ROCHESTER
INDEPENDENT
COLLEGE

Year 9 Curriculum

Welcome and Overview

This booklet provides an overview of our Year 9 curriculum. You will find a summary of each subject in Year 9 —what work will be covered, how your child will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your child going through this booklet together as it will 'map out' the year ahead for them.

The Year 9 Curriculum at RIC

There are six lessons a day, each 55 minutes long. We offer a hugely varied inclusive and accessible curriculum that values the academic and creative equally. You will find course overviews for each subject in the main body of this booklet.

Homework

Students in Year 9 are set 30 minutes of homework per subject per week with the exception of Maths where one hour per week is set on the Sparx Maths platform. Homework is set on Google Classroom; the 'To do' lists tells students what work needs to be submitted in the coming days. Tasks could include a project over a number of weeks, research, reading comprehension or extended writing tasks or revision ahead of tests.

Homework Club takes place Monday to Thursday, 4-5pm in the Library and all students are welcome to attend.

Holistic Personal Development & PSHE

You will find the full Year 9 PSHE curriculum later in this booklet. We welcome parent input into and feedback on our PSHE Curriculum. Please contact kayleigh.simpson@rochester-college.org.uk.
PSHE is delivered through:

- Weekly PSHE lessons
- Assemblies and form time activities
- Off-timetable workshops, visiting speakers and trips

Key themes include:

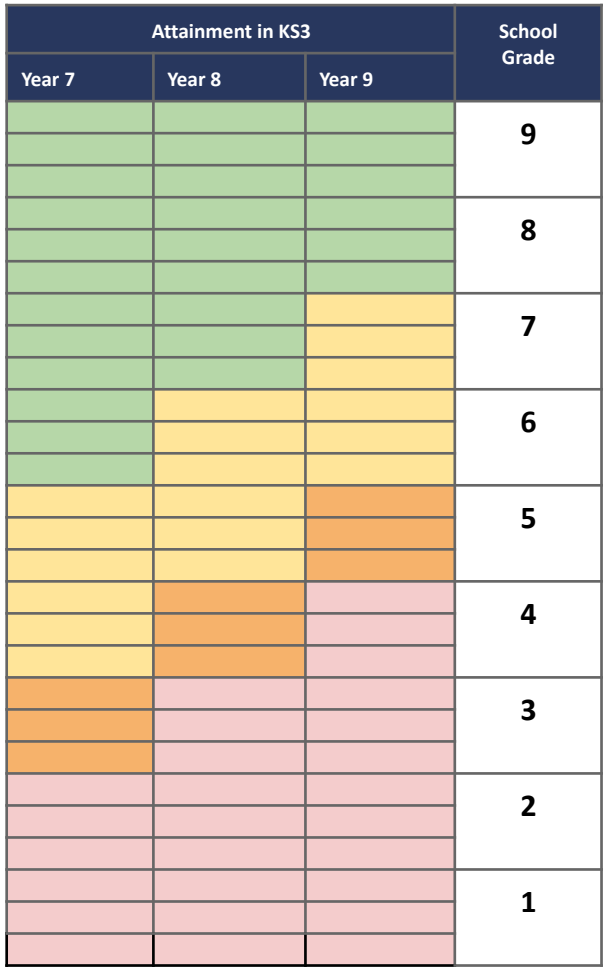
- Navigating school, self and society
- Careers
- Understanding the law
- Wellbeing and Wisdom: Thriving in Body, Mind and life
- Relationships and sex education
- Online safety

Assessing student progress

In Year 9, students receive half-termly report cards (excluding the May half term) and one full report before the summer holidays. We assess student progress using RIC levels. Key pieces of work are marked to subject specific descriptors of the skills required at each level. In order to achieve a level, the student needs to exhibit the knowledge and skills outlined in the descriptor.

On the report, teachers provide the grade the student is working at. This is translated into 'exceeding', 'meeting', 'working towards' and 'working below' expectations to gauge where your child is in relation to norms for their age group. The level the student received in their most recent assessment also appears as a letter and a number in the Assessment Grade column. 6a is higher than 6c. A student achieving 6a is close to moving up to a Level 7.

Attainment in KS3	With current rate of progress, likely to gain
Exceeding Expectations	(i)GCSE grades 8-9 (A*)
Meeting Expectations	(i)GCSE grades 5-7 (A-C)
Working towards expectations	(i)GCSE grades 4-5 (C-D)
Working below expectations	(i)GCSE grade 3 and below (E-U)



Supporting Literacy

Parents and carers can support their child's literacy by encouraging them to regularly read and listen to podcasts for pleasure, and then by discussing them. Teachers across English, Film Studies, History, Geography and Science have been trained in discursive **Reciprocal Reading** strategies to develop stronger skills in reading for meaning.

Parents can support fluency in writing by encouraging students to undertake touch typing practice on the **Touch Type Read & Spell** platform.

Supporting Numeracy

Parents can help students' numeracy by discussing everyday problems that require numeracy to solve them. Parents can encourage students to complete **Sparx Maths** homework, which adapts tasks to the students current ability and pace of working. If a student gets stuck, they should watch the instructional video, pausing at each step to apply it to the problem. Some students benefit from having complex worded questions read out to them. Asking students questions: 'what would you do next?' is more helpful than providing answers.

Students should not Google, use AI or receive too much help as the work set will quickly become inaccessible. If you think this has happened, or if your child is struggling with Maths, contact your child's Personal Tutor so that we can work on resetting the algorithm and look at additional support.

There is an Independent practice function on Sparx that students can use to improve areas of weakness and revise.

Supporting Digital Wisdom

We teach, collaborate and communicate via **Google**; all students have their own **Chromebook**. Homework is set on **Google Classrooms**. Subjects develop online research, academic integrity, word processing, presenting and spreadsheet skills as appropriate. Parents can help by ensuring students' Chromebooks are charged overnight, ready for the day's lessons.

Computer Science, Digital Media and Music lessons teach coding in Python, use a range of visually creative, soundscape design and composition digital tools.

Online safety is explicitly taught in PSHE and Computer Science lessons and reinforced across subjects..

Screen time & Wellbeing

RIC is phone free in the Lower School. Students put their phones in a Yondr pouch at the beginning of the day. We discourage computer games at break time in the summer months.

Supporting neurodiversity and SEND

The breadth of our curriculum provides opportunities for neurodiverse students to excel academically, creatively, digitally, and in physical performance. The varied curriculum in Year 7 enables students to find what they love and play to their strengths.

Though we are not a special school, neurodiverse students make good progress here thanks to:

- small classes and individual tuition
- a flexible and common-sense approach to reasonable student requests, such as facilitating independent learning
- tailored programmes of study including the supportive curriculum in literacy and numeracy mentioned above
- access to digital tools to support creativity, literacy and numeracy mentioned above
- the prominence of Equality, Diversity & Inclusion in the curriculum and in extra-curricular provision (including studying diverse texts and influential people with protected characteristics) , which enables neurodiverse and disabled students to feel accepted and find role models

Support for neurodiverse students is planned to help them succeed and grow in independence, while ensuring that all students can learn well together. Therefore any adjustments made should not undermine the learning environment of other students who also may be neurodiverse. We aim to provide strategies that build confidence and lasting skills, rather than short-term, unsustainable solutions students might come to depend on.

Our SENCOs are Leighton Bright and Ian Duxbury.

Stretch & challenge

Academic streaming in English, Maths and Science enables students who are operating at a higher level to access more challenging texts and problems. As these lessons are timetabled concurrently there is the flexibility to move between groups as students improve. Our bespoke curriculum allows some students to take qualifications early with the agreement of subject specialists and the Head of Lower School.

Offering a broader-than-usual range of creative subjects, including a Graphics, Photography & Textiles carousel in Year 9 enables students to find strengths and be challenged early.

Small class sizes allow us to both stretch the most able and ensure all can access learning. Strategies can include setting tasks with different levels of challenge and support and using questioning to extend or scaffold.

Peripatetic music lessons for Piano, Vocals, Drums, Bass and Guitar are offered and students can sit examinations for RSL music grades at the College as we are an approved centre.

A series of extra-curricular activities is offered that provide challenge, previously including Model UN, Duke of Edinburgh Award, Debating Society, Sports Leaders and Chess Club.

