



Sir Geoffrey Leigh  
Academy

## Year 9 Curriculum Booklet for Parents 2025-26



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Organisation 2018

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

Dear Parents and Carers,

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

In Year 9 at Sir Geoffrey 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	3
Design	2
Physical and Health Education	3
Specialist Subject Choices	2

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

Sir Geoffrey 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 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.

	Criterion A	Criterion B	Criterion C	Criterion D
<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.



## **Reading and Literacy**

At Sir Geoffrey 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:

### **Sparx Reader**

Sparx Reader is an online reading platform that helps students to practise reading regularly, to set them up for success at secondary school and in life beyond. Students are set weekly homework tasks using the Sparx Reader platform.

### **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 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.

#### **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 Sir Geoffrey 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 and Science**

Sparx Maths and Science are vital in supporting your child with developing their numeracy and science skills. These are software platforms that teachers will be using to give a weekly homework to the students and both platforms contain booster packs covering all the core skills at Key Stage three. Your child will be explained on how to create their own designated login and password when they begin their mathematics and science journeys 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

The screenshot shows the My Child At School (MCAS) dashboard for a child named Emma. The dashboard is divided into several sections:

- Attendance:** A table showing Emma's attendance for the current term. The table has columns for Period, Subject, and Mark. The data shows Emma is currently absent (marked with a yellow question mark) for the first period of the first lesson.
- Assessment:** A table showing Emma's assessment results for the current term. The table has columns for Subject, Autumn Current, Spring Current, and Summer Current. The data shows Emma has achieved a grade of 9+ in all subjects.
- 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. The data shows Emma has received a "Good Classwork" reward (green checkmark) and a "CO Minor Consequence" (red X).
- Homework:** A section showing Emma's homework assignments. The table has columns for Assigned Date, Homework Title, and Due Date. The data shows Emma has a homework assignment due on 28/02/20.
- Announcement:** A section showing a school announcement: "The school will be closed on 21st January 2019".
- Reports:** A section showing Emma's recent reports. The table has columns for Date, Description, and Status. The data shows Emma has received a "Star Pupil" reward (green checkmark) and a "Chewing Gum" consequence (red X).

The dashboard also includes a sidebar with navigation links for various sections: Dashboard, Announcement, Assessment, Attendance, Behaviour, Exam Results, Exam Timetables, Homework, On Report, Parents Evening, and Reports. The top of the dashboard features a header with the school logo, a helpdesk test portal, and a user profile section.

## **GCSE Options**

The GCSE option subject choice is a key component of Year 9. This process begins in Module 4 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 3 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 Sir Geoffrey 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.

## **Key dates for Year 9 2025 - 2026:**

10th September 2025	Year 9 Sparx Reader Test
3rd October 2025	SEN Coffee Morning 1 SE/SH
10th October 2025	SEN Coffee Morning 2 CU/MD
6th January 2026	MYP Assessment Week 1
10th February 2026	Report 1 published
11th February 2026	Parent Teacher Afternoon
25th February 2026	GCSE Options Evening
11th May 2026	MYP Assessment Week 2
10th July 2026	Reports 2 published

## **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 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 from Year 9 onwards 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.

**Mr Eric F. McGarvey** – Director of Learning for English

[eric.mcgarvey@sgla.latrust.org.uk](mailto:eric.mcgarvey@sgla.latrust.org.uk)

**Mrs Nina Adams** – Director of Learning for English

[nina.adams@sgla.latrust.org.uk](mailto:nina.adams@sgla.latrust.org.uk)

**Miss Aimee-Grace Miller** – Co-ordinator of Learning for English

[aimee-grace.miller@sgla.latrust.org.uk](mailto:aimee-grace.miller@sgla.latrust.org.uk)

### A summary of Year 9 content:

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	Inflammatory Media
	Christmas Holidays
3	Boys Don't Cry - Malorie Blackman
4	Boys Don't Cry - Malorie Blackman
	Easter Holidays
5	Julius Caesar
6	Julius Caesar and Poetry

### Year 9 Assessment

The MYP assesses students on four key abilities:

- Criterion A – Analysing
- Criterion B – Organising
- Criterion C – Producing texts
- Criterion D – Using language

Each criterion is assessed on a Trust-wide basis at two points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

Criterion	When assessed	How assessed
<b>Criterion A</b> <b>Analysing</b>	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>	1,3 & 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>	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 Using Language</b>	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.
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### **Year 9 Resources**

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

All students have access to Myon and are able to read a range of fiction and non-fiction texts.

