

Overview of the Year 9 Curriculum

Head, Heart & Hand

The knowledge and skills we want our students to learn and develop at Malbank School is our core purpose. We continuously review our curriculum provision in Key Stage 3 to ensure that our students have the very best opportunity to make progress and be the best that they can be. Identifying what they need to learn and the order in which they learn knowledge and develop skills is key to this.

At Malbank, we believe that there should be clarity and consistency so that staff and students are clear on what knowledge and skills should be taught and learned in each curriculum area, academic year, topic and in each lesson.

To support with this, we have adopted a Head, Heart & Hand curriculum model which takes into account all aspects of the National Curriculum.

Head represents the key knowledge to be learned.

Heart represents the key personal skills that will be developed and also help students to understand the world around them.

Hand represents the key skills that will be developed as a result of the knowledge learned.

I am keen that you as parents and carers have the opportunity to share in the Head, Heart & Hand curriculum so that you have an awareness of what your children are learning about, what new knowledge they are covering and what new skills they are developing. Full details for each curriculum area can be found on our website www.malbank.com

I have included a topic overview at the end of this letter so that you can see what topics your child will be covering this term in each curriculum area, so when if like my children they tell you that they did nothing in school that day you will be able to ask about specific topics.

Please remember, that these are overviews and sometimes topics may take a little longer or not as long to get to grips with, to secure the knowledge and skills needed to move on.

I hope that this information is useful. If you have any concerns over how your child is progressing please don't hesitate to get in touch with your child's Progress Manager or the Key Stage 3 team.

Yours Sincerely,

Janine Edwards – Deputy Headteacher

Year 9

	Autumn 1	Autumn 2
Art	Introduction to the Day of the Dead festival and observational drawing of a skull	Acrylic painting and researching the work of contemporary American artist David Lozeau
Dance	Embedding the concepts which are important to Dance	Embedding the concepts which are important to Dance
Drama	Detention Centre – reflecting on the ills of society and whop is to blame. Introduction to GCSE Drama	Detention Centre – reflecting on the ills of society and whop is to blame. Introduction to GCSE Drama
English	How do writers encourage us to think beyond our own values and beliefs?	How do writers encourage us to think beyond our own values and beliefs?
Geography	Tourism and its impact	Tourism and its impact
History	Stories of the industrial revolution	World War One
ICT	Organising business	Python profits
Maths	Indices and standard form Sequences and inequalities	Expressions and formulae Data
French	Family and friends	Future plans
German	Holidays	Media
Music	Film Music	Film Music
Performing Arts	Introduction to Performing Arts	Introduction to Performing Arts
PDL	Health and Wellbeing: Peer influence	Health and Wellbeing: Healthy lifestyle
PE	Indoor: Badminton Trampolining Outdoor: Handball Football Netball	Indoor: Badminton Trampolining Outdoor: Handball Football Netball
RS	Religion, peace and conflict	Religion, peace and conflict
Science	Photosynthesis Adaptations, interdependence and competition Organisation of an ecosystem	Digestion Classification of living organisms Biodiversity and the effect of human interaction on an ecosystem
Spanish	Holidays	Free time
Technology	DT - Product analysis using ACCESSFM Materials Graphics Food - Product analysis using ACCESSFM Cooking various recipes	DT Designing and making a clock Food Cooking various recipes including street food and vegetarian meals.