



Year 9

Curriculum Booklet

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Introduction

This booklet is intended to give you an overview of the curriculum that we offer to Year 9. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in; other subjects cover the same topics at the same time with all students. Some are in sets, others in tutor groups.

Curriculum Statement

Context

Oxford Spires Academy serves the entire City of Oxford though most students come from the nearby area. The academy serves a comprehensive intake including students from all prior attainment backgrounds. We benefit from a very diverse community with students from a wider variety of ethnic, cultural and religious backgrounds than most schools. Similarly, students from a wide range of social backgrounds including a higher-than-average number of students who qualify for pupil premium, learn together in an atmosphere of mutual respect and equality. Our students are politically aware and take national and international concerns seriously.

Intent

Our motto at Oxford Spires Academy is “Be the best you can be.” Our commitment to inclusion and equality means we aim to raise the aspirations of all students, regardless of background, by holding the same high expectations of everyone in our community to achieve their best.

We plan our ambitious curriculum to fulfil and go beyond the requirements of the National Curriculum and examination syllabi to meet the needs of students within our context. All students will have equal access to a wide range of subjects and opportunities. This will enable them to learn the knowledge and skills they will need to ensure they are well prepared for the next phase of their education or employment and life in modern Britain. It will take account of students’ aspirations, the local, national and global job markets so that students become confident, thoughtful, successful and satisfied adults that contribute to the economy, society and the communities that they live in.

Many students arrive at the academy without having reached the standard of being “secondary ready.” We intend to identify those students before joining the academy and through a programme of intervention in the summer holiday and during year 7 aim for them to catch up with their peers. We recognise the challenge that covid has placed on students and that some of these students may need additional support for more than a year.

In addition to having secure knowledge from a broad and balanced curriculum, all students will develop secure speaking, reading, writing and numeracy skills and social, moral, spiritual and cultural awareness. They will be digitally literate to enable them to access, evaluate, organise and utilise information from the internet thereby developing their ability to work independently, including when they cannot access the school site. These themes, alongside British values, will be developed across all subjects as they are the foundation of a child’s experience at school. For example, in Key Stage 3 we aim to increase students’ cultural capital and improve confidence and communication by extending arts provision to include drama. This continues in Key Stage Four with additional options to study dance, media and photography.

We intend to enrich students’ experience of the world and develop cultural capital through a broad extra and super-curricular offer. We intend the house and year group systems to provide a framework for creating smaller communities within the academy community and play a particular role in developing challenge, confidence, commitment, self-regulation and leadership. We intend that this offer will particularly support disadvantaged students who join the academy with less cultural and social capital than their peers.

Our Academy is uniquely placed for students to interact with other students from very different backgrounds. The curriculum is therefore enriched to address equality issues both in the taught curriculum and through extra-curricular activities. We intend our students to be world leaders in recognising and challenging the inequalities in the world and to eradicate any prejudices that exist together as a community. Our PSHE programme is planned to be effective in maintaining harmony and respect in our community and keeping students safe. We intend for all students to be able to work in a safe environment free from harassment or violence from others and to practise the OSA value to #BeKind in all situations.

We intend to meet the needs of our most able students by extending their depth of understanding in the concepts we teach and increasingly take on leadership roles and self-directed research. It is our intent that teachers will receive sufficient advice and guidance from leaders to enable them to provide the individual support SEND students need to follow the same curriculum as their peers and aim for similar outcomes. We intend that students who are

disadvantaged should achieve as well as their peers from similar starting points and move on to similar destinations when they leave the academy.

We intend to reach the government's target for 90% of students to study EBacc GCSEs by 2025. We recognise the competitive advantage our students will enjoy by having such a broad and ambitious portfolio of qualifications. We recognise the impact covid has had and that some students will need greater confidence and to have support identifying and remedying gaps in their knowledge to be able to achieve these goals.

Key Stage 3 (Years 7 to 9)

We focus on giving every child the widest possible experience across a range of subjects. These include the arts, languages, humanities, PE and technical subjects whilst maintaining a strong focus on the core subjects of English, mathematics and science. All subjects support the development of literacy and numeracy of students and their understanding and application of British values. The PSHE and tutor programmes teach student to live healthy lives, to be the best they can be and to make the best contribution to their community. This includes delivery of statutory Citizenship and Relationships and Sexual Education and Health education.

Year 9 Overview:

Subject	Lessons per week	Notes
English	4	
Maths	4	
Science	3	
Art	1	
Drama	1	
Geography	2	
History	2	
Languages	2	French, German or Spanish.
Music	1	
PE	2	
RE	1	
Technology rotation	2	