

RED HOUSE
SCHOOL

Year 9 Curriculum Booklet

AN EDUCATION
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INTRODUCTION FROM THE HEAD

Dear Parents and Pupils

This booklet outlines the curriculum that your child will be studying this year in each subject. This will allow you to further support them in their studies at home. Of course, if you have any concerns or questions, do please contact your child's form tutor or their Head of Year.

Year 9 is an exciting year for all pupils. It is the last year when the pupil's study such a diverse range of subjects; after this year they will begin to narrow down their choices and study subjects in more depth. Year 9 is a very important one for pupils. In some subjects, such as the sciences, English and Mathematics, they will begin formal study for their GCSEs.

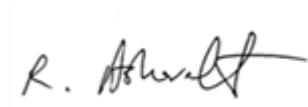
During this year, each pupil will have to make their GCSE choices. You will receive a detailed GCSE Options Booklet regarding this process before the Year 9 Parent-Teacher Consultation Evening, and all the necessary details will be explained clearly closer to the time. It is important to discuss all options with your child's subject teachers; they know your child well and have been through this process many times before.

Beyond this, Year 9 should see pupils developing the good study habits and skills necessary for GCSE success. Concentration and positive engagement in class, coupled with a diligent approach to homework, will be the keys to fulfilling their potential. In some subjects, there is an increasing emphasis on research and project work as a preparation for GCSE coursework. As you will see from this curriculum booklet, the Year 9 programme of study is full and enriching. In addition, there are more activities and interests to be explored.

If you feel that you need any further information, or you would like to discuss your child's progress, please do not hesitate to make an appointment with your child's tutor or individual subject teachers.

We are always delighted to hear from you and to welcome you into school.

Yours sincerely



Dr Rebecca Ashcroft
Head

THE YEAR 9 CURRICULUM

In Year 9, the curriculum remains broad and balanced, ensuring that pupils do not rule out any major career options at this very early stage.

Pupils in Year 9 will have six 55-minute lessons each day. With a 20-minute break at 10.50am and a one-hour lunch at 1pm.

Subjects in Year 9 studied (the number of allocated lessons per week is shown in bracket):

Art (1)
Biology (2)
Chemistry (2)
Computing (1)
Design Technology (1)
English (4)
French (3)
Geography (1)
German or Spanish (2)
History (1)
Mathematics (4)
Music (1)
PHRSE (1)
Physical Education & Games (3)
Physics (2)
Religious Studies (1)

All pupils also participate in the one timetabled Games afternoon sessions each week, choosing from a wide range of options.

Additional Literacy and Numeracy or Study Support may be appropriate for some pupils rather than a second Modern Foreign Language.

TEACHING GROUPS

Forms:

Pupils in Year 9 remain in the same mixed ability House form as in Years 7 and 8. We have three academic Houses at Red House: Ragworth, Whorlton and Castle. Each House form will have a roughly equal balance of genders and abilities. It is worth noting that these are working groups, rather than social groups.

Sets:

In Year 9, setting is continued in Maths, the sciences, Spanish and French and pupils are also set for English. The groups are constructed using each subject's assessments and how individual pupils have responded to the demand and pace of work. Pupils will continue to be taught in mixed ability groups for all other subjects. Staff will continue to assess pupils throughout the year and movement between sets is possible. Teaching staff continue to monitor closely the performance of pupils within the year group and ensure that they are all extended academically in order to reach their full potential.

Almost all pupils pursue a second language– either German or Spanish – but a small number who would find that particularly challenging may have alternative curriculum provision e.g. additional Literacy, Numeracy or Study Support.

THE HOUSE SYSTEM

The House system at Red House is a traditional feature of our School. The word 'House' refers to a grouping of pupils, rather than to a particular building. Pupils are divided into one of three houses: Ragworth, Whorlton, and Castle.

Pupils are assigned to an academic House on entrance to the School. Traditionally, however, once a pupil has been assigned to a House, any younger siblings he or she has may automatically become members of that House.

There are many significant benefits of our House system, notably in the following areas:

- Leadership: The House system gives the pupils many opportunities not just to mix with House members within their form, but also with the younger and older years, and it gives rise to many more chances for leadership opportunities and cooperation within School. For example, Senior and Junior House Captain.
- Collaboration: The House system gives children of all ages the opportunity to work together; creating a truly cohesive environment. It is not only pupils who are allocated a House, staff are also involved. Each member of staff will be assigned to one of the three academic Houses.
- Competition: The House system allows the opportunity for our pupils to enter into competitions with their peers, and this competing has numerous academic benefits, as well as social advantages. Competition enhances collegiality and encourages our pupils to improve and strive to be their very best. Related to this, the House system is inclusive of all learning types and interests.
- Identity: Friendly competition, via academic Houses, is also good for unity and collegiality, and developing an enhanced sense of belonging.
- Developing resilience: The House system provides a structure that is designed to help pupils function to the best of their ability in school and enrich each pupil's personal life by developing resilience, prompting independence, helping pupils make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.