ART & DESIGN

Curriculum Intent

In Year 9, students at Rochester Independent College build on the skills and independent thinking nurtured throughout Year 8, developing a deeper command of creative practice. They begin to take greater ownership of their work—making deliberate choices in their use of materials, techniques, and visual language to communicate personal, original, and imaginative ideas. With an increased focus on experimentation and conceptual development, students explore artmaking as a form of visual communication, analysing and interpreting both their own work and that of others. They are encouraged to engage with diverse cultural perspectives and artistic traditions, connecting their creative expression to broader human experiences and contemporary issues. As they prepare for potential GCSE study, students refine their technical dexterity and develop their ability to articulate meaning, intention, and viewpoint—laying the foundation for confident, thoughtful, and globally aware visual artists.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can I explore Objects and Currency through Art? Functional and cultural visual symbolism is explored to design original sets of currency reflecting societal values.. **Skills:** 2D & 3D observational drawing, mixed media, origami, portraiture, pattern, design thinking, symbolism, visual literacy **Research/stimuli:** David Hockney, Sir Grayson Perry, African Colonial Currencies.	**How can I define Identity, People and Place?** Study of the human form, gesture & movement, detailed observation using mirrors, portrait work moves from likeness to imaginative & expressive approaches. **Skills:** Observational & analytical drawing, self portraiture, pencil & charcoal, for form, light & shadow. **Research/stimuli:** Rebecca Horn, Antony Gormley, Frank Auerbach	**How can I see Expressive Spaces and Architecture through Design Practice?** Introduction to a drawing system for spatial depth for final A3 painting. **Skills:** Drawing one- & two-point perspective, overlapping, size variation & composition, painted & textured grounds, mixed media. **Research/stimuli:** Henri Matisse, Patrick Caulfield, John Piper	**How can I participate in creating collaborative and extreme Doodles?** The Formal Elements of Art, from live-doodling into a stylised lino print, are incorporated individually/ collaboratively. **Skills:** Observational drawing, positive & negative space, line variation, pattern, composition, lino printing, response development. **Research/stimuli:** Hattie Stewart, Mr Doodle (Sam Cox), Sayaka Keita John Burgerman	**What is the relationship between Textiles and Fashion?** Fashion illustration, garment design, print, painted or layered textiles, portfolio with marketing. Project: self-evaluation of concept, process, and result. **Skills:** Human figure drawing: proportion, continuous line, portfolio: mixed media **Research/stimuli:** Pop Art, Claes Oldenburg, global fashion & textile designers	**What can Pushing Boundaries mean for the genre of Street Art?** Differences between Street Art and Graffiti, creating an artist research page in preparation for GCSE. Students will investigate the street art and message based artists of Shepard Fairey, Bansky and contemporary artist Shamsia Hassani. This project enables students to create bold imagery that develops their understanding of layering and composition.

ART & DESIGN: GRAPHIC DESIGN / PHOTOGRAPHY / TEXTILE DESIGN ROTATION

The Year 9 Art & Design Curriculum is supplemented by a carousel introducing students to the full range of Art & Design specialisms offered at RIC enabling them to make informed subject choices for Year 10. Each term, students investigate three key themes across the different disciplines. A wide range of practical skills and techniques is used to suit a single project theme creating thoughtful, and globally aware artists, designers and craftspeople.

Graphic Design (Term 1 & 2)	Photography (Term 3 & 4)	Textile Design (Term 5 & 6))
1 Colour **The Colour Wheel** - the science of colour, colour groups and the role of colour in graphic design. **The Psychology of Colour** - how colour can trigger & evoke emotions. Colours associated with brands, how colours convey a brand's culture, influencing consumer behavior and perception. Creating digital colour palettes - Adobe Color Final work: Letterform poster *Michael Craig Martin* **2 Portrait** Julian Opie's artwork for the 2000 Blur album Best Of was highly successful, bringing the artist widespread recognition. The award-winning album cover, featuring stylised portraits of the band members propelled Opie to international success, cementing his place in popular culture. Students will explore ways of creating self portraits using a variety of practical skills and processes. **Practical skills**: Vector Illustration - Adobe Illustrator; Traditional Printing techniques including Lino Print (Shape/contrast) and Mono Print (Line); Image manipulation - Adobe Photoshop	**1 Colour** **Colour Theory** and how it is used to create various types of photographs. **Composing photographs** that show contrasting and complementary colours Introduction to the work of *William Eggleston* **2 Portrait** **Black and white photographs** of rockstars Considering the role of location, pose, angle , crop, props/clothes etc **Editing** in Photoshop and Lightroom Introduction to the work of *Anton Corbjin, Mark Seliger* and *Dana Lixenberg* **3 Texture**	**1 Colour** **The role of colour in textiles -** how palettes can be created and manipulated using fibre and fabric, informed by a photograph or image. **Practical skills** - dyeing, printing, and embroidery while learning how to use colour to convey emotion and tell a story using textiles as a medium. Final Work- A small-scale stitched piece. Artists - *Anni Albers, Josef Albers, Kaffe Fassett* **2 Portrait** Interpreting the human form and identity through the medium of textiles, expressive and abstract portraits, using fabric manipulation, collage, and stitch to capture a subject's character and mood. Final Work- A collaged and stitched portrait. Artists- *Sue Stone, Rosie James, Maurizzo Anzerri.*

Final work: Album Cover Design *Julian Opie, Andreea Robescu* **3. Texture** A variety of sources is used to create a varied portfolio of surfaces, later manipulated in the development of their own design work. Photographing Textures | Hand made textures | Found Textures | Digital Textures Typography - How does typography talk to us in Graphic Design? By carefully selecting font styles, sizes, colors, and arrangements, designers use typography as a powerful, silent communicator to make content engaging, accessible, and visually cohesive. Grunge Graphics Final work: Grunge Typography Poster *David Carson, Dafi Kuhne, Alan Kitching*	**Light** - different types and how they interact with texture and surfaces. Introduction to the work of *Aaron Siskind*	**3 Texture** Students will explore the tactile nature of textiles, examining how various materials and processes can be combined to create diverse textures. They will research from both physical and visual texture, from smooth surfaces to sculptural forms, and understand how texture can be used to add depth and interest to their work. Final work- A small three-dimensional textile piece or a wall-hanging that highlights the theme of texture. *Artists- Sheila Hicks, Helle Jorgensen, El Anatsui.*

ART & DESIGN, including carousel of GRAPHIC DESIGN / PHOTOGRAPHY / TEXTILE DESIGN ROTATION

Assessment
Students are assessed according to RIC Art & Design levels. There are FOUR key skills that are developed & assessed:

1. **Materials and Processes**- recognising and using a range of strategies to develop ideas that are personal, original and imaginative.
2. **Critical Engagement-** How Students critically engage with their own and other's work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work.
3. **Extend**- How students extend their ideas and sustain their investigation by responding to new possibilities and meanings.
4. **Communication**- How students communicate and collaborate their own ideas, insights and views.

These are developed and assessed through marking Key Stage 3 using the 'RIC levels', when we mark your child' work, we use RIC levels where 9 is high and 1 is low, this enables consistency of marking and maintains standards in the subject of Art & Design. For ease of understanding, students receive report cards: Exceeding, Meeting, Working towards or Working below age related expectation. We do expect students to be able to say what RIC level they are working at- rather we expect them to be able to comment on their own strengths and weaknesses within the Art and Design course and to be able to articulate what practical steps they can take to improve.

Trips & outdoor learning
Gallery Visits: Aim to arrange a KS3 visit for supporting projects. Cultural Capital and ExtraCurricular/ What Careers involve the Arts/ Lunchtime Activities in the Art Department weekly schedule.

How can parents support?:	**Create a dedicated space for art** to inspire creativity, enabling engagement in school and in independent spaces. **Encourage Exploration** of different art forms (painting, drawing, sculpting, digital art) to broaden artistic horizons. **Collaborate on Projects** and **Celebrate Art,** praising effort and creativity, not just the end result. **Connect Art to Learning**, exploring links to other subjects like literature (illustrating stories), history (art based on historical periods) or science (observing and drawing natural elements). **Provide a personal sketchbook journal** separate from school to write, draw, doodle & documentation ideas and observations.
Useful resources and links:	National Society for Education in Art & Design (online) ART UK; V&A (Young V&A); Somerset House; Royal Academy of Arts; Barbican; National Gallery; Tate Modern; Tate Britain; Turner Contemporary (Margate); INTRA Arts Charity Organisation; Sun Pier House Events & Art Workshops (both Rochester)

