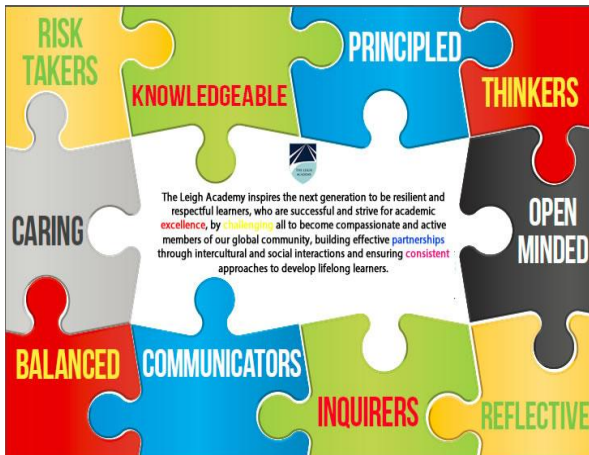




## Year 9 Curriculum Booklet for Parents 2022-23



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‘Opening Minds to Success’ through The International Baccalaureate Middle Years Programme

Dear Parents and Carers,

## **Welcome to The Leigh Academy, where we Open Minds to Success!**

In Year 9 at The Leigh Academy, we continue to prepare our students for the rigours of academic assessment at GCSE and A Level through the final year of their Key Stage 3 curriculum. Whilst our focus continues to be on achievement in future public terminal examinations, we continue to strive to develop all our students into citizens that we and you, as parents and carers, can be proud of.

Entering into Year 9, your child will continue to develop all the knowledge and skills required to be successful as they continue their journey through The International Baccalaureate Middle Years Programme (IB MYP) and also commence new topics in our award winning Healthy Minds programme.

This booklet contains valuable information about the curriculum your child will be studying whilst with us in Year 9 and provides an overview of our extensive and forward-thinking IB MYP programme. You will also see key information on assessment, literacy, numeracy, My Child At School (MCAS), Healthy Minds, the IB MYP Community Project and the co-curriculum.

### **The academy day and IB MYP curriculum:**

For Year 9 students, each academy day begins at 8.30am with a Tutor session. These sessions are carefully crafted to ensure all students have access to pastoral care and include a variety of activities including details on upcoming events, reciprocal reading, careers and study skills.

The academy day is comprised of five lessons (apart from Wednesday when we have four) with subjects across our IB MYP curriculum as follows:

Subject	Number of lessons per week
Language and Literature	4
Mathematics	4
Sciences	3
Individuals and Societies	3
Language Acquisition	2
Design	3
Physical and Health Education	3
Specialist Subject Choices	2

## **The International Baccalaureate Middle Years Programme**

The Leigh Academy is proud to be accredited as an IB World School (IBWS). Our IB philosophy means Year 9 students are encouraged to become independent learners, who can discover links between subjects and the real world in line with our academy motto 'Opening Minds to Success'. The [IB continuum of programmes](#) are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. Our curriculum provides a solid, consistent framework and the flexibility to tailor students' education according to their culture and context.

IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills, and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.

The IB MYP Learner Profile Attributes are embedded in everything we do across our curriculum. As an IB MYP learner we want our our students to be able to say they are:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

As well as building disciplinary knowledge, understanding and skills, the IB MYP builds students' capacity to think and act in interdisciplinary ways. This is achieved through the explicit development of

**Approaches to Learning** skills in the following areas:

- **Communication**

- \* Interactive skills
- \* Language skills

- **Social**

- \* Collaboration

- **Self Management**

- \* Organisation skills

- **Affective skills**

- \* Mindfulness
- \* Perseverance
- \* Emotional management
- \* Resilience

- **Reflection skills**

- **Research**

- \* Information literacy skills
- \* Media literacy skills

- **Thinking**

- \* Critical thinking skills
- \* Creative thinking skills
- \* Transfer skills

## **IB MYP Service as Action**

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own and acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

## **The IB MYP Community Project**

### **Community Project**

A requirement of the IB MYP is that all students in Year 9 will complete a community project. The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students. The following assessment criterion are used to assess the community projects.

#### Objective A: Investigating

Students should be able to:

- i. Define a goal to address a need within a community, based on personal interests
- ii. Identify prior learning and subject-specific knowledge relevant to the project
- iii. Demonstrate research skills

#### Objective B: Planning

Students should be able to:

- i. Develop a proposal for action to serve the need in the community
- ii. Plan and record the development process of the project
- iii. Demonstrate self-management skills

#### Objective C: Taking action

Students should be able to:

- i. Demonstrate service as action as a result of the project
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills

#### Objective D: Reflecting

Students should be able to:

- i. Evaluate the quality of the service as action against the proposal

- ii. Reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. Reflect on their development of Attitude To Learning skills. Students will use the presentation of the community project as an opportunity to demonstrate how they have addressed each of the objectives. Students will be expected to communicate clearly, accurately and appropriately.

<b>Module</b>	<b>Area of focus</b>
3	Investigation and Planning (completion of booklet, process journal begins)
4	Taking Action and Reflection (presentation of evidence to tutor groups)

## **Interdisciplinary Learning**

We are educating students in, and for, a highly interconnected world and as a result one of the key features of the IB MYP is its emphasis on interdisciplinary learning. Students are encouraged to make connections across the subject disciplines and utilise the skills and concepts that they have learned in one subject, to develop their learning, in others. As well as being a focus across all subject areas and in the tutor time programme, in each year of the IB MYP students will complete an Interdisciplinary Unit (IDU), where they synthesise the skills and knowledge across two subjects. In Year 9, the IDU will be completed across IT and Mathematics.

Interdisciplinary Units will be assessed against the following criteria:

### **A) Evaluating**

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines as framed in subject-group objectives. Evaluating disciplinary knowledge provides the foundation for interdisciplinary synthesis and understanding.

To address real-world and contextual issues and ideas, students will:

- analyse disciplinary knowledge
- evaluate the interdisciplinary perspectives.

### **B) Synthesising**

Through the development of holistic learning, students will integrate knowledge from more than one discipline in ways that inform inquiry into real-world issues, ideas and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more disciplines within the same subject group or from more than one subject group to explain phenomena or create products.

To address real-world and contextual issues and ideas, students will:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding.

### **C: Reflecting**

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also consider their own ability to construct understanding across disciplinary boundaries, and extend their learning to consider future action or even to take action depending on the school context and the students' learning goals.

To address real-world and contextual issues and ideas, students will:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

## Assessment in Year 9

Each of the 8 subject groups are divided into four assessment criteria (A B C D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesising	Communicating	Reflecting

The Year 9 assessments in Module 6 are the end point of the 3 year IB MYP programme. Students will be assessed on the cumulative knowledge and skills developed through Key Stage 3 in each subject area resulting in a final IB MYP outcome grade. A celebration event also takes place with certificates of completion and special awards for outstanding components of the IB MYP.