The House system exists to provide a system for friendly competition between pupils. House Points for academic achievement are also totalled up for comparison between the Houses. House teams compete in the following competitions throughout the School year (this list is not exhaustive, and may be subject to change):

- Sport (Rugby, Football, Netball, Hockey, Cricket, Athletics, Tennis, Swimming, etc.)
- Music
- Drama
- Debating
- House Maths Challenge
- House Board Games Competition - Teams of 4 from each House battle it out over Chess, Draughts, Snakes & Ladders and Connect 4 to see who will be crowned the House Board Games Champions
- House Spelling Bee
- House 'Bake Off'
- The Big Draw (art competition)
- House Robotics competition
- House charity events
- House community initiatives

ART

Overview

Pupils in Year 9 are given a varied array of tasks to support a good understanding of the key areas of Art, Craft Design and Digital Photography. Pupils will be guided through techniques and medias, giving a broad and balanced curriculum and encouraging confidence and maturity within their work.

Curriculum Content

Autumn Term:

Steam Punk: Pupils will work on the theme of 'Steam Punk'; this project is set to challenge and allow them to understand the need for more independent learning with their work, encouraging them to make informed decisions. They will use PowerPoint to create, research and develop pages for their sketchbooks looking at kinetic art, Victorian design and Steam Punk influences. They will develop skills in sketching looking at mechanical parts in support of their Steam Punk collage outcome.

Spring Term:

Sweets: Pupils in Year 9 will research the theme of 'Sweets'; they will look at the contemporary paintings of Angela Lyons and Sarah Graham and the design work of Salvador Dali in support of their studies. They will develop key skills in drawing and using watercolour pencils. They will use digital photography and editing to create contemporary images using sweets. Their final project will see them looking at creating a sweet logo design for a new sweet project.

Summer Term:

Portraiture: Pupils will research the theme of 'Expressive Faces'; they will look at descriptive characters and learn how to show emotions in portraiture. They will look at Surrealism and the work of Leonora Carrington and in particular 'Daughter of the Minotaur', extending their research to Greek, Egyptian and Hindu Gods. They will take their ideas into creating a surrealist animal/human morphed portrait using photo editing.

Assessment

During the year:

Work is assessed progressively throughout a project through the traffic light system we use in the department. Pupils will be set targets from these reviews and given areas to improve on. Verbal feedback is also given on a lesson-to-lesson basis.

End of year examination:

Pupils will be given a drawing test, which will monitor the development of their drawing skills and understanding.

Supporting MAGT pupils

Projects will offer extension tasks, giving more able and gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve departmental expectations.

Contact details

For further details, please contact Mrs Fraser, Head of Art, at clare.fraser@redhouseschool.co.uk

BIOLOGY

Overview

Year 9 will start the GCSE Combined Science course: Trilogy (8464). The core concepts of Cells, Microscopy, and Transport in Cells are introduced at the start of the course. These are some of the fundamentals of Biology that must be understood. Through these sections of work, pupils continue to develop their ability to work scientifically in addition to being introduced to some of the GCSE required practical activities and they will develop their mathematical skills. Pupils are given the time to master these fundamental skills in this early part of the course. We also introduce how these skills will be applied in exam style questions.

Curriculum Content

Autumn Term:

- 4.1.1 Cell structure
- 4.1.2 Cell Division
- 4.1.3 Transport in Cells

Spring Term:

- 4.2.1 Principles of Organisation
- 4.2.2 Animal Tissues, Organs and Organ Systems
- 4.2.3 Plant tissues, Organs and Systems

Summer Term:

- 4.3.1 Communicable Disease

Assessment

During the year:

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work.

Summative assessments take place usually at the end of each unit of work. These will be 30-minute assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1-hour written paper that assess all work covered from the start of Year 9. This will include a variety of questions that include working scientifically skills, required practical work and application of knowledge.

Supporting MAGT pupils

Pupils are encouraged to complete extension and challenge tasks in lessons.

Contact details

For further details, please contact Mrs Lindsay-Symington, Head of Biology, at sam.lindsay@redhouseschool.co.uk

CHEMISTRY

Overview

Year 9 will start the GCSE Combined Science course: Trilogy (8464). They will progress through Atomic Structure and Periodic Table and Bonding Structure and the Properties of Metals. Through these sections of work, pupils continue to develop their ability to work scientifically in addition to being introduced to some of the GCSE required practical activities and they will develop their mathematical skills. Pupils are given the time to master these fundamental skills in this early part of the course. We also introduce how these skills will be applied in exam style questions.