COMPUTER SCIENCE

Curriculum Intent: The Computer Science Curriculum builds on skills learned in Year 8 to develop computational thinking skills.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How are computers used to map, monitor and interact with the environment?		**How do we make a text-based adventure game just by thinking about it?**	**What exactly is going on inside a computer?**	**How does ancient logic make a computer compute?**	**How do computers communicate?**
Sensors & Embedded Technology We examine how technology can be embedded in everyday items. We look at how it is being used to monitor our environment and can even be woven into the fabric of what we wear. This topic will be assessed via a written test..	**Photogrammetry, Lidar and 3D objects** We will investigate the use of photogrammetry as a mapping tool for small objects and LIDAR for larger spaces. Time-allowing, we may investigate how 3D printers can be used to create full scale replicas of small museum objects and curios for further study. Students will then complete a portfolio of the tools and techniques they have learned about using annotated diagrams and images. **Project:** Graded portfolio.	**Creating a 1984 style retro text-based adventure** We will embed and develop core coding skills learned last year by coding a "retro" text-based adventure game in celebration of RIC's establishment in 1984. The game will let you create game "zones" programmed as subroutines. It also prepares students to pursue computing further for the coding skills they will need at GCSE. **Project:** Final Games will be assessed and graded according to: concept, design and implementation.	**Understanding How Computers Work** Students learn about the CPU (central processing unit), primary memory (RAM), secondary storage and input/output devices. Students learn how these components interact to make a modern computer system. We may also take a computer apart (and put it back together again). This topic will be assessed via multiple choice & written exam.	**Computational Logic** Fundamental to computer circuits are components called 'logic gates'. We learn how the concept of logic, dating back to the ancient Greek philosophers & beyond, combined with maths and probability from the C19th, makes computers work. We also learn about the world's 1st programmer Ada Lovelace, exploring the use of mathematical logic in programming. Assessed by written exam. **Outdoor:** RIC garden - IWD women of tech treasure hunt **Project:** Exploration of the life and work of Ada Lovelace or another key figure in the history of Computer Science	**Let the games begin** We will use the BBC Microbit to explore the development of simple games and apps. This will include the use of the Microbit's internal compass, accelerometer and radio transmitter. An end of year assessment will test theory on all topics learned this year. **Project:** We will use the MicroBits to build a micro communication network.

COMPUTER SCIENCE - Assessment

Students are assessed according to RIC Computer Science levels. There are 5 key skills that are developed & assessed:

1. Understanding the structure and function of computer hardware
2. Algorithmic thinking skills
3. Computer communication & ethics

These are developed and assessed through practical code examples, presentations, written and multiple choice tests and periodic project work as detailed above.,

We also aim to develop pupils' logic thinking and coding skills, and will incorporate computational ethics as part of class work and discussions.

Outdoor learning

This includes event-based treasure hunts such as the IWD women of tech in celebration of International Women's Day.
We will also explore the use of Photogrammetry for scanning detail of small objects and LIDAR technology for mapping the natural and built environment.

How can parents support?:	We will be exploring the wide-ranging application of computer science across a variety of disciplines, including sustainability and the use of sensors. Parents can support by encouraging their children to discuss how computers impact on our everyday lives. In Year 9, your child will continue with their exploration of coding, specifically in Python. Please encourage your child to code for an hour per week in addition to any homework they are doing. This will help build their confidence in coding and computational thinking.
Useful resources and links:	A great starting point is to use the Python online IDE: http://www.trinket.io Learning materials are found here: https://www.w3schools.com/python/

DIGITAL MEDIA

Curriculum Intent

The Digital Media Curriculum in year 9 builds on the skills developed in years 7 and 8, enhancing students' media literacy and media production skills, both audio and visual. We aim to improve students' digital literacy using current technology to undertake creative processes. We aim to develop students' abilities to coordinate and manage complex creative projects, fitting them for work in the digital world.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
I**n what ways can we re-edit a film trailer to communicate a different narrative or emotional effect?** **Project:** Students import a trailer and re-edit it for a different genre and/or target audience, This will introduce students to Adobe Premiere for moving image editing. **Skills:** Adobe Premiere: setup, toolbox, exporting: Genre awareness & trailer conventions: Editing for narrative & emotional effect: Target audience analysis	**What makes a successful advertising logo and slogan?** **Project:** Students create a logo & slogan for a new product of their choice. **Skills:** Market research & analysis, Visual communication & idea generation; Adobe Photoshop for digital illustration; DSLR cameras **How does packaging influence consumer choice?** **Project:** Analyse & design packaging using research to inform layout, colours & branding. **Skills:** Photoshop/hand-drawing techniques to create package design	**How do print adverts appeal to audiences?** **Project**: Analyse the codes and conventions of print advertising. Develop a print advert for a new product. **Skills:** Copywriting Visual language analysis Advertising literacy Adobe Photoshop for digital illustration DSLR cameras for photography	**What are the key features of moving image adverts?** **Project:** Analyse codes & conventions of moving image advertising. **Skills:** Media analysis Pre-production planning; Collaborative skills **How can I use camerawork, editing, sound & storytelling to make a powerful advert?** **Project:** Produce a moving image advert for a new product **Skills:** Storyboarding techniques; DSLR cameras for filming ; Adobe Premiere for editing	**What are the conventions of film sound design?** **Project:** analysing film soundtracks - music and foley sound. **Skills:** Exploring and understanding sound design and theory	**How does sound shape narrative and atmosphere?** **Project:** Create a new sound design for pre-existing film footage, using foley sounds created yourself and sound library material **Skills:** Foley recording Audio editing Integration of sound and visuals using Adobe Premiere

DIGITAL MEDIA - Assessment

Students are assessed according to RIC Digital Media levels. There are 3 key skills that are developed & assessed:

1. Understanding the media text.
2. Analysing the media texts.
3. Creating the media texts.

Assessment includes self-assessment through consideration of individual progress and peer assessment. Teachers will provide both formative and summative assessment. Students will be provided the opportunity to improve upon assessed tasks at any time. Key assessment pieces also receive a level which students will be able to see clearly in their books to enable students to see their own progress. Targets and suggestions for improvement will always be given, even when the highest grades have been achieved.

We also aim to develop pupils' writing, analytical and practical skills.

Trips & outdoor learning
There may be the opportunity for students to undertake trips to relevant exhibitions, dependent on availability.

How can parents support?:	Great, but not essential: if students have their own digital camera or portable sound recorder to work with **Ask questions:** Exploration of the world around us is an important aspect ask: 'What are we pointing our microphones at? What are we placing in front of our camera lens? **Developing media literacy:** Why has this image been chosen? Why has this track been used here? **Ensure access only to age-appropriate content.** Commonsense media is an excellent resource.
Useful resources and links:	**Media Literacy:** Shoutout article, Literacy trust resource, BBC article, Family tips **Creating Digital Media also benefits from engagement off-screen.** Developing listening skills (eg. For podcasters, sound designers, etc) and the eye for detail (photography, nature, ..) becoming inquisitive/observant ... there are many facets to design and creativity. **Ensuring age-appropriate access:** Commonsense media Visit together and find out what others (parents and teens) think about specific film, books, ... media and their age-appropriateness. It is surprising how well self-policing most youngsters are. **Toolkit for parents for supporting child wellbeing, especially for those with SEND from BBC bitesize -** Two great short movies by young people on their ADHD and Autism.

DRAMA

Curriculum Intent

The Drama Curriculum aims to enrich students' understanding of the performing arts industry. We aim to create confident performers and team players who are self-reflective. Students will be able to critique each other's performances enabling them to maximise the impact of performance experience for both the performer and the audience. Students will develop creative writing skills in script work. They will develop verbal and written analysis and evaluation skills enabling them to progress and develop in both performance and exam skills. They will develop a deep understanding of the Drama terminology needed for both explanatory and creative reasoning. There will be opportunities to attend theatre trips and to take part in workshops run by exterior theatre companies.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can we use drama techniques and styles to create meaning and interest? Content Using Abstract images - moving in synchronised stylised fashion, exaggeration of body. Using Split stage technique to create drama - Writing in role - ensemble acting Project. Looking at a newspaper story Ferres School Shooting and reenacting significant moments of it.	**What makes a successful play script?** Content Look at the elements that compromise a play script: Character / Dialogue / stage directions/ Scenes / Acts Project Read and work on the play script 'Dark of the Moon' a classic play written in 1940s America. The play is allegorical and deals with difference and prejudice. Students act out scenes, improvise themes and discuss themes and issues that the play deals with.	**How to explore contemporary issues in an abstract manner** Content Teacher in Role - group discussions - Hot seating - Improvisations - ensemble work Project Looking at the concept of a secret Government camp called Zone 15 - who would be put into it and why	**How does the media's perception of Beauty impact young adults' lives?** Content Reading a play script - discussions - Improvisation- writing in role - performing monologues. Project Reading as a class 'the Beauty Manifesto'. As a class we will discuss the main themes of the play. We will act out key scenes from the text. We will discuss character and discuss performance skills ie vocal skills etc. Students will create off the text improvisations based on the themes '	**How can we create play scripts?** Content Creative writing workshop on play writing. Project Students will be guided by the class room teacher to create an interesting and intriguing premise for a play. They will be taught the tools of play writing. There will be group discussions. Individual writing of scenes. Sharing and acting out of scenes. Evaluation of the work	**How can we create plays without a script?** Content We will use a stimulus to generate ideas for a group devising project. Project In small groups students will create their own play scripts. Outdoor: Performance of plays to an audience.

