WIRRAL GRAMMAR SCHOOL

Key Stage 3 Curriculum Guide

(Year 9)

2025-2026

Dear Parents

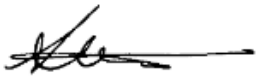
This guide contains a summary of the topics and themes that your son will be studying in each of his subjects during Year 9. Information relating to assessment methods has also been included.

At the end of each subject section there is a brief summary of some of the ways in which you can support your son with his work during the year. Our intention is that, providing parents with this information, alongside specific details of each boy's progress, will enable parents to work alongside us in ensuring that each boy achieves his true potential.

Key assessments in each subject will be based on a scale which extends from 'emerging' (lowest) to 'mastering' (highest). The attainment comments are awarded in relation to the specific assessment criteria for Year 9 within each subject. There are more details, specific to each subject, within the body of the guide. The reason for adopting this scale is because this reflects the outcomes for the curriculum that is being delivered in this school. There is more information available in the curriculum maps for each Key Stage 3 subject.

It is our intention that Key Stage 3 provides all pupils with a very secure base from which to start their GCSE courses.

Yours sincerely



A P White
Senior Deputy Headteacher

Contents

Using this Guide

This Guide is divided into subject areas. For each subject area, you will have a department intent (this is similar to that expressed in the Year 9 guide). This outlines what the departments are trying to achieve over the period of Key Stage 3. Following this, is the curriculum map for each subject for each phase of the academic year. You can use this to see what your son has just learned and what he will be covering in his next topics. This will also tell you how and when your son is going to be assessed. We will use the outcomes of these assessments, together with ongoing assessment as part of the normal course of teaching, to determine a descriptor for the attainment your son has shown in that topic area. These will be one of four which are –

- *Emerging*
- *Developing*
- *Securing*
- *Mastering*

There is an assessment map for each subject that will explain, in detail, how these descriptors are determined. We'd hope that you use all this information to have an in-depth conversation with your son when he receives a descriptor in his subjects. You will be able to see what he has covered, and the assessment maps will show what he needs to work on and what he needs to maintain. These should allow for very targeted conversations for improvement, where and when required.

Section 1 – Year 9 Curriculum Subjects

Section 1: Year 9 Curriculum Subjects

Art

'Every child is an artist. The problem is how to remain an artist once he grows up.' - Pablo Picasso

Within the subject area of Art, we strive to nurture and foster an environment where pupils can discover their own creative talents within a safe and respectful atmosphere where creativity can flourish. We encourage pupils to explore all aspects of art, craft, and design through an exciting and engaging curriculum. We do not specialize in one media area within the subject, as we believe that by allowing pupils to explore a wide range of materials and techniques provides the best scope for personal and independent creative development. We aim to develop artistic and creative thinkers and pupils who are respectful of their peers and the different genres within art, craft, and design. Pupils are encouraged to discuss their own artwork as well as existing practitioners, developing independent thinkers who can successfully articulate opinions.

KEY STAGE 3

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from primary where students have had a variety of different experiences within the Art curriculum. Pupils remain with the same teacher throughout the year and study the different areas of the subject with that teacher.

ART – Curriculum Maps:

Key Stage 3 - YEAR 9 – THEMES – Fantasy Structures and Landscapes

Pupils will be studying the themes 'Fantasy Structures' and 'Landscapes' in Art this year. This is sub-divided into the following 3 projects:

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept
Concept theme – Landscapes**/ Art career pathways** Pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of creative practice that examines the natural environment. Pupils will begin to explore clay, textiles, and wire as media to record aspects of their relationship with landscape and the natural environment. Pupils will begin by learning fundamental recording skills, using this new media. Subsidiary lessons focused on different creative career pathways.	Concept theme – Landscapes**/ Art career pathways** Pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of creative and cultural practice that examines the natural environment. Pupils will begin to model 3D sculptures that reflect important aspects of their relationship with landscape and the natural environment. Pupils will experiment with different 3D modelling techniques, using a variety of alternative sculptural media. Subsidiary lessons focused on different creative career pathways.	Concept theme – Landscapes**/ Art career pathways** Pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of creative practice around space and their understanding of depth. In the third term, pupils will have start to present their explorative creative research and material processes, as part of a study sheet. Pupil will focus on learning how to record these processes to meet the higher-level GCSE assessment criteria. Subsidiary lessons focused on different creative career pathways	Concept theme – **Fantasy Structure/ Art career pathways** Over the course of this project, pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of 3D sculpture and architectural form. In the first term, pupils will be introduced to relevant contextual sources, from which they will draw inspiration from, to develop their own design ideas. This will involve explorative design drawing and some technical material experimentation. Pupil will draw inspiration from different architectural cultural practices, as well as contemporary installation artworks and digital game design. Subsidiary lessons focused on different creative career pathways.	Concept theme – **Fantasy Structures/ Art career pathways** Pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of 3D sculpture and architectural form. In the second term, pupils will begin to construct their own 3D architectural structures, inspired by the contextual sources and their own designs. Pupil will start to consider technical processes to inform the aesthetic design of their structures. Subsidiary lessons focused on different creative career pathways.	Concept theme – **Fantasy Structures/ Art career pathways** Pupils will explore a range of techniques, materials, and processes, aimed at developing their understanding of 3D sculpture and architectural form. In the third term, pupils will have start to present their explorative creative research and material processes, as part of a study sheet. Pupil will focus on learning how to record these processes to meet the higher-level GCSE assessment criteria. Subsidiary lessons focused on different creative career pathways.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• Verbal feedback • Pupil & peer reflections	• Verbal feedback • Pupil & peer reflections	• Verbal feedback • Pupil & peer reflections	• Verbal feedback • Pupil & peer reflections	• Verbal feedback • Pupil & peer reflections	• Verbal feedback • Pupil & peer reflections

• One extended independent task • Two teacher 'GMA assessments' focused on AO1 & AO3 • Homework tasks	• One extended independent task • Two teacher 'GMA assessments' focused on AO2 & AO4 • Homework tasks	• One extended independent task • Two teacher 'GMA assessments' focused on AO2 & AO3 • Homework tasks	• One extended independent task • Two teacher 'GMA assessments' focused on AO1 & AO4 • Homework tasks	• One extended independent task • Two teacher 'GMA assessments' focused on AO2 & AO3 • Homework tasks	• One extended independent task • Two teacher 'GMA assessments' focused on AO1 & AO4 • Homework tasks
• The specified order of teaching within each project may vary due to access to equipment within the department.					

	Mastering	Securing	Developing	Emerging
AO1 **Develop ideas through investigations, demonstrating critical understanding of sources.**	Student can: Demonstrate an exceptional ability to effectively develop ideas through creative and purposeful investigations. Evidence an exceptional ability to demonstrate critical understanding of sources	Student can: Demonstrate a highly developed ability to effectively develop ideas through creative and purposeful investigations. Evidence a highly developed ability to demonstrate critical understanding of sources	Student can: Demonstrate a generally consistent ability to effectively develop ideas through purposeful investigations. Evidence a generally consistent ability to demonstrate critical understanding of sources.	Student can: Demonstrate some ability to develop ideas through purposeful investigations. Evidence limited ability to demonstrate critical understanding of sources.
AO2 **Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**	Evidence an exceptional ability to thoughtfully refine ideas with discrimination. Evidence an exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence a highly developed ability to thoughtfully refine ideas. Evidence a highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence a generally consistent ability to thoughtfully refine ideas. Evidence a generally consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Evidence some ability to refine ideas. Evidence some ability to select and experiment with appropriate media, materials, techniques and processes.
AO3 **Record ideas, observations and insights relevant to intentions as work progresses.**	Evidence an exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Evidence a highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Evidence a generally consistent ability to effectively record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Evidence some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.

AO4 **Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language**	Evidence an exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Evidence an exceptional ability to demonstrate understanding of visual language.	Evidence a highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Evidence a highly developed ability to demonstrate understanding of visual language.	Evidence a generally consistent ability to effectively present a personal and meaningful response and realise intentions. Evidence a generally consistent ability to demonstrate understanding of visual language.	Evidence some ability to present a personal and meaningful response and realise intentions. Evidence limited ability to demonstrate understanding of visual language.

<u>You can assist your son with his studies in the following ways:</u>

- Provide a broad range of creative materials for home use, eg shading pencils, acrylic paints collage papers, glue and scissors
- Provide a clear flat working space that has a protective surface
- Direction towards appropriate websites that have a suitable level of detail
- Research into relevant artists, concepts or cultures
- Encouragement of the appreciation of the aesthetic nature of the environment
- Visits to local, national or international galleries and exhibitions

BIOLOGY

Biology Department Intent

The Biology team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds & build relationships with learners. All students are unique and we want students to thrive in their Biology lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

Science and the understanding of Biology is integral to everyday life. As a department we have agreed the aim of our curriculum is to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in Science. Learners should leave WGSB having studied a curriculum that not only covers the key concepts set out in the National Curriculum and the exam board specifications, but confident in biological vocabulary and able to apply their knowledge to the world around them. We want to develop well rounded Scientists who are able to confidently plan and conduct investigations, and who are able to evaluate methods always questioning experimental design.

As a department we are continuously striving to deliver the highest quality provision for our students and so alter the teaching order and content of the units to reflect current events or the needs of our learners. Modules allow for retrieval of previous work covered through the use of regular ‘retrieval questions’ at the start of each lesson. Year 9 students are following the teaching order below, which is a bespoke scheme intended to encourage a broad passion for Biology and help develop a scientific approach towards experimental design.

BIOLOGY - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Brainiac Brain anatomy; Memory; Nervous system; Responses; Reflex; Addiction,	**Brainiac & HTSAZA** Neurodegeneration; Neuro ethics. Disease terminology and risk; bacterial disease; viral disease	**HTSAZA** Fungal disease; protists, parasites and prions; human defence systems; pandemics and epidemics	**Botany** Specialised plant cells; Leaf structure; Transpiration; Photosynthesis.	**Botany and Zoology** Plant reproduction; Classification; Natural selection; Evolution.	**Zoology** Palaeontology, Comparative anatomy, Ecosystems and Biodiversity, Animal behaviour, Wildlife disease.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Brainiac mini assessment – October Brainiac test – November	Brainiac end of unit test – November. HTSAZA mini assessment – December.	HTSAZA end of unit test – February.	Botany mini assessment – March.	Botany end of unit test – May. Zoology mini assessment – June.	Zoology end of Key stage presentations – July.

Curriculum and Assessment Map: Science (Biology Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1 Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. AO2 Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.	Student can consistently: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations. Students can consistently: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes. Apply mathematical techniques.	Student can regularly: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations. Student can regularly: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student can occasionally: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations. Student can occasionally: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student are beginning to: Recall and explain scientific content with relevant key terms and diagrams. Link ideas from different topics together and apply this to unique situations. Student are beginning to: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.

AO3 Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.	Student can consistently: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student can regularly: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student can occasionally: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student are beginning to: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.

CHEMISTRY

Chemistry Department Intent

The Chemistry team at WGSB wants all students to aim high and achieve beyondexpectations. We have developed a challenging programme of study which provides acurriculum to inspire enquiring minds. All students are unique, and we want students to thrive in their Science lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better.

As a department we have agreed that the aim of our curriculum is to prepare students to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in science. As a result, we have agreed on the following 8 key concepts that mirror those identified in the national curriculum…

1) The Particulate Nature of Matter
2) Atoms, Elements and Compounds
3) Pure and Impure Substances
4) Chemical Reactions
5) Energetics
6) The Periodic Table
7) Materials
8) Earth and Atmosphere

The focus on these concepts is not new; they have been the backbone of our curriculum for years. There is an ongoing process to ensure that they are covered in sufficient depth across each year group's scheme of work and that they are developed effectively through the Key Stages.