Curriculum Content

Autumn Term:

5.1.1 A Simple Model of the Atom, Symbols, Relative Atomic Mass, Electronic Charge and Isotopes

5.1.2 The Periodic Table

Spring Term:

5.2.1 Chemical Bonds, Ionic, Covalent and Metallic

5.2.2 How Bonding and Structure are Related to the Properties of Substances

Summer Term:

5.2.3 Structure and Bonding of Carbon

Assessment

During the year:

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be 30-minute assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1-hour written paper that assess all work covered from the start of Year 9. This will include a variety of questions that include working scientifically skills, required practical work and application of knowledge.

Supporting MAGT pupils

Pupils are given the opportunity to participate in the Royal Society of Chemistry 'Top of the Bench' competition. As well as participating in local Chemistry competitions. Further extension activities are advertised on Teams.

Contact details

For further details, please contact Mrs Spencer-Crabb, Head of Chemistry, at lynzey.spencer-crabb@redhouseschool.co.uk

COMPUTING

Overview

Pupils will use a variety of free to use applications; ones they can download at home. They will examine a number of areas of computing, from programming with Python, to data science and cyber security.

Curriculum Content

Autumn Term:

Pupils will be introduced to games programming using the GameMaker platform. This topic builds on their earlier work on Scratch. While there are set rules and techniques to follow, pupils are expected to use their imagination and put their own interpretation on how a game should look. This is a large computer-based project and pupils are expected to make rapid progress of understanding how the platform works and then plan and develop their own game.

Spring Term:

Pupils will examine the Python programming language in more detail. This unit introduces pupils to how data can be represented and processed in sequences. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.

Summer Term:

Pupils will be introduced to data science and will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, pupils will go through the steps of the investigative cycle to try to solve a problem in the school using data. The Cyber Security module takes pupils on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Pupils will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. The unit will look at cybercrimes, such as, hacking, as well as looking at methods to protect ourselves and our networks against these attacks.

Assessment

During the year:

Assessments take the form of end of unit tests for some modules, such as, Python, and assessed project work for modules such as GameMaker.

End of year examination:

A computer-based exam will cover basic use of the computer along with elements of the work from the year. Game design and programming will not be included in the exam.

Supporting MAGT pupils

Programming lends itself to exploration for more able pupils. All programs we create in class can be extended and expanded as pupils become more aware of the language and inquisitive of what it can do. Websites such as codeacademy can be used both in school and at home by signing up with school email address. Extension activities are built into all units.

Contact details

For further details, please contact Mr Butterfield, Head of Computer Science & Network Manager, at graeme.butterfield@redhouseschool.co.uk

DESIGN TECHNOLOGY

Overview

Over the course of the year, pupils will further refine the skills they have developed over previous years as they work towards considering their option choices. By the end of Year 9, pupils will have a wide Design Technology (DT) experience and will be able to use this to make an informed decision about GCSE option choices for Year 10 and 11. Pupils will work with wood, plastic, electronics and graphical media during Year 9.

Curriculum Content

Autumn Term:

Year 9 will complete their introduction to different 3D drawing styles, this time by drawing using a two-point perspective technique. This builds upon their single point perspective drawing work from Year 8. Towards the end of term, pupils will then turn their attention towards promotional packaging in readiness for Year 10. Pupils will be encouraged to use their creativity as well as taught skills, to repackage and promote a range of existing products, where originality creativity and finished quality will be highly valued and rewarded.

Spring Term:

Year 9 will start the term with a 'working with wood' project. Pupils will be encouraged to use their creativity to incorporate other materials and technologies into their work to increase its complexity. Towards the end of term, the focus changes to look into commercial printing and manufacturing processes, linked back to their design work from earlier in the year.

Summer Term:

Pupils will revisit specialist drawing software, 2D Design, to experiment with and use its advanced features. Pupils will establish the shortcuts that can be used to successfully create complex 2D shapes accurately and efficiently. Pupils will end the year with an investigation into a range of different commercial printing processes that are used in the manufacture of a range of different products.

Assessment

During the year:

Assessment will take the form of end of unit tests which will focus upon the work of the last project. These will typically be of a 40-minute duration to allow pupils with extra time to fully access the material in a standard lesson period.

End of year examination:

There will be an end of year examination, which will focus on this year's work, as well as recapping work from earlier years.

Supporting MAGT pupils

Extension activities are built into the projects that pupils undertake. This will stretch and challenge the more able pupils.