DRAMA - Assessment

Students are assessed according to RIC Drama levels. There are key skills that are developed & assessed:

1. Performance
2. Characterisation
3. Adaptability of performance
4. Collaborative working

These are developed and assessed through assessed performances and written reflections.

We also aim to develop confidence and team working within the classroom.

Trips & outdoor learning
We offer a wide range of Trips to theatres to see various Plays and Musicals
Full School Production
Mini showcases

How can parents support?:	Exposure to live theatre Reciprocal reading of texts and scripts Support with home learning and ideas
Useful resources and links:	https://www.nationaltheatre.org.uk/home/ https://www.lamda.ac.uk/ https://shakespeare.mit.edu/

ENGLISH

Curriculum Intent

The English Curriculum aims to ensure students read easily, fluently and with good understanding, habitually reading widely and often, for both pleasure and information, gaining an appreciation of our rich and varied literary heritage. We aim that students acquire a wide vocabulary, an understanding of grammar and of linguistic conventions for reading, writing and speech. We enable students to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We discuss in order to learn, enabling students to explain clearly their understanding and ideas. We aim for competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 9:

Autumn-Winter		Winter-Spring		Spring-Summer	
Term 1	Term 2	Term 3	Term 4	Term 5	Term
How do writers use language and form to communicate ideas about society? Historical study of the Russian revolution; leadership, dictatorships and power. Coincides with International Day of Peace. **Skills/Tasks:** timelines, articles, letters, speeches, comprehension tests, eulogies and stories. **Suggested text:** Post 1914 prose study: *Animal Farm*, George Orwell	**How is the work of dramatists communicated effectively through performance?** **Skills/Tasks:** annotations, diary entries, character descriptions, timelines, speeches and essays. **Suggested texts:** Post 1914 drama study.: *Journey's End*, RC Sherriff or *An Inspector Calls*, JB Priestley	**How are poetic conventions employed to present culture & conflict?** and/or **What are the features of effective media texts?** **Skills/tasks:** biographies, annotations, diary entries, poetry, articles and essays. **Suggested texts:** Post 1914 poetry & non-fiction prose study. War Poetry or Black British poetry, war journalism	**How does Shakespeare present the cultural values of his time in his portrayal of history?** **Skills/tasks:** annotations, character descriptions, letters, translations, poetry, telegrams and essays. **Suggested texts:** Pre 1914 drama study: plays through the ages, *Henry V* or *Richard III*, William Shakespeare:	**How do writers use language and structure to present plot, characters and themes?** **Skills/tasks:** poetry, diary entries, letters, postcards, descriptions, stories and reviews. **Suggested texts:** Post 1914 prose study: *Refugee Boy*, Benjamin Zephaniah or *Stone Cold,* Robert Swindells or Short stories:	**How is short story and poetic form used to present plot, characters and themes?** Link to mental health, crime & justice, links to PSHE, Drama , History, Music or Art **Skills/tasks:** comprehension questions, short stories, essays and poetry. **Suggested texts:** Pre 1914 prose and poetry study: Gothic literature, Poe short stories and poetry

ENGLISH - Assessment

Students are assessed according to RIC English levels. There are three key skills that are developed & assessed:

1. Spoken Language
2. Reading
3. Writing

These skills are developed and assessed continuously: Each unit has at least one summative assessment task (selected at the teacher's discretion) and several formative assessments leading up to and following on from this. Assessment includes self, peer and teacher evaluation and continuous verbal and written feedback.

Trips & outdoor learning

Trips often include joint English & Drama theatre performances dependent upon what is available, for example in previous years we have seen *Pig Heart Boy*, *A Christmas Carol* and *MacBeth*. Outdoor learning takes place on an ad hoc basis in the summer, often involving reading groups.

How can parents support?:	Encourage and support reading for pleasure daily. Adopt reciprocal reading approaches with children. Makes literature available in the house - normalise reading.
Useful resources and links:	https://shakespeare.mit.edu/ https://www.bbc.co.uk/sounds/brand/p0f9sz77 https://www.sparknotes.com/

FILM STUDIES

Curriculum Intent

The Film Studies curriculum is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of film by studying a variety of films from around the world with options to explore filmmaking to enhance their understanding of both the creative process and provide an informed filmmaker's perspective on their own study of film.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What is film language? **Skills:** Introduction to Film Language Key film: *Hugo* (2011, dir. Martin Scorsese) Camera angles & movement Mise-en-scène Editing basics Sound (diegetic & non-diegetic) Introduction to analysis	**What is narrative, representation and style in film?** **Skills:** Representation & Media Messages Key film: *The Truman Show* (1998, dir. Peter Weir) Representation theory Narrative structure Symbolism & motifs Character arcs	**What are the key developments in US Film?** **What is independent film?** Key film: Juno Understand genre, narrative & context. Be able to understand US indie film. Study of different genre codes and conventions in films Developing analytical and written skills in studying film genre.	**What is the Hollywood Studio System?** **Skills:** Suspense & Visual Storytelling Key film: *Rear Window* (1954, dir. Alfred Hitchcock) Suspense techniques Voyeurism & ethics Camera as narrative Hollywood studio system	**What is realism?** Skills: Social Realism & Youth Representation Key film: *Rocks* (2019, dir. Sarah Gavron) Realist techniques (natural lighting, handheld camera) Representation of youth, gender, ethnicity Family and community Non-professional actors & improvisation	**What is World Cinema?** What is Animation? Skills: World Cinema & Animation Key film: *Spirited Away* (2001, dir. Hayao Miyazaki) Japanese animation Cultural symbolism Fantasy genre Comparative analysis

FILM STUDIES - Assessment

Students are assessed according to RIC Film Studies levels. There are 3 key skills which are developed & assessed:

1. Demonstrate knowledge and understanding of elements of film.
2. Apply knowledge and understanding of elements of film, including to analyse and evaluate own work and other films.
3. Apply knowledge and understanding of elements of film to the production of a genre-based film or screenplay.

These are developed and assessed through a variety of set texts.

We also aim to develop pupils' collaborative and leadership skills.

Trips & outdoor learning

Trips to see additional films, the BFI for additional learning, and visiting speakers from the film industry.

How can parents support?:	Encourage use of key vocabulary in Film Studies. Watch the films on the curriculum at home and encourage conversation about cinematography, mise-en-scene, genre, narrative, editing and sound. Watch TV programmes and films at home or the cinema. Encourage the reading of film reviews in magazines such as Empire.
Useful resources and links:	www.studiobinder.com www.empireonline.com https://www.bfi.org.uk/sight-and-sound www.bfi.org.uk

GEOGRAPHY

Curriculum Intent

The Geography Curriculum in year 9 continues to build on knowledge from previous learning but moves towards a broader contextual understanding in preparation for future KS4 & KS5 studies. There is a stronger focus on enquiry and critical evaluation and we will investigate current affairs topics, such as the Geography of Disease, Immigration and Water Insecurity, whilst analysing global problems and how sustainable solutions really are. Students are introduced to GCSE papers to give them foresight of the subject at KS4 but also the detailed written communication required at GCSE and familiarity with command words. In year 9, students will continue to develop their knowledge and understanding of local actions and global impacts, the importance of sustainability for our global health, and use creativity and innovation to suggest and investigate solutions to these issues.

<table>
<tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th><th>Term 5</th><th>Term 6</th></tr>
<tr><td>How can Geography influence conflict & disease & does conflict and disease influence Geography?

Conflict, physical & human influence on location of conflict, geopolitical disputes, territorial changes impacts of conflict & disease, resolution & management</td><td>Is migration an issue for National Governments or a solution to population issues?

Types of migration, push & pull factors, obstacles & barriers,
Impacts on origin & host country, refugees & migration policy</td><td>Does Russia have what it takes to be the next superpower?

Physical & human features, population & culture, biomes & climate conflict- Crimea & Ukraine, energy Security.</td><td rowspan="2">How are the physical and human factors that contribute to flooding changing?

Hydrological cycle, drainage basins, storm hydrographs, flash flooding, drought, water transfer, disaster impacts & management</td><td rowspan="2">Can the world be energy secure?

Renewable & non renewable energy, demand & supply, scarcity & surplus, Consumption, geopolitical conflict, sustainability</td><td rowspan="2">Can tourism help countries develop sustainably?

