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The RHS Year 9 Curriculum

The RHS Curriculum - Year 9

This booklet is designed to give parents and students an overview of students' progress through the curriculum; focussing on their knowledge and skills. You will find, here, a one-page guide to each subject's curriculum for each term, so that you know what your child has been learning and what they are able to do. This can be used as a starting point for discussions at home about their learning but will also help you to put some context around their **Progress Check**.

You will receive, via FROG, a Progress Check once per term, usually at the end of each term. This will tell you the following information:

- a) **Are they making good progress? Y / -** - If a teacher indicates – your child is not making good progress, you can expect to have already received communication from their class teacher or Curriculum Leader in that subject with information about any concerns. The Progress Check will briefly indicate any **Areas For Development (AFD)**
- b) Their **Attitude to Learning - ATL** - has three key 3 areas for reporting the kind of learner your child is: **Ready, Engaged, Proactive**, each of these will be given a score between 1 and 4, with 4 indicating exemplary attitude and 1 indicating a lack of focus or engagement with their learning. Again, where a class teacher has concerns, you will have been contacted in advance of receiving your child's Progress Check. On the Progress Check document itself you will find a more detailed breakdown of the criteria for each ATL score.
- c) The **Autumn/ Spring or Summer Working at Level (WAL)** – this is level which indicates how your child is progressing through the curriculum. On the pages to follow you will see, in each subject, the range of expected levels for each term in each subject. These are slightly different for each subject because each subject is different in the way they assess, number of lessons timetabled per week, prior knowledge coming with students from primary school. **This level DOES NOT equate to a GCSE grade**. This is a number we use to track and measure student progress. By showing you the range of expected levels for each subject, each term you will be able to see how your child is performing, and see the range of levels awarded in the class. These levels are not capped, exceptional performance may be awarded a level higher than the expected range.

Each level is divided into sub levels C, B and A:

C indicates that your child has just progressed up into this level

B indicates that you child is firmly within the level

A indicates that your child is progressing towards the next level up

Emerging (Em) - indicates that your child is working at a basic, introductory level, this is used by subjects which are often completely new to students when they start in Year 7.

- d) **Teacher Comments:** once per year your child's teachers will also provide short comments about your child's progress within each subject, and a target for ongoing improvement. You will also have the opportunity to meet with your child's teachers once a year at our calendared Progress Evenings.



Art Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Experiment with paint, Mixing colour and blend colour Capture reflection Observe and record a Still Life Explore different paint application techniques Work with anatomical and botanical imagery 	<ul style="list-style-type: none"> Study portraiture and proportion Consider Culture and Identity in relation to the work of Kehinde Wiley 	<ul style="list-style-type: none"> Experiment with print design and processes Explore mono, press and lino print
Students will be able to....	<ul style="list-style-type: none"> Record and make refinements to their work as they progress Explain symbolism, demonstrate their understanding and record ideas in their sketchbooks Experiment with stippling and dabbing raw colours Consider composition Consider symbolism and the notion of 'the human condition'. 	<ul style="list-style-type: none"> Develop their ideas inspired by the artists' work. Explore a range of composition possibilities Experiment with different combinations of media Research other artists who explore culture and identity in their work, such as Frida Khalo, Jean Michel Basquait. Sonya Boyce and Yinka Shonibare Complete a final piece in their own choice of media; paint, collage, stitch or mixed media 	<ul style="list-style-type: none"> Record observations and ideas Explore techniques and a range of ideas Research a range of print artists Create a mini booklet comparing and contrasting two different artists Analyse the work of their chosen artists and discuss their techniques
Key assessments	<ul style="list-style-type: none"> Marbles Vanitas Still Life Autumn Leaves The Human Condition 	<ul style="list-style-type: none"> Culture and Identity: final piece 	<ul style="list-style-type: none"> Print project

Range of expected Key Stage 3 levels for Year 9 Art

Autumn Term	Spring Term	Summer Term
3A – 4A	4C – 5C	4C – 5A

Art Textiles Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Use a range of beading techniques Create Stumpwork (3 dimensional embroidery) Embroider with a range of threads, beads and sequins <p>Textiles is taught on the year 9 carousel and students complete a 5 - 6 week module each term</p>	<ul style="list-style-type: none"> Use the sewing machine safely (skills revisited from year 8) Stitch in straight and parallel lines Embroider detail using the machine Add sequins, beads and buttons 	<ul style="list-style-type: none"> Produce an A3 design proposal based on literature, a play or a film. Design and create small garments
Students will be able to...	<ul style="list-style-type: none"> Create a brooch Understand contextual links to Harriet Frances Styles, Celeste Mogador and Etsy Be aware of coral use in jewellery and environmental issues linked to jewellery production 	<ul style="list-style-type: none"> Create a detailed patchwork panel with layered fabrics and decorative machine embroidery Understand contextual connections to the work of artists such as Priscilla Jones and Sharon Blackman 	<ul style="list-style-type: none"> Create a felt hand embroidered scene with Stumpwork three dimensional elements. Understand contextual connections to artists such as Salley Mavor, Mimi Kirchner, Betty Bib and Kay Dennis
Key assessments	<ul style="list-style-type: none"> Assessed homework based on a research on coral and environmental issues Annotated brooch design Assessment of beaded brooch, range of stitches and embellishments 	<ul style="list-style-type: none"> Research sketches and originality of design ideas Assessed homework piece exploring the work of a textile artist A3 patchwork panel 	<ul style="list-style-type: none"> Design proposal for scene Artist study Research of historical technique of Stumpwork Assessment of hand embroidered panel Written evaluation of work