CHEMISTRY - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Reactions of Metals • Reactions of acids with... Metals Metal Oxides Metal Carbonates Metal Hydroxides • Conservation of Mass • Chemical Equations	**Reactivity Series** • Corrosion • Reactivity • Displacement • Exothermic/ Endothermic	**Atoms** • Elements, Compounds & Mixtures • States of Matter • History of the Atomic Model	**Atoms** • Atomic Structure • Electron Structure • Isotopes • Moles & Mass • Moles & Conc. • Moles & Vol.	**Chemistry Basics & Practical Skills** • Apparatus • Variables • Graphs	**Chemistry Basics & Practical Skills** • Planning and conducting 2 Rate Pracs • Chemical Formulae • Balancing Equations
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test • An end of unit test	• Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test • An end of unit test	• Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test	• Homework tasks • An end of unit test	• Homework tasks • A mini assessment composed of past paper questions to help prepare your son for his end of unit test	• Homework tasks • An end of unit test

Curriculum and Assessment Map: Science (Chemistry Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1 Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.	Student can consistently: Recall and explain scientific content with relevant key terms and diagrams. Recall and rearrange equations and recall the correct units for all quantities.	Student can regularly: Recall and explain scientific content with relevant key terms and diagrams. Recall and rearrange equations when given a formula triangle and recall units for most quantities.	Student can occasionally: Recall and explain scientific content with relevant key terms and diagrams. Recall simple equations and recall units for some quantities.	Student are beginning to: Recall and explain scientific content with relevant key terms and diagrams. Use simple equations when given a formula and recall units for some quantities.

AO2 Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.	Students can consistently: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes. Apply mathematical techniques.	Student can regularly: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student can occasionally: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student are beginning to: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.

AO3 Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.	Student can consistently: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student can regularly: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models	Student can occasionally: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student are beginning to: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.

COMPUTER SCIENCE & IT

Computer Science & IT Department Intent

We believe in the power of Computer Science and IT as a discipline that will enable students to actively participate and thrive in a world heavily influenced by technology. We ultimately aim to support students in progressing to key stage four and ultimately their long-term career aspirations in or beyond the tech-industry. Through their study, students will develop foundational knowledge including how computers work and how data is represented, transferred, processed and stored between computational systems. We also want students to understand what computational thinking is and apply these principles to problem solving, creating solutions either in real-life or using computers (through algorithmic design and programming). We want our students to use technology as a tool for learning and expression in a variety of disciplines and interests, becoming not just consumers of technology, but creators of it. As a result, students will be empowered to use technology as an accessible medium for creative and personal expression, as well as a tool for representing and solving problems. Finally, we want pupils to learn about the wider issues surrounding the use of technology in society, through engaging in discussions and reflecting upon the ethical, legal and environmental issues, and developing digital literacy through exploring and being critical of the media they consume through various digital platforms.

The Year 9 curriculum has been designed in a way that gives students a taster of both Computer Science and Information Technology – our two pathways in the Computer Science and IT department that students may wish to consider opting for at GCSE level. We hope that this curriculum not only helps them to make a more informed decision about the pathway most suitable for them but also provide all students with a variety of digital literacy skills that will assist them in later life.

COMPUTING - Curriculum Map:

Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Data Representation (**Skills:** Binary, hexadecimal, denary)	**Advanced Spreadsheets** (**Skills:** Formulae, graphs, conditional formatting, IF Statements)	**Introduction to Python** (**Skills**: Input / output Variable, Assignment, Concatenation, If statements)	**Algorithms – Computational Thinking** (**Skills:** Abstraction, decomposition, series of instructions)	**Introduction to WebDesign, Networks and the Internet** (**Skills:** HTML / CSS/ Internet / topology)	**Enrichment Project Silver/Gold IDEA Award** (**Skills:** Real life situations consolidating software skills, computational thinking skills)
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • *A practical assessment covering the set skills covered*	• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • *A practical project implementing the Spreadsheet skills from the unit*	• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • *A practical project creating a multiple-choice quiz*	• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • An assessment in relation to the key terms and case studies identified within the unit of work	• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • *A practical project implementing the WebDesign skills from the unit*	• *Verbal feedback* • *Pupil & peer reflections* • *Homework tasks* • A practical project cross referencing software skills developed throughout the year • IDEA Silver/Gold Award achieved

Curriculum and Assessment Map: Computer Science & IT Year 9

Descriptors	Emerging	Developing	Securing	Mastery
Unit 1 Data Representation	Students can: Develop an understanding of how data can be represented in different forms. They can recognise that text, numbers, and images can be stored digitally but need guidance to understand binary or other coding systems. At this stage, they require support to apply concepts such as bits and bytes.	Students can: Become more confident in understanding data representation. They can explain how numbers and simple text are represented in binary and can perform straightforward conversions with support. They are beginning to understand how images and sounds can be represented digitally.	Students can: Demonstrate a secure understanding of data representation. They can convert confidently between binary and denary, explain the use of character sets, and describe how images and sound are stored. Their work shows accuracy and confidence in applying these concepts.	Students can: Demonstrate advanced knowledge of data representation. They can explain and apply concepts across binary, hexadecimal, character encoding, image resolution, and sound sampling with accuracy and independence. Their work shows depth of understanding, the ability to make connections, and the skill to evaluate how data is stored and transmitted efficiently.
Unit 2 Spreadsheets	Students can: Identify some of the uses of Spreadsheets. Use basic mathematical operators to solve tasks in Microsoft Excel. Use conditional formatting on cells in Microsoft Excel.	Students can: Confidently apply mathematical formulae including =SUM to complete tasks in Microsoft Excel. Able to apply standard IF statements in Microsoft Excel to make decisions. Can describe why charts and graphs are often used to display data in visual form.	Students can: Use both basic and advanced formulae to solve a variety of tasks in Microsoft Excel. Able to produce a variety of charts and graphs that are suitable for different datasets. Can describe the purpose of Macros and why they are used in Microsoft Excel. Can create Macros with guidance.	Students can: Competently and independently apply both basic and advanced formulae in Microsoft Excel and select suitable formulae to solve tasks. Able to explain what is meant by a Macro and the benefits of using them. Can independently create a series of Macros in Microsoft Excel to perform a variety of tasks.

Descriptors	Emerging	Developing	Securing	Mastery
Unit 3 Python	Students can: Output information in Python. Able to use variables to store information in programs Able to write code that accepts an input from users and stores it Able to describe the importance of sequencing Able to use basic if statements that make decisions in Python	Students can: Create If...Else... statements in Python that make decisions based upon conditions. Able to create for loops in Python that count up and count down. Able to use skills such as concatenation in Python code. Can set-up a basic list/array in Python. Can identify the components that make up subroutines in Python.	Students can: Create If...Else... statements that make comparisons using relational operators. Able to create while loops that iterate based upon a certain condition. Able to describe what is meant by a subroutine and produce basic functions to solve a task with assistance. Able to create a list data structure and apply basic operations such as adding and removing from a list.	Students can: Create nested If statements in Python that are able to check for multiple conditions. Able to use relational, Boolean and arithmetic operators competently as part of his programs. Able to explain what is meant by a subroutine and some of the benefits of using them in programs Able to independently develop functions to solve a variety of tasks in Python that accept parameters. Able to competently create a list data structure in Python and apply a wide range of list operations to the data in the list.
Unit 4 Computational Thinking	Students can: Begin to understand the basic principles of computational thinking.They can recognise simple patterns and attempt to break down tasks into smaller steps with guidance. At this stage, they need support to apply logical thinking when solving problems.	Students can: Gain confidence with computational thinking skills. They can identify patterns, sequences, and begin to use decomposition to solve straightforward problems.With some support, they are able to apply logical reasoning and consider step-by-step solutions.	Students can: Independently apply computational thinking techniques, including decomposition, pattern recognition, abstraction, and algorithm design.They demonstrate logical reasoning and can create step-by-step solutions to a range of problems.	Students can: Demonstrate strong mastery of computational thinking skills.They apply decomposition, abstraction, pattern recognition, and algorithms with confidence and accuracy across a wide range of contexts. Their solutions are clear, efficient, and creative, showing independence and the ability to evaluate and refine their work.

Descriptors	Emerging	Developing	Securing	Mastery
Unit 5 Web Design	Students can: Begin to explore the basics of web design. They can identify key elements of a webpage and are starting to experiment with simple design tools. With guidance, they can add text and images but need support to apply layout or style consistently.	Students can: Show more confident in creating webpages with structured content. They can apply simple layout and styling features to improve presentation. They are beginning to understand how design choices affect usability, though they still need support to refine their work.	Students can: Independently design and build webpages with clear structure and appropriate use of text, images, and styles. They use layout and formatting effectively to enhance the user experience. Their work shows accuracy and creativity.	Students can: Advanced skills in web design, creating professional, well-structured, and visually engaging webpages. They can apply a wide range of design principles, coding skills (such as HTML and CSS), and user-centred thinking. Their work shows independence, creativity
Unit 6 Enrichment Project	Students can: Apply some of the skills learned throughout Year 9 into their enrichment project. They can demonstrate elements of data representation, spreadsheet use, Python programming, web design, and computational thinking with support.At this stage, they require guidance to make connections between these skills and to apply them effectively in a project context.	Students can: Become more confident becoming more confident in applying a range of Year 9 computing skills within their enrichment project. They can use spreadsheets, Python, and web design tools with some independence, while also showing understanding of data representation and computational thinking. With guidance, they are starting to link these skills together to create a more purposeful outcome.	Students can: Independently apply a wide range of Year 9 skills within their enrichment project. They demonstrate secure knowledge of data representation, spreadsheet modelling, Python programming, web design, and computational thinking. Their work is accurate, well-structured, and shows clear connections between different areas of computing.	Students can: Demonstrate mastery by combining and applying a broad range of Year 9 skills within their enrichment project. They use data representation, spreadsheets, Python programming, web design, and computational thinking with confidence, accuracy, and creativity. Their project is original, well-executed, and shows independence, problem-solving ability, and a deep understanding of how these skills integrate.

You can assist your son with his studies in the following ways:

If pupils have access to a computer at home, further practice of skills gained in the lesson would be of benefit. Demonstrating elements of the lesson to parents can be a helpful way to consolidate knowledge.

Programming Resources

Python Programming Language: Pupils can make use of the following website, to download
and install the Python programming language for free:
https://www.python.org/downloads/

The following tutorials can be helpful in learning the Python programming language:

- *Code Academy: Python* https://www.codecademy.com/learn/python
- *Tutorialspoint: Python* http://www.tutorialspoint.com/python/
- *W3 Schools:* *https://www.w3schools.com/python/python_exercises.asp*

Web Resources

- *KS3 Computer Science Wikibooks* https://en.wikibooks.org/wiki/KS3_Computing
- *BBC Bitesize Computer Science* http://www.bbc.co.uk/education/subjects/zvc9q6f
- *Computing at School (CAS)* http://www.computingatschool.org.uk/
- *Scratch* *https://scratch.mit.edu/*
- *National Museum of Computing* http://www.tnmoc.org/
- *Solo Learn Python* *https://www.sololearn.com/en/learn/courses/python-introduction*
- *Online Python Challenges* https://pychallenger.com/python-challenges/
- Touch Typing https://www.typing.com/
- CoderCSUK https://coder.csuk.io/htmlcoder/
- Microbits https://makecode.microbit.org/

Design & Technology

‘An inventor's path is chorused with groans, riddled with fist-banging and punctuated by head scratches.’ - James Dyson

Design Technology aims to encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others’ lives. We want to teach our students to work in an iterative way using a variety of creative strategies that will encourage them to approach problem solving with an open mind. We aim to produce creative, critical thinkers who have the courage and confidence to contribute to the world around them. We provide a safe and respectful atmosphere where their creativity can flourish, they can solve problems and are not afraid to make mistakes throughout the creative process. The curriculum in Creative Design (D&T) allows students to experience a range of different areas in design including CAD/CAM, Product Design, Industrial Design, Graphic Design and Resistant Materials. We aim for students to realise the relevance of design in our modern world whilst raising awareness of career choices and engendering a love of the subject.