## IB MYP General Grade Descriptors:

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected. Achievement levels for the four criteria are added together creating a total number out of 32. Using the IB MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below.

Sum of Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.



## The Leigh Academy Year 9 IB MYP Assessment Overview:

### Language and Literature (English)

Criterion A	Criterion B	Criterion C	Criterion D
Analysis	Organisation	Producing Text	Using Language

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: An Inspector Calls  Assessment: A,B	Topic: Women In Literature  Assessment: B, C, D	Topic: Boys Don't Cry  Assessment: A, B	Topic: Boys Don't Cry  Assessment: C, D	Topic: Julius Caesar  Assessment: A, B, C, D	Topic: Julius Caesar  Assessment: C, D

### Mathematics

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge & Understanding	Investigating Patterns	Communication	Real - Life Application

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topics: Probability, Sample Sample and Venn Diagrams  Criterion: A	Topic: Linear Graphs, Solving Algebraically, Solving Graphically  Criterion: D	Topics: Angles in Polygons and Bearings  Criterion: B, C	Topic: Pythagoras  Criterion: A	Topics: Enlargement, Surds, Trigonometry  Criterion: Trust A, B, C, D	Topics: Quadratics Volume and Surface Area

## Sciences

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Inquiry and design	Processing and evaluating	Reflecting on the impacts of science

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Cells and Organisation; Atomic structure & states of matter  No assessment	Topic: Density & pressure; Health & disease  Assessment: A, B, C, D	Topic: Periodic table & Chemical bonding; Speed;  No assessment	Topic: Plant biology; Periodic table;  Assessment: B, C	Topic: Energy cont; Health & Ecosystems  Assessment: A, D	Topic: Forces and motion; Chemistry of the atmosphere;  No assessment

## Individuals and Societies - History

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: The campaign to give UK women the vote.  Assessment: A	Topic: World War One  Assessment: B & C	Topic: Causes of the Second World War.  Assessment: D	Topic: The Holocaust  Assessment: No formal assessment	Topic: The Russian Revolution  Assessment: A&D (The Russian Revolution).	Topic: The Cold War  Assessment: B&C (The Russian Revolution).

## Individuals and Societies - Geography

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and understanding	Research	Communication	Critical thinking

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Wild Weather (Global) Assessment: D	Topic: UK Urbanisation Assessment: B + C	Topic: Inequalities Assessment: B + C	Topic: Development Assessment: A + D	Topic: Coasts Assessment: A	Topic: Glaciation Assessment: C

## Individuals and Societies - Ethics

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Why do people commit crimes? Assessment: C	Topic: Should addicts be treated or punished? Assessment: A & D	Topic: Should we separate conjoined twins? Assessment: B	Topic: Is abortion murder? Assessment: C	Topic: Should parents decide to initiate children into a religion? Assessment A, D	Topic: Should some rites of passage be banned? Assessment: B

## Language Acquisition - French

Criterion A	Criterion B	Criterion C	Criterion D
Listening	Reading	Speaking	Writing

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and relationships Assessment: D	Topic: Free Time activities Assessment: C & D	Topic: Local and International Places Assessment: A & B	Topic: Tourism Assessment: C & D	Topic: School Assessment: C & D	Topic: Holidays, festivals and traditions Assessment: A & B

## Language Acquisition - Spanish

Criterion A	Criterion B	Criterion C	Criterion D
Listening	Reading	Speaking	Writing

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and culture  Assessment: A & B	Topic: Freetime activities and healthy living  Assessment: C & D	Topic: Local and international places  Assessment: A & B	Topic: Holidays and Trips  Assessment: C	Topic: School  Assessment: A & B	Topic: Customs and festivals  Assessment: C & D

## Physical and Health Education (P.E.)

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Module 1	Module 2 / 3	Module 2 / 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement  Assessment: A	Topic: Performing in aesthetic activities  Assessment: B & D	Topic: Developing skills and techniques in winter sports  Assessment: C	Topic: Participating in problem solving activities  Assessment: C	Topic: Range of tactics and strategies  Assessment: B & D	Topic: Developing skills and techniques in summer sports  Assessment: A & C

## Design (DT)

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Gravity Racers  Assessment: A & C	Topic: Mood lighting  Assessment: A & C	Topic: Cultural food  Assessment: B & D	Topic: IDU with IT  Assessment: B & D	Topic: Celebrations  Assessment: A & B	Topic: Celebrations  Assessment: C & D

## Design (Computing)

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Introduction to Computer Systems Assessment: A	Topic: Smart Home Project Assessment: A, B, C, D	Topic: Encryption Assessment: B & D	Topic: Ethical, Legal, Environmental & The Right To Repair Assessment: A & C	Topic: Algorithms Assessment: A & C	Topic: Python Assessment: C & D

## The Arts: Visual Art

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding INVESTIGATION	Developing ideas CREATIVE THINKING	Creating Art APPLICATION OF SKILLS	Evaluation REVIEW OF WORK MADE

Topic: SAVAGE exploring Primitivism and how to evoke mood and feeling with art . Mark making + observational Drawing Assessment: A, B, C	Topic SAVAGE Analysis of Fauvism and use of colour / savage mark making and observational drawing .Explore colour and mark as evocative tools Looking at Assessment:A, B, C, D	Topic:SAVAGE eye with reference to matisse Cut outs Digital + physical experiments Assessment:A, B, C, D	Topic: SAVAGE in depth analysis of Guernica and the weeping woman Savage typography Assessment: A, B, C, D	Topic: SAVAGE : SAVAGE BOOK Jacket for Lord of the rings which applies all the experiment/ typography /colour . Assessment: B, C, D	Topic : SAVAGE Evaluation : Documentation of all learning and review as an animation / film A, B, C, D
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## The Arts: Drama

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and Understanding	Skills Development	Thinking Creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Topic: Introduction to Stanislavski and Brecht</p> <p>Assessment: A,B,C,D</p>	<p>Topic: Introduction to Kneehigh and Berkoff</p> <p>Assessment: A,B,C,D</p>	<p>Topic: Introduction to script analysis.</p> <p>Assessment: A, B, C, D</p>	<p>Topic: Application of techniques to a script</p> <p>Assessment: B,C,D</p>	<p>Topic: Introduction to Devising Techniques</p> <p>Assessment: A,B,C,D</p>	<p>Topic: Application of Devising Techniques using a given stimulus</p> <p>Assessment: B,C,D</p>

# Healthy Minds and RSE

In Year 9 our Healthy Minds / RSE curriculum covers 5 topics.

1. School Health and Alcohol Harm Reduction Project (SHAHRP)

This builds upon previous knowledge of the dangers of alcohol. It allows students to become aware of the short and long term risks associated with an increased alcohol intake. It also allows our students to develop an understanding of why people would use alcohol in their lives.

2. Resilient Decisions

Resilient Decisions recaps previous resilience knowledge from Year 7 and 8. It encourages students to think independently, assess risk, communicate assertively and make informed decisions when challenged.