Range of expected Key Stage 3 levels for Year 9 Art Textiles

Autumn Term 3A - 4A	Spring Term 4C - 5C	Summer Term 4C – 5A
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Computer Science Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know...	<ul style="list-style-type: none"> Online dangers Python – Selection, Iteration, Sequencing Reading and writing to a file Creating and defining functions Validation Creating advance programmes in Python 	<ul style="list-style-type: none"> Number systems used in computing Binary Denary Hexadecimal Converting between number systems Add and subtracting in Binary Binary shifting Identify, draw and explain logic gates Complete Binary Tables Data – Sound Data – images, graphics and video 	<ul style="list-style-type: none"> Ethical and cultural factors involved in computer systems and programming Environmental and legal issues involved in computer systems and programming Identify the importance, and purpose, of HTML, CSS and JavaScript in today's web Identify the role of W3C Identify the purpose of a web browser and the steps taken to retrieve a web page Create a HTML 5 web page using a range of HTML tags and attributes Hyperlink two or more web pages together HTML Tables, Lists and Divisions HTML Forms and iFrames Simple CSS The Box Model, Links, Lists and Tables CSS Layouts Simple JavaScript
Students will be able to....	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts define, explain and give examples of online safety Create an advance programme in Python 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts Use the number systems of Binary, Hexadecimal and denary Convert between number systems Add and subtract in Binary Identify, draw and explain logic gates Complete Binary Tables define, explain and give examples of how sound is used and digitised in a computer define, explain and give examples of how images, graphics and video are used and digitised in a computer 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts Be able to create a simple website Create links and buttons for a website Add images to website Create CSS template for website Use JavaScript to allow interactive elements in the website
Key assessments	<ul style="list-style-type: none"> Autumn test 	<ul style="list-style-type: none"> Spring test 	<ul style="list-style-type: none"> Summer test

Range of expected Key Stage 3 levels for Year 9 Computer Science

Autumn Term	Spring Term	Summer Term
2B-4C	3C – 4A	3C-4A

Drama Year 9 Curriculum Progress Map

Term	Autumn Term: Physical Theatre	Spring Term: Script	Summer Term: Paperbirds
Students will know how to...	<p>Practitioner and Skill</p> <ul style="list-style-type: none"> Use a range of Frantic Assembly 'Building Block' techniques to devise movement including Round,By,Through, Chair Duets , Lifts etc. Apply text to a movement sequence Describe, analyse and explain 	<p>Script Work and Characterisation</p> <ul style="list-style-type: none"> Move a script from page to stage Create complex and interesting characters with objectives, motivations and with a consideration of their past experiences Apply Stanislavski's techniques to develop believable character e.g. objective, obstacle and actioning Understand context and subtext Direct and critique work in progress 	<p>Devising and Practitioner</p> <ul style="list-style-type: none"> Apply a range of Paperbird techniques for devising theatre) e.g. motormouth, choreo-cues, imagery, signposting, flowing sentences, asides, motifs etc. Conduct interviews as research with consideration to the ethics of using the words of others Write a script based on research
Students will be able to....	<ul style="list-style-type: none"> Perform with physical control Use movement as a communicative tool Move with a sense of timing and ensemble 	<ul style="list-style-type: none"> Give a sustained, committed and focused performance Create clear and imaginative characters Perform with subtlety and nuance Interpret script and characters in a range of ways 	<ul style="list-style-type: none"> Create meaningful and relevant theatre with a clear message Write an effective script Devise within the style of The Paper Birds
Key assessments	<ul style="list-style-type: none"> Live Theatre Review Love Song (Digital Theatre Plus) Devising and Performing a piece of Physical Theatre 	<ul style="list-style-type: none"> Response: Costume design analysis Scripted Performance 	<ul style="list-style-type: none"> Devise and perform a Paperbirds style Performance Response: Scriptwriting Short working notebook of the process of creating the performance and an evaluation of the finished product

Range of expected Key Stage 3 levels for Year 9 Drama

<p>Autumn Term 2A – 5C</p>	<p>Spring Term 3C – 5B</p>	<p>Summer Term 3B – 5A</p>
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English Year 9 Curriculum Progress Map