Tourism, Butler Model, positive & negative, social, economic & environmental impacts of tourism on LEDCs, ecotourism, staycations & sustainability</td></tr>
<tr><td colspan="2">Skill: Identifying key players, values and influences, media portrayal, impacts assessment and decision making exercise</td><td>Skill: Chronology, analysing media portrayal, teamwork</td></tr>
<tr><td></td><td></td><td colspan="2">Skill: Analysing data, images, patterns & trends</td><td colspan="2">Skill: categorization, consequences relationship, assessing sustainability</td></tr>
<tr><td colspan="6">Skills: cartographic skills, appropriate geographical terminology, data handling, manipulation and analysis, evaluation and extended writing</td></tr>
</table>

GEOGRAPHY - Assessment

Students are assessed according to RIC Geography levels. There are 6 key skills that are developed & assessed:

1. Contextual world knowledge
2. Geographical understanding
3. Skill & applied enquiry
4. Communication and sources

We aim to develop pupils' collaboration and reflective learning skills through various team work activities and self assessment tasks. Students are assessed through the use of an end of term formal test for each unit and an end of year test. In these tests there are some GCSE style questions, and also informal assessment of GCSE style questions in lessons to support the transition of year 9 students into KS4. In addition, students complete one piece of assessed classwork per term. Furthermore, students' homework and verbal contribution throughout the lesson and classwork is also taken into consideration to provide a more holistic assessment of their working grade.

Cross curricular and extracurricular opportunities:

The geography curriculum has been created to synthesise with many other subjects the students study in year 9, which in addition provides scope for students to benefit from cross curricular trips from these studies. In addition, in the final term, students will be invited to an investigative field trip to study the impact of tourism in Canterbury.

How can parents support?:	**Watch or read the news** discussing natural disasters and political developments. Use the "5 W's" to aid discussion (What has happened? Where has it happened? Why did it happen? Who is affected? When did it happen?) **Locate** using online tools such as globle and maps and a compass to encourage your child to navigate **Discuss** learning in lessons and homework, and how it connects to their home and the wider world. **Visit** museums, woodlands, towns and cities. Encourage your child to research further- why is this area significant? What processes are happening here? Take photographs, field sketches, annotate them, .
Useful resources and links:	**Locating places: Globe Game; World Geography Games; Geoguessr; Wordle** **Consolidating learning and revision: BBC bitesize; Seneca learning** **Strengthening skills: Ordnance Survey Mapzone; BBC bitesize revision; GeographyPods map skills**

HISTORY

Curriculum Intent

The Year 9 curriculum provides an overview of key events that shaped the Modern Era and a detailed understanding of the seminal tragedies of World War I and the Holocaust. A balance between British and global events has been struck to immerse students in diverse histories, emphasising consequences of European colonisation and Britain's changing influence and responsibilities on the world stage. The study of historical injustices, as specific examples and enduring patterns, empowers students to engage with the complex social challenges these still present and consider how effective and compassionate change can be achieved. Engagement with sources from throughout the period of study equips students with the skills to critically evaluate, discern bias, and make informed decisions. We build on skills learnt in Years 7 and 8 to develop understanding of how conflicts form and impact groups differently, encouraging mutual trust and respect, especially for the most vulnerable and marginalised in society. Students in Year 9 will more routinely be challenged to make informed judgements about the events of the past and critically reflect how well these can be supported with evidence. This helps students further develop their self-knowledge and encourages an appreciation for the inherent value in the diversity of opinion.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Who were the Great Powers c.1900? - Context of late 19th-century Britain, Europe & the world - Reasons for European global dominance - Key events (Congress of Vienna, Unification of Germany, Formation of the Triple Alliance)	**What caused the First World War?** - Long term causes (M.A.I.N.) - Key events that contributed to tension (Morocco, Balkans) - The assassination of Franz Ferdinand and the July Crisis	**Why did the stalemate on the Western Front last four years?** - The Schlieffen Plan and its failure - Significance of military technology in causing stalemate - Failed attempts the break the stalemate (1915) - Strategy of attrition (1916) - Overview of other fronts (Pacific, Middle East) Trip to Detling reconstructed trenches	**Why did the war end in 1918?** - Major changes in 1917 - Reasons for the USA joining/ Russia leaving - Technological/ tactical changes (e.g Paschendaele, Cambrai) - Factors leading to German surrender in 1918	**How did the Nazis rise to power in Germany and how did this lead to the Holocaust?** - Treaty of Versailles and its impact - Origins of anti-Semitism - Nazi persecution of Jewish people - The impact of WWII and the 'Final Solution'	**What is the legacy of the Holocaust?** - What forms did resistance take? - How did people survive Nazi camps? - How has the Holocaust been remembered? - Have the lessons of the Holocaust been learnt?

HISTORY - Assessment

Students are assessed according to RIC History levels. There are three key skills that are developed & assessed:

1. Ability to recall, select, organise and deploy knowledge

2. Ability to construct historical explanations using an understanding of cause and consequence, chance and continuity, similarity and difference, and the motives, emotions, intentions and beliefs of people in the past

3. Ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

We also aim to develop pupils':

- Literacy (speaking, listening, reading, writing), including extended answers written under examination conditions.
- Digital literacy, where appropriate through exercises such as independent research tasks
- Positive socialisation through dialogue in class discussions.
- Independence and resilience through regular homework, with a focus on independent reading and comprehension.

These are developed and assessed through informal feedback in lessons, marked work in exercise books accompanied by individualised feedback tasks , and termly formal assessments that check students' long term recall as well as their skills of analysis and explanation.

Trips, outdoor and extra-curricular learning:

Hands-on visit to reconstructed First World War trenches including expert talks on the equipment, food and experience of British soldiers.

How can parents support?:	**Encourage interest in current events-** discuss current events in the news and how they connect to history. Encourage your child to research these events further. (BBC Newsround) **Visit historical locations-** such as castles, museums and battlefields. (English Heritage) **Help with keywords-** using quizzes and flashcards to help memorise keywords and facts. (Flash Card Generator)
Useful resources and links:	**BBC Bitesize - for general reading and revision materials** **Blooket - for knowledge quizzes** **HomeschoolHistory - short videos on relevant historical topics**

MATHEMATICS

Curriculum Intent

The Mathematics Curriculum builds on skills learnt in Year 8 to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Why does it help to spot patterns? Indices; Calculations & estimates; More indices; Standard form **Should letters be taken out of maths?** **Expressions & formulae** Solving equations; Substituting into expressions; Writing & using formulae; Using & rearranging formulae	**Expressions - cnt** Index laws & brackets Expanding double brackets **Does data lie?** **Dealing with data** Planning a survey; Collecting data; Calculating averages Displaying & analysing data; Presenting & comparing data **Extended task:** Proportional representation - percentages	**Why is accuracy important?** **Constructions:** Using scales; Basic constructions; Constructing triangles Using accurate scale diagrams **How can you predict the next pattern in a sequence?** **Sequences, inequalities, equations & proportion** nth term of arithmetic sequences; Non-linear sequences; Inequalities **Extended task:** Climate crisis - constructions	**Sequences - cnt** Solving equations Proportion **How do you know if something will fit?** **Circles, Pythagoras and prisms** Circumference of a circle; Area of a circle Pythagoras' theorem Prisms & cylinders Errors & bounds **Extended task:** Fruit pies enrichment task	**How can you use algebra to draw?** **Graphs:** Using y = mx + c; More straight-line graphs; Simultaneous equations; Graphs of quadratic functions; More non-linear graphs **How can you estimate the height of something you can't reach?** **Comparing shapes:** Congruent & similar shapes; Ratios in triangles; The tangent ratio; The sine ratio	**Comparing shapes - cnt** The cosine ratio Using trigonometry to find angles **Extended task:** Construction site enrichment task

MATHEMATICS - Assessment

Students are assessed according to RIC Mathematics levels. There are three key skills that are developed & assessed:

1. Develop fluency
2. Reason mathematically
3. Solve problems

These are developed and assessed through Numeracy Ninjas, self/peer assessment, half termly assessments, regular homework tasks and termly enrichment/sustainability tasks. The enrichment/sustainability tasks relate maths to the real world, so that students understand the importance of mathematics outside the classroom. We also aim to develop students' curiosity and their ability to apply their mathematics knowledge in other subjects.

Sparx Maths homework:
Students are set a total of 1 hour of Maths homework per week on the Sparx Maths online platform in line with Cambridge University's research on the most effective practice. Mathematics skills were disproportionately affected by Covid and Sparx Maths helps us to close this gap. Students should complete 100% of tasks set, which are personalised to their current level. If they get stuck, students can follow the steps in the platform's videos and speak to teachers in lessons or at lunch ahead of the deadline. Students should not use AI or find answers online as this will result in the tasks set becoming inaccessible. Students can also undertake Sparx XP Boost and Target to do extra tasks for revision.