Accelerated Reader is promoted across Key Stage 3 providing students with the opportunity to become enthusiastic and critical readers.

### **Knowledge Organisers**

These are created for each unit of the MYP, and contain key vocabulary, terminology, grammar and contextual knowledge that students are expected to learn and use. Students are encouraged to use these for revision purposes throughout the year in preparation for their assessments.

### **Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of reading tasks, writing tasks, spelling and terminology work, research and online learning.

## IB MYP Mathematics

### Introduction

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:

<b>Dr. Ermina Ramic</b> - Director of Learning for Mathematics	ermina.ramic@sgla.latrust.org.uk
<b>Mrs Daniela Furquim Elias</b> - MYP Coordinator	daniela.furquimelias@sgla.latrust.org.uk
<b>Mrs Ravinder Sandhu</b> - Coordinator of Learning	ravinder.sandhu@sgla.latrust.org.uk

### A summary of Year 9 content:

Students are taught over 4 lessons per week.

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

Module	Topics covered
1	Statistics and probability <ul style="list-style-type: none"><li>• Fractions, decimals and percentages</li><li>• Theoretical probability</li><li>• Probability of combined events</li><li>• Sample space diagram</li><li>• Probability tree diagram</li><li>• Relative frequency</li><li>• Set notation</li><li>• Venn diagrams</li></ul>
2	Simultaneous equations <ul style="list-style-type: none"><li>• Equivalent equations</li><li>• System of equations</li><li>• Solving simultaneous equations algebraically</li><li>• Rearrange equations</li><li>• Graphing equations</li><li>• Solving simultaneous equations graphically</li></ul>
3	Angles <ul style="list-style-type: none"><li>• In parallel lines</li><li>• In polygons</li></ul> Constructions <ul style="list-style-type: none"><li>• Loci</li><li>• Perpendicular bi-sector</li><li>• Angle bi-sector</li></ul> Triangles <ul style="list-style-type: none"><li>• Constructing triangles</li></ul>



	<ul style="list-style-type: none"> <li>• Congruence proof</li> </ul>
4	Triangles <ul style="list-style-type: none"> <li>• Right-angled triangle properties</li> <li>• Hypotenuse</li> <li>• Cathetuses (adjacent and opposite)</li> <li>• Pythagoras' Theorem</li> <li>• Trigonometric ratios (sine, cosine and tangent)</li> <li>• Sine, cosine and tangent graphs</li> </ul>
5	Quadratic function <ul style="list-style-type: none"> <li>• Quadratic expressions</li> <li>• Expanding double brackets</li> <li>• Factorise form of quadratics</li> <li>• Solving quadratic equations</li> <li>• Interpreting quadratic graphs</li> <li>• Plotting quadratic graphs</li> </ul>
6	Indices and surds <ul style="list-style-type: none"> <li>• Rational and irrational numbers</li> <li>• Surds</li> <li>• Indices and roots</li> <li>• Multiplication and division involving indices</li> <li>• Powers of powers</li> <li>• Powers of 10</li> <li>• Standard form</li> <li>• Growth and decay</li> </ul>

### Year 9 Assessment

The MYP assesses students on four key abilities called strands: knowledge and understanding, investigating patterns, communication and applying mathematics in real life context.

Strand	When assessed	How assessed
<b>Strand A</b> Knowledge and understanding	Module 1 Module 4 Module 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>Strand B</b> Investigating patterns	Module 3 Module 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 investigation.
<b>Strand C</b> Communicating	Module 3 Module 5	This is assessed alongside Strand 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>Strand D</b>  Applying mathematics in real life context	Module 2  Module 5	Students are expected to transfer theoretical mathematical knowledge into real-world situations and to apply appropriate problem-solving strategies, drawing valid conclusions and reflecting upon their results.
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### Year 9 Resources

Students will have individual google classrooms for their maths lessons, where all resources and information regarding lessons and homework will be shared. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b>  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.	<b>Homework</b>  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 your child will be explained how to do this by their teacher.
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## IB MYP Science

