

Wider reading and useful web-sites or activities to support learning:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

Home Learning:

Students will be set a project every half term.