3. Relationship Smart Part 2

Relationship Smart Part 2 allows our students to make informed decisions about the relationships that they have with people in their lives. It helps them to identify positive and negative relationships and gives them ideas on how to nurture good relationships and remove themselves from adverse ones.

4. Sex Education Sorted Part 2

Sex Education Sorted Part 2 looks at the following areas-

What is Sex?

Consent and Control

Sexual Identity

Contraception

Safe Sex



## **Reading and Literacy**

At The Leigh Academy, we recognise the importance of strong literacy skills, not just so that every student can be successful in their examinations, but as a tool for success throughout the entirety of their lives. We offer a variety of activities in order to support each student in developing their literacy and reading skills:

### **Reciprocal Reading and Reading Age testing**

Reciprocal reading is a strategy designed to provide all students with the tools they require to be able to read and understand texts from each of their key stages. Reciprocal reading uses four main processes; prediction, clarification, questioning and summarising designed to aid your child to access texts independently. In tutor time, students will have access to a range of fiction and non-fiction texts from a variety of writers and cultures to ensure a comprehensive view of the world around them.

To ensure your child is making progress with their literacy and reading skills, students are tested via the Star Reader online tests, twice a year. Following each testing cycle, you will be provided with your child's reading age, and some strategies to help your child at home.

### **Reading for Pleasure**

#### **Resource Centre**

Our library is well stocked with books for every ability and age, by a range of authors, and our Learning Resources Administrator is always on hand to make suggestions regarding reading choices. Each student has access to the library once a fortnight as part of English lessons, so there is always an opportunity to discover a new love of reading.

#### **IB MYP World Reading Challenge**

This year, The Leigh Academy launches its Key Stage 3 reading challenge, whereby students are challenged to read texts from the seven continents. Students who complete the challenge will have their names added to a prize draw - the more times each student completes the challenge, the more likely they are to have their name drawn as the winner of the challenge. Students will also be allocated tokens towards the new annual Literacy College Award, ensuring a sense of achievement for the whole winning college.

#### **Literacy Reward Points**

Our new literacy reward points ensure that your child can be rewarded for taking part in their own literacy development and students will be recognised in college assemblies in each module.



## Numeracy

The importance of good numeracy skills is not to be underestimated, and at The Leigh Academy, we understand the need for students to gain mastery over core skills as early as possible in their secondary school education and as such, have the following to compliment each student's in school learning.



### **Sparx Maths**

Sparx Maths is vital in supporting each student with developing their numeracy skills. It is a software that teachers will be using to give a weekly homework to the students and it contains booster packs covering all the core skills at Key Stage three. Students will be shown how to create their own designated login and password when they begin their Mathematics journey with us

### **Homework**

We recognise the importance of homework and the role it plays in the development of knowledge and skills. Homework is not set for homework's sake, but is linked to the topics being studied in each subject during Year 9, through the provision of Knowledge Organisers and through teacher set tasks. At the beginning of each module, your child will be given a Knowledge Organiser full of tasks to be completed at home, to complement their in-school learning. Homework is to be uploaded to every student's Google Classroom for each subject, for marking by the classroom teacher.

### **Google Classrooms**

To complement in-school learning, every student will be given an individual username and password to access subject specific, tutor and college Google Classrooms. Should there be a need for students to be taught at home, lessons will take place using the Google Classroom and Google Meet platforms. Please ensure that your child has all the Google codes for the Google Classrooms and has joined each of them - these can be found on your child's timetable which you can view on MCAS.

### **Knowledge Organisers**

Each module students will be given a Knowledge Organiser for each subject they study. In Module 1, students will be given a paper copy but in future modules they will be in electronic form via Google Classrooms. The Knowledge Organisers complement in-class learning, and contain a variety of information, terminology and research tasks that are pertinent to the topic they are studying in a particular module. The tasks are designed to assist each student in becoming knowledgeable, inquiring

and communicative learners who are able to work independently. The tasks are also designed to ensure that every student accesses a breadth and depth of knowledge and skills to assist their development within the classroom. Knowledge organisers form an important part of our student's homework routine and should be referred to regularly.

## My Child At School (MCAS)

MCAS is a comprehensive online resource that allows you, as a parent or carer, to view your child's academic progress, in real time. You will have access to the following:

- Access to real-time Attendance, Assessment and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
- Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters
- Option to purchase Items, join Clubs or book Trips

The screenshot shows the My Child At School (MCAS) dashboard for a parent. The dashboard is titled "Dashboard" and includes a navigation menu on the left with options like "Announcement", "Assessment", "Attendance", "Behaviour", "Exam Results", "Exam Timetables", "Homework", "On Report", "Parents Evening", and "News". The main content area is divided into several sections:

- Attendance:** A table showing attendance records for Emma. The table has columns for "Period", "Subject", and "Mark".
- Assessment:** A table showing Emma's performance in various subjects. The table has columns for "Subject", "Autumn Current", "Spring Current", and "Summer Current".
- On Report:** A section indicating that Emma does not have any "On Report" arrangements.
- Behaviour:** A table showing Emma's recent behaviour. The table has columns for "Date", "Description", and "Status".
- Homework:** A table showing Emma's homework assignments. The table has columns for "Assigned Date", "Homework Title", and "Due Date".
- Announcement:** A section with a message: "The school will be closed on 21<sup>st</sup> January 2019".
- Reports:** A section for viewing Emma's performance reports.

The dashboard also includes a sidebar with a user profile for "Adeslyan, Emma" and a top navigation bar with a "Helpdesk Test Portal" and a "YOU ARE HERE" breadcrumb.

## GCSE Options

The GCSE option subject choice is a key component of Year 9. This process begins in Module 3 with assemblies, the sharing of the GCSE subject information booklet, and GCSE options evening. The GCSE options evening is an event for all students and parents to attend and is designed to give you all of the information you need to make an informed decision about which subjects to study in Key Stage 4. More details on GCSE options will be shared with parents at the end of Module 2 and we look forward to supporting all students and parents with these important decisions in Year 9.

### The Year 9 co-curriculum offer

The co-curriculum consists of all the experiences our students can access beyond the taught curriculum. This can be before school, after school, during break or lunch, or a school trip. At The Leigh Academy in our capacity as an IB World School, we recognise the importance of building cultural capital and giving students the opportunity to bring their learning to life. Our aim is for every student in Year 9 to get involved with at least one co-curricular activity throughout the year whether that be attending an after school club, or being part of a school trip relevant to their learning.