Term	Autumn Term A and B	Spring Term A and B	Summer Term A	Summer B
Students will know...	How to deconstruct a whole novel and write descriptively (with a high level of challenging text choices)	Read and inferred meaning on a whole Shakespeare play including contextual factors	Spoken Language study - language change over time. How to read and understand attitude/perspectives and methods of writer's non-fiction articles	How to read and analyse a range of texts including: pre 20 th century prose, short stories, flash fiction, poetry
Students will be able to....	<ul style="list-style-type: none"> analyse range of extracts from chosen novel, approach an unseen extract with assurance and respond to a thematic question which covers the whole text; showing an ability to take a synoptic view of a whole text, drawing together different moments in narrative structure to show writer's intentions incorporating aspects of historical and social context into analysis deconstruct key/relevant evidence and understand the intended effect of the writer identify range of sophisticated literary techniques develop descriptive writing, responding to images as stimulus and understanding and writing with more complex grammatical structures in preparation for GCSE. use a variety of linguistic and literary techniques in descriptive writing 	<ul style="list-style-type: none"> Independently develop skills of inference/analysis/evaluation write an overview introduction which includes narrative context and responds to question select key (relevant and rich) moments from across the whole play and synthesise information independently carve out clear argument – pinning down clear focus explore key linguistic techniques used by Shakespeare, exploring why these techniques are effective in character/theme/plot development synthesise ideas and group quotations together –and embed them in an analytical response write a developed PEAL with primary and secondary evidence clearly analyse the writer's intentions, purpose and intended effect of a text/key moment in and articulate it showing evaluative skills provide relevant and insightful alternative interpretations where relevant add contextual factors that enhance the argument presented begin to make clear comparisons between moments of the play/characters 	<ul style="list-style-type: none"> have developed key terminology and meta language to discuss language issues have had the opportunity to understand how society and culture influences the English Language Have watched and taken notes on a range of TED lectures Have read a variety of media articles about Language change have researched a range of 21st century phenomena including text language have analysed their own language as data To be able to track the journey of a text and understand the viewpoint and attitude of a writer, a change in attitude and be able to communicate this effectively To be able to identify the tone and change in tone Begin to make clear comparisons between two texts Understand and analyse they methods used to create the attitude/viewpoint 	<ul style="list-style-type: none"> consider the theme of detective fiction through their study of texts gain an understanding and insight into plot, character, setting and how structural techniques can shape a text, and how to discuss this within a literary context create a vivid descriptive piece and reflected on what elements make a successful character description use a range of literary and structural techniques to create a portfolio of work create tension graphs to explore plot have developed their reflective and critical powers using green pen to develop, edit and improve their own work write a commentary on the intended effect of a piece of fiction
Key Assessments	KAT 1: Creative writing – style emulation of opening KAT 2: Extract and whole text response	KAT 1: Poster deconstructing Act 1 Sc 5 or Sc 7 KAT 2: Extract and whole text question	KAT1: Comparative analysis grid of two texts KAT 2: End of year examination paper	KAT1: Description of own detective KAT 2: Portfolio of emulated style including commentary

Range of expected key stage 3 levels for Year 9 English	Autumn term 3B-4C	Spring Term 3A-4B	Summer Term 4C-4A
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Food Year 8 & 9 Curriculum Progress Map

Food is taught on the carousel in both Years 8 & 9 and students have approximately 13 lessons of food each year.

Term	Year 8	Year 9
Students will know how to...	<ul style="list-style-type: none"> • follow personal hygiene rules to prepare themselves for cooking activities. • follow food safety rules to ensure food produced is fit for consumption. • read and follow a recipe to produce a food product. • safely use small handheld utensils and electrical equipment to prepare a selection of ingredients. • safely use the cooker, including hob and oven, to prepare a selection of food products. • apply Government guidance to make informed food choices for a healthy and varied diet. 	<ul style="list-style-type: none"> • follow personal hygiene rules to prepare themselves for cooking activities. • follow food safety rules to ensure food produced is fit for consumption. • read and follow a recipe to produce a food product. • safely use small handheld utensils and electrical equipment to prepare a range of ingredients. • safely use the cooker, including hob and oven, to prepare a range of food products. • apply Government guidance to make informed food choices for a healthy and varied diet to achieve energy balance. • modify food products to suit a range of dietary needs and life stages. • consider social, moral and environmental issues and the impact they can have on individuals' food choices.
Students will be able to...	<ul style="list-style-type: none"> • prepare and cook a selection of mainly savoury food products (e.g. bread, pasta bake, vegetable spring rolls and marble cake) including the use of some different ingredients, techniques and processes. • explain the scientific principles behind some basic functional and chemical processes. • explain the nutritional principles of some key ingredients and food products. • reflect on the successes of practical activities and identify possible areas for further development. 	<ul style="list-style-type: none"> • prepare and cook a range of mainly savoury food products (e.g. pizza, pasta Bolognese, quiche and meringue) including the use of a variety of ingredients, techniques and processes. • explain the scientific principles behind some more complex functional and chemical processes and the impact these have on a food product's characteristics. • explain the nutritional principles of a range of key ingredients and food products and the impact these can have on health. • reflect on the successes of practical activities alongside previous experience and identify areas for further development.
Key assessments	<ul style="list-style-type: none"> • practical activities and written records. • multiple choice questions. 	<ul style="list-style-type: none"> • practical activities and written records • multiple choice questions.