### Introduction

The Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. We aim to enable our students to develop the ability to critically analyse the world around them, as well as apply their new knowledge and skills to real-world scenarios. Through 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 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 Joe Fisher** – Director of Learning for Science [joseph.fisher@sgla.latrust.org.uk](mailto:joseph.fisher@sgla.latrust.org.uk)

**Ms Kay Sarkaria-Nash** – CoL for KS3 MYP Science [kay.sarkaria-nash@sgla.latrust.org.uk](mailto:kay.sarkaria-nash@sgla.latrust.org.uk)

### A summary of Year 9 content

Students are taught over 3 lessons per week.

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

Module	Topics covered
1	Key scientific developments
2	Biological and Physical Structures
	Christmas Holidays
3	Efficient Interactions
4	Chemistry of food
	Easter Holidays
5	Our changing world
6	Changes

## Year 9 Assessment

The MYP assesses students on four key abilities, as outlined in the table below. Each strand - or "Criterion" - is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Strand	When assessed	How assessed
<b>Strand A</b> Knowledge and understanding	Module 2 Module 6	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>Strand B</b> Inquiring and designing	Module 3 Module 5	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>Strand C</b> Processing and evaluating	Module 3 Module 5	This is assessed alongside Strand 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>Strand D</b> Reflecting on the impacts of science	Module 1 Module 4	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. Homework is set weekly on SPARX and your child will be explained how to do this by their teacher.

## **IB MYP Individuals and Societies**

At Sir Geoffrey 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**

#### **Introduction**

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): [jean.wood@sgla.latrust.org.uk](mailto:jean.wood@sgla.latrust.org.uk)

#### **A summary of Year 9 content:**

Year 9 students have 1 hour of history per week.

Module 1: Female Suffrage - What was the main factor in women in Britain achieving suffrage in the 20th century?

Module 2: Causes of the First World War- Why was World War One referred to as the 'Great War'?

Module 3: Events of the First World War- What was the most significant factor in the Allied victory in the First World War?

Module 4: Causes of the Second World War- Was Hitler to blame for the Second World War?

Module 5: The Holocaust - What lessons have we learnt from the Holocaust?

Module 6: The Cold War - Why did the United States and the Soviet Union, once military allies, become adversaries after World War II?"

## 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:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organized information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. Identify different views and their implications

Module 1= Criteria A

Module 2 =Criteria B and C

Module 3 = Criteria D

Module 4 = Criteria B and C

Module 5= Criteria A and D

## 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 Department 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 MYP KS3 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 please contact **Ms. Farukh**, Coordinator of Learning for Geography; [nazima.farukh@sgla.latrust.org.uk](mailto:nazima.farukh@sgla.latrust.org.uk)

### **A summary of Year 9 content:**

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 :

#### **Module 1: Climate change**

Inquiry question: Can humans fix the damage they have caused?

Assessment: Criterion B and C

#### **Module 2: Glacial Landscapes**

Inquiry question: How does ice change the world?

Assessment: Criterion A

#### **Module 3: Case study - Africa**

Inquiry question: What are the challenges and opportunities facing Africa?

Assessment: Criterion D

#### **Module 4: Extreme Weather**

Inquiry question: What happens when humans live in hazardous places?

Assessment: Criterion A and D

#### **Module 5: Case Study - Mumbai**

Inquiry question: What are the main challenges and opportunities in Mumbai?

Assessment: Criterion B and C

**Module 6: Tourism:** Inquiry question: Do we have the right to see the world?



## **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:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organised information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically.
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. 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 Department 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/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/zftyctdm/revision/1>

## **Ethics**

In Year 9, students develop their evaluative skills through learning about religious and non-religious attitudes towards Medical Ethics, Peace and Conflict and The Existence of God. 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 **Mr Simpson** (Director of Learning of Humanities): [sonny.simpson@sgla.latrust.org.uk](mailto:sonny.simpson@sgla.latrust.org.uk)

### **The KAS and MYP**

The combined Kent Agreed Syllabus and Middle Years Programme concur that religion and belief have shaped history and continue to play a central role in local and global affairs, influencing the lives of our students. High quality RE/Ethics makes a unique and distinctive contribution to developing the knowledge and understanding of how values and beliefs inspire people to action, individually and collectively, helping students to make sense of the world.