The Year 9 co-curricular activities in Module 1 after school (3.15pm - 4.15pm) are as follows, and all updates as we move through the academic year will be shared with you via MCAS.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Challenge Club MD 2.01 Ms Neilson	Football Team practice LE0.01		Music Club LE1.16 Mr Harrison	Unity AT 0.01 Mr Burton
Science Club MD 0.02 Ms Ragavaloo	Girls Football Club GOALS Miss Marshall			
Trampolineing LE 0.01 Miss Keveth	Dance Club DA 1.03 Miss Keveth			
Boys Football Club GOALS Mr Fryer	Drama Club DR 1.01			
	Diversity Club CU0.06 Mr Lecky			
	Maths Catch Up Club MD2.02 Mrs Elias			

## Subject Curriculum Information

### IB MYP Language and Literature

Our English curriculum has been designed to provide continuity and progression between key stages. At Key Stage 3 we follow the IB Middle Years Programme (MYP) alongside the national curriculum. The IB MYP allows us to introduce students to ideas and concepts that are new with a focus on inquiry and exploration. The texts that we study through Year 9 are designed to provide a solid basis for study at GCSE and beyond. We include a wide range of literary texts to teach the skills of analysis and evaluation and provide our students with the opportunity to explore and develop their voices as critical and creative writers.

Our curriculum has been organised to offer our students the opportunity to explore texts that they may not ordinarily choose to read outside of the classroom. Knowledge and skills have been sequenced to build in challenge and planning is designed to enable students to make connections between what they have studied, what they are studying at a given point and what they will study in the future.

Lessons seek to enable our students to gain new knowledge and build on what they have learnt previously. Lessons are organised to enable students to make connections between texts, themes, ideas and contexts and to return to key ideas to deepen their understanding and knowledge. We provide opportunities for students to develop using their knowledge and skills in written and verbal form.

For specific information about the Year 9 English Curriculum please contact either of the members of the team detailed below.

**Ms McFarlane-Farmani** – Director of Learning for English

[fiona.mcfarlanefarmani@leighacademy.org.uk](mailto:fiona.mcfarlanefarmani@leighacademy.org.uk)

**Ms Rebecca Voller** – Coordinator of Learning for KS3 IB MYP English

[rebecca.voller@leighacademy.org.uk](mailto:rebecca.voller@leighacademy.org.uk)

## Summary of Year 9 curriculum content 2022 - 2023:

Students are taught over 4 lessons per week.

Here is a summary of the topics covered in Year 9.

Module	Topics covered
1	An Inspector Calls
2	Women in Literature
	Christmas Holidays
3	Boys Don't Cry
4	Boys Don't Cry
	Easter Holidays
5	Julius Caesar
6	Julius Caesar

## Year 9 Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> <b>Analysing</b>	Modules 1,3 & 5	Students are given the opportunity to produce critical essays that allow them to explore extracts of texts in detail. They will also respond to assessments that look at the whole text and explore themes and ideas across texts alongside the contexts within which they are written.
<b>Criterion B</b> <b>Organising</b>	Modules 1,2, 3 & 5	Students are given opportunities to produce personal and critical writing and demonstrate their skills in structuring and organising their ideas and opinions in a logical and coherent way. Assessments include personal writing tasks alongside formal essay writing and speaking and listening tasks.
<b>Criterion C</b> <b>Producing Texts</b>	Modules 2,4,5 & 6	Students have the opportunity to create their own written responses developing and exploring approaches to writing and using appropriate literary techniques. They have the opportunity to produce personal and imaginative responses for a range of purposes and audiences.
<b>Criterion D</b> <b>Using Language</b>	Modules 2,4,5 & 6	Students are provided with the opportunity to demonstrate their ability to use appropriate, varied and ambitious vocabulary for a range of purposes. They are assessed on their ability to use language in written and verbal forms.

## **Year 9 Resources**

Students are expected to join a Google classroom run by their English teacher(s), where homework will be set. It is important that students are regularly checking the classroom for updates.

All students have access to the library at breaks and lunch - students will also have a library lesson every fortnight where they are encouraged to explore and read a range of fiction and non-fiction texts.

Accelerated Reader is promoted across Year 9 providing students with the opportunity to become enthusiastic and critical readers.

## IB MYP Mathematics

The Leigh Academy is proud to have a strong Mathematics learning area dedicated to developing our young students into knowledgeable, respectful young people. We believe that mathematics curriculum equips students with a powerful set of tools to understand and change the world. Mathematics breaks down cultural and international barriers and is a global language, essential in everyday life and all aspects of employment. We want the Mathematics Learning Area to nurture a love of mathematics as a creative challenge while developing the skills of logical reasoning, sophisticated problem solving and the ability to think in abstract ways.

For specific information about the Year 9 Mathematics Curriculum please contact either of the following members of the team:

**Mrs Grozdanic** – Director of Learning for Mathematics

[almedina.grozdanic@leighacademy.org.uk](mailto:almedina.grozdanic@leighacademy.org.uk)

**Mrs Sandhu** - Maths Mastery Lead for KS3 IB MYP Mathematics

[ravinder.sandhu@leighacademy.org.uk](mailto:ravinder.sandhu@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Students are taught over 4 lessons per week.

Module	Topics covered
1	Statistics and probability
2	Simultaneous equations
3	Angles and constructions
4	Pythagoras Theorem
5	Trigonometry and surds
6	Quadratic function

### Year 9 Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> Knowledge and understanding	Module 1, 4 & 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, teachers will assess students' knowledge through various mini tests/homework tasks/quizzes.
<b>Criterion B</b> Investigating patterns	Module 3 & 5	Involves the completion of real life problem solving questions, where students experience excitement and satisfaction of mathematical discovery. We encourage students to become risk-takers, inquirers and critical thinkers through investigations they do.
<b>Criterion C</b> Communicating	Module 3 & 5	This is assessed alongside Criterion B (the same questions) and requires students to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
<b>Criterion D</b>	Module 2 & 5	Encourages students to answer a question or solve a real-world mathematical problem, such as what to consider when playing a spinner

Applying mathematics in real life context		bingo. Students are expected to transfer theoretical mathematical knowledge learned previously into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.
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### Year 9 Resources

Students will have individual Google Classroom Classrooms for their specific mathematics teachers, where homework may be set. It will be important that students are regularly checking these for updates.

<p><b>Knowledge Organisers</b></p> <p>These are created for each unit of the MYP course for each module, and are a summary of the topics covered, including homework tasks after each unit. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments, and this is the minimum homework they will be given to complete in each module.</p>	<p><b>Homework</b></p> <p>Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Homework is set weekly on SPARX and each student will be shown how to do this by their teacher.</p> <p>In a case that homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught, as well as complete the homework tasks after each unit in knowledge organisers.</p>
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## IB MYP Sciences

The Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. Our aim is to enable our students to develop the ability to critically analyse the world around them, as well as applying their new knowledge and skills to real world scenarios. Through the use of investigative skills and observation, they should develop an understanding of how science shapes our world and their responsibility for improving the world around them.

The science IB MYP curriculum, which we follow from Year 7 through to Year 9, is the ideal vehicle for developing thoughtful and enquiring minds. The MYP allows for a rigorous, yet creative, approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 9 Science Curriculum please contact either of the following members of the team:

**Mr Goddard** – Director of Learning for Science [craig.goddard@leighacademy.org.uk](mailto:craig.goddard@leighacademy.org.uk)

**Miss Collins** – Coordinator of Learning for KS3 IB MYP Science [suzanne.collins@leighacademy.org.uk](mailto:suzanne.collins@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Students are taught over 3 lessons per week.