Range of expected Key Stage 3 levels for Year 8 Subject

Range of expected Key Stage 3 levels for Year 9 Subject

Autumn Term
1C – 2B

Autumn Term
2A – 4C

French Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> • Talk about likes and dislikes • Talk about after-school activities • Describe other people and say how well you get on with them • Describe celebrations for birthdays • Discuss what you are going to wear • Talk about jobs • Talk about how Christmas is celebrated in France 	<ul style="list-style-type: none"> • Discuss future plans • Discuss where you would like to go in the francophone world and talk about impressive sites and monuments • Prepare a fact file and an advert on a francophone country • Talk about films and music • Talk about how Easter is celebrated in France 	<ul style="list-style-type: none"> • Describe what you used to be like in the past • Compare your secondary and primary schools • Talk about life as a young refugee • Talk about what you would like to do in the future to make a difference to the world • Research a French speaking artist, musician, writer or sportsperson
Students will be able to....	<ul style="list-style-type: none"> • Express a range of opinions with justifications in three time frames • Use the verbs aimer, adorer and détester + noun/infinitive • Use of range of irregular verbs: faire, aller, être • Apply the rules for adjectival agreement with increased confidence • Use model verbs, devoir, pouvoir, vouloir • Use the Present, Near Future and Perfect Tenses together • Ask and answer questions in three time-frames 	<ul style="list-style-type: none"> • Use the Future Tense • Use a range of connectives to extend increasingly complex sentences • Use a range of articles • Use a wider range of adjectives with correct agreement • Use infinitives in combination with other verbs • Express more complex opinions • Use direct object pronouns 	<ul style="list-style-type: none"> • Use the Imperfect Tense • Use comparisons • Using the Present and Imperfect Tenses together correctly • Ask and answer questions in different tenses • Use the verb vouloir + infinitive to describe future plans • Use the conditional tense, 'je voudrais' and 'j'aimerais'
Key assessments	<ul style="list-style-type: none"> • Written assessment using three time-frames 	<ul style="list-style-type: none"> • Speaking assessment using three time-frames 	Listening, reading, translation from English into French and from French into English

Range of expected Key Stage 3 levels for Year 9 French

Autumn Term	Spring Term	Summer Term
3B – 4B	3A – 4A	4C – 5C

Geography Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know...	The UK's evolving physical landscape (Rivers) <ul style="list-style-type: none"> How water moves around the hydrological cycle The processes of erosion, transportation and deposition Which landforms can be found in the upper, middle and lower course of a river Why and where rivers flood The physical and human factors that increase the likelihood of flooding 	Challenges of an Urbanising World (Mumbai) <ul style="list-style-type: none"> The opportunities and challenges for people living in Mumbai How and why quality of life varies in Mumbai Advantages and disadvantages of top-down and bottom-up strategies to make Mumbai more sustainable 	The UK's evolving physical landscape (Coasts) <ul style="list-style-type: none"> How geology and rock type influence erosional landforms How the UK climate influences the coastline How sediment transportation and deposition processes influence coastal landforms How human activities have direct or indirect effects on the coast A case study of one coastline Why there are increased risks from coastal flooding How coastal processes can be managed
Students will be able to....	<ul style="list-style-type: none"> Explain the different ways that a river erodes, transports and deposits material Draw diagrams of a variety of river landforms Use a range of key terms to explain the processes occurring in a river Suggest factors which lead to an increase risk of flooding Describe and explain the different hard and soft engineering methods used to manage river flooding 	<ul style="list-style-type: none"> Explain why people move to urban areas like Mumbai Identify key features of Mumbai and the surrounding area on a map Explain why there are opportunities and challenges for people living in Mumbai Assess the different strategies used to make Mumbai more sustainable 	<ul style="list-style-type: none"> Draw labelled diagrams for a variety of coastal features and processes Explain how the UK climate has influenced the coastline and how this may change in the future Assess the impacts human activities have on the coastline Suggest ways that the coasts can be managed successfully in the future
Key assessments	Exam	Exam	Exam

Range of expected Key Stage 3 levels for Year 9 Geography

Autumn Term 4C– 4B	Spring Term 4B – 4A	Summer Term 4A– 5C
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History Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> Collect and analyse Oral History Explain how and why civil rights changed in both the USA and UK in the 20th century 	<ul style="list-style-type: none"> Complete a depth study exploring why women were given the vote in Britain in 1918 Complete a breadth study exploring how LGBTQ+ rights have changed over time (from Ancient times to the 21st century) Use fashion as a historical source, and explain how changes in fashion can inform us about changes to society over time 	<ul style="list-style-type: none"> Assess the causes, events, and significance of the Holocaust Review and evaluate different interpretations of the 20th century conflict between Israel and Palestine
Students will be able to....	<ul style="list-style-type: none"> Design an oral history project Make complex inferences from the evidence they collect Assess both value and limitations of the evidence they collect Evaluate causes of an event Make developed and evidenced comparisons between changes to society in two different countries 	<ul style="list-style-type: none"> Make developed evaluations about causation, and provide links between different factors Analyse change and continuity across several time periods Evaluate reasons for both change and continuity Make complex inferences from source material, and begin to use sources in combination Begin to evaluate links between the provenance of source material and the value of a source 	<ul style="list-style-type: none"> Evaluate the significance of a key event in history Make complex inferences from source material Evaluate provenance and purpose of source material Compare and explain different interpretations Identify reasons for different interpretations
Key assessments	<ul style="list-style-type: none"> Oral history project (source analysis and evaluation) Essay: Evaluate the reasons why civil rights improved in the USA. 	<ul style="list-style-type: none"> Essay: Why did women achieve the vote in 1918? Individual presentation: How have LGBTQ+ rights changed over time? 	<ul style="list-style-type: none"> Year 9 exam Interpretation assessment: Comparing interpretations on the creation of Israel