Contact details

For further details, please contact Mr Wilkinson, Head of Design Technology, at steven.wilkinson@redhouseschool.co.uk

ENGLISH

Overview

Pupils are placed in sets at the beginning of Year 9 in English. There is one Set 1 class and two Set 2 classes. There are no tiered entries in English and pupils are all taught to sit the same exam. Being in Set 2 does not limit a pupil's ability to achieve a top grade. It is about providing differentiated teaching to allow pupils to achieve their full potential. The Autumn Term is a preparatory term in which pupils begin to work at a higher GCSE level. The Spring Term sees pupils begin their GCSE work with the study of Unseen Poetry. Pupils study both English Language and Literature and stay with the same teacher through to Year 11.

Curriculum Content

Autumn Term

Short Novel/Stories: Pupils work towards producing a discursive essay based upon a given extract and a question from the text. This is a preparatory unit of work to allow pupils to work at GCSE level.

Introduction to Shakespeare: Pupils work towards producing a GCSE style essay on either 'Romeo & Juliet' or 'Macbeth'. The essay question will be based upon an extract from the play. Again, this is a preparatory unit of work.

Spring Term:

Unseen Poetry: Pupils begin the study of GCSE English Literature with Unseen Poetry.

Paper 2: Pupils begin the study of GCSE English Language with Paper 2 questions 1-5.

Summer Term:

Exam Prep: Paper 2 questions 1-5 and Unseen Poetry.

Literature Poetry: Pupils begin to study the English Literature anthology of 15 poems (pupils will study half the collection).

Assessment

During the year: Pupils will complete an assessed piece of work at the end of each unit. Typically, this will be a 50-minute essay for English Literature and a full exam paper for English Language lasting 1 hour and 45-minutes.

End of year examination:

The summer exam is an English Language Paper 2, lasting 1 hour and 45 minutes and an English Literature essay on Unseen Poetry lasting 50-minutes and a Modern Drama text lasting 50-minutes.

Supporting MAGT pupils:

The English department offers a wide variety of enrichment activities to support MAGT pupils including ISA essay writing competitions, ESU public speaking competitions, theatre visits, annual 'Poetry Live' conference, Readathons, author visits and much more.

Contact details

For further details, please contact Mrs Fryer, Head of English, at colette.fryer@redhouseschool.co.uk

FRENCH

Overview

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of French speaking countries as this allows pupils studying French to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

Key themes include: France and Other Countries (Comparisons and Differences, French Personalities, Transport, Francophone Cartoon Characters), Entertainment and Advertising (Television, Musical Genres, Films and Reading).

Spring Term:

Key themes include: New Technology, Social Media and Relationships.

Summer Term:

Key themes include: Issues for Teenagers, Healthy Living and Lifestyle.

Assessment

During the year:

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work or every other unit of work.

End of year examination:

End of year examinations cover all content from Year 9 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games national competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

Contact details

For further details, please contact Mrs Gaunt, Head of French, at celia.gaunt@redhouseschool.co.uk

GEOGRAPHY

Overview

Building upon the knowledge and skills from Years 7 & 8, pupils will now start to study the GCSE course. They will study part of each of Unit 1 (Physical) and Unit 2 (Human), in order to help them objectively decide whether to pursue Geography at GCSE.

Curriculum Content

Autumn Term:

Pupils will start the 'Challenges of Natural Hazards' topic. They will complete the natural hazards and tectonic hazards sections. This will focus on hazard risk, tectonic plates, earthquakes, case studies and strategies to limit damage to people and the environment from hazards.

Spring Term:

Pupils will complete the hazards topic and after half term they will move onto the first human unit at GCSE. They will study 'Urban Issues and Challenges' which focuses on causes of urbanisation around the world and the growth of megacities.

Summer Term:

Pupils will study Rio de Janeiro and Bristol as examples of cities that contrast economically. They will learn about the social, economic and environmental challenges and opportunities faced by the people living in them.

Assessment

During the year:

Formative assessments take place continually during class-based and homework tasks. They will start to be taught how to plan and structure answers at GCSE level. Summative assessments are planned at the end of each topic, usually in the form of an end of unit test.

End of year examination:

The summer exam is based upon all learning in Year 9. It will include questions that test knowledge and understanding and requires pupils to demonstrate geographical skills, description, explanation, analysis and evaluation.

Supporting MAGT pupils

Extension and challenge tasks are provided to encourage more able pupils to stretch themselves. Links to progression towards GCSE are made and pupils are starting to become familiar with the same language as used in the higher-level papers. Independent investigations allow the more able to research and extend their understanding beyond the main objectives.

Contact details

For further details, please contact Mrs Foster, Head of Geography, at faye.foster@redhouseschool.co.uk

GERMAN

Overview

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of German speaking countries as this allows pupils studying German to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

Key themes include: Role Models and Music. Through these themes, they will be encouraged to use a variety of tenses and more complex structures to talk about their own feelings and experiences. Opportunities will be given to read more challenging texts and also recognise differences in register.