Trips, outdoor learning & extra-curricular opportunities
Outdoor learning is weather dependent. Tasks can include asking peers to take part in survey and collecting data and working out how to get the measurements needed for measuring circles that can be found around campus. Students have the opportunity to sit the UKMT Intermediate challenge in January each year.

CatchUp Numeracy
These support sessions are run by our teaching assistant in structured one-to-one interventions for learners whose numeracy levels are lower than the expected level at the start of year 9 and take place in two 15 minute sessions per week during form times and other lessons. Research shows that students on this programme achieve more than double the progress of typically developing learners. These support sessions are aimed at our pupils who may have missed some of their primary education or due to their maths ability being slightly lower than where they should be at the start of year 9.

How can parents support?:	**Sparx Maths -** ensure that students complete all their homework every week on time, undertaking 'XP Boost' and 'Target' sections for stretch and challenge. .**Discuss** the maths that you use in your job and in everyday life. **Equipment:** ensure that your child is fully equipped for every Maths lesson including a blue/black pen, pencil, ruler, protractor, pair of compasses and a scientific calculator.
Useful resources and links:	**BBC bitesize maths** **Corbett maths**

MUSIC

Curriculum Intent

The Music curriculum builds on skills learnt in Year 7 to develop more advanced musical understanding of music theory and production, improve creative and analytical skills and explore the historical and cultural significance of diverse musical genres, including blues, rock, EDM, and Caribbean music. Students continue to develop technical proficiency in production, instrument and vocal performance, and they develop creativity in composition and improvisation, including in collaboration in group performance and composition. We aim to encourage self-expression and offer experiences such as live performances, cultural trips, and hands-on workshops to deepen students' engagement and appreciation of music.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How do advanced theoretical concepts enhance the depth & complexity of music? Master harmonic, melodic, and structural techniques, including counterpoint, modulation, and extended chords. Apply complex theory to compose and analyze works across various genres. **Project** Compose a complex piece utilizing advanced harmonic and melodic concepts.	**What defines professional-quality music production?** Explore techniques in multi-track recording, advanced mixing & audio mastering. Work on projects that emulate professional industry standards. **Project** Create and produce a professional-quality track, focusing on advanced mixing and mastering. Outdoor:	**How can sound be manipulated to evoke emotion & meaning?** Study sound synthesis, sampling, & manipulation using advanced tools. Create unique soundscapes & experimental pieces for artistic expression or media. **Project** Design an original soundscape or experimental music project.	**How has technology transformed live music performance?** Use equipment such as controllers, software (e.g., Ableton, Serato), and hardware for live performances. Understand the art and technology behind DJing and sequencing live sets. **Project** Perform a live DJ or sequenced music set using professional equipment. Outdoor:	**How does music shape storytelling in film and media?** Compose music tailored to film scenes, exploring themes, motifs, and emotional pacing. Design sound effects and ambient tracks to enhance cinematic experiences. **Project** Create a soundtrack or score for a short film or scene. Outdoor:	**What does it take to create, market, & release a successful music product?** Explore the ecosystem of the music industry, including roles, rights, and revenue streams. Develop branding, marketing strategies, and release plans for original music projects. **Project** Develop and execute a plan to release an original music product.

Outdoor: Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips:	Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips: Visits to professional recording studios or film production facilities. Attend live DJ performances or music festivals. Explore music marketing seminars or industry events. Screenings or performances that highlight live film scoring.	Outdoor: Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips: Visits to professional recording studios or film production facilities. Attend live DJ performances or music festivals. Explore music marketing seminars or industry events. Screenings or performances that highlight live film scoring.	Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips: Visits to professional recording studios or film production facilities. Attend live DJ performances or music festivals. Explore music marketing seminars or industry events. Screenings or performances that highlight live film scoring.	Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips: Visits to professional recording studios or film production facilities. Attend live DJ performances or music festivals. Explore music marketing seminars or industry events. Screenings or performances that highlight live film scoring.	Outdoor: Opportunities to attend workshops with industry professionals, visit recording studios, and observe live sound production. Possible Trips: Visits to professional recording studios or film production facilities. Attend live DJ performances or music festivals. Explore music marketing seminars or industry events. Screenings or performances that highlight live film scoring.

MUSIC - Assessment

Students are assessed according to RIC Music levels. There are four key skills that are developed & assessed:

1. Appraising
2. Communicating
3. Composing
4. Evaluating

These are developed and assessed through self, peer and teacher assessment as well as the use of the Teaching Gadget online learning platform.

We also aim to develop music technology proficiency using Digital Audio Workstations for recording, sequencing, mixing, and applying effects and cross-disciplinary skills including problem-solving, presentation and research and adaptability: adjusting to various musical genres and approaches, from classical orchestral arrangements to contemporary band setups.

Peripatetic lessons
We offer a range of instrumental lessons that compliment our main curriculum, including vocals, drums, piano, guitar, bass, ukulele and 1:1 theory tuition delivered by expert practitioners. At present, 20% of students take advantage of this offer.

Trips and outdoor learning:
Trips change according to availability and could include visits to professional recording studios or film production facilities, live DJ performances or music festivals, marketing seminars or industry events, screenings or performances that highlight live film scoring. Students can participate in performances, workshops, school concerts, ensembles and band formation. Our new outdoor stage gives students a location for performance practice between lessons.

How can parents support?:	**Encourage regular practice** - support weekly instrument practice, composing, or using BandLab.. **Listen and discuss music together** - discussing elements such as mood, instrumentation, and structure **Ask about their termly projects** and encourage reflection using key vocabulary like *ostinato*, *timbre*, *harmony*, and *sequencing*. **Promote use of learning platforms** like Teaching Gadget and encourage your child to complete any set tasks or explorations. **Enrol for instrumental lessons** if viable. Practice routines can be supported at home through encouragement and structured time. **Attend performances** - to boost confidence and show interest in your child's musical journey.
Useful resources and links:	**BBC Bitesize KS3 Music** Useful for revision, understanding music theory, and exploring styles and context. **Classic FM for Kids** Great for exploring orchestral music and classical traditions. **ABRSM Music Theory Resources** Ideal for students preparing for instrumental grades or wishing to strengthen theory knowledge. **BandLab for Education** A beginner-friendly online Digital Audio Workstation that can be used at home to support composition work. **National Youth Orchestra (NYO) Inspire Programme** Encourages engagement with orchestral music and workshops across the UK. **Musical Futures** A resource bank for popular and contemporary music teaching methods, aligning with our band and technology focus.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Curriculum Intent

The PSHE Curriculum aims to stimulate deep thinking and discussion among KS3 students, guiding them through an exploration of how their personal choices impact not only their own lives but also the wider community and world. It aligns with the PSHE Association's learning objectives by promoting a holistic approach to education that prepares students for the complexities of adult life fostering their development as informed, responsible and proactive individuals.

Year 9:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Navigating School, Self and Society	Careers	Understanding the Law	Being physically and emotionally safe	Relationships and sex education	Online Safety
How can we manage influence? Vaping Exploring attitudes to drugs The law and managing risk Alcohol and cannabis Managing influence Run hide tell What is victim support? **Assessed task:** How can we manage influence?	**What are my skills? What comes after school?** Decision Making - Choosing what to study after KS4 Taking control of your career Journey Working and earning - Managing your money What is the labour market and why is it important **Assessed task:** How can we take control of our career journey?	**How can we manage risks safely?** What is CSE? What is CCE? What do we mean by intimidation? What is anti-social behaviour? What makes a gang a gang? Links between gaming and grooming **Assessed task:** What are gangs?	**How can we be mentally healthy?** Attitudes to Mental Health Promoting emotional wellbeing Unhealthy Coping Strategies Healthy Coping Strategies Change loss and grief First Aid - Checking ourselves - Cancer **Assessed task:** Understand healthy coping strategies	**How can we manage relationships well?** Respectful Relationship Behaviours Freedom and Capacity to consent Sexual Health Contraception Managing relationship endings **Assessed task:** Understand good sexual health	**How can we keep safe on social media?** What is the issue with nudes? How does Social Media portray sex and relationships What are microtransactions? (gaming) Sextortion **Assessed task:** Understand the influence of social media on relationships.

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) - Assessment

Students are assessed according to RIC PSHE levels on the following criteria:

1. Knowledge & understanding of the content
2. Application of skills and content learnt to self
3. Application of skills and content learnt to others

Like other subjects, PSHE outcomes will be reported home in half termly report cards as 'Exceeding', 'Meeting', 'Working towards' or 'Working below' the expected level. A grade of 'exceeding' results from students independently applying knowledge and skills to their own and others' situations. Working towards and working below will indicate the student has some gaps in knowledge and understanding or struggles in varying degrees to apply it to similar or new situations.