DESIGN TECHNOLOGY - Curriculum Maps:
Key Stage 3 – YEAR 9

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from Year 7 & 8 where students have had a variety of different experiences within the D&T curriculum. Students remain with the same teacher throughout the year and study the different areas of the subject with that teacher including health and safety and safe working practices, traditional hand and machine use, material properties and characteristics, key designers and design movements, and CAD/CAM basics.

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
SUBJECT INTRO Knowledge audit Introduction to the subject Techniques: Design areas, health and safety, workshop rules. Case study on ALESSI design company and introduction to the design process. Booklet making to create own design info booklet on ALESSI **WOODEN Trinket Box** H&S of how to use tools in the workshop Intro to categories of wood and working properties of wood. Intro to working practices including vice, tenon saw, file, sanding. Basic marking out techniques **ASSESSMENT WEEK 1**	**WOODEN Trinket Box (Cont)** Removing materials techniques and processes Basic joining wood techniques – pinning, pva, butt, down and drilling Surface finishes and their importance Practical outcome assessment and evaluation and conclusion writing Technical drawing and working drawings Orthographic projection **CAD TUTORIALS FOR 2D Design** **CHRISTMAS PACTICAL PROJECT** Use of scroll saws and coping saw to cut out material Material properties Sanding and filing skills Decoration and finishing techniques tessellation	**Lamination Trinets** Introduction to the basic elements of CAD software – 2d Design and Google Sketchup Discussing why CAD is important for the future Basic bitmap contouring techniques Measurements and delete functions, moving and scaling Extruding and positioning, rotating Tutorial work on Sketchup to improve design skills and application of ideas. – Tutorials 1-12	**Mixed Material Trinket** Investigation techniques to include work of others (existing products) and the ITERATIVE design process Basic specification writing for the project Development of initial design techniques and strategies Final design and dimensions – discussion on methods of presenting Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods **ASSESSMENT WEEK 2**	**Product Development** Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods continued exploration Basic process of testing and evaluating their work and the work of others. Evaluation writing **NEA Task Practice** Situation and design brief writing Independent but flameworked research and investigation to include differences in primary and secondary research Simple task analysis and context exploration Ergonomics and primary research into hand sizes Independent specification writing with some justifications Design skills and generation of ideas	Peer and self-evaluation of design proposals considering ACCESSFM Model making CAD designing Laser cutter introduction and basic skills CAM Testing and evaluation of final outcome. **EXAM CONTENT** Section 1 Practice exam paper Section 2

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• Baseline assessment • H&S • AO2 prototype making • Use of tools and machinery • Homework assessments • Assessment week perspective drawing activity	• Practical working skills and tool use • H&S within the workshop • Practical outcome will generate attainment grade • CAD outcome • Outcome of Christmas Project • Homework assessments	• Design model making assessment • End of project assessment will generate attainment grade • Practical outcome testing • Homework assessments	• Practical outcome assessment • End of unit assessment grade • Homework assessments • Assessment week outcome	• 2d CAD drawing assessment • Booklet unit assessment grade • Practical outcome assessment grade • Homework assessments	• Practical outcome • Mini assessment preparation for end of year • End of year assessment • Homework assessments
• **The specified order of teaching within each project may vary due to access to equipment and the availability of the technician within the department.** • **'Ready, Steady Activities' standalone activities will be offered at various stages throughout the academic year.**					

Curriculum and Assessment Map: Design Technology (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1: Investigation	Student can: Gather an **extensive range** of inspiring images for research, which is relevant and focused. Analyse all information and be able to **explain the importance** and relevance linked to the topic. Consider all the customer and user needs through using a variety of focused and relevant secondary and primary research. Be able to provide a **detailed analysis** of existing products which are relevant to the design intention. Show an awareness of social and environmental concerns when researching.	Student can: Gather **a wide range** of inspiring images for research, which is relevant and focused. Analyse all information gathered and show explanation in their work and understanding of that information. **Consider the customer and user needs** through using relevant secondary and primary research. Be able to provide a detailed analysis of existing products which are relevant to the design intention.	Student can: Gather a range of inspiring images for research, which is relevant to the topic. **Analyse some information** to create relevant specification points. Consider some of the customer and user needs through **using basic secondary** and primary research. Be able to provide an analysis of existing products which are mostly relevant to the design intention.	Student can: Gather some inspiring images for research. Can analyse some information. Consider some of the customer and user needs through using secondary research. Can analyse existing products that are somewhat relevant to the design intention.

Descriptors	Mastering	Securing	Developing	Emerging
AO2: Design and Development	Student can: Produce creative, i**maginative and innovative** ideas, with a **high level of accuracy** and consistency, considering, functionality, aesthetics and innovation. Consider ongoing research that is both relevant and focused including group feedback. **Show a high level** of development work with experimentation, using a range of 2D/3D techniques and mathematical modelling, including CAD where appropriate to ensure the prototypes fully meet its purpose. Consider social, moral, **environmenta**l issues and sustainability..	Student can: **Produce a Creative and Imaginative** ideas, with a good level of accuracy and consistency, considering, functionality, aesthetics and some innovation. Show that developments take into account their ongoing research. Show a **good level of development** work with a variety experimentation is evident, using a range of 2D/3D techniques and mathematical, including CAD where appropriate with at least one physical model fit for purpose.	Student can: Produce good ideas have been developed with some reference to functionality. Show that their developments have been made and consider ongoing research. Produce development work with some experimentation of 2D/3D techniques and mathematical modelling awareness. Produce show a **simple** understanding of CAD and how it relates to the project.	Student can: Produce some ideas (2 or more) have been developed with some reference to functionality. Show that further developments have been made that consider simple ongoing research. Produce development work with some basic experimentation of 2D/3D techniques. Create a simple CAD file.

Descriptors	Mastering	Securing	Developing	Emerging
AO3: Make	Students can: Create a prototype that shows **a high level** of making /finishing skills that are appropriate. Ensure all specified **tolerances have been met**. Use safely and correctly all relevant and specific hand and machine tools, materials and equipment (including CAM where appropriate) Evidence these machines and tools have been consistently operated at a high level safely. Work independently to produce and **high quality** prototype that could be commercially viable with development.	Students can: Create a prototype that shows a good level of making /finishing skills that are appropriate, Ensure most of the specified tolerances have been met. Use safely and correctly Relevant hand and machine tools, materials and equipment (including CAM where appropriate) Shown that all machines and tools have been consistently operated skilfully and safely. **Work independently** to produce a good quality prototype that could be commercially viable with further development.	Students can: Create a prototype that shows a **fair level** of making /finishing skills that are appropriate **Some** of the specified tolerances have been met. Show that relevant hand and machine tools, materials and equipment have been operated correctly and safety. **Create a potentially** commercially viable with further development with assistance.	Students can: Create a prototype that shows a basic level of making /finishing skills that are not always appropriate, Limited tolerances have been achieved. show that relevant hand and machine tools, materials and equipment have been operated correctly and safety however they have not always been appropriate and have required guidance. Create a prototype with assistance but this may need much further development to make it commercially viable.

Descriptors	Mastering	Securing	Developing	Emerging
AO4: Test and Evaluate	Students can: Conduct **detailed and appropriate** testing within the design and making process. Be able to **fully evaluate all aspects** of the project work taking into account the user's opinion. **Fully reflect on all aspects** of the project and draw conclusions. Identify strengths and areas for development in **detail**. Continuously evaluating work throughout the project. Explain in detail a **wide range of improvements** that were made/need to be made and **why.**	Students can: Conduct **detailed** testing within the design and making process. Be able to **evaluate all aspects** of their work taking into account **the user's opinion**. Reflect **on all aspects** of their work and progress. Identify strengths and areas for development **in some detail.** Continuously evaluating work **throughout the project**. **Can explain** a good range of improvements that were made/ need to be made and **why**.	Students can: Conduct some testing within the design and making process **on with some assistance**. Be able to evaluate most aspects of the work taking their own opinion and **a 3rd party's** opinion. Reflect on most aspects of the work and progress. Identify **some** strengths and areas for development. **Small improvements given.**	Students can: Conduct some testing within the design and making process lead by the teacher. Be able to evaluate some aspects of their work taking mostly into account their own opinions. No 3rd party opinion is taken into account Can identify some simple strengths and areas for development in their project.

<u>You can assist your son with his studies in the following ways:</u>

- Provide a broad range of creative materials for home use, eg shading pencils, acrylic paints collage papers, glue and scissors
- Provide a clear flat working space that has a protective surface
- Direction towards appropriate websites that have a suitable level of detail
- Research into relevant artists, concepts or cultures
- Encouragement of the appreciation of the aesthetic nature of the environment
- Visits to local, national or international galleries and exhibitions

ENGLISH

English Department Intent

The English team at Wirral Grammar School for Boys wants all students to aim high and achieve beyond expectations. We have developed a challenging programme ofstudy to inspire enquiring minds. The curriculum has been deliberately designed to expose students to a wide variety of writers and ideas. English is essential to the academic and personal development of all pupils as it encourages the study of humanity and empathy. Students are pushed to consider alternative and challenging points of view and then use evidence to substantiate their ideas. Overall, the study of English Language and Literature fosters a broad world view and introduces students to ideas beyond their own environments.

The overarching aim for English in the curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our English curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening

ENGLISH - Curriculum Maps: Key Stage 3 – YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Of Mice and Men Structural analysis – use of foreshadowing/ impact of circular narrative Evaluative essay writing – building an argument. Social & historical context **Concepts** Viewpoints/perspectives Inferences Critical thinking	**Introduction to Linguistics** Key language concepts: audience, purpose, genre, mode, and representation Textual variations – types, functions, & structure Representation – age, gender, class **Concepts** Critical thinking Inferences Viewpoints/perspectives	**Elements of Dystopia** Genre features – extracts from key C19th-C21st dystopian narratives Evaluation of writers' use of genre conventions Critical & historical context **Concepts** Evaluation Creativity Inferences	**Exploring Poetry** Significance of key poetic forms and techniques in creating meaning & effects Writing poems using key forms and techniques Analysis & self-evaluation of poetic form/methods **Concepts** Creativity Inferences Evaluation	**Macbeth** Contexts: Jacobean society, tragic genre & Shakespearean drama Establishing understanding of narrative & key events **Concepts** Inferences Viewpoints/perspectives Critical thinking	**Macbeth** Continuing to develop understanding of plot and characterisation Key themes – violence, ambition, gender, power **Concepts** Inferences Viewpoints/perspectives Creativity
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
FINAL ESSAY: Importance of dreams in the novel	**ESSAY**: language analysis **CREATIVE RESPONSE**: writing for the media	**ESSAY:** extract analysis **CREATIVE RESPONSE:** dystopian narrative or descriptive writing	**CREATIVE RESPONSE**: original poem **COMMENTARY**: on reasons for choices & evaluative self-analysis	**BASELINE ESSAY:** Macbeth as a violent character (extract & Act 1) **CREATIVE RESPONSE:** drama/role play group task	**FINAL ESSAY:** Lady Macbeth as powerful woman (extract & play) **CREATIVE RESPONSE:** Choice of creative tasks to demonstrate knowledge

Curriculum and Assessment Map: English writing (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Student can: Often write an imaginative response that will interest the reader. Write in the style typical of the text required and able to adopt a relevant style and form. Adapt tone, style and register to suit the audience and purpose of a piece. Use of the appropriate level of formality. Use structure to create distinct, purposeful effects. Connectives, discourse markers and other sophisticated methods are used to link ideas.	Student can: At times, write imaginatively and gain the reader's interest. Attempt to use the style typical of the text required. At times, use appropriate tone to suit the audience and purpose of a piece. Sometimes use the correct level of formality. Use paragraphs to make writing clear and to enable the reader to follow the text. Simple connectives are employed.	Student can: Attempt to write imaginatively, often with support and/or writing frames. Attempt to use the style typical of the text required, often with support. Attempt to use tone to suit audience and purpose. Demonstrate an understanding that formality can change but needs support to apply this. Use paragraphs to sequence ideas in a piece of writing. Simple connectives are used, but not always correctly.	Student can: Offer a simple outline for the text required. Understand that different forms and purposes are required, but cannot apply techniques. Offer a simple variation in formality (a letter to complain). Attempt to use paragraphs, with support. Attempts to use connectives, though not consistently.