Here is a summary of the topics covered in Year 9.

Module	Topics covered
1	Unit 9A - Cells; Atomic structure & states of matter
2	Unit 9A - Density and Pressure Unit 9B - Health and Disease
	Christmas Holidays
3	Unit 9B - Periodic table & Chemical Bonding; Speed;
4	Unit 9C - Unit 9C - Plant Biology Periodic Table;
	Easter Holidays
5	Unit 9C - Energy Stores; Unit 9D - Defence against Disease & Ecology;
6	Unit 9D - Energy and Motion; Chemistry of the Atmosphere

## Year 9 Assessment

Strand	When assessed	How assessed
<b>Criterion A</b> Knowledge and understanding	Module 2 Module 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, students will complete mini 'End-of-topic' assessments at the end of each topic.
<b>Criterion B</b> Inquiring and designing	Module 2 Module 4	Involves the completion of practical-based activities, where students design their own practical investigations. We assess their ability to think scientifically and apply knowledge of scientific concepts to formulate and test hypotheses. Students will gain experience of this skill throughout the year as they complete mini investigations or carry out observations.
<b>Criterion C</b> Processing and evaluating	Module 2 Module 4	This is assessed alongside Criterion B and requires students to analyse data, identify trends and formulate conclusions. It develops the ability to critically evaluate their work with regards to the reliability of their data and methods. Students suggest how to improve on their work through changes to their method and consider future questions of interest.
<b>Criterion D</b> Reflecting on the impacts of science	Module 2 Module 5	Requires students to answer a question or solve a real-world scientific problem, such as considering the ethical implications of using embryonic stem cells in research and medicine. Students are required to conduct independent research (with guidance) to find suitable information to inform their work, and come to an overall conclusion.

## Year 9 Resources

Students will be part of the MYP Year 9 Science Google classroom. They can join using this code: **2llo4pz**. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers. Students will also have individual classrooms for their specific science teachers, where homework may be set. It will be important that students are regularly checking these for updates.

### Knowledge Organisers

These are created for each unit of the MYP course, and are a summary of the topics covered. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments.

### Homework

Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Where homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught.

## IB MYP Individuals and Societies

At The Leigh Academy and within the IB MYP framework, Individuals and Societies is the name given to what we traditionally refer to as humanities subjects. Individuals and Societies includes the following components: History, Geography and Ethics.

### History

Students in Year 9 history lessons will study the world from 1900. It's possible to see the Twentieth Century as a continuation of medieval crusader wars of belief - but instead of religion forming the dividing lines, it was ideology. Instead of swords and shields, it's machine guns, artillery and atomic bombs. Authoritarian Fascism and Communism were locked into an existential conflict with Liberal Democracy.

But it's not that simple. Nothing is inevitable and even today Liberal Democracy is far from unchallenged in the world we live in today. What causes conflicts and why were they won?

For more information about history in Year 9, please contact

**Ms Wood** - Coordinator of Learning for History: [jean.wood@leighacademy.org.uk](mailto:jean.wood@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Year 9 students have 1 hour of history lessons per week.

Module 1:	Female Suffrage
Module 2:	World War One
Module 3	World War Two
Module 4:	The Holocaust
Module 5:	Revolutionary Russia
Module 6:	The Cold War

## Year 9 Assessment

Year 9 students will be assessed regularly using short quizzes, homework and end of unit assessments.  
Year 9 history students will be assessed based on the following criteria throughout the year:

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 2 & 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigation	Module 3 & 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
<b>Criterion C</b> Communication	Module 3 & 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
<b>Criterion D</b> Thinking critically	Module 1 & 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

## Year 9 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teachers.

The Humanities Learning Area has created a website to support student learning in history. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/history/hi-ks3-year-9>

## Geography

Studying IB MYP Key Stage 3 geography at The Leigh Academy gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

For more information about geography in Year 9, please contact:

**Ms Farukh** - Coordinator of Learning for Geography:

[nazima.farukh@leighacademy.org.uk](mailto:nazima.farukh@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

The content is based on both human and physical geography and covers both UK and international modules.

Year 9 students have 1 hour of geography lessons a week. Here are the units which are studied in Year 9:

Module 1:	Coastal processes
Module 2:	India (development)
Module 3	Sustainability
Module 4:	Extreme weather (UK)
Module 5:	Extreme weather (Global)
Module 6:	Glaciation

## Year 9 Assessment

Year 9 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 9 geography students will be assessed based on the following criteria throughout the year:

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 2 & 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigation	Module 3 & 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
<b>Criterion C</b> Communication	Module 3 & 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
<b>Criterion D</b> Thinking critically	Module 1 & 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

## Year 9 Resources

Students will have individual Google Classrooms for their specific geography teachers, where homework may be set. It will be important that students are regularly checking these for updates from their geography teacher.

The Humanities Learning Area has created a website to support student learning in geography. Here you will find links to resources that are used in geography lessons and for revision but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/geography/g-geography-ks3-myp/g-9>

Useful websites

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty>

<https://www.bbc.co.uk/bitesize/guides/zc72frd/revision/1>

<https://www.bbc.co.uk/bitesize/guides/znmnb9q/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zpyp7hv/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zftycdm/revision/1>

## Ethics

In Year 9, students develop their evaluative skills through learning about religious and non-religious attitudes towards Rites of Passage, Drugs, and Medical Ethics. This prepares them for GCSE when they will study Beliefs in Christianity and Judaism as well as Religion, Relationships and Families and Religion, Crime and Punishment, Peace and Conflict and Religion and Life. The knowledge journey that pupils will have completed by the end of the 5 years will not just prepare them for further study, but to understand the world around them.

For more information about Ethics in Year 9, please contact

**Mrs Wilkinson** - Coordinator of Learning for Ethics: [lynne.wilkinson@leighacademy.org.uk](mailto:lynne.wilkinson@leighacademy.org.uk)

## Summary of Year 9 curriculum content 2022 - 2023:

Year 9 students have 1 hour of Ethics per week.

Module 1 and 2: Why do people use drugs?

Module 3 and 4: Is medical intervention always ethical?

Module 5 and 6: Why are rites of passage important?