Range of expected Key Stage 3 levels for 9 History

Autumn Term 3B-4C	Spring Term 3A-4B	Summer Term 4C-4A
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Latin Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know...	<ul style="list-style-type: none"> About infinitives, the verbs nolo, volo and possum and the suffix -que. About farms in Celtic/Roman Britain. New characters such as Salvius and Rufilla. The key figure of Boudica. How to recognise adjectives in Latin. That adjectives agree with the noun they describe in terms of number and case. The imperfect tenses of nolo volo and possum. Vocabulary to stage 15. 	<ul style="list-style-type: none"> How to recognise the pluperfect tense. About the palace at Fishbourne and the likely occupant. The genitive case. The city of Alexandria. Vocabulary up to stage 18. 	<ul style="list-style-type: none"> The demonstrative pronouns hic and ille. The Egyptian goddess Isis. Imperatives in Latin and how to make these plural. Medicine in Alexandria in Roman times. Present Participles. Vocative case. Pronouns eum, eam etc. Vocabulary up to stage 20.
Students will be able to...	<ul style="list-style-type: none"> Translate sentences with infinitive verbs in them. Consider what life must have been like for farm slaves versus domestic slaves. Translate sentences with adjectives in them accurately, identifying their number and case. Consider how the rebellion of Boudica was important to the Romans. Translate complex sentences with relative clauses. 	<ul style="list-style-type: none"> Translate sentences with pluperfect tenses in them and with the genitive case. Consider what ancient Alexandria must have been like in around 80AD. Identify the genders of nouns and be able to identify how adjectives agree with their noun in gender as well as case and number. 	<ul style="list-style-type: none"> Translate sentences with various forms of pronouns in them. Translate sentences with imperatives and vocatives (in direct speech). Identify that participles also agree in number gender and case like adjectives do. Make comparisons between ancient and modern medical practices.
Key assessments	<ul style="list-style-type: none"> End of stage 14 assessment (vocabulary and grammar). 	<ul style="list-style-type: none"> End of stage 16 assessment (vocabulary and grammar) 	End of Stage 18 assessment. (vocabulary and grammar)

Range of expected Key Stage 3 levels for Year 9 Latin

Autumn Term 3B-4B	Spring Term 3A-4A	Summer Term 4C-5C
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Mathematics Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> how to use Prime Factor Decomposition to find HCF/LCM how to fluently use all four operations with fractions/decimals/percentages. how to manipulate irrational numbers and multiply and simplify surds. how to fluently manipulate algebraic expressions. how to solve complex algebraic equations using a variety of methods. how to substitute into and rearrange formula including roots, indices and factorisation. how to express linear, quadratic arithmetic and geometric sequences in terms of n. how to use percentages in a variety of different contexts. how to find area of irregular shapes. how to find the volume of irregular solids, cylinders, prisms and pyramids. 	<ul style="list-style-type: none"> how to fluently apply ratio and proportion in a variety of contexts including capture/recapture. how to link trigonometry to bearings and loci. how to use exact trig values in trigonometry. how to find the area of non-right angled triangles. how to use surds in trigonometry and Pythagoras theorem. how to interpret scatter graphs and know the difference between interpolation and extrapolation. how to plot time-series and moving average graphs. how to represent data in a variety of different ways comparing the appropriateness of approaches. how to apply rotations, reflections, enlargements and translations in combination. how to describe a variety of transformations. 	<ul style="list-style-type: none"> how to factorise quadratic expressions and use this to solve quadratic equations. how to use the quadratic formula. how to complete the square for quadratics. how to solve and investigate liner inequalities including the triangle inequality. how to fluently and concisely explain their reasoning in 2D geometrical problems. how to fluently and concisely explain their reasoning in 3D geometrical problems. how to use enlargements and scale factors in similar solids questions. how to move fluently between scale factors for length, area and volume. how to compare methods of sampling and discuss bias in data collections.
Students will be able to....	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts 	<ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts
Key assessments	<ul style="list-style-type: none"> Test 1 	<ul style="list-style-type: none"> Test 2 and Test 3 	Exam and Test 4