Curriculum and Assessment Map: English writing (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Use vocabulary to entertain and delight the reader, always in the correct context.	Use a growing range of vocabulary, often in context and the correct tense.	Select language to suit the purpose of the piece, often using basic vocabulary.	Use some words that link to the topic in question. Often needs a word bank to support learning.
	Uses a range of appropriate sentence forms for effect. Uses Standard English appropriately with some control of complex grammatical structures.	Uses a growing variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures	Attempts a variety of sentence forms. Some use of Standard English with some control of agreement.	Simple range of sentence forms. Support needed when structuring sentences.
	Use a range of challenging punctuation accurately.	Use commas and full stops accurately.	Use full stops accurately. Commas are used but often appear in comma splicing.	Attempt to use commas and full stops, but needs support to identify where they should go.
	Spell all words correctly, including ambitious and uncommon words.	Spell most words correctly, including some ambitious and uncommon words.	Spell most common words correctly.	Attempt to spell common words, often with support.

Curriculum and Assessment Map: English reading (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts **Read, understand, and respond to texts** AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant terminology to support their views. **Analyse the language, form and structure used by a writer to create effects, using relevant subject knowledge where appropriate.**	Student can: Find the relevant points in a text and link ideas to other texts. Support ideas with relevant quotations from a text. Communicate, in detail, how the writer has created layers of meaning (both implicit and explicit). Explain most reasons why the writer has chosen to structure the text in a certain way. Offer some explanation of the effect on the reader. Identify and explain the effects of key words in a text. There are signs that the student can independently analyse in detail and consider the effect on the reader. Appropriate level of terminology can be used accurately.	Student can: Find some relevant points in a text and recognise general links in other texts. Support ideas with quotations from a text. Comment on the hidden meanings in a text and begin to communicate how the writer has created layers of meaning. Select some structural features and comment on how the writer chose to use such techniques (short sentences etc). Identify and comment on key words and connotations in a text and offer simple analysis. The student independently recognises that the words have been selected to affect the reader. Some terminology can be used accurately.	Student can: Identify the main points in a text and can link to key themes in other texts. Generally, find a quote to link with theme or idea. Use inference occasionally, without support. Identify basic structural features and comment on the effect on the reader (bullet points, topic sentences etc). Identify and offer connotations of key words in a text, without support. Understand that the writer has carefully selected the language to affect the reader – with some assistance. Basic terminology (noun, adjective, etc) can be used, though not always accurately.	Student can: Retrieve key information requested by the teacher in a comprehension style task. Select a word or phrase to link with idea, usually with support. Read a text and comment on the main idea or message. Recognise basic features in a text (paragraphs, subheadings, etc) Select key words and techniques (simile, metaphor, etc). Identify punctuation and some word classes.

Curriculum and Assessment Map: English reading (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Student can: Clearly identify the purpose of a text and the writer's viewpoint. Comparisons between two or more texts are clearly communicated; language and structural elements are identified, and the effect explained.	Student can: Identify the purpose of a text and offer some understanding of the writer's viewpoint. With support, the student can compare some ideas between two or more texts.	Student can: Identify the main purpose of the text and offer some understanding of the writer's viewpoint. Attempt to comment on two or more texts, though comparisons may be vague and undeveloped.	Student can: Offer a simple comment on the purpose and perspective of the text. Link texts though theme, though often with assistance.
Show understanding of the relationships between texts and the contexts in which they were written.	Clearly explore the features of different types of texts. Explain, using structured comments, how context can affect meaning.	Perform some exploration of different text types. Explain, using relevant comments, how context can affect meaning.	Demonstrate some understanding of different text types. Explain, using simple, explicit comments, how context can affect meaning.	Demonstrate simple understanding of different text types. With support, can offer simple, explicit comments on context, but can't always explain how it affects meaning.
AO4 **Evaluate texts critically and support this with appropriate textual references.**	Offer examples from texts to clearly explain their views. Evaluative comments clearly consider the writer's skill and effect on the reader.	Offer examples from texts to support their view. Evaluative comments offer some insight into the writer's skill.	Offer reference to the text to support ideas, often in a general way. Personal ideas are given rather than evaluative comments.	Offer simple ideas about the text and refer to general ideas. Likes/dislikes are offered in evaluation.

You can assist your son with his studies in the following ways:

Encourage your son to talk about the things he is enjoying or finding difficult. When he is preparing a written key piece please ask him to read it aloud to you as that will often enable him to identify his own mistakes. Please do not correct it for him but encourage him to proofread and evaluate his own work. It is imperative that boys can achieve success both during extended guided reading and writing sessions and in examination conditions and thus the more practice they gain of extended the writing the more proficient they will become.

Reading a range of fiction and non-fiction is always advantageous, even reading the sports section of the newspaper is beneficial (Reading lists are available from the LRC). A reading reward system is in place to enable pupils to gain credit for their wider reading at home.

Boys should be reading regularly at home – at least 20 minutes per day – in order to develop their cognitive skills as well as their proficiency in English. There are wider reading lists available that link to the teaching units and which can be obtained from Dr Warren.

Literacy: We set high expectations in relation to spelling, grammar and punctuation. It is imperative pupils reflect high levels of competence in this area as it is a key factor in limiting achievement at Key Stage 3. If your son is consistently struggling with an aspect of his literacy, there is a wealth of materials and work sheets available on the school SharePoint and/or School Website to support these needs. By completing extra work to address these areas of weakness, he can also gain commendations from his English teacher.

FOOD PREPARATION & NUTRITION (FPN)

Food Preparation and Nutrition intent:

Pupils will have the opportunity to demonstrate practical food preparation and nutrition skills in addition to demonstrating their theoretical knowledge in using a wide range of tools and equipment, Food Safety and hygiene, Applying the Eatwell Guide and the 8 tips for healthy eating, Importance of energy and nutrients, Food Choice, using food labels to make food choices, Investigating the functions of ingredients and the science of food.

At Wirral Grammar School for Boys, Food Preparation and Nutrition is studied by all students in Year 7 to 9. Students can choose to study the subject further as one of their GCSE option choices with the AQA exam board.

The idea of the course is to teach students about food in its widest sense and to help them learn and develop a broad range of food preparation skills.
The topics covered are:

1- Food and Nutrition
2- Food Commodities
3- Food Safety
4- Food Choice
5- Food Provenance
6- Food Science
7- Skills Focus
8- Practical Assessments

KS3 Assessment Statements		
Food Health and Safety.	**1**	**I can identify a range of hygiene and safety hazards in a kitchen and explain control measures to prevent them.**
	2	**I can get myself ready to cook following basic food health and safety principles (HATTIE).**
	3	**I can recognise the importance of preparing and cooking food safely and hygienically.**
	4	**I can plan and carry out food storage, preparation and cooking in a safe and hygienic manner.**
Food preparation handling and cooking skills.	**5**	**I can name, collect and safely use simple equipment with some help and degree of accuracy.**
	6	**I can identify and demonstrate a range of preparation techniques and processes.**
	7	**I can work increasingly independently with a range of equipment and utensils to produce a high quality outcome.**
SPAG	**8**	**I can demonstrate effective use of; spelling, punctuation and grammar.**
	9	**I can use technical words to evaluate and describe foods.**
Organisation	**10**	**I complete homework to the best of my ability and meet deadlines.**

FPN - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term	Spring Term	Summer Term
Key Themes	Key Themes	Key Themes
Allergens and intolerances Bacteria Conditions for Sensory Analysis Basic tastes Sensory evaluation taste tests Star profiles Micronutrients Wheat grain Antioxidant vitamins Nutritional needs of different groups Meals for older adults Children's menu's Presentation of food	Nutritional analysis using computer Short crust pastry - quiche Target groups and nutritional needs Bread dough Ragu sauce Pasta douhg Caramelisation Temperature probe	Milk, cheese, yoghurt Choux pastry Flaky pastry Gelatinisation Seasonal foods Cuisine Focaccia Practical skills assessment
Assessment	Assessment	Assessment
• Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations	• Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations	• Verbal feedback • Pupil & peer reflections and assessment • Homework tasks • WWW and EBI evaluations of practical lessons • Sensory evaluations

You can assist your child with their studies in the following ways:

Have conversations with him about what they have studied in their lessons
Discuss practical lessons and what went well (WWW) and Even Better If (EBI)
Give feedback on dishes brought home for you to try.
Allow them more independence in the kitchen at home to extend their practical skills.

GEOGRAPHY

Geography Department Intent

Geography helps us make sense of the world around us. It is hands on, relevant and fun and allows students to get to grips with the big questions that affect our dynamic world. At Key Stage three and in line with the national curriculum (DfE, 2013), Geography aims to ensure that all pupils:

>Develop contextual knowledge and understanding of the location of globally significant places, both terrestrial and marine, including their defining human and physical characteristics.

>Understand the processes that give rise to key physical and human geographical features of the world, how these are independent and how they bring spatial variation and change over time.

>Are competent in the geographical skills needed to:

- Collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Communicate Geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography also moves beyond the national curriculum, to ensure that students are not taught a 'single story' about a place or group. It incorporates the concept of global citizenship to highlight the close interconnectedness of Geographical spaces (Scheunpflug, 2021) particularly in relation to sustainability and climate change. It also aims to challenges social norms, through a social justice, providing a transformative education where students understand their own and other's beliefs, intentions, values and opinions. The understanding of past perspectives and the ability to look forward at new ideas are key to transformative learning and require critical thinking and critical discourse.

<table>
<tr><th colspan="2">Autumn Term</th><th colspan="2">Spring Term</th><th colspan="2">Summer Term</th></tr>
<tr><td>Key Knowledge/Skills</td><td>Key Knowledge/Skills</td><td>Key Knowledge/Skills</td><td>Key Knowledge/Skills</td><td>Key Knowledge/Skills</td><td>Key Knowledge/Skills</td></tr>
<tr>
<td colspan="2"><u>Are natural disasters 'natural'?</u>

Which parts of the world are more vulnerable than others?
Where the 2022 Pakistan floods a natural or human disaster?
What is plate tectonic theory?
What happens when plates move?
Why is every volcano unique?
How prepared was Iceland in 2010?
What happens during an earthquake?
How can people in earthquake zones manage risk?