## Year 9 Assessment

Year 9 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 9 Ethics students will be assessed based on the following criteria throughout the year:

<b>Criterion A</b> Knowledge and understanding	Module 2 & 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigation	Module 3 & 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
<b>Criterion C</b> Communication	Module 3 & 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
<b>Criterion D</b> Thinking critically	Module 1 & 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

## Year 9 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teachers.

The Humanities Learning Area has created a website to support student learning in Ethics. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/ethics/ethics-ks3-myp/ethics-year-9>



## IB MYP Language

### MFL Learning Area: Year 9 French

At The Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' through international mindedness who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For specific information about the Year 9 French curriculum please contact either of the following members of the team:

**Mr Hurth** – Director of Learning for MFL [thomas.hurth@leighacademy.org.uk](mailto:thomas.hurth@leighacademy.org.uk)

**Mrs Pooley** – Coordinator of Learning for KS3 MFL [karen.pooley@leighacademy.org.uk](mailto:karen.pooley@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Unit 1	<b>Identity &amp; Culture:</b> Re-visiting family and describing our relationships with people. Using reflexive verbs
MYP Assessment	<b>Criterion A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Criterion D (Writing):</b> Students need to produce a paragraph talking about their family inc. who they get on with and don't get on with
Unit 2	<b>Freetime Activities &amp; Diet:</b> Talking about what we do to lead a healthy lifestyle - diet, exercise and hobbies. Learning to give advice using modal verbs
MYP Assessment	<b>Criterion D (Writing):</b> Students need to produce a paragraph about where they live, inc. the future tense <b>Criterion B (Reading):</b> To be able to read a text in French and answer comprehension questions
Unit 3	<b>Town &amp; Local Area:</b> - Talking about neighbourhood and neighbours, identifying problems in your neighbourhood, talking about your house and household chores, talking about the advantages & disadvantages of where you live
MYP Assessment	<b>Criterion C (Speaking):</b> To be able to respond in French to questions relating to neighbourhood
Unit 4	<b>Holidays:</b> Revisiting holidays in 3 tenses, talking about problems at the hotel, making complaints and talking about dream holidays
MYP Assessment	<b>Criterion B (Reading):</b> To be able to read a text in French and answer comprehension questions <b>Criterion A (Listening):</b> To be able to listen to short texts in French and identify

	key information
Unit 5	<b>School:</b> Talking about future study, giving opinions on uniform and schools rules, talking about your ideal school and making comparisons with the French system
MYP Assessment	<b>Criterion D (Writing):</b> Students need to produce a paragraph about school using the conditional tense
Unit 6	<b>Tourism &amp; Culture:</b> Looking at how certain celebrations are celebrated in the francophone community: Mothers/Fathers Day, Labour Day, Eid, Christmas, Valentine's Day, National Day
MYP Assessment	<b>Criterion C (Speaking):</b> To be able to respond verbally to questions related to Festivals.

### Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The school has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

## IB MYP Language

### MFL Learning Area: Year 9 Spanish

At The Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' through international mindedness who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For specific information about the Year 9 Spanish curriculum please contact either of the following members of the team:

**Mr Hurth** – Director of Learning for MFL [thomas.hurth@leighacademy.org.uk](mailto:thomas.hurth@leighacademy.org.uk)

**Ms Picazo-Chalmers** – Coordinator of Learning for KS3 MFL  
[elisa.picazochalmers@leighacademy.org.uk](mailto:elisa.picazochalmers@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Unit 1	<b>Identity &amp; Culture:</b> Re-visiting family and describing our relationships with people. Using reflexive verbs
MYP Assessment	<b>Criterion A (Listening):</b> To be able to listen to short texts in Spanish and identify key information  <b>Criterion D (Writing):</b> Students need to produce a paragraph talking about their family inc. who they get on with and don't get on with
Unit 2	<b>Freetime Activities &amp; Diet:</b> Talking about what we do to lead a healthy lifestyle - diet, exercise and hobbies. Learning to give advice using modal verbs
MYP Assessment	<b>Criterion D (Writing):</b> Students need to produce a paragraph about where they live, inc. the future tense <b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions
Unit 3	<b>Town &amp; Local Area:</b> - Talking about neighbourhood and neighbours, identifying problems in your neighbourhood, talking about your house and household chores, talking about the advantages & disadvantages of where you live
MYP Assessment	<b>Criterion C (Speaking):</b> To be able to respond in Spanish to questions relating to neighbourhood
Unit 4	<b>Holidays:</b> Revisiting holidays in 3 tenses, talking about problems at the hotel, making complaints and talking about dream holidays
MYP Assessment	<b>Criterion B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions

	<b>Criterion A (Listening):</b> To be able to listen to short texts in Spanish and identify key information
Unit 5	<b>School:</b> Talking about future study, giving opinions on uniform and schools rules, talking about your ideal school and making comparisons with the Spanish system
MYP Assessment	<b>Criterion D (Writing):</b> Students need to produce a paragraph about school using the conditional tense
Unit 6	<b>Tourism &amp; Culture:</b> Looking at how certain celebrations are celebrated in the hispanic community: Mothers/Fathers Day, Christmas, Valentine's Day, La Tomatina, La Feria, El Día de los Muertos
MYP Assessment	<b>Criterion C (Speaking):</b> To be able to respond verbally to questions related to Festivals.

### Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The school has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

## IB MYP Arts

### Drama

Our Drama curriculum philosophy is proud to create and deliver a curriculum which ensures all children master the powerful knowledge necessary to think hard, make informed decisions and actively engage in the origins, development and modern interpretations of Drama. This will enable them to achieve outstanding individual results both academically and in their personal development as individuals.

They will learn the intricacies of how a person communicates, why they express themselves and what influences their life choices and opinions. The intent of the curriculum is to create perceptive and instinctive individuals armed with knowledge, empathy and resilience to succeed in life. By following the IB Middle Years Programme (MYP) framework we aim to develop inquiring, knowledgeable and caring young people who are motivated to succeed; we strive to develop students who will build a better world through intercultural understanding and respect.

Year 9 onwards, students study specific plays and practitioners interleaving through application of previous conventions, reinterpreting them and so advancing their prior knowledge to improve their long-term memory of concepts and ability to link between them, which is essential for success on this course.

For specific information about the Year 9 Drama curriculum please contact

**Mrs Wilson** - Coordinator of Learning for Drama [helen.wilson@leighacademy.org.uk](mailto:helen.wilson@leighacademy.org.uk)

#### Summary of Year 9 curriculum content 2022 - 2023:

Students are taught 1 lesson per week.

Here is a summary of the topics covered in Year 9:

Module	Topics covered
1	Practitioners - Stanislavski and Brecht
2	Practitioners - Knee High and Berkoff
3	Approaches to a script
4	Application of techniques to a script
5	Devising techniques
6	Application of devising techniques to performance

<b>Strand</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to check knowledge and understanding. Written assessment of process and performance work.
<b>Criterion B</b> Developing Skills	Module 4 Module 6	Final assessment on solo / paired/group filmed performance of script and devised piece.  Written self assessment of process and performance.
<b>Criterion C</b> Thinking Creatively	Module 4 Module 6	Final assessment on solo / paired/group filmed performance of script and devised piece.  Written self assessment of process and performance.
<b>Criterion D</b> Responding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to learn how to interpret and articulate criteria.  Written assessment of process and performance work

### **Year 9 Resources**

Students will have individual google classrooms from their specific Drama teachers, who will give them the code. Here they will find homework and knowledge organisers. It will be important that students are regularly checking these for updates.