Spring Term:

Key themes include: Identity and Culture Relationships, Marriage and Partnerships. New Technology, Social Media and Relationships. Through these themes, pupils will be encouraged to use a variety of tenses and more complex structures to talk about their own personal views and experiences. Opportunities will be given to read more challenging texts with the aim of developing comprehension skills.

Summer Term:

Key themes include: Social Media, Social Networks and Mobile Technology. Pupils will be encouraged to use different time frames in order to make comparisons and will explore a variety of viewpoints and opinions.

Assessment

During the year:

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work covering all four skill areas.

End of year examination:

End of year examinations cover all content from Year 9 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games national competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

Contact details

For further details, please contact Mrs Garrett, Head of German, at heidi.garrett@redhouseschool.co.uk

HISTORY

Overview

Pupils continue to study elements of 20th Century History with an overarching analysis of how the 20th Century is remembered ... 'An Age of what?'

Curriculum Content

Autumn Term:

Pupils study key events of the 20th Century followed by the social changes that took place in the early 20th Century, including the suffrage movement and the USA. They study the outbreak of the First World War, and complete a six-week project on the trench environment.

Spring Term:

The Spring Term focuses on governments. Pupils study different types of government, and consider positive and negatives for each one. They then focus on the rise of fascism in post-war Germany before completing a study of life in Nazi Germany.

Summer Term:

In the Summer Term pupils complete a focused study of the Holocaust and the importance of Remembrance. The end of the war is studied with a focus on the dropping of the atom bomb, and the moral implications of this. The last half term sees all pupils reviewing how the 20th Century can be remembered.

Assessment

During the year:

Opportunities for formative assessment occur throughout the year. These can take the form of extended projects, or GCSE style questions. Pupils are encouraged to develop examination skills in their extended writing.

End of year examination:

The summer exams provide pupils with the opportunity to demonstrate their knowledge and understanding of the topics covered in Year 9. The questions will be GCSE style, and will allow those continuing on to GCSE the opportunity to develop the skills required to show recall, interpretation and inference.

Supporting MAGT pupils

There is a small selection of books available for pupils to borrow in addition to revision guides and A Level topics. Extension sheets are also available. MAGT pupils are encouraged to further develop their extended writing both within lessons, and also during formative assessment activities.

Contact details

For further details, please contact Mrs Casey, Head of History, at susan.casey@redhouseschool.co.uk

MATHEMATICS

Overview

Pupils begin the AQA GCSE course in Year 9. Pupils in Set 1 study Higher Tier content in Years 9, 10 and 11, covering grades 5 to 9. Pupils in Set 3 study Foundation Tier content in Years 9, 10 and 11, covering grades 1 to 5. Pupils in Set 2 study Foundation Tier content in Year 9 and Year 10. Following the Summer exams in Year 10, a decision is made on an individual level as to whether pupils consolidate Foundation Tier content or progress to study the Higher Tier content in Year 11.

Curriculum Content

Autumn Term:

Set 1: Negative Numbers, Factors, Rounding & Estimation, Angle Properties & Regular Polygons, Standard Form, Pythagoras' Theorem, Trigonometry, Averages Including Frequency Tables, Cumulative Frequency and Box Plots.

Sets 2 and 3: Number Skills, Factors & Multiples, Calculating with Fractions, Scale Drawings & Bearings, Averages & Frequency Tables, Trigonometry and Pythagoras' Theorem.

Spring Term:

Set 1: Perimeter & Area, Arcs and Sectors, Percentages, Simultaneous Equations, The Four Transformations, Inequalities, Linear Graphs, Recurring Decimals and Expanding Three Brackets.

Sets 2 and 3: Decimals & Percentages, Circumference & Area, Equations, Simultaneous Equations, Transformations.

Summer Term:

Set 1: Tree Diagrams and Venn Diagrams, Constructions and Loci, Quadratic Equations, Rearranging Formulae and Identities.

Sets 2 and 3: Probability, Angles in Polygons, Sequences, Ratio, Standard Form, Volume & Surface Area of 3D Shapes.

Assessment

During the year:

3 x 55-minute assessments in class. Each assessment covers the content taught during the first three half terms, Autumn 1, Autumn 2 and Spring 1.

End of year examination:

2 x 60-minute assessments, covering the work covered across the whole year. These will be in the style of a GCSE paper and will be made from past AQA GCSE questions.

Supporting MAGT pupils

Pupils are regularly provided with extension questions throughout lessons and within homework tasks. In the second half of the Summer Term, pupils in Set 1 take part in a Team Challenge event over the course of 3 lessons.