<u>Skills</u>

Locational knowledge, Atlas skills, Sequencing, Decision making, Critical thinking, data analysis, SMSC, categorising information, researching, GIS, ICT skills</td>
<td colspan="2"><u>How are we all interconnected?</u>

What is an economy?
What does the UK trade with the rest of the world?
What are the impacts of globalisation – fast fashion
What are food miles?
Why is global governance needed?
What progress has the UK made towards the SDGs?
Why is Antarctica at threat?
How can we protect Antarctica?

<u>Skills</u>

Describing, explaining, decision making, critical thinking, ICT, GIS, Comparing, SMSC, categorising information, evaluation</td>
<td colspan="2"><u>What is the future for our planet?</u>

What are our alternative futures?
What are the causes of climate change?
What decisions need to be made about climate change?
What are the prospects for global population?
What are the impacts of globally falling fertility rates?
How will a changing climate impact health?
What is a refugee?
Why might refugee numbers increase in the future?

<u>Skills</u>

ICT skills, teamwork, communication, research, budgeting, presenting, evaluating, critical discussions, critical thinking, climate literacy, SMSC</td>
</tr>
<tr>
<td colspan="2"><u>Assessment</u>

Assessment 1 –Decision making exercise: Montserrat volcano
Assessment 2 – Extended writing about hazards</td>
<td colspan="2"><u>Assessment</u>

Assessment 3 – Test
Assessment 4 – Fieldwork - TBC</td>
<td colspan="2"><u>Assessment</u>

Assessment 5 – Group work – School action project
Assessment 6 – End of year test</td>
</tr>
<tr>
<td><u>Tier 3 vocab</u>

Tectonic plate, continental drift, convection, lava, magma, pyroclastic, seismic wave, focus, epicentre</td>
<td><u>Tier 2 vocab</u>

Describe, Explain, Locate, Challenge, Discuss, Outline, Compare, Impact, Decide, Pattern</td>
<td><u>Tier 3 vocab</u>

Globalisation, Economy, Global Governance, Sustainable, Trade</td>
<td><u>Tier 2 vocab</u>

Explain, Define, Justify, Argue, Debate, Categorise, Influence</td>
<td><u>Tier 3 vocab</u>

Climate Change, Refugee, Asylum seeker, Social, Economic, Demographic, fertility, disease</td>
<td><u>Tier 2 vocab</u>

Hypothesise, Predict, Method, Analyse, Interpret, Conclusion, Evaluation</td>
</tr>
<tr>
<td colspan="2"><u>Links to careers</u>

Volcanologist, GIS analyst, Seismologist, Disaster risk manager, Humanitarian Aid worker, Hydrologist, Remote sensing analyst</td>
<td colspan="2"><u>Links to careers</u>

Economist, Government worker, Aid work, Humanitarian aid worker, Scientist, British Antarctic Survey</td>
<td colspan="2"><u>Links to careers</u>

Environment agency, meteorologist, Climate scientist, Demographer, Health expert, Disease expert</td>
</tr>
</table>

Curriculum and Assessment Map: Geography (Year 9)

<table>
<tr><th colspan="2">Core Knowledge and Understanding</th></tr>
<tr><td colspan="2">

- Have extensive knowledge relating to a wide range of places, environments and features at a variety of spatial scales extending from local to global.
- Understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. The can make connections between different geographical phenomena they have studied.

</td></tr>
<tr><th colspan="2">Core Skills</th></tr>
<tr><td colspan="2">

- Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.

</td></tr>
<tr><th>LEVEL</th><th>DESCRIPTOR</th></tr>
<tr><td>MASTERING</td><td>I know how places link and relate to each other and I explain this relationship clearly and fluently. I know that patterns vary depending on whether you look at them on a local or global scale. I know that some issues need to be tackled on a global rather than local scale and I offer clear solutions to global and local problems. I understand that there are various human and physical processes that create and change the world around us which I explain in detail, clearly using correct terminology. I understand why places are linked and I can describe and explain the impact these links have on people and the environment. I understand connections be made between different things that I have studied in geography which I describe and explain in detail. I choose independently a wide range of complex data to help me investigate geographical questions and I evaluate why some methods are better than others and offer clear interpretations and explanations. I express in detail different points of view about geographical issues and problems and I offer my own opinion. I can categorise easily different data sources into cause, effect and response. I can also categorise these further. My work is well structured using a variety of formats and it is clearly concluded at the end. Spelling errors will be rare for non-subject specific words and case studies will be incorporated into my answers in an excellent amount of detail.</td></tr>
<tr><td>SECURING</td><td>I know how some places link and relate to each other and I know a range of places on different scales and I can explain their relationship. I understand that there are various human and physical processes that create change in the world around us which I can explain using geographical terminology. I understand why places are linked and I can describe the impact that these links have on people and the environment. I understand that connections can be made between different things that I have studied in geography which I explain.
I use a wide range of complex data with minimal support to help me investigate geographical questions; I can offer some explanation as to why some methods are better than others. I interpret a wide range of geographical sources and interpret them to a high standard. I confidently explain the causes, effects and responses of a range of events. I evaluate the responses and appreciate the opinions of others. I Possible SPaG errors for non-subject specific words. Use of case studies is clear in work, but answers lack depth.</td></tr>
</table>

DEVELOPING+	I know a range of places, environments and features on a local, national and global scale. I understand that there are various human and physical processes that create change in the world and I begin to explain them clearly incorporating key geographical terminology. I understand why places are linked and I can describe and explain the impact that these have on people and the environment. I begin to make connections between different topics I have studied in geography and I start to explain their relationship. I confidently categorise the causes and effects of an event and I can begin to assess the effectiveness of the responses. I use a wide range of more complex data, with some support to help me investigate geographical questions. I also begin to explain why some methods are better than others. I express and explain different points of view about geographical issue and problems. Work is well structured, with use of full sentences, case studies are used but the answers may lack detailed depth. Spelling is developing, with some subject specific words spelt incorrectly.
DEVELOPING	I know a range of places, environments and features on a local, national and global scale. I understand that there are various human and physical processes which create and change the world around us which I can describe them in detail. I understand why places are linked and I can describe and begin to explain the impact that these have on people and the environment. I understand that connections can be made between different things that I have studied in geography which I describe and begin to explain. I use maps effectively and I can analyse some geographical graphs and data sources and provide valid conclusions. I also use data with some support and modelling to help me answer geographical questions. I explain the causes and effects of an event and begin to offer some solutions to manage them. I use full sentences and begin to give some explanations in my work. I express and explain different points of view about geographical issues and problems. Spelling mistakes may be more common, with development in punctuation and structure needed. Answers lack depth and there are limited case studies and detail.
EMERGING	I know about a variety of places in the world and in the UK. I explain and make links between different aspects of geography and give reasons for change. I explain the causes and effects and offer some solutions to manage them. I use maps, atlases and globes I use GIS with support and guidance. I understand in detail what a variety of places are like, how and why they are similar and different and how they have changed over time. I understand a range of geographical patterns and can begin to explain why they exist. I understand that there are links between places, people and environments and I can describe these links in detail. I carry out geographical enquiries with help, using a range of data sources and maps. I express and explain my own opinions and I communicate my findings clearly and effectively. I structure my work reasonably well though answers lack detail, depth and case studies are limited with a range of spelling, punctuation and grammar inaccuracies.

You can assist your son with his studies in the following ways:

Geography is a dynamic, topical subject and quite often news stories can help to support and reinforce geographical understanding. Encouraging your son to take an interest in the world around him will help to develop his geographical awareness.

You can also help at home by supporting with revision resources, setting realistic goals and practicing the use of key words and terminology.

The following websites are also useful in supporting revision and reading outside of the classroom:

>Oak Academy: Free KS3 Geography teaching resources | Y7, 8, & 9 | Oak National Academy

>BBC Bitesize: Geography - BBC Bitesize

>Newsround: Home - CBBC Newsround

>Seneca learning: https://senecalearning.com/en-gb/

>Education Quizzes: KS3 Geography – Revision Quizzes – Years 7, 8 and 9

HISTORY

History Department Intent

History at Wirral Grammar School for Boys aims to develop a lifelong interest and passion for the subject through stimulating the intellectual curiosity of its pupils. To do this we look at different perspectives and diverse cultures to analyse our place in the world and understand the constantly evolving practice of history. We develop independent thought and critical reasoning to give young people the skills to make sense of the ever-changing world around them. Our increasingly diverse and ambitious curriculum aims to be rooted in historical scholarship and tackle controversial issues which resonate today.

This is to develop in all students:

- a love of History and joy in its study
- political understanding
- the ability to ask the right type of questions for source work and knowledge questions
- the ability to think and write analytically
- the ability to produce a coherent response to a given question
- the ability to be balanced and tolerant
- the ability to use historical terminology appropriately

The curriculum designed by the History Department aims to:

- engage pupils
- enable pupils to use the language and vocabulary of History
- develop pupils' oral and written communication
- encourage pupils to ask questions and to think and work independently
- provide access to historical sources and develop the ability rigorously to question and evaluate them
- develop chronological understanding and give coherence to the past
- develop understanding of second order historical concepts, such as continuity and change.
- provide opportunities to study local, national and international history
- ensure there is diversity within the curriculum with regard to gender, race and age
- study units that cover key themes – within a chronological framework
- frame units around key questions

We believe some topics must be taught, so all pupils have knowledge and understanding of them, even if they do not opt for the subject at GCSE e.g. Holocaust, slavery, empire.

History - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Focus on: Chronology, sources • The Holocaust • The Civil Rights movement in the USA	Focus on: Historical enquiry, Causation • How have disability rights changed across the twentieth century? • Why was there a war in Vietnam?	Focus on: Interpretations, Sources • How should we remember President Kennedy? • Why couldn't the superpower USA manage to defeat the Vietnamese?	Focus on: Causation, consequence • Why is there conflict in the Middle East?	Focus on: Change and continuity • How have Black Britons' lives changed in the twentieth century?	Focus on: Change and continuity • How have British people fought for their rights?
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• Fact tests • Assessment through the analysis and evaluation of historical	• Fact tests • Analysis of interpretations and sources to present a balanced	• Fact tests • Assessment of the ability to evaluate interpretations and or sources	• Fact tests • Assessment of the ability of students to identify, analyse, categorise,	• Fact tests • Assessment pupils' analysis of change and continuity	• Fact tests • Assessment pupils' analysis of change and continuity

evidence with appropriate use of historical terminology.	argument. it can be presented in format selected by students.	through considering their provenance, purpose and historical context. Students will be expected to use appropriate terminology for an evaluation by Year Nine students.	prioritise and synthesise the causes of an event - as well as the ability to show the inter-connection between causes. • Assessment of the ability to categorise and prioritise the consequences of events.	and how the causes of those have changed.	and how the causes of those have changed.

Curriculum and Assessment Map: History (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
	Students can: Meet almost all of the requirements of the tasks set. Focus on a given question and use information to support points. Usually avoids narrative and description. Demonstrate the level of understanding of key concepts. expected in our Year Nine curriculum For example, demonstrates the ability to categorise and prioritise factors. Paragraphs usually interact with each other to produce a coherent piece of writing. To select specific supporting examples to prove a given point. Uses historical terminology appropriately.	Students can: Usually meet most of the requirements of the tasks set. Focus on a given question and largely avoid description and address the issues raised by a question although there may be some points missed. Demonstrate, to an extent, the level of understanding of key concepts expected in our Year Nine curriculum. Demonstrate an increasing adeptness at linking his paragraphs to the question asked. Demonstrate a developing ability to use factual examples to support an answer, rather than just state them. This is a reflection of his knowledge and understanding of topics studied. Show an increasing adeptness at applying historical terminology appropriately.	Students can: Usually meet some of the requirements of the tasks set. Show a good knowledge of the events we have studied, although he has a tendency to narrate events rather than to analyse them. on occasion show the ability to explicitly link paragraphs to the question. Use a growing historical vocabulary, although this could be applied more often. Demonstrate a knowledge and understanding of the course and can describe fully some features of the past. Show a limited understanding of the historical concepts in our Year Nine curriculum.	Students can: Usually meet a limited number of the requirements of the tasks set. Identify key features of a given period. Provide a limited number of examples to support a given point. Use some historical terminology. Display, at a basic level, the understanding of the key concepts expected in our Year Nine curriculum.