## Year 9 Assessment

### Art

It is our aim over Key Stage 3 to develop control and confidence in the handling of a range of media and processes so that our students can make creative decisions and respond effectively to the world around them. Analysis of the ideas and practices of other artists and designers will enrich and enhance their own work. Therefore a large component of our study is contextual as well as practical. We aim to support students in their learning and understanding and challenge them to become independent students, prepared to take a risk or two with their work, but also be prepared to review and refine outcomes.

The Art IB MYP curriculum programme at The Leigh Academy is designed to explore Fine Art, Graphic Design and Photography, and the guidance given opens up opportunities for higher level learning at GCSE. Students are challenged with big ideas and expectations. All work is also matched to the National Curriculum structure and expectations.

We aim to both explore and record and also to express and evoke. Ideas underpin all the work asked of students. We teach specific and discrete skills in order that students can apply these to express themselves creatively.

For specific information about the Year 9 Art Curriculum please view the academy website or do not hesitate to contact either of the following members of the team:

**Ms Britton** – Coordinator of Learning for Art [christine.britton@leighacademy.org.uk](mailto:christine.britton@leighacademy.org.uk)

**Ms Blackledge** – Coordinator of Learning for KS3 IBMYP Art

[rachael.blackledge@leighacademy.org.uk](mailto:rachael.blackledge@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 - 2023:

Students are taught over 1 lesson per week.

Here is a summary of the topics covered in Year 9. The theme in Art for year 9 is ‘Savage’.

Module	Topics covered
1	Expressive use of mark and colour to evoke feeling and mood
2	Observational drawing and new media. Collage /Graphic design Font Design
	Christmas Holidays
3	Typography and digital skills illustrator and book jacket design : Layout and font
4	In depth analysis of other artists’ work : Context, content, process, technique and influence
	Easter Holidays
5	Colour and emotion
6	Repeat printing with links to other artists

## Year 9 Assessment

Criterion	When assessed	Assessment
<b>Criterion A Knowledge and understanding</b>	<b>Specific reference in all modules</b>	Development of an understanding of Aesthetics : what is Beauty?  Making connections with the work of other practitioners and students' own work : Escher, Van Gogh, Picasso, Frida Kahlo and Chris Ofili.
<b>Criterion B Developing skills</b>	<b>Specific reference In modules 1.3.4.5.6</b>	Evocative mark marking and photography experiments in recording  Observational drawing Eye  Refresh and develop typography skills use of illustrator and photoshop  Collage techniques ' savage eye
<b>Criterion C Thinking creatively</b>	<b>Specific reference in 1,2,4,5,6</b>	Selection and application of mark and colour as an expressive tool  Planning and development of own font and book cover design  Creative use of colour font and layout  Planning and development of print based work
<b>Criterion D Responding</b>	<b>Specific reference in all modules</b>	Responses can be both analytical and practical . Students will make a range of responses throughout the year .  Savaged observational drawing, control and competency  Photographic studies  Book jacket and font design  Repeat print

## Year 9 Resources

Students will be part of the IB MYP Year 9 Art Google classroom.

They can join using this code: wmvb674

This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers.

Students will also have individual google classrooms where they can see work and communicate with their teachers, see homework and upload it to teachers. It will be important that students are regularly checking these for updates.



## IB MYP Design

### Design and Technology

Our Design and Technology department at The Leigh Academy offers an innovative and unique approach to understanding design in Britain as well as opening minds to the wider world. We pride ourselves on the technical manufacturing knowledge our students gain and have a passion for inspiring the younger generation to engage successfully within education.

We offer our year 9 cohort a wide range of design and manufacturing experiences that involve problem solving, design challenges, creative idea generation and independent working techniques. Students get to work from a set brief and investigate the needs of a client or problem. From this point they develop solutions to real world scenarios using iterative design development in the cycle of the design. As such, students sample what it is actually like to work in the Design, Engineering or Food sectors.

The focus for year 9 is to develop more specialist skills in the Design and Technology arena as well as experience the Design IB MYP curriculum. In doing this our students can sample possible future options for year 10 and beyond, as well as developing their learner attributes by working within mini projects. Learners are encouraged to develop their inquiring mind and do this by asking questions, this helps them to be more autonomous in topic selection which feeds into a more successful end solution.

**Mrs Coules** - Director of Learning for Design and Technology

[raina.coules@leighacademy.org.uk](mailto:raina.coules@leighacademy.org.uk)

#### A summary of Year 9 content: 2022/2023

Students access Design and Technology two lessons a week.

Year 9 students will have covered the year 1 MYP curriculum throughout Year 7 and 8. In this they will have experienced project based learning and have a basic understanding of the iteration in the design cycle. Year 3 MYP covers a more in depth understanding of the Design process and enables learners to become confident in independent learning building on the knowledge gained from the previous years Design experience.

Module	Topics covered
1	Students will rotate around the following three material areas:
2	Food - Learners will experience a wide range of food and nutrition topics and inquire about how the newly gained knowledge can be applied to a restaurant and design a menu. This project focuses on research and how the different methods of research can inform the next phase of design.
3	
4	Engineering - Learners develop skills in the manufacture of linkages to design a water pump for use in third world countries. Students are expected to develop an idea, create a plan to manufacture a water pump and be technically able when making the pump.
5	
6	Design & Technology - Learners will explore the needs of others and how this is addressed within design. They will then have the opportunity to create design concepts of their own.

## Year 9 Assessment

Strand	When assessed	How assessed
<b>Criterion A</b>	Modules 1-6	This involves gathering research to inform an ongoing project, the learner may investigate how a problem could be solved or how they could meet the brief requirements. Successful research in strand A will be represented as what the learner has discovered and how they might use the information to inform their ideas.
<b>Criterion B</b>	Modules 1-6	The students will be assessed on the range of design ideas developed within the project and how well the designs link to research gathered for strains A. Design work should be communicated clearly, this can be achieved through drawing style, labelling and describing the ideas (annotation). Learners will also produce a specification that can clearly inform the manufacturing of the solution.
<b>Criterion C</b>	Modules 1-6	Students will be assessed on their ability to create a plan of manufacture or follow the plan for manufacture and create a working solution. This can be developed from the student and or teacher implemented but the learner will need to demonstrate technical ability when making the solution and this will be evident through the end product produced. Finally learners should demonstrate an ability to reflect on what has been successful and what could be improved, this is evidenced through sketchbook manufacturing notes and discussion.
<b>Criterion D</b>	Modules 1-6	Evaluation is important for students to engage in throughout their project as well as at the finale. This involves the learner being reflective and constructive in their approach to analysing. It can be completed by self evaluating, peer feedback and tests to see if the development of the idea and the solution can work as intended.

## Year 9 Resources

### Google Classroom

Please refer to your child's individual Google Classroom for lesson specific resources.

### Knowledge Organisers

These are for use across the MYP year and should be referred to throughout for guidance on methods in approach and technical information that could be useful in each project.