Range of expected Key Stage 3 levels for Year 9 Mathematics

Autumn Term	Spring Term	Summer Term
3A - 5A	4C and 6B	4B – 6A

Music Year 9 Curriculum Progress Map

Term	Autumn Term: Minimalism	Spring Term: Popular Music	Summer Term: Western Classical Tradition
Students will know how to...	<ul style="list-style-type: none"> Use correct hand position on the keyboard and perform more complex pieces of music with a sense of ensemble and with expression Compose using Minimalist techniques Develop compositional motifs using music technology Describe and explain their musical choices and their expressive effect Identify the Minimalist music style through listening 	<ul style="list-style-type: none"> Understand and interpret lead sheets Perform using band instruments on a basic level e.g. drumkit, guitar, bass etc. Hold their own, individual part in performance Use and understand slash chords, sus chords, chord inversions. Structure and shape a sung melody line (extension: and add lyrics) Identify the key features of Popular Music through listening 	<ul style="list-style-type: none"> Identify the key features of Baroque, Classical and Romantic periods Identify Instruments of the Orchestra Use expressive elements in performance Respond to a conductor
Students will be able to....	<ul style="list-style-type: none"> Perform various pieces of Minimalism e.g. Clapping Music by Steve Reich Compose using Minimalist techniques e.g. metamorphosis (using Arvo Part's <i>Spiegel im spiegel</i>) and augmenting and diminuting a melody (notating via staff notation) Basic music technology (Soundtrap) Write a programme note (with reference to the elements of music and their musical choices in order to show the atmosphere of the film clip) Analyse pieces of Minimalist music through listening Tasks, discriminating the techniques, elements and stylistic features utilised. Understand the terms: Minimalism, Tonality and harmony, Consonance, dissonance atonal, layering, ostinato, pedal note, drone, quantising, looping, variation, metamorphosis, augmentation, diminution, phaseshifting, note addition/subtraction 	<ul style="list-style-type: none"> Understand the brief history of popular music and key features e.g. verse chorus structure Perform a pop song. Students choose, learn and perform a pop song (Musical futures style). Ext. Cover version in a new style Compose a Pop Song Discriminate musical features of Popular Music through listening Understand the terms: Triad, chord inversions, slash chords, sus chords, broken chord, verse/chorus structure, melody and accompaniment, text setting, finger picking, melisma. major, minor, modulation, power chord 	<ul style="list-style-type: none"> Compose a short, periodically phrased melody line over an alberti bass. (Classical) Perform a short piece of Theme and Variation music (Baroque) Participate in a whole class, 'orchestral' performance of In The Hall of the Mountain King, holding their own part and following an extended score. (Romantic) Understand the key features of Baroque, Classical and Romantic Music Understand the keywords: Baroque, Classical, Romantic, Polyphonic, Homophonic, monophonic, Imitation, Orchestra, Strings, Brass, Woodwind, Percussion, Alberti bass, periodic phrasing, terraced dynamics, diatonic harmony, perfect cadence, ornaments, continuo, scalic, arpeggio, affectation/mood, chromaticism, virtuoso. In the Hall of the Mountain King specific terms: Pizzicato, Arco, Accent/Marcato, legato, staccato
Key assessments	<ul style="list-style-type: none"> Create a film music composition using minimalist techniques on Soundtrap Perform a piece of minimalist music (keyboard and solo instruments) Listening and extended writing 	<ul style="list-style-type: none"> Perform a Pop Song as part of an ensemble, each holding their own Compose a Pop Song as a group Listening Exercises 	<ul style="list-style-type: none"> Listening exercises Group Performance of In the Hall of the Mountain King Individual/paired Performance of In the Hall of the Mountain King

Range of expected Key Stage 3 levels for Year 9 Music

Autumn Term	Spring Term	Summer Term
2A – 5C	3C – 5B	3B – 5A

PSHE Year 9 Curriculum Progress Map

Term	Carousel block #1	Carousel block #2	Carousel block #3
Students will know	<ul style="list-style-type: none"> How to access Careers information and understand what is needed of them to get to the next stage in their career map. How the skills they have can impact on their future and what areas are their strengths and weaknesses. How to identify barriers to work. How the economy works and how to budget for the future 	<ul style="list-style-type: none"> How to be more aware of the risk of alcohol and drugs. How to stay safe in the face of knife crime and county lines. How to raise the alarm if concerned about FGM. How to prevent online abuse and report issues both in school and outside of school. 	<ul style="list-style-type: none"> How the law works with regards to sex. How to identify the symptoms of STIs and how to stay safe in a relationship. How pregnancy works, the pros and cons, and options available under the law (Miscarriage, Adoption and Abortion). How to deal with grief and bereavement. How challenges to the LGBTQ+ community have been legally rectified.
Students will be able to....	<ul style="list-style-type: none"> Research different career roles and the qualifications and routes needed to access these. Analyse the skill set they have and be aware of the strengths they have and how to actively promote these while working on areas of weakness. Create a budget for the future that allows them to understand the value of money further. Understand how small changes in the economy work and impact on everyone in society. 	<ul style="list-style-type: none"> Raise the alarm if they are worried about themselves or someone else with regards to either online safety and abuse or offline safety and abuse. Analyse the risks they face and how to stay safe by taking certain precautions. Discuss the impact of different issues they face in staying safe. Challenge behaviours in a safe way. 	<ul style="list-style-type: none"> Challenge the role of the media in perpetuating stereotypes. Understand how to stay safe in relationships. Question whether the law has gone far enough in protecting peoples' rights. Recognise the difficulties that groups in society may face and how these can be supported. Be aware of changes in their mental or physical health.
Key assessments	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Careers and the Economy 	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Staying Safe 	<ul style="list-style-type: none"> Self-assessment on understanding of the key elements of RSE.