Descriptors	Mastering	Securing	Developing	Emerging
AO2 Demonstrate the ability to interpret and evaluate contemporary sources and interpretations of the past.	Student can: usually draw inferences from sources and interpretations. Usually draw inferences of sources and interpretations. effectively evaluate historical evidence to the level expected in our Year Nine curriculum. explain the significance of the provenance and purpose of a source/interpretation and set it in its historical context. use the appropriately terminology to evaluate historical evidence.	Student can: sometimes draws inferences from sources and interpretations. To an extent follow the strategies provided for the evaluation of historical evidence to the level expected in our Year Nine curriculum, although this could be more systematic. sometimes use the appropriate terminology to evaluate historical evidence. They will refer to provenance and purpose but may not fully develop its significance in the historical context of the source/interpretation.	Student can: identify the meaning of a source although the explanation can be undeveloped. tends to be superficial in the analysis and evaluation of the evidence provided. refer to details in the ascription although the explanation tends to be rather limited. occasionally use historical terminology appropriately when evaluating contemporary sources and historical interpretations. Student will tend to state the provenance and purpose but draw few conclusions from them.	Student can: tend to take a source or interpretation at face value rather than make inferences as to its overall meaning. tend to describe a source or interpretation rather than evaluate it. tend to describe an ascription rather than utilise it in evaluation of a source or interpretation. tend to copy out the ascription rather than use it as part of an evaluation of a source/interpretation.

You can assist your son with his studies in the following ways:

Encourage him:

- To give a hundred per cent effort at all times to his class and homework
- To discuss with you what he has studied in school
- To revise with you for assessments
- To do additional reading about the topics he is studying in school
- To use challenging vocabulary and historical terms wherever possible
- To ask for help and support if he is struggling with any aspect of the course

Please feel free to contact your son's teacher or Head of Department in the event of any difficulties or concerns.

MATHEMATICS

Mathematics Department Intent

To make Maths accessible and enjoyable and to gain knowledge from each challenge.

In a world of ever-increasing technology, Mathematics is all around us and we interact with it every day, often without realising it. The technology we use depends entirely upon the mathematics that underpins it. In order to continue and flourish, the world will always need people who understand these mathematical concepts and help to build our future technologies. Our Mathematics Department will help the students to understand and use many of the techniques that underpin these concepts.

Our four key aims are

1) to show the boys that we care about their progress, that we believe in them and that we want to get them the best grade possible. In return, we hope they will feel the same.

2) to adapt and refine our teaching techniques to offer the students the most accessible methods in order allow them to understand the vast number of maths skills that they need for success in their exams.

3) to offer a system of exercises, assessments and feedback that promote confidence, competence, progress and challenge so that each student can reach their potential in this demanding subject.

4) to make maths lessons enjoyable and interactive and use that enthusiasm to power the engine that drives the students' desire to learn

In lessons:

From September 2023, each half year group will be placed into sets 1, 2, or 3. They are taught similar content but we will adjust the pace to suit the learners.

We want all boys to interact within our lessons. We want to be aware of their strengths and weaknesses and to offer support swiftly and effectively. To this end, we try to use mini-boards whenever we can so that all boys can share their answers with their teacher. This allows the teacher to adapt within the lesson and offer support for those that need it or move on swiftly as soon as all boys are ready. Use of mini-boards prevents some boys answering all questions and some other boys going 'under the radar'. We do not want any boys to leave the lesson without making some progress. Nor do we want any boys to leave the lesson without support if they need it.

At home:

Homework will primarily consist of custom-built tasks set via MathsWatch (an online assessment and support programme). The fantastic thing about MathsWatch is that pupils get to know instantly if their answers are correct and they can watch high quality video clips if they need reminding of a skill. They can even do harder interactive questions if they want to extend their learning. The teacher can see the response to every question and is then in an excellent position to offer timely, focused and personal feedback the next time they see the students. When it comes time to revise for any assessments, we offer complete support in the form of revision tasks and video clips via MathsWatch. Please note: students will be placed into sets 1 to 6 based on their Year 9 performance so it is essential that they revise for the two tests and summer exams.

Mathematics - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Equations (recap) Equations with denominators. Rearranging formulae. Pythagoras Trigonometry. Expanding pairs of Brackets	Factorising into single brackets. Factorising into Double brackets Straight line graphs and gradient. Simultaneous Equations Compound % Reverse %	Data Handing: Stem+Leaf, Boxplots, Cumulative Frequency Graphs, The estimated mean (recap), Frequency polygons. Tree Diagrams	Area of Trapezium, Sectors and Arcs, Volume of Prisms (recap). Transformations (recap) and then Enlargements with negative scale factor. Regions. Quadratic Graphs Quadratic Equations	Lower and Upper Bounds Construction and Loci Similar Triangles. Value for Money. Year 8 Skills Revisited: Fractions, percentages, ratio nth terms.	Venn Diagrams and set notation Standard form calculations Solving Inequalities Expanding 3 Brackets
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
GMA 1 GMA 2	Test 1 GMA 3	GMA 4 Test 2	GMA 5 GMA 6	GMA 7 GMA 8	Summer Exams GMA 9

Curriculum and Assessment Map: Mathematics (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
NUMBER	**Student can:** Use Compound Percentages *(MW clip GCSE 164)*	**Student can:** Use Reverse percentages *(MW clip GCSE 110)*	**Student can:** Convert between Recurring Decimals and Fractions *(MW clip GCSE 177)* Find Lower and Upper Bounds *(MW clip GCSE 132)*	**Student can:** Do Fraction arithmetic (recap) *(MW clip GCSE 71,73,74)* Find the Nth term for a sequence *(MW clip GCSE 3103)* Sharing in Ratio *(MW clip GCSE 106)*
ALGEBRA	**Student can:** Solve equations with multiple denominators (*MW clip GCSE 210a up to 1min45)* Factorise a difference of two squares *(MW clip GCSE 158)* *Expand 3 brackets (Stream Video)* Solve simultaneous equations *(MW clip GCSE 162)*	**Student can:** Expand and simplify 2 brackets *(using 2x2 grid as in Stream Video)* Factorise into two brackets using the double bubble method and use this to solve quadratic equations *(Stream Video)*	**Student can:** Factorise into one bracket *(MW clip GCSE 61)* Rearrange basic formulas *(MW clip GCSE 136)*	**Student can:** Solve basic equations (recap) *(MW clip GCSE 135b)*

Descriptors	Mastering	Securing	Developing	Emerging
GEOMETRY	**Student can:** **Carry out enlargements with fractional or negative scale factors *(MW clip GCSE 181b)*** **Find the area of sectors and lengths of arcs *(MW clip GCSE 167)*** **Use Trigonometry to find sides and angles *(MW clip GCSE 168 and Stream Videos)***	**Student can:** **Carry out enlargements with positive scale factors (recap) *(MW clip GCSE 181b)*** **Use similar triangles to find missing lengths *(MW clip KS3 G18)*** **Use compasses to bisect and construct angles and loci (MW clips 146a,146b,165)** **Use Pythagoras' Theorem *(MW clip GCSE 150b)***	**Student can:** **Understand and use Reflections including knowing the names of lines (recap) *(MW clip GCSE 48)*** **Find the volume of prisms including cylinder and trapeziodal *(MW clip GCSE 119)***	**Student can:** **Understand and use Translations and rotations (recap) *(MW clip GCSE 49, 50)*** **Find the area of trapezium *(MW clip GCSE 56)***

Descriptors	Mastering	Securing	Developing	Emerging
PROBABILITY and STATISTICS	**Student can:** **Use Venn diagrams set notation to find probabilities *(MW clip GCSE 127b, 185)*** **Plot cumulative frequency graphs and use them to find quartiles *(MW clip GCSE 186)***	**Student can:** **Draw boxplots *(MW clip GCSE 187 up to 3min30)*** ***Fill in tree diagrams to use them to find probabilities (MW 151)***	**Student can:** **Find the estimated mean from a grouped frequency table (recap) *(MW clip GCSE 130b)***	**Student can:** **Draw a Stem and Leaf Diagram *(MW clip GCSE 128b)*** **Draw a frequency polygon *(MW clip GCSE 65b)***

<u>You can assist your son with his studies in the following ways:</u>

- Checking completed homework and revision, including checking MathsWatch log.
- Encouraging regular re-reading of feedback from their GMA mini-tests
- Ensuring that your son undertakes a rigorous post-test analysis, identifying successes and areas of improvement.

MODERN FOREIGN LANGUAGES

MFL Department Intent

Our aim, in the MFL department, is centred around equipping students not only with knowledge of French or Spanish, but the skills that will enable them to go on to learn any other language in the future. We believe that studying a language is an opportunity for students to develop their appreciation of different cultures and for them to truly become a world citizen given that as a department we are very much aware of the Brexit 'insecurity' presently. Our pedagogy is linked into the three pillars of language learning: phonics, grammar and vocabulary.

In addition, students will come to understand the links between the UK and French/Spanish speaking countries and the impact of language skills for the economy through our reference to careers. Knowledge of the language and culture of these countries will enable our students to become more employable locally, nationally, and internationally.

The curriculum intends to enable students to communicate with speakers of the language both in written and spoken form. Also, it aims to increase students' confidence using the language and to enable them to express and explain their ideas about different themes. The department aims to provide a number of opportunities for students to learn outside the classroom through international visits, collaboration with local schools and universities and extra- curricular clubs, competitions and visits.

Autumn Term Year 9 French		Spring Term Year 9 French		Summer Term Year 9 French	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Me, my family and friends Theme 1: Identity and Culture -Revising family and describing people -Revising places in town and activities **Global dimension and Careers Education** Researching Francophone regions outside of mainland France and making cultural comparisons Developing presentation skills when describing a chosen city or town in a Francophone country. **Grammar:** -Review of present tense -Review of definite and indefinite articles -Review of adjectival agreement -Review of preposition à and de -Using sentence builders to develop fluency and use of key verbs in past, present and future -Near future tense **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*	***Me, my family and friends Theme 1: Identity and Culture*** -Talking about friends and family relationships -Making arrangements to go out with friends and family **Global dimension and Careers Education** Discussing skills and attributes that are essential in developing a career that requires language skills **Grammar:** -Review of irregular verbs in the present tense -Using negative verbs -Using the relative pronouns qui and que -Perfect tense with 'avoir' and 'etre' -Reflexive verbs in the present tense -Using sentence builders to develop fluency and use of key verbs in past present and future **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*	***Me, my family and friends Theme 1: Identity and Culture*** -Making arrangements -Talking about your life when you were younger -Discussing role models **Global dimension and Careers Education** Discussing global role models who have impacted the world such as Malala Yousafzai. Spotlight on translation and interpreting skills and the careers opportunities within this industry **Grammar:** -Reviewing emphatic pronouns -Reviewing possessive adjectives -The imperfect tense -Using the present, perfect and imperfect tenses together -Using sentence builders to develop fluency and use of key verbs in past present and future **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*	***Free time and hobbies Theme 1: Identity and Culture*** -Revising sports and musical instruments -Talking about technology **Global dimension and Careers Education** Using new technologies for language learning Researching different career opportunities in the digital media industry. **Grammar:** -The position of adjectives -Using the verb 'faire' -Using jouer à + de -Using depuis + present tense -More practice of the imperfect tense -Using sentence builders to develop fluency and use of key verbs in past, present and future **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*	***Free time and hobbies Theme 1: Identity and Culture*** -Talking about life online and social media -Talking about books and reading - Consolidating exam skills and technique for the speaking exam (role play and photocard) -Beginning to develop speaking exam questions **Global dimension and Careers Education** How can social media can be used to communicate globally? Practising speaking role plays from a careers perspective (e.g in a tourism office, in an office, school or retail setting). **Grammar:** -Using the comparative -Using superlative adjectives -Using sentence builders to develop fluency and use of key verbs in past, present and future **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*	***Free time and hobbies Theme 1: Identity and Culture*** -Talking about TV programmes and films -Talking about actors and films Consolidating exam skills and technique for the speaking exam (role play and photocard) -Beginning to develop speaking exam questions **Global dimension and Careers Education** Learn about global icons in the Francophone sports and entertainment industry Researching opportunities within the sports and entertainment industry which require competency in a foreign language. **Grammar:** -Using direct object pronouns -Using a variety of time phrases to describe activities in the past, present and future -Using sentence builders to develop fluency and use of key verbs in past, present and future **Concepts:** • *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language*