Trips and visiting speakers:

Holyroyd Howe, caterers, provide a workshop
A bystander assembly provided by 'Talk Consent'

How can parents support?:	- Discuss news items (TV, radio, online) - Discuss future careers and pathways - Discuss their experiences and explore the world around them and how they view it.
Useful resources and links:	Student Support Website: https://sites.google.com/rochester-college.org.uk/student-support/home

SCIENCE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can we understand what we can't see? **Physics 1: Energy Changes** Energy stores & systems, changes & transfers in systems; Power; Efficiency; National & Global Energy Resources **Practicals:** specific heat capacity; calculating kinetic energy, gravitational potential energy; elastic potential energy: cars, balls, springs **How do the components affect the structure?** **Biology 1: Cell Biology** Animal & plant cells; Eukaryotes & Prokaryotes; Microscopy & techniques ; Cell specialisation, differentiation & division; Chromosomes; Cell cycle & Mitosis; Stem cells; Transport in Cells **Practicals:** observing & drawing cells; osmosis in plant tissue **How does combination affect function?** **Chemistry 1: Atomic Structure & Periodic table** Atoms, elements & compounds; Mixtures; Development of atomic model; Subatomic particles; Electronic structure; Metals vs non-metals; Group 1, 7 and 0 **Practicals:** filtration: removing insoluble substances from a liquid or solution; chromatography; distillation to separate mixtures; group 1 metals reactions with water		**How does combination affect function?** **Chemistry 2: Bonding, Structure & the Properties of Matter** Ionic bonding; Covalent bonding in small & giant molecules; allotropes of carbon; Properties of ionic & covalent substances; Metallic bonding; Properties of metals; States of matter; State symbols **Practicals:** conductivity of ionic substances in solid & aqueous forms **How can we understand what we cannot see?** **Physics 2: Electricity** Circuit symbols; Electrical charge & current; Resistance & potential difference; Resistors; Series & parallel circuits; Direct & alternating potential difference; Mains electricity; Power; Energy transfers in appliances; The national grid **Practicals:** Circuit construction; current change as voltage varies across a component; wire length & resistance; wiring plugs **How do plants impact the balance of life on Earth?** **Biology 4: Bioenergetics** Factors affecting rate of photosynthesist; Aerobic & anaerobic respiration; Response to exercise; Metabolism **Practicals:** light intensity on pondweed; exercise & heart rate		**How do we know a reaction has occurred?** **Chemistry 5: Energy Changes** Formation of soluble salts; Reactions of acids with metals & metal compounds; Exothermic & endothermic reactions; Collision theory; Activation energy; Reaction profile diagrams; Bond energy calculations **Practicals:** Formation of soluble salt crystals; reactions of metals with dilute acid; endothermic reaction **How do the components affect the structure?** **Physics 3: Particle Model of Matter** Density of materials ; Changes of State; Internal energy; Temperature changes in a system & specific heat capacity; Changes of state & specific latent heat; Particle motion in gases **Practicals:** Measuring & calculating density of regular objects & irregular objects; Use of Vacuum pump & bell jar to investigate particle motion & pressure **How do we decide which medical research is a priority?** **Biology 3: Infection & Response** Communicable diseases; Viral, bacterial, fungal & protist diseases; Human chemical & physical defences; Immune response; Vaccination; Antibiotics & painkillers; Discovery & Development of drugs	

SCIENCE

Curriculum Intent

The Science Curriculum builds on skills learnt in Year 8 as students begin their study of the fundamental concepts across all three sciences at a GCSE level. Our curriculum builds upon the knowledge and skills gained in year 7 and 8 so students are prepared for the increase in challenge which leads to confidence in their approach to learning. The year 9 curriculum aims to inspire our year 9 learners in each of the sciences and ensure they develop a solid foundation in the fundamentals of each science which they can build upon throughout years 10 and 11.

Assessment - Students are assessed according to RIC Science levels. There are four key skills that are developed & assessed:

1. Scientific knowledge and understanding, specifically embedding the fundamental concepts in Chemistry, Biology and Physics.
2. Experimental and practical skills including planning, execution and evaluation of practical investigations
3. Mathematical skills in science including performing calculations and analysing data
4. Scientific literacy, teaching students to communicate scientific ideas clearly using appropriate scientific terminology

These are developed and assessed through half termly assessments, regular homework quizzes and practical work. The quizzes aim to assess understanding of the topics covered in lessons as well as develop key scientific skills. We also aim to develop pupils' scientific curiosity and independent research skills.

Trips & Outdoor Learning:
Collecting samples from the gardens for microscopic analysis and exploring the effect of outdoor exercise on heart rate are two of the opportunities Years 9 students have to get outside during science lessons. In term 4 we hope to take part in a Forensic Science Workshop at the L'Oreal Young Scientist Institute in London. This trip links with both chemistry and biology topics as well as exposing students to an exciting potential career path in science.

How can parents support?:	**Encourage and remind students to complete their quiz homework tasks:** up to three quizzes a term on scientific skills & content posted on Google classroom, parents can encourage students to complete them before the due date. **Guide online revision to resources for the correct key stage (key stage 3):** The topics covered in year 7 are often also covered at GCSE in more detail. Resources can vary in complexity depending on the key stage they are written for, so do check that the resources their child has found are suitable for their age group/ability. **Ask your child about their science lessons:** including what practicals they have carried out. **Ensure your child is prepared:** with a pen, pencil, ruler and scientific calculator to use in their science lessons.
Useful resources and links:	**BBC Bitesize - KS3 Biology**; **BBC Bitesize - KS3 Chemistry**; **BBC Bitesize - KS3 Physics** **Seneca Learning** RIC students can login using their school email address & password to access resources to support their learning.

SPANISH

Curriculum Intent

The Spanish Curriculum builds on skills learnt in Year 8 to develop language proficiency as well as to promote inclusivity, diversity, and sustainability. Students are encouraged to explore the diverse cultures and identities within Spanish-speaking communities, fostering empathy and understanding. Cultural exchanges and discussions on topics such as social justice, equality, and environmental sustainability are integrated into the curriculum to broaden students' perspectives and encourage critical thinking. Through language learning, students gain insight into global issues and are empowered to become responsible global citizens.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Somos así - This is how we are Talking about things you like; your week; films; a birthday, life as a celebrity. Understanding descriptions of days out European Day of languages poster **Skills:** Grammar: Recap present tense, immediate future & preterite.:	**¿Qué te gustaría hacer en el futuro? - What are your future aspirations?** Saying what you do at work & what job you would like to do. Talking about your future. **Skills:** Checking for accuracy & coping with authentic texts. Activities for seasonal celebrations. Grammar: Using "*tener que*" , adjective agreement. More practice with three tenses.	**¿Estás en forma? - Are you keeping fit?** Talking about diet, an active lifestyle, daily routine, getting fit & ailments **Skills:** Grammar:: Using reflexive verbs, direct object pronouns & "*se debe", "no se debe", "me duele(n)*" **Outdoor**: Nature appreciation by finding the names of plants and trees in the garden and translating them into Spanish.	**Jóvenes en acción - Young people in action** Talking about children's rights, fair trade, recycling & how your town has changed. **Skills:** Writing about fundraising. Reading about world issues, discussions on children's rights Grammar: Using the verb "*poder*" and "*se debería"*. Using the imperfect tense **Trips/guest theatre:** Spanish theatre company performing a Spanish play	**¿Qué visitarás en Madrid? - What will you visit in Madrid?** Meeting & greeting, talking about a treasure hunt. Discussing buying souvenirs. Saying what you will do **Skills:** Making yourself understood. Reading authentic texts about Madrid. Grammar: Expressions with "tener". Using the comparative and superlative, and the simple future tense. **Trip**: Visit to Spanish tapas restaurant	**¿Es la hora de un proyecto? - Is it time for a project?** Research & discover facts about Peruvian culture & a culture of interest from Latin America or the world Thorough revision of course content - "Te toca a ti" sections for an end-of-year exam **Skills:**: Research & produce a poster about a Spanish or Latin American cultural aspect. **Outdoor**: Playing 'petanca/bochas'

SPANISH - Assessment

Students are assessed according to RIC Modern Foreign Languages levels. There are four key skills that are developed & assessed:

1. Listening
2.Speaking
3.Reading
4.Writing - including translation

These are developed and assessed through the year, two per term using end-of-unit test papers. There is also teacher observation of oral presentation and role-play, peer and self assessment. In the Summer term there is an end-of-year exam for which the students are expected to revise.

We also aim to develop pupils' teamwork and problem solving skills. Collaborative language learning activities, such as group projects, pair work, and interactive games, require students to communicate and cooperate effectively with their peers. Learning a new language challenges the brain, improving memory, concentration, and problem-solving skills.