Range of expected Key Stage 3 levels for Year 9 PSHE

Carousel block #1 This is a non-assessed subject	Carousel block #2 This is a non-assessed subject	Carousel block #3 This is a non-assessed subject
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PRS Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will learn about	<p>Challenges to Religious Belief</p> <ul style="list-style-type: none"> The Galileo Case (<i>the Copernican Revolution</i>) Proof Vs Belief Genesis 1 Edwin Hubble's Expanding Universe Genesis 2 Darwin's 'On the Origin of Species' Creationism Richard Dawkins: An atheist Scientist John Polkinghorne: A Christian Scientist The Problem of Evil 	<p>Buddhism</p> <ul style="list-style-type: none"> The Life of the Buddha The 4 Sights The 4 Noble Truths Noble 8 Fold Path 3 Universal Truths 3 Jewels 3 Poisons 10 Negative Actions 5 Moral Precepts 	<p>Animal Ethics</p> <ul style="list-style-type: none"> Animals in Captivity Animals as a clothing resource The use of animals in medical research Peter Singer's Speciesism 2 Religious perspectives on the rights of animals
Students will be able to....	<ul style="list-style-type: none"> Explain what it means to be a heretic and why Galileo was deemed to be one Discuss the significance of Galileo's heliocentric universe Analyse the 'provability' of statements Consider examples of existential questions and the value of asking them Discuss the implications of Genesis 1 for the timescales of creation Discuss Literal and Metaphorical interpretations of Genesis Outline the Big Bang Theory and supporting evidence Critically discuss the implications of Hubble's work for the place of human life in creation Outline and give examples of evolution Critically compare scientific and genesis accounts of the creation of life Outline Creationist beliefs about creation Explain how Creationists respond to conflicts between religion and science Consider atheist perspectives of Genesis Evaluate how far the problem of evil is a challenge to faith 	<ul style="list-style-type: none"> Outline and evaluate the significance of details of the Buddha's conception and birth story Discuss the deep significance of the 4 'sights' Reflect on what it means to have an 'existential crisis' and why Siddharta had one Reflect on the link between suffering and desire Critically evaluate the 4 noble truths Give examples of extreme lifestyles and problems associate with them Explain the noble 8 fold path using examples Critically discuss the three universal truths Explain the purpose of the 3 jewels of Buddhism outline the 3 poisons and reflect on examples from everyday life Consider their connection to the 10 negative actions Outline the 5 moral precepts and how a Buddhist might implement Consider the rules followed by ordained Buddhists Analyse whether Buddhism is a philosophy or a religion 	<ul style="list-style-type: none"> to be able to critically discuss arguments surrounding animals in captivity to be able to critically discuss arguments about ethical animal clothing produce Critically discuss the ethics of using animals for medical research to be able to outline, explain and critically discuss speciesism
Assessments	<ul style="list-style-type: none"> "There are no conflicts between religion and science" DISUCSS 	<ul style="list-style-type: none"> "Buddhism is a Philosophy, not a Religion" DISCUSS 	<p>Group research project on religious perspectives on the treatment of animals</p>

Range of expected Key Stage 3 levels for Year 9 PRS

<p>Autumn Term 3C - 4B</p>	<p>Spring Term 3B - 4B</p>	<p>Summer Term 3A - 4A</p>
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PE Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> • Netball; learn more advanced skills and techniques, create set plays, apply more strategy to outwit opponents. • Badminton; perform the lift for defence, smash in attack, advance their net shots to incorporate disguise, apply skills to both singles and doubles games. • Volleyball; perform a whole range of skills through active drills, and apply to games. • Pickleball; perform a range of basic skills, understand doubles rules, effectively apply the scoring / serving system. 	<ul style="list-style-type: none"> • R.Gym; utilise previously learnt skills in a floor sequence, incorporate different pieces of equipment into a group routine. • Aerobics; perform basic moves in repetition, learn and perform a routine, create a section. • Trampolining; perform front and back landings, combinations, apply to routines, coach others. Apply Sports Psychology theory • Dodgeball; throw with varying methods, block and catch to evade shots, understand roles and apply all rules to full games. 	<ul style="list-style-type: none"> • Rounders; batting direction, chaining, donkey drop/spin bowls, officiating. • Tennis; perform more advanced skills like lob and smash, officiate doubles games. • Athletics; peer assess in all events, track progress across KS3 in all events. • Cricket; batting defensive and pull shots, overarm bowling, games.
Students will be able to...	<ul style="list-style-type: none"> • Netball; perform more advanced methods of defence, recreate a number of set pieces in isolation, understand when to apply in games, be able to play multiple positions. • Badminton; use the full range of skills in isolation, then developed to win points / games through effective play rather than unforced errors • Volleyball; perform underarm serves, volleys, digs and spikes effectively in isolation, will then be able to combine skills to use in 3v3 games • Pickleball; perform the serve, dink shot, forehand drive and volley in isolation, explain the rules of the 'kitchen', know when to play different shots, start to effectively use skills to dominate opponents in games. 	<ul style="list-style-type: none"> • R.Gym; combine balances and rolls, canon / unison in a team floor routine, then incorporate hoops/ribbons/balls sections, to music, with control and style. • Aerobics; follow a routine keeping to the beat, identify basic moves, lead a small group with smooth transitions, create a new section. • Trampolining; coach/perform front and back landings, add more advanced skills into routines for final performance, understand theory of feedback/ guidance/planes/axes. • Dodgeball; throw low and fast to avoid catches and hit opponents, block effectively, play in each of the roles, explain all the rules of the game 	<ul style="list-style-type: none"> • Rounders; explain how foot positioning can affect the flight of the ball, apply this to drills/games, use more advanced techniques in fielding to overcome batters, confidently officiate in a pair or solo. • Tennis; perform lobs and smashes in isolated drills, explain when tactically to use these skills, play cooperatively with a partner, explain 5+ doubles rules. • Athletics; perform and measure their own performance, compare to previous KS3 data, identify weaknesses in a partner and provide coaching advice. • Cricket; perform overarm bowling in games, describe movement involved in pull shots and apply in isolated drills, some will also apply in games.
Key assessments	<ul style="list-style-type: none"> • Netball • Badminton • Pickleball 	<ul style="list-style-type: none"> • R.Gym • Trampolining 	<ul style="list-style-type: none"> • Rounders • Tennis