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking

Autumn Term Spanish		Spring Term Spanish		Summer Term Spanish	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Friends and family and free time: Theme 1: Identity and Culture -Describing people and relationships -Talking about social networks -Making arrangements using social media to communicate globally how social media can be used **Grammar:** • Verbs in present tense • Irregular verbs in the present tense • The present continuous tense • Ser vs Estar • Adjectival agreement • Use of para + infinitive • Using sentence builders to develop fluency and use of key verbs in past, present and future	***Friends and family and free time: Theme 1: Identity and Culture*** -Describing people and relationships -Talking about social networks -Making arrangements using social media to communicate globally how social media can be used **Grammar:** • Verbs in present tense • Irregular verbs in the present tense • The present continuous tense • Ser vs Estar • Adjectival agreement • Use of para + infinitive • Using sentence builders to develop fluency and use of key verbs in past, present and future	***Friends and family and free time: Theme 1: Identity and Culture*** -Describing people and relationships -Talking about social networks -Making arrangements using social media to communicate globally how social media can be used **Grammar:** • Verbs in present tense • Irregular verbs in the present tense • The present continuous tense • Ser vs Estar • Adjectival agreement • Use of para + infinitive • Using sentence builders to develop fluency and use of key verbs in past, present and future	**Holidays: Theme 2: global areas of interest** -holidays and weather -holiday preferences -a past holiday -at a music festival -typical foods -different festivals learning about cultural differences in holiday destinations learning about careers in the travel and tourism industry **Grammar:** • The Preterite tense • Irregular verbs in the preterite tense • The Imperfect tense • Irregular verbs in the imperfect tense • Using three tenses together • Verbs to give opinions • Using sentence builders to develop fluency and use of key verbs in past, present and future	**Holidays: Theme 2: global areas of interest** -holidays and weather -holiday preferences -a past holiday -at a music festival -typical foods -different festivals learning about cultural differences in holiday destinations learning about careers in the travel and tourism industry **Grammar:** • The Preterite tense • Irregular verbs in the preterite tense • The Imperfect tense • Irregular verbs in the imperfect tense • Using three tenses together • Verbs to give opinions • Using sentence builders to develop fluency and use of key verbs in past, present and future	**Holidays: Theme 2: global areas of interest** -holidays and weather -holiday preferences -a past holiday -at a music festival -typical foods -different festivals learning about cultural differences in holiday destinations learning about careers in the travel and tourism industry **Grammar:** • The Preterite tense • Irregular verbs in the preterite tense • The Imperfect tense • Irregular verbs in the imperfect tense • Using three tenses together • Verbs to give opinions • Using sentence builders to develop fluency and use of key verbs in past, present and future
Concepts					
• *Grammatical mastery* • *Manipulation of language* • *Deduction and inference* • *Cultural understanding* • *Communication in the target language* **For assessment, please see this link document:** **Introduction-to-the-MFL-Department-WGSB.docx**					

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking	○ Weekly in-context translations + vocabulary tests ○ Knowledge organiser homework tasks (grammar and exam skill focused) ○ Half-termly skill-based assessment (writing, reading, translation or listening) ○ Peer-assessment speaking

Curriculum and Assessment Map: MFL KS3)

Descriptors	Mastering	Securing	Developing	Emerging
	Student can:	Student can:	Student can:	Student can:
A01 Listening	Demonstrate understanding of main points and opinions and some extra details in short passages.	Demonstrate understanding of main points and opinions from short passages using familiar vocabulary.	Demonstrate understanding of a range of familiar phrases and opinions.	Demonstrate understanding of familiar words and phrases, spoken clearly and repeated.
A02 Speaking	Take part in longer conversations using familiar language.	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions.	Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns.	Say single words and short phrases with support, imitating correct pronunciation.
AO3 Reading	Demonstrate understanding of main points and opinions, overall message and some details in short passages	Demonstrate understanding of main points and opinions and some extra details in short passages**.**	Demonstrate understanding of a range of familiar written phrases and opinions.	Demonstrate understanding of familiar words and phrases.
AO4 Writing and Translation	Write short texts for different purpose using mainly memorised language, express opinions, and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there be errors with verbs.	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into English and TL time phrases, key verbs in the present tense, basic opinions and connectives). There may be some minor errors.	Write a few short sentences with support, giving basic information using high-frequency verbs, and write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear. Translate simple sentence into English and TL. Spelling may not be accurate and there may be major errors with verbs. Infer and deduce meaning from recognition of cognates.	Write or copy simple words correctly and complete short phrases with assistance. **Translate simple sentences into English and French. Spelling may not be accurate and there may be major errors with verbs. There may be gaps where knowledge is not secure**

<u>You can assist your son with his studies in the following ways:</u>

- Agree to 'learn' French/Spanish alongside him (ask him to teach you!)
- Ensure that he spends the recommended time on each homework (particularly when it is a learning homework) and access various websites detailed on the MFL section on the school website in order to consolidate his work
- Ensure that written work is checked thoroughly (pupils have a literacy sheet in this regard)
- Test him on the spelling of his vocabulary
- Check, and by all means sign, his exercise book weekly and sign his tracking trail
- Emphasise, on a regular basis, the importance of language learning and the generic skills it develops

Please note that your son must bring a pen, pencil, ruler and <u>his own French/Spanish dictionary</u> with him to every lesson.

MUSIC

Music Department Intent

'A passion for music underpins everything we do'

Within in the Music department, we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere where musicality can flourish. We encourage students to explore all aspects of composing, performing and appraising through an exciting and engaging curriculum that has been carefully planned, allowing students the chance to explore and investigate a wide range of music.

We aim to nurture young musicians who:

- Can work well with others.
- Work independently to improve skills through hard work and problem solving.
- Use creative ideas and listening skills to create entertaining performances.
- Appreciate and appraise a wide variety of music using key language and terminology.
- Perform with accuracy and musicality displaying confident and accurate musical technique.

Music - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
All About That Bass Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places <u>Concepts</u> *- Solo Performance* *- Musicianship* *- Ensemble Performance*	**Dance Music** Dance music takes an explorative look into rhythm, chords and metre in a variety of different genres of dance music. By exploring the characteristic musical features of dance music from different times and places. <u>Concepts</u> *- Musical Apprising* *- Ensemble Performance* *- Musicianship*	**Video Game Music** Character Themes in computer music are explored before pupils move on to learn ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. <u>Concepts</u> *- Ensemble Performance* *- Musicianship* *- Musicality*	**Rock'n'Roll Songwriting** This unit looks at the importance of the I-vi-IV-V chord progression and it's place in the 1950s song. Pupils work in groups to create a pastiche composition in a 1950s style. <u>Concepts</u> *- Technique* *- Musicianship* *- Ensemble Performance*	**Solo Performance Skills** Pupils learn about the importance of performance and practice technique, how to rehearse and how to overcome performance anxiety. <u>Concepts</u> *- Technique* *- Musicianship* *- Solo Performance* *- Musicality*	**Electroacoustic Composition** Pupil learn to manipulate and compose using samples and original musical ideas using music technology. <u>Concepts</u> *- Musicianship* *- Musicality*
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Ongoing formative assessment during lessons time – end of unit **bassline performance assessment.**	Ongoing formative assessment during lessons time – end of unit **listening assessment.**	Ongoing formative assessment during lessons time – end of unit **summative assessment of group composition.**	Ongoing formative assessment during lessons time – end of unit **summative assessment of group composition.**	Ongoing formative assessment during lessons time – end of unit **summative assessment of solo performance.**	Ongoing formative assessment during lessons time – end of unit **composition assessment.**

Curriculum and Assessment Map: Music (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1 Perform with technical control, expression and interpretation	Student can: Perform with accuracy in terms of pitch and rhythm demonstrating expression within the chosen style.	Student can: Perform mainly accurately in terms of pitch and rhythm with occasional slips that do not affect the fluency of the performance. There is a good attempt to communicate with the audience.	Student can: Perform with some slips of accuracy which are beginning to affect the fluency of the performance.	Student can: Performances are not fluent and lack accuracy.
AO2 Compose and develop musical ideas with technical control and coherence	Develop musical ideas which are highly effective, offering much potential for creative development. There is use the elements to create effective contrasts of colour and tone.	Musical ideas are generally effective, offering potential for further development. Effective contrasts of colour and tone are generally created.	Musical Ideas are simple, offering some potential for development. some contrasts of colour and tone are created	Musical ideas are limited, offering little opportunity for development. There is limited evidence of contrast
AO3 Use appraising skills to make evaluative and critical judgements about music	Demonstrate that they have musical knowledge when listening to and appraising music and can make correct judgements about the musical elements, using key musical vocabulary.	Demonstrate that they have musical knowledge when listening to and appraising music and can make generally correct judgements about the musical elements, using some key musical vocabulary.	Demonstrate that they have some musical knowledge when listening to and appraising music and can make some correct judgements about the musical elements. The use of key musical vocabulary is limited.	Listen and appraise but they are somewhat limited, incorrect musical judgements are made due to a lack of musical vocabulary.

<u>You can assist your son with his studies in the following ways:</u>

Parents can best help their son by encouraging him to develop his skills through practical music-making activities and to encourage practise on his instrument at home.

PSHE EDUCATION

PSHE Department Intent

PSHE Education at Wirral Grammar School is delivered in a variety of ways, including dedicated PSHE lessons, assemblies, special events such as Diversity Week, National Careers Week and Mental Health Awareness Week, as well as through form-time provision.

Our curriculum aims to:

- Provide students with a sound understanding of their role as citizens now and in the future
- Offer opportunities to reflect on wider societal and personal issues
- Develop the critical thinking skills needed to make safe, informed decisions

In line with the Government's Personal, Social, Health and Economic (PSHE) Education statutory requirements, Wirral Grammar School is committed to developing students' awareness in three key areas:

- Health & Wellbeing
- Relationships
- The World We Live In

PSHE is taught by each year group's form tutor team. Teachers lead on different areas of the course depending on their expertise, interests, or specialist training. Students have one dedicated PSHE lesson per week, rotating through the form tutor team.