Contact details

For further details, please contact Mr Palmer, Head of Mathematics, at ian.palmer@redhouseschool.co.uk

MUSIC

Overview

Pupils will study a range of musical styles and develop their ability to learn key words associated with music. They will have opportunity to develop performance skills on multiple instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras, such as, classical, to modern day pop, as well as study music from other cultures. They will use a range of musical software to develop composition skills as well as incorporating singing in most lessons.

Curriculum Content

Autumn Term:

Pupils will develop their knowledge and understanding of music from the 1990s and study the style of Britpop. They will form their own bands and be assessed on their ability to successfully recreate a famous Britpop piece of music. This will develop their performance skills and ability to read music. They will develop knowledge of chords to learn how to accompany a piece. During the second half of term, pupils will learn about film music and techniques used to create tension. They will learn about intervals and how they can affect the mood of a piece and develop composition skills by composing music on the software for their own horror piece.

Spring Term:

Pupils will study minimalism, and learn techniques such as phasing, augmentation, diminution. They will listen to a range of composers and identify aspects of the pieces that use the techniques learned. They will then use this information to compose their own piece of minimalism which will show clear ostinato sections, and development. After learning about ostinato and repeated patterns, they will learn about Baroque and Classical techniques that have used Ground Bass. They will develop musical notation skills for reading and composing and retrieve the knowledge learned from chords to develop a piece of music showing clear harmony on top of the repeated Ground bass.

Summer Term:

During this final term pupils will learn about the Beatles and listen to a range of songs. They will develop their performance skills once more and recreate their own versions of a well - known Beatles song to bring it into date. They will use listening skills to identify key features and look at how the songs were structured. Pupils will develop their ability to sing as a group and look at composing their own songs. They will look at structures, instruments, chords and harmonies, using all the knowledge gained over the year to compose a successful popular song of their own.

Assessment

During the year:

Listening tests, whole class and individual performances and compositions assessed during class activities with some peer assessment used.

End of year examination:

Listening test using GCSE style questions based on topics covered through the year.

Supporting MAGT pupils

Lessons use retrieval practice question which are differentiated for all learning styles. All practical tasks also have differentiated levels for gifted pupils and non- performers. Listening tests are based upon GCSE style questions which increase in difficulty as they progress through the school, up to GCSE. Choir, Orchestra and the Production Club is run regularly for pupils to continue their development and love of music.

Contact details

For further details, please contact Mrs Brown, Director of Music, at catherine.brown@redhouseschool.co.uk

PHSE & RSE

Overview

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Also, how to make responsible, informed decisions, for example in relation to drugs, alcohol and sexual consent; to understand the causes, implications and sources of help for mental and physical health problems; and to guide them in their career planning and financial future.

Our Relationships and Sex Education (RSE) programme is an integral part of the school curriculum, embedded chiefly within the School's framework for PSHE and Science. At Red House School, we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We believe that RSE is vital to equip children with the information, skills and values they need to have safe, respectful and enjoyable relationships.

The Year 9 scheme below provides guidance on the order of topics and objectives to be covered. However, this may vary due to the opportunity and availability of external speakers, e.g. Hart Gables, Arch Teesside, Police Education Liaison Officer, as well as adapting to the needs of the pupils.

Other national events will also be covered, for example, National Fitness day (September), Recycle Week (September), Black History Month (October), World Mental Health Day (October), World Kindness Day (November), Anti-Bullying Week (November), Safer Internet Day (February), Children's Mental Health Week (February), Women's History Month (March), World Environment Day (June), during Tutor Time, assemblies or PSHE lessons.

Curriculum Content

Autumn Term: Health & Wellbeing

Behaving to Achieve – Why Do We Have Rules in the Classroom? Interpersonal Skills; Growth Mindset; Coping with Stress; Managing Anxiety; Self-Harm; Selfie Safety; Alcohol Awareness; Drugs and the Law; Acid Attacks; Human Rights: Access to Education; Discrimination and the Equality Act 2010.

Spring Term: Living in the Wider World

How Can We Keep Financially Savvy and Avoid Debt? How Can I Successfully Manage My Money? Consumers and the Law – What are my Rights? Employability – Applying and Preparing for the World of Work; Taking Control of My Future; Work Skills, Enterprise and the Work Environment; What Exactly is Enterprise and What Are Enterprising Skills and Qualities? Enterprise and Workplace Skills and Characteristics; Who Is UNICEF and How Do They Help Around the World? What Is Sustainability? and How Can We Live in a More Sustainable Way?

Summer Term: Relationships

Eating Disorders; Body Image; Child Sexual Exploitation; Abusive Relationships; Peer Pressure; LGBTQAI+ Community; Trafficking; How does the Law Deal with Young Offenders? Why Do Teens Get Involved with Knife Crime? & What are the Consequences?

Assessment

During the year:

Formative assessment is used during each lesson through questioning and planned activities, which may be practical, verbal or written.