Range of expected Key Stage 3 levels for Year 9 PE

Autumn Term	Spring Term	Summer Term
2A – 4A	2A – 4A	2A – 4A

Science Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know	<ul style="list-style-type: none"> Genetics and Evolution (9T2 & 9T3) Force fields and electromagnetics ((9T1, 9T3 and 9T4) Making materials (9T1 and 9T4) Forces and Motion (9T2) 	<ul style="list-style-type: none"> Genetics and evolution (9T1 & 9T4) Plant growth (9T2 & 9T3) Reactivity (9T2) Making materials (9T3) Forces and motion (9T4) 	<ul style="list-style-type: none"> Plant Growth (9T1 & 9T4) Reactivity (9T1, 9T3 & 9T4) Force fields and electromagnetics (9T2) Making materials (9T2) Forces and motion (9T3) <p>GCSE transition topics Chemistry - Chemistry of the atmosphere Physics - Energy resources and their uses Biology - Cell structure and transport</p>
Students will be able to....	<ul style="list-style-type: none"> Undertake basic data analysis including simple statistical techniques Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places Construct convincing and balanced arguments Explain what probability is Calculate experimental and theoretical probabilities Present probabilities as fractions, decimals and percentages Substitute into formulae and solve equations Change the subject of a formula 	<ul style="list-style-type: none"> Evaluate data and show awareness of potential sources of random and systemic error Write clearly to present ideas and opinions Write with logical sequences of points Interpret bar and line graphs Identify random samples 	<ul style="list-style-type: none"> Solve problems involving percentage change Calculate percentages, the result of a percentage increase or decrease Apply mathematical concepts and calculate results draw and interpret distance–time graphs calculate average (mean) speed from a distance–time graph substitute into formulae change subject of a simple formula calculate gradient of line on graph.
Key assessments	<ul style="list-style-type: none"> Levelled topic tests every 3 weeks 	<ul style="list-style-type: none"> Levelled topic tests every 3 weeks 	<ul style="list-style-type: none"> Levelled topic tests every 3 weeks End of year exam

Range of expected Key Stage 3 levels for Year 9 Science

Autumn Term 3C - 4C	Spring Term 3B – 4B	Summer Term 3B - 4A
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Spanish Year 9 Curriculum Progress Map

Term	Autumn Term	Spring Term	Summer Term
Students will know how to...	<ul style="list-style-type: none"> • Talk about people's jobs • Talk about future plans using the Near Future Tense and Conditional (would like to) • Ask questions using a range of time frames • Write an extended text about work to include the past, present and future • Express opinions in the past, present and future • Write an extended text about jobs using a wider range of vocabulary 	<ul style="list-style-type: none"> • Talk about food and drink • Give opinions about sports • Tell the time • Talk about their daily routine • Talk about the key features of Easter in Spain and in Latin America 	<ul style="list-style-type: none"> • Discuss children's rights • Express opinions about the lack of some children's rights • Discuss workers' conditions
Students will be able to....	<ul style="list-style-type: none"> • Pronounce new words with confidence by applying their knowledge of pronunciation rules • Express a range of opinions in the Present and Preterite tenses • Apply the rules for adjectival agreement with increased confidence • Use conversation fillers when speaking spontaneously • Ask and answer questions in the Present, Preterite and Near Future tenses 	<ul style="list-style-type: none"> • Use direct object pronouns • Recognise the meaning of stem-changing verbs in the present tense • Use reflexive verbs to talk about daily routine • Use '(no) se debe + infinitive' when talking about what 'one should(n't) do ' • Use a range of frequency words 	<ul style="list-style-type: none"> • Use the modal verb Poder (to be able to) + infinitive • Use adjectives of nationality correctly • Use the third person singular and plural to talk about others • Express more complex opinions • Use '(no) se debería + infinitive' • Use complex sentences using 'para + infinitive'
Key assessments	<ul style="list-style-type: none"> • Written assessment using three time-frames 	<ul style="list-style-type: none"> • Speaking assessment using three time-frames 	<ul style="list-style-type: none"> • Listening, reading, translation from English into Spanish and from Spanish into English

Range of expected Key Stage 3 levels for Year 9 Spanish

Autumn Term 3C – 4B	Spring Term 3B – 4A	Summer Term 3A – 5C
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