Not only does RE/Ethics provide opportunities for individual spiritual, moral, social and cultural development by exploring fundamental questions about human life, but it also prepares pupils to become active members of their community through participating in civilised debate and reasoned argument on often controversial issues.

This syllabus sets out programmes that provide a coherent understanding of religions and worldviews, preparing our students for life in a global society.

### **Summary of Year 9 curriculum content :**

Year 9 students have 1 hour of Ethics per week.

**Module 1 and 2:** Are Medical Interventions always Ethical?

**Module 3 and 4:** Is religion a power for peace or conflict?

**Module 5 and 6:** Do we need to prove that God exists?

## **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:

### **Criteria A- Knowledge and Understanding**

- i. Use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

### **Criteria B- Investigation**

- i. Explain the choice of the research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation

### **Criteria C- Communication**

- i. I communicated information and ideas in a way that is completely clear
- ii. Completely organised information and ideas effectively
- iii. list sources of information in a way that follows the task instructions.

### **Criteria D- Thinking critically**

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. Identify different views and their implications

## **Year 9 Resources**

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

## IB MYP Language Acquisition

### 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' 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 T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

### Summary of Year 9 curriculum content :

Students are taught for three hours a week.

Unit 1	<b>Identity &amp; Culture:</b> Re-visiting family and describing our relationships with people. Using reflexive verbs
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Strand 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>Strand 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 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	<b>Strand C (Speaking):</b> To be able to respond in French to questions

Assessment	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>Strand B (Reading):</b> To be able to read a text in French and answer comprehension questions <b>Strand 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>Strand 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>Strand 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 Acquisition

### 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' 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 T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

#### Summary of Year 9 curriculum content :

Students are taught for three hours a week.

Unit 1	<b>Identity &amp; Culture:</b> Re-visiting family and describing our relationships with people. Using reflexive verbs
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information <b>Strand 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>Strand 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>Strand 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>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions <b>Strand 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>Strand 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>Strand 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

**Ms. Daisy Hudson** - Coordinator of Learning for Drama [daisy.hudson@sgla.latrust.org.uk](mailto:daisy.hudson@sgla.latrust.org.uk)

#### Summary of Year 9 curriculum content :

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



## Year 9 Assessment

The MYP assesses students on four key abilities called strands:

A: Knowledge and Understanding

B: Developing Skills

C: Thinking Creatively

D: Responding

Each strand is assessed on a Trust-wide basis at 2 key points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

Strand	When assessed	How assessed
<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.

# Art

## Introduction

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 learners, 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 is designed to explore Fine art, Graphic design and Photographic practices 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 expectation.

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 there is information on the web site or do not hesitate to contact either of the following members of the team:

**Rachael Blackledge** -Co ordinator of Learning for Art

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

## Summary of Year 9 curriculum content :

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 Picasso's weeping woman and Guernica Test
	Easter Holidays
5	Book jacket development and planning
6	Savage photoshoot / editing exploring aesthetics and misconceptions re: savage and beauty

## Year 9 Assessment

The MYP assesses students on four key abilities:

- Strand A – Investigation

*An exploration of Art forms : context, purpose , and meaning.*

- Strand B –Developing skills

*The development of control and confidence with a range of practical skills and processes*

- Strand C – Creating Art

*Application of skills that explore ideas*

- Strand D – Evaluation Own and others work

*The creation of an ‘artists’ response and to demonstrate understanding of context and meaning [analysis]*

Each strand is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

Strand	When assessed	Assessment
<b>Strand A Investigation</b>	<b>with 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. Chris Ofili.
<b>Strand B Developing skills</b>	<b>with 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>Strand C Creating Art</b>	<b>with 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  Photo shoot + edits

<b>Strand D Evaluation</b>	<b>takes place regularly during the course</b>	Evidence of evaluation can be from both analytical and practical work and the work of other artists / practitioners . Students will make a range of evaluative responses throughout the year Including :
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### **Year 9 Resources**

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

Students will create a digital portfolio of work as evidence for assessment .

### **Knowledge Organisers**

These are created for each unit of the MYP course, and are a summary of the topics covered and the homework tasks set . Students are encouraged to use these as a developing resource throughout the year in preparation for their Criterion A assessments.