Supporting MAGT pupils

At Red House, we recognise the need for the same high expectations of the quality of pupils' work in PSHRE as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Contact details

For further details, please contact Miss Thompson, Head of PSHE and RSE, at claire.thompson@redhouseschool.co.uk

PHYSICAL EDUCATION & GAMES

Overview

The PE & Games programme provides many opportunities for pupils to flourish within a competitive and more challenging environment, with the specific intention of getting pupils out of their comfort zone and to improve their well-being.

The main focus of Games lessons in Year 9 is to build on the skills taught in the previous academic year and to engage in game play with an enhanced level of knowledge and understanding of rules and tactics.

Games lessons take place on a Thursday afternoon and are taught in single-sex sessions. All pupils will have the opportunity to participate in House competitions which take place towards the end of each season. During mixed PE lessons, pupils will continue to develop their agility, balance and coordination, and they will also take responsibility to monitor their own aerobic fitness levels. Similar to previous years, the range of PE activities will change every half term throughout the academic year.

Curriculum Content

Autumn Term:

For boys, the focus on team games will mainly involve rugby and hockey, and the girls will concentrate on netball and hockey. During single PE lessons, pupils will be involved in smaller units of work including handball and health-related fitness.

Spring Term:

For boys, the focus on team games will mainly involve hockey and football, and they will also have the chance to play rugby 7s. The girls will concentrate on netball and hockey, and there will also be an opportunity to participate in football and rugby taster sessions. During single PE lessons, pupils will be involved in smaller units of work including basketball and badminton.

Summer Term:

For boys, the focus on team games will mainly involve cricket and tennis, and the girls will concentrate on cricket, tennis and rounders. In preparation for ISA events and Sports Day, pupils will be taught a wide range of athletics events and their performances will be monitored and recorded. During single PE lessons, pupils will be involved in smaller units of work including tennis and rounders

Supporting MAGT pupils

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs. Pupils who attend lunchtime clubs will also be given the opportunity to participate in fixtures against other local schools throughout the season. Where applicable, pupils have the opportunity to participate in District, County, Regional and National competitions. In addition to this, our more talented players will get the chance to play in competitions beyond their own age category with older year groups.

Contact details

For further details, please contact Mrs Sweeney, Head of PE and Games, at marie.sweeney@redhouseschool.co.uk

PHYSICS

Overview

Year 9 will start the GCSE Combined Science Course: Trilogy (8464). The core concept of 6.1 Energy is introduced at the start of the course, as well as aspects from 6.6.2 in relation to infrared radiation. To support the main topic of energy we also cover 6.5.1.3 weight and 6.5.2 work done. Through these sections of work, we also introduce many skills such as working scientifically, numerous required practical activities and mathematical skills. Pupils are given the time to master these fundamental skills in this early part of the course. We also introduce how these skills will be applied in exam style questions.

Curriculum Content

Autumn Term:

6.1.1 Energy Changes in a System
6.1.2 Conservation and Dissipation of Energy
6.5.1.3 Weight
6.5.2 Work done

Spring Term:

Continuation of 6.1.2 Conservation and Dissipation of Energy
6.2.2.2 Properties of Infrared Radiation

Summer Term:

6.1.3 National and Global Energy Resources
6.2 Electricity.

Assessment

During the year:

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer-mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be 40-minute assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

End of year examination:

The end of year examination will be a 1-hour written paper that assess all work covered from the start of Year 9. This will include a variety of questions that include working scientifically skills, required practical work and application of knowledge and calculations.

Supporting MAGT pupils

Pupils are encouraged to complete extension and challenge tasks in lessons. The use of the Isaac Physics website is also promoted. We also utilise university and museum outreach online lectures/activities, where possible, to extend learning.

Contact details

For further details, please contact Mrs Gresswell, Head of Science & Head of Physics, at julie.gresswell@redhouseschool.co.uk

RELIGIOUS STUDIES

Overview

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School we develop the children's knowledge and understanding of the major world faiths and other world views and we address fundamental questions concerning, for example, the meaning of life, the existence of a divine spirit. We enable the pupils to develop a sound knowledge of not only Christianity but also of other world religions. The academic study of religion is at the centre of teaching and learning.

Curriculum Content

Autumn Term:

Pupils will explore the key question 'should religious people should be greener than everyone else?' The focus of this unit will be on religious teachings on creation and the environment and the different ways they may be interpreted. This will be followed by a unit on the logical problem of evil covering religious arguments to explain the existence of suffering and non-religious arguments, such as, the Epicurean Paradox.