### Homework

Homework will be set by each teacher according to the needs of the student and topics covered in class. This can in many forms and is dependent on what has been covered in class, such as paper based in the sketch book or online on the google classroom. In addition, students should be supporting their learning by using the knowledge organisers to enhance their understanding.

## Computing

The Leigh Academy is proud to have a strong Computing Learning Area dedicated to developing our young students into knowledgeable, respectful young people. We believe that the Computing aspect of the Design curriculum equips students with a powerful set of tools to understand and change the world. Computing is one of the subjects that has the largest global growth and is becoming one of the main industries in the world. We want the Computing Learning Area to nurture a love of Information and Communication Technology (ICT) and Computer Science as a creative challenge while developing the skills needed in this forever growing subject.

### Contact:

Mr Hayre - Coordinator of Computing: [manjinder.hayre@leighacademy.org.uk](mailto:manjinder.hayre@leighacademy.org.uk)

### Summary of Year 9 curriculum content 2022 -2023:

Students are taught over 1 lesson per week.

Module	Topics covered
1	Computer Systems – The students investigate what makes a computer system and how they function.
2	Smart Home – Looking at the development of technology and how it is being used to improve our lives.
3	Encryption and secure communications - The students will look at how encryption works and understand how it is used to protect messages.
4	Ethical, legal & environmental impacts of digital technology - The students will explore ethical problem presented by ICT and look at the right to repair
5	Algorithms - Developing computational thinking techniques such as pattern recognition, abstraction, algorithmic thinking and decomposition.
6	Python - The students will develop their Python Programming skills by creating a program to meet the requirements of a client.

## Year 9 Assessment

Criterion	When assessed	How assessed
<b>Criterion A -</b> Inquiry and Analysis	Every module	Students will be required to research the various topics covered in every module. Information that is researched should be recorded in their IB MYP booklet and or notebook. This will be reviewed by the teacher.
<b>Criterion B -</b> Developing Ideas	Module 2 Module 5	This will entail solving real life problems using their creative and computing skills. Students are encouraged to think critically and develop ideas that could possibly solve the problem in question.
<b>Criterion C -</b> Creating the Solution	Module 2 Module 5	This criteria requires students to use various tools to create digital products. Proper documentation is required in this section.
<b>Criterion D -</b> Evaluation	Module 2	Students will need to review their design and product. They are to examine the strengths and weaknesses and come up with possible ways to correct or improve on their shortcomings. They can also use peer evaluation by creating surveys through Google Forms.

## Year 9 Resources

Students will have individual classrooms for their specific Computing teachers, where homework may be set. It will be important that students are regularly checking these for updates.

### Additional Digital Information Technology (DIT) subject choice option

#### Summary of Year 9 curriculum content 2022 - 2023:

Students are taught over 1 lesson per week.

Module	Topics covered
1	Introduction to Algorithms and Programming.
2	Data Representation and Data Modelling.
3	ICT Security and Effective Digital Working Practices.
4	System vs Application Software.
5	Systems Architecture.
6	Digital Graphics.

## Year 9 Assessment and resources

Year 9 students will be assessed regularly using short tests, class work and homework.

Students will have individual classrooms for their specific ICT teachers, where homework may be set. It will be important that students are regularly checking these for updates.

## **IB MYP Physical and Health Education**

The Leigh Academy PE learning area is focussed on equipping students with the skills and knowledge to perform in a wide range of sporting activities where they will also learn how to communicate in teams, how to lead and how to make good strategic decisions. In addition to the practical activities, students will gain valuable knowledge in health and fitness which will enable them to make informed decisions in terms of diet and exercise choices throughout their lives. The PE learning area also offers a wide range of extra curricular clubs in a variety of sports, as well as many local, European and World wide educational sports trips throughout the year.

Prior to starting Year 9, students will also have the opportunity to select PE as a specialist subject, in addition to their normal core PE lessons. This will involve students having an extra lesson of PE per week where they will be taught the fundamentals of the GCSE PE and NCFE Health and Fitness courses that will commence in Year 10, if chosen.

For specific information about the Year 9 Physical Education Curriculum please contact the following members of the team:

Andrew Pickett - Coordinator of PE [andrew.pickett@leighacademy.org.uk](mailto:andrew.pickett@leighacademy.org.uk)

### **Summary of Year 9 curriculum content 2022 - 2023:**

Students are taught over 2 lessons per week within the IB MYP PE subject.

Here is a summary of the topics covered in Year 9.

<b>Module</b>	<b>Unit theme</b>	<b>MYP assessments</b>
1	Demonstrating personal improvement	Assessment on - psychological factors (personality types, motivation and guidance/feedback)
2	Performing in aesthetic activities	
3	Developing skills, techniques and roles (winter sports)	
4	Participate in problem solving activities	
5	Developing skills, techniques and roles (summer sports)	Assessment on - Principles of training and SMART targets
6	Range of tactics and strategies	

### **Practical sports covered across all classes during Year 9:**

Cross Country, football, handball, table tennis, athletics, softball or rounders, cricket, fitness suite, trampolining, dance, gymnastics, rugby, softball

## Year 9 MYP Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> Knowing and understanding	Module 1 Module 5	Students in Year 9 sit an assessment at the end of Module 1 on personality types, motivation and guidance/feedback and also in module 5 on the principles of training and SMART targets. PE knowledge organisers will contain the information to revise from. Additionally, teachers will incorporate the topics into their lessons.
<b>Criterion B</b> Planning for performance	Module 2 Module 4	Throughout the IB MYP students will plan activities in a range of sports such as: Dance, Gymnastics, Trampoline, Fitness suite and Football. A planning booklet will be completed for each student.
<b>Criterion C</b> Applying and performing	All modules	Throughout Year 9, students will be assessed performing in a wide range of sports.
<b>Criterion D</b> Reflecting and improving performance	Module 2 Module 6	Throughout the IB MYP students will reflect on performances in a range of sports such as: Dance, Gymnastics, Trampoline, Fitness suite and Football. A reflection booklet will be completed for each student.

## Year 9 Resources

Students will have access to a year 9 PE Google classroom, where IB MYP revision tasks may be set and important information will be shared, such as PE timetables and extra curricular club details. It will be important that students are regularly checking this classroom for updates.

Google classroom code: **qahmau2**

## Physical Education - subject specialist choice

If students decide to select PE as a specialist subject during Year 9, they will have an extra PE lesson per week where they will be taught the fundamentals of the GCSE PE and NCFE health and fitness courses. During the year they will have a mixture of practical and theory lessons (approximately 50% each) and will cover a range of topics.

Please see below the content that will be covered during Year 9 if PE is selected as an option:

- Components of fitness
- Fitness testing
- Principles of training
- Types of training
- Preventing injury
- Body systems (cardiovascular, respiratory, muscular, skeletal)
- Aerobic/anaerobic respiration
- Muscular movements
- Diet and nutrition