## 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 are able to generate their own design briefs 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 Design and Technology alongside experiencing the Design MYP curriculum. In doing this our students can sample possible future options for year 10 and beyond, as well as developing their learner attributes. 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

### Contacts

**Director of Learning, Design and Technology:** [raina.coules@sgla.latrust.org.uk](mailto:raina.coules@sgla.latrust.org.uk)

**Coordinator of Design and Technology:** [charlotte.gibson@sgla.latrust.org.uk](mailto:charlotte.gibson@sgla.latrust.org.uk)

### A summary of Year 9 content:

Students access Design and Technology one lesson 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 good 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 experience and skills.

The students rotate throughout the year and here is a summary of topics covered in year 9

Module	Topics covered
1	Students will rotate around the following three material areas:  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.
2	
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.
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### 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 strands 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

Sir Geoffrey Leigh Academy is proud to have a robust computing department dedicated to cultivating our students into knowledgeable and respectful young individuals. We believe that the computing curriculum provides students with powerful tools to comprehend and impact the world. The field of computing is experiencing significant global growth and is emerging as one of the main industries worldwide. Our goal in the Computing Department is to foster a passion for technology as a creative challenge while developing the essential skills required in this rapidly expanding field.

For specific information about the year 9 computing curriculum please contact any of the following members of the team.

<b>Mr David Mills</b>	David.Mills@sgla.latrust.org.uk
<b>Mr Anthony Matthews</b>	Anthony.Matthews@sgla.latrust.org.uk
<b>Mr Kenneth Siluwe</b>	Kenneth.Siluwe@sgla.latrust.org.uk

### Summary of Year 9 curriculum content :

Students are taught over 1 lesson per week.

Module	Topics Covered
1	<b>Algorithms &amp; Programming</b> Building on prior learning the students will develop their computational thinking skills and apply them to problem-solving. They will then develop a program (in Python) to solve a problem. This will be presented as an MYP project
2	
3	<b>Sensors &amp; Automation</b> The students will undertake a research project about smart homes and will develop a detailed plan to convert their homes into smart homes, factoring in things such as privacy and useability.
4	
5	<b>Encryption</b> The students will attempt to solve a crime, and while doing so they will explore different encryption techniques and learn how encryption is used and how it makes our digital world possible.
6	



## Year 9 Assessment

The MYP assesses students on four key abilities called strands: Inquiring and Analyzing, Developing Ideas, Creating a Solution and Evaluating. Each strand is assessed on a trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade.

Strand	Assessed When	Assessment Method
<b>Strand A</b> Inquiring & Analyzing	Module 1 Module 3	Assessed via both the Algorithms & Programming and the Sensors & Automation projects.
<b>Strand B</b> Developing Ideas	Module 1 Module 3	Assessed via both the Algorithms & Programming and the Sensors & Automation projects.
<b>Strand C</b> Creating a Solution	Module 2 Module 4	Assessed via both the Algorithms & Programming and the Sensors & Automation projects.
<b>Strand D</b> Evaluation	Module 2 Module 4	Assessed via both the Algorithms & Programming and the Sensors & Automation projects.

## Year 9 Resources

Students will have individual Google Classrooms for their specific ICT teacher, where all classwork & homework will be set. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b> These are created for each project and are a summary of the topics covered and additional material to assist with homework tasks.	<b>Home Learning</b> Home learning tasks will normally be set weekly. These will take the form of either bookwork or online learning. Where a task isn't set, students are expected to take responsibility for their learning by revising using the knowledge organisers and to ensure they fully understand the content being taught in class.
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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.

## 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 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:

For specific information about the Year 9 Physical Education Curriculum please contact:

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

### Summary of Year 9 curriculum content :

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.

Module	Unit theme	MYP assessments
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**

The MYP assesses students on four key abilities called strands: Applying knowledge, planning, applying and performing, reflection.

Each strand is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

## **Physical Education - subject specialist choice**

If students decide to select PE as an option 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

Students will also be coached in a range of practical sports and activities that closely link to the GCSE PE and NCFE Health and Fitness courses. Please see below some examples:

Fitness testing, handball, table tennis, football, athletics.