Trips & outdoor learning

Possible trip to a Spanish restaurant in Rochester for those students who have made an effort with the subject and shown good behaviour throughout the term. In addition this year we are going to enjoy a Spanish play in school.

European Day of Languages takes place in term 1.

How can parents support?:	Discuss the personal and social benefits of learning a modern language,. Encourage and be interested in what students learn every week in Spanish. Visit Spanish restaurants and encourage them to understand the menu, or go on holiday to a Spanish-speaking country, if there is an opportunity. Remind their children to do their weekly homework, and help them by listening when they read and learn vocabulary, or even join them and learn some as well.
Useful resources and links:	**Pearson ActiveLearn / ActiveHub** RIC students have an account with ActiveLearn/ActiveHub, they can login using their school email address and password to access resources to support their learning with the exact vocabulary and skills taught in lessons. **BBC Bitesize KS3 - Spanish** helpful video clips with clear explanations of phonics, grammar and topics. **Viva 2nd Edition textbook** Used by the students in school. **Viva 2nd Edition Workbook 1A** Used for homework and further independent study.

SPORT

Curriculum Intent

The Sport Curriculum builds on skills learnt in Year 8 to promote an active and healthy lifestyle, encouraging resilience, inclusivity, flexibility and growth. Students will access a variety of team and individual sports that foster meaningful connections with their peers through teamwork and collaboration. Our programme of study reflects the Medway Secondary School Games offer, supporting their wider development, skills and attributes. This approach aims to allow all students access to a level of competition appropriate to their capability, promoting confidence and enjoyment. Students in Year 9 have the opportunity to undertake their Sports Leaders Level 1 Award.

Year 9: Leadership

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can effective communication & teamwork improve performance? **Evaluating** communication in team sports. Skill development, game understanding, teamwork, sportsmanship. Applying rules, effectively communicating with teammates, improving physical fitness via drills & matches. **Possible sports:** 'invasion sports'; basketball, netball, football.	**How can you develop the skills & strategies needed to play individual sports effectively?** **Evaluating** skills, techniques & strategies in individual sports. Improving physical abilities, application of tactics & personal performance. Fostering independence, resilience & self-reflection. **Possible sports:** 'net and wall sports'; tennis, badminton, volleyball.	**Why is tactical awareness important in sport?** **Evaluating** knowledge & understanding of a tactical throwing sport. Throwing techniques, tactical awareness, decision making, game strategies & teamwork. Fostering personal skill development, communication & sportsmanship. **Possible sports:** 'tactical throwing sports; quidditch, ultimate frisbee, handball.	**What is fitness?** **Promoting** the importance of fitness, health & personal well-being. **Activities** may include fitness circuits, flexibility exercises & strength training activities. Students will **lead** peers through warm up activities & pre planned fitness activities.	**Why should we set ourselves goals?** **Evaluating** goals from Year 8, working to improve a component of fitness through track & field events. Goal setting for personal achievement. **Activities** may include sprinting relays, jumping drills, throwing events.	**How does effective communication and strategy impact your performance?** **Evaluating** skills, techniques & strategies in striking & fielding games. Improving students' ability to **lead** their peers effectively within their team to outwit their opponent. **Activities** may include rounders, kickball, softball.

SPORT - Assessment

Students are assessed according to RIC Sport levels. There are 3 key skills that are developed & assessed:

1. Understanding rules, strategies and concepts of sport
2. Performing the skill or sport
3. Evaluating own and others performance

These are developed and assessed through continuous observation of skill development and participation in drills. Peer and self assessment of performance during games and activities.

We also aim to develop pupils' communication, teamwork and leadership skills through the Young Leaders Award. This award is undertaken by Year 7 students in Sport lessons and gives them the opportunity to develop soft skills they can practice within lessons by leading small groups in the warm up or drill sections of the lesson.

Extracurricular activities & trips:

We are part of the Medway Secondary School Games partnership which gives our students opportunities to compete against local Medway schools in a number of events across multiple sports. We also provide coaching. Extracurricular clubs take place at the College and at other local facilities within the Medway area and include Netball and Badminton Club in terms 1 and 2.

Possible Trips include watching Netball at the Copperbox, representing the College in Netball fixtures against other local schools and the Medway schools athletics competition and Medway schools rounders competition in the summer.

How can parents support?:	Ensure your child has the correct clothing and footwear for sport. Encourage and promote a positive attitude towards sport by showing interest and celebrating effort as well as achievement. Pracitising simple skills at home by getting outside to throw, catch or run your local park run together. Reinforce the importance of teamwork, fair play and respect for others.
Useful resources and links:	**Find a parkrun near you https://www.parkrun.com/**

SUSTAINABILITY

Curriculum Intent

The Sustainability Curriculum aims to furnish students with the skills and design frameworks to regenerate themselves, their communities and planet. Maximising opportunities for fieldwork, we foster in our students a love of the Kent countryside so that they advocate for and protect it, and the planet, for generations to come. Curriculum content is student-led as they identify problems and craft solutions for the College and its environs. Projects change year on year as we become more sustainable.

Year 9: Sunlight & Energy

Autumn-Winter		Winter-Spring		Spring-Summer	
Harvest, Plant & Restore		Restore, Plant & Grow		Plant & Grow	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What does the sun do for us? Solar energy, photosynthesis, measuring time using the sun's relationship with the earth, seasons **What are the winter survival strategies for organisms in the College gardens?** **Outdoor**: Locate (via sunlight mapping), design and build a hibernaculum for our amphibians during pond renovation. **Assessed task**: End of topic test and hibernaculum design	**Where does our energy come from?** The carbon cycle, fossil fuels, renewable energy options including solar technologies, nuclear power **Assessed task**: Debate and write up evaluating energy options **Outdoor:** Preparing the gardens for the winter solstice Weather station monthly readings	**How does the sun affect weather and climate?** Sun as driver of earth's water & weather cycles, climate zones **How is climate change affecting nature?** Greenhouse effect, global warming, adaptation **Outdoor project:** Joint/individual regenerative garden design for climate resilience **Assessed task**: Outdoor project evaluated and presented to SLT to approve actions	**How can we reduce our carbon footprint?** Carbon accounting, Net Zero, evaluation of offsetting, 'Scopes' 1-3 Audit College energy consumption - electricity, gas, travel **Outdoor:** Implementing aspects of climate resilient plan that can be done in the Spring **Possible Trips:** Renewable energy producer **Assessed task**: Project on carbon reduction options for RIC	**How can we design in line with nature's principles?** Biomimicry, Passivhaus architecture, indigenous & ancient knowledge **Possible Trips:** Link to term one trip to the Design Museum **Outdoor:** Implementing and maintaining our climate resilient gardens plan **Assessed task**: Design you ideal carbon neutral Passivhaus/adapt the principles to practical solutions at RIC	**How can we ensure our designs last?** Implementation and maintenance planning **Outdoor:** Continuing to implement and maintain our regenerative design projects **Possible Trips:** Abbey Physic Gardens, Faversham. **Assessed task**: Final presentation of portfolio of designs to demonstrate learning given a final RIC level

SUSTAINABILITY - Assessment

Students are assessed according to RIC Sustainability levels. There are four key skills that are developed & assessed:

Knowledge & understanding of the natural world
Observational skills and field study
Research and data collection & use
Communication, advocacy and actions

These are developed and assessed through regenerative design projects as well as quizzes, half termly tests, projects that include photography, art and data collection and through teacher observation of students in the field. There is an end of year exam in Sustainability sat in test conditions in the Summer term for which students are expected to revise.

We also aim to develop pupils **teamwork** and **leadership skills**

Trips & outdoor learning

The timing of topics, trips & outdoor activities is subject to change due to availability of providers and weather conditions. There will usually be between 3 trips in Sustainability per year, with no more than one trip per half term. Parents will always be informed of trips & conservation activities by email in advance. Students should dress appropriately for the weather on days that they have sustainability lessons as they are likely to work outdoors in the gardens. Outdoor boots can be stored in our potting shed.

How can parents support?:	Spend time together outside in nature looking for patterns and the workings of natural systems. Observe with all the senses. Discuss natural systems and how they work. Do the gardening together.
Useful resources and links:	Revision materials for tests will be posted on the Sustainability Google Classroom. **The Kent Wildlife Trust** has activities and sites to visit as well as local environmental campaigns https://www.kentwildlifetrust.org.uk/ **Plantlife** runs the Ranscombe Farm Nature Reserve nearby https://www.plantlife.org.uk/ **The Woodland Trust** https://www.woodlandtrust.org.uk **Woodsell, Faversham** - rewilding project https://woodsell.org/ **The Permaculture Association** outlines regenerative design frameworks **https://www.permaculture.org.uk/**