Spring Term:

Pupils will study a unit covering the Philosophy of Ethics. This will involve exploring what is meant by the term ethics, influences on ethical decision making and examining ethical issues, such as, medical ethics, animal rights and the sanctity of life. Pupils also cover different Christian, Islamic and non-religious views on the ethical issues.

Summer Term:

Pupils will examine 'How Christianity has changed'. They will focus on the Great Schism, the Reformation, how Christianity became a worldwide religion and Christianity in the UK today.

Assessment

During the year:

Pupils undertake summative assessments at the end of each unit, approximately every half term. These will usually take the form of an 'open book' timed assessment. Each assessment is focused on GCSE Assessment Objective 1 - Knowledge and Understanding of Religion, and GCSE Assessment Objective 2 - Analyse and Evaluate Aspects of Religion and Belief.

End of year examination:

The exam will be a GCSE style paper and will consist of questions based on Year 9 content only. It will assess knowledge and understanding of religion, and will give pupils the opportunity to analyse and evaluate aspects of religion and belief.

Supporting MAGT pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their answers and opinions. They will also be given specific activities designed to develop excellent exam technique ensuring they are confident in answering exam questions enabling them to achieve the highest grades should they choose Religious Studies as an option. A co-curricular online club, delivered by the Royal Institute of Philosophy, 'An Introduction to Philosophy' is open to all pupils.

Contact details

For further details, please contact Ms Roberts, Head of Religious Studies, at lara.roberts@redhouseschool.co.uk

SPANISH

Overview

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of Spanish speaking countries as this allows pupils studying Spanish to become both well-rounded and broad-minded young citizens.

Curriculum Content

Autumn Term:

Key themes include: The Internet & Social Media, TV & Cinema, Musical Tastes, Jobs & Careers.

Spring Term:

Key themes include: Clothes & Fashion, Shopping, Daily Routines.

Summer Term:

Key themes include: Relationships with Friends & Family, Comparing Routines, Global Issues.

Assessment

During the year:

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work.

End of year examination:

End of year examinations cover all content from Year 9 and will assess listening, speaking reading and writing skills.

Supporting MAGT pupils

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games National Competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

Contact details

For further details, please contact Mr Heron, Head of Spanish, at stephen.heron@redhouseschool.co.uk

HOMEWORK

At Red House School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

The following table is a guide for parents and pupils, of the School's broad expectations of the amount of homework time expected of pupils of different ages in the Senior School:

Years 9	Approximately 30 minutes on each subject per week. Normally there are two or three homework's each evening.
Years 10-11	Pupils should do 1-1.5 hours homework per day on set work and non-directed learning.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary, but this should decrease as their child gets to approximately Year 9, when they should be exhibiting a more independent approach to learning.
- Make it clear to their child that they value homework, and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 6 to 9, and to use the pupil planner to communicate any problems to the form tutor or, if necessary, contact the tutor directly at school.

Prior to school examinations or assessments, it is expected that homework will increasingly focus on revision and study skills. Academic and pastoral staff will advise on appropriate techniques throughout the year. Useful information can also be found in the pupil planner.

Homework facilities in school

Pupils may stay for Tea and Prep, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff and take place in the Dining Hall or the Library.

There are 2 sessions: the first Tea and Prep 1 (T&P1) is from 4pm until 5.15pm and the second Tea and Prep 2 (T&P2) is from 5.15pm until 6pm.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Miss Ward at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for tutors can also be written into the pupil planner.

Subject Teachers

A direct approach is usually the quickest and most effective way to resolve issues about academic progress, homework, etc.

Form Tutors

The first point of contact for any pastoral or disciplinary concerns. Also, for academic concerns that relate to more than one subject.

Heads of Department

For concerns about a specific subject that cannot be resolved by the subject teacher.

Head of Years 9-11 (Mr Tom Thorogood)

For academic or pastoral concerns that cannot be resolved by the Form Tutor.

Tom.Thorogood@redhouseschool.co.uk

SENCo (Mrs Eileen Auty)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

Eileen.Auty@redhouseschool.co.uk

Director of Wellbeing and Pastoral Care (Mrs Sam Lindsay-Symington)

Mrs Lindsay-Symington is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for all wellbeing and pastoral matters.

Sam.Lindsay@redhouseschool.co.uk

Assistant Head (Academic) (Ms Lara Roberts)

Ms Roberts is the line manager of the Heads of Department and has responsibility for all curriculum and academic matters.

Lara.Roberts@redhouseschool.co.uk

Deputy Head and Head of the Senior School (Miss Claire Thompson)

Miss Thompson is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for disciplinary matters.

Claire.Thompson@redhouseschool.co.uk

Head (Dr Rebecca Ashcroft)

Oversight of all academic, pastoral, operational and disciplinary matters in school and line manages the Senior Management Team (SMT).

Rebecca.Ashcroft@redhouseschool.co.uk