Health and Wellbeing	**Relationships**	**The World We Live In**
• **Peer influence, substance misuse and gangs** • **Healthy lifestyles** *<u>Concepts</u>* *Developing autonomy and advocacy* *Developing empathy, compassion and strategies to access support* *Developing strategies to manage influence*	• **Families and Relationships** • **Intimate relationships** *<u>Concepts</u>* *Developing assertive communication and clarifying values* *Developing strategies to manage influence* *Developing decision making and risk management skills*	• **Careers: Setting Goals** • **Citizenship: Our Society** *<u>Concepts</u>* *Developing goal setting and decision-making skills* *Developing an understanding of our society*

In addition, form tutors address topical PSHE issues during weekly tutor time. These sessions focus on current themes and stories, helping to contextualise lesson-based learning in ways that are accessible, relatable, and rooted in real-world events. This approach encourages students to develop a wider understanding of the world around them, to consider different perspectives, and to engage in respectful debate.

<u>You can assist your child with their studies in the following ways:</u>

The best way to support your child is by talking with them about their lessons and exploring their ideas and feelings together. Some of the topics can be challenging, and your encouragement at home makes

a real difference. Offering positive reinforcement will help your child feel more confident as they learn to navigate the world around them.

PHYSICAL EDUCATION

PE Department Intent

At Wirral Grammar School for Boys, we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant, and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

Department Overview Statement

The PE Department at Wirral Grammar Boys offers a broad and balanced curriculum that provides students a wide-ranging experience of sport and health related activities. The department realises that all students are individuals and tailors its provision accordingly in order to engage, challenge and include students of all abilities.

At Wirral Grammar School for Boys, the PE Department firmly believe that PE and school sport should be the cornerstone of a student's physical, social, psychological and personal development in order to develop their health and wellbeing. The values of teamwork, respect, pride, enjoyment, discipline, and sportsmanship are promoted in all lessons and used as a vehicle to encourage students to use these values in their academic subjects within school and then transferring them into life.

In addition to PE and games lessons in both Key Stage Three and Four, which focus on the promotion of life-long health and fitness, students can also select to study Physical Education at GCSE level as well as a Cambridge Technical Diploma in Sport at Key Stage Five.

PE Department at Wirral Grammar School for Boys has a wealth of teaching experience and provides sport and exercise opportunities in competitive and non-competitive environments before, during and after the school day through our extensive extra- curricular programme.

All Students continue to participate in 2 high quality hours of Physical Education or Games each week. Pupils will study a wide range of sports in Physical Education taught through a 'carousel'. Games sessions will be more focused on competitive team games, delivered at an appropriate level to the individual's needs and interests.

Physical Education - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Rugby Hockey Basketball Orienteering Table Tennis Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Rugby Hockey Basketball Orienteering Table Tennis Cross Country Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	7s Rugby Hockey Badminton Handball Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	7s Rugby Hockey Badminton Handball Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Cricket Athletics Cultural Sports Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Cricket Athletics Cultural Sports Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.	Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.	Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.	Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.	Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.	Visual summative using “What grade am I?” cards. Self-peer using “What grade am I?” cards.

Formative using “What grade am I?” cards.	Formative using “What grade am I?” cards.	Formative using “What grade am I?” cards.	Formative using “What grade am I?” cards.	Formative using “What grade am I?” cards.	Formative using “What grade am I?” cards.

Curriculum and Assessment Map: Physical Education (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
	Student can:	Student can:	Student can:	Student can:
Develop techniques and improve performance	Perform skills and techniques and exert influence on the game or performance to achieve my desired outcome.	Competently implement the skills in a game situation or performance more often than not.	Use basic skills in isolation with some success in competitive situations.	Begin to develop limited techniques.
Use tactics and strategies to overcome opponents	Use a good range of tactics and strategies and have an influential role in a game or performance.	Competently use tactics and strategies in a game or performance.	Use basic tactics and strategies in a game situation or performance.	Begin to develop limited tactics and strategies in a game or performance
Analyse and compare performances to achieve their personal best	Critically evaluate a performance compared to previous ones and expertly demonstrate how to improve and achieve future success.	Competently analyse a performance using specific terminology to enhance future performance.	Describe basic strengths and weaknesses and begin to implement strategies to improve performance.	Identify limited strengths and areas for improvement and know what I need to do to progress.

You can assist your son with his studies in the following ways:

- Ensure he is properly equipped for PE lessons and brings the correct kit to school on the days he has Physical Education and Games
- Plan ahead if your son wants to opt for GCSE PE. To do this he will need to regularly attend and play either rugby or hockey or cricket for the school.
- Discuss his PE lessons with him.
- Encourage him to take part in extra-curricular activities.
- Come along and support him when he has been selected to represent the school.
- If your son has developed an interest in a new sport encourage them to attend a sports club outside of school. They can speak to their teacher for more advice on this.

PHYSICS

Physics Department Intent

The Physics team at WGSB wants all students to aim high and achieve beyondexpectations. We have developed a challenging programme of study which provides acurriculum to inspire enquiring minds. All students are unique, and we want students to thrivein their Physics lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better. We want students to develop a lifelong love of learning andbe equipped with the skills needed for the wider world whether that be vocational settings or further education.

Physics and the understanding of Physics is integral to everyday life. Physics is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how theworld develops and works today. Physics is important because it has helped to form the world that we live in today. With this in mind, the goal of Physics department is to prepare studentsto be responsible adults in an increasingly complex and dynamic world.

The Physics curriculum provides students with the foundations to understand the innerworkings of this world using scientific processes and concepts from all fields of endeavour: the Physics department aims to grasp students' curiosity as much as possible through exciting lessons; creating an environment where students will need to critically think and provide logical reasoning using various methods of investigation, such as observation, comparison, experimentation, and mathematical manipulation of data.

PHYSICS - Curriculum Map: Key Stage 3 – YEAR 9

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Conservation of Energy topic • Energy Stores • Conservation of Energy and Power. • Work Done	**Conservation of Energy topic** • Use of equations KE and GPE • Equation Power the big bang • Hooke's law, • Elastic Potential Energy	**Thermal Energy** • Heat and temperature • Heat transfer • Radiation, • Specific heat capacity	**Energy Resources** • Energy demand. • Energy resources, renewable and non-renewable • Patterns and trends in the use of Energy resources	**Forces (Motion)** • Vectors and scalars • Distance Time graphs • Speed time graphs	**Forces (Motion)** • Acceleration • Acceleration equation • Uniform acceleration equation
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
• Energy mini test • Homework Tasks	• Energy mine tests • Homework Tasks	• Thermal energy mini tests • Homework Tasks	• Energy Resources test • Homework Tasks • Big End of topic Energy test	• Homework Tasks	• Big End of topic Motion test.

Curriculum and Assessment Map: Science (Physics Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
AO1 Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.	Student can consistently: Recall and explain scientific content with relevant key terms and diagrams. Recall and rearrange equations and recall the correct units for all quantities.	Student can regularly: Recall and explain scientific content with relevant key terms and diagrams. Recall and rearrange equations when given a formula triangle and recall units for most quantities.	Student can occasionally: Recall and explain scientific content with relevant key terms and diagrams. Recall simple equations and recall units for some quantities.	Student are beginning to: Recall and explain scientific content with relevant key terms and diagrams. Use simple equations when given a formula and recall units for some quantities.

AO2 Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.	Students can consistently: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes. Apply mathematical techniques.	Student can regularly: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student can occasionally: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.	Student are beginning to: Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data. Describe practical methods & state how equipment available could be used to collect data. Explain experimental observations using more complex scientific ideas. Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.

AO3 Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.	Student can consistently: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student can regularly: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models	Student can occasionally: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.	Student are beginning to: Describe with confidence the extent to which results support a prediction. Evaluate the success of an investigation and suggest improvements. Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.

<u>You can assist your son with his studies in the following ways for Physics:</u>

- Encourage him to make full use of the workbooks provided.
- Direct him towards science websites such as Seneca Learning and BBC Bitesize
- Revise regularly using revision guides, Educake etc.

RELIGIOUS EDUCATION

RS Department Intent

The Religious Studies Department, at Wirral Grammar School for Boys, aims for **all students to explore and understand** religion and worldviews in the past and present, and in **different communities.** Whilst community cohesion is no longer an aim of OFSTED inspection, we assert that it has **never been more important**. This must take into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews.

In addition, students are introduced to **multiple dimensions of belief, belonging, culture and identity**. This includes **all major religions, Humanism and Atheism** as they are all valid belief systems. Students must understand that a **belief in a divine being is not necessary to perform well, academically, in RE (KS3) and RS (KS4)**. The department believes that **all students are unique.** Students must be encouraged to thrive, be heard and feel safe in my Religious Studies lessons, regardless of their background or starting point. The department aims to provide an **excellent education in a safe supportive learning environment**; one where all students are **valued** and make **positive contributions to the school community**, and where students go on to become **responsible,independent, and caring** members of society. The department also encourages boys to become **independent learners**, who are **critical in their thinking**, **informed in their choices** and **confident in their ability to succeed** in the modern world, who are **respectful and tolerant, driven and confident, and who strive for the best**, regardless of their own background or personal belief system.

Religious Education - Curriculum Maps:
Key Stage 3 – YEAR 9

Autumn Term	Spring Term	Summer Term
Key Themes	Key Themes	Key Themes
Existence of God • Nature of God • Teleology • Cosmology • Religious Experience Concept: Faith & Belief	**Christianity and Social Justice** • What is Justice? • Paul and Silas – Apostles in Peril • Being fair – God's job • Bringing the Gospel through Drama • Links to exemplary people: • Life Study: Martin Luther King Concept: Christianity Ethics & Social Justice	**Religion Force for conflict or peace** • Empathy & faith • Islam and Peace • Bringing about Peace • Freedom of Speech • Moral Issues • Interfaith dialogue Concepts: Multi Faith & Diversity Ethics & Social Justice
Assessment	Assessment	Assessment
• Where do we look for God visual representation of spiritual opinion? (Teacher Assessed) • Statistical social research project (Teacher Assessed) • End of Unit Test Examination (Summative Assessment)	• Feedback on productions and performances (Peer Assessment) • What would Martin Luther King like and dislike about Britain today? (Teacher Assessment & Display)	• Summer Examination: My Hopes for Peace • Interfaith dialogue (Oral Assessment) • Reconciliation (Oral Assessment) • Interpreting John Lennon's 'Imagine' lyrics • (Homework independent essay)

Curriculum and Assessment Map: Religious Education (Year 9)

Descriptors	Mastering	Securing	Developing	Emerging
Knowledge acquired regarding arguments for the existence of God	Student can: Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply. In addition, the student can suggest alternative explanations with reference to the existence of God.	Student can: Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply.	Student can: Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy.	Student can: Identify and describe each of the three main arguments for the existence of God.

Descriptors	Mastering	Securing	Developing	Emerging
Christianity and Social Justice	Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, produce educational and informational text in order to enlighten and inform other students (NB this is achieved without proselytization, which would be unethical) Students can also provide alternative examples of Social Justice in the Bible, and identify other luminaries. Critically refers to the work of Dr Martin Luther King Jr and suggests contemporary improvements to support the ideal of Social Justice in Britain today.	Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, the student can produce educational and informational text in order to enlighten and inform other students (NB this is achieved without proselytization (directed evangelism), which would be unethical) Critically refers to the work of Dr Martin Luther King jr. Makes suggestions for social improvements in SJ e.g. racism in contemporary Britain. May suggest critiques of modern attitudes and practises with regard to SJ.	Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. Refers to the work of Dr Martin Luther King Jr. Agrees or disagrees with the idea that MLK may NOT be happy with the way that racism is dealt with in Britain today.	Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. May refer to the work of Dr Martin Luther King Jr and provide implicit views on the issue of racism in modern Britain.

<u>You can assist your son with his studies in the following ways:</u>

- Have conversations with him about what he has studied – he may be able to teach you!
- Allow him the benefit of your experience and views and encourage him to challenge his thinking
- Encourage a broad-minded approach which promotes diversity in his thinking
- Foster respect and understanding of the people and the belief systems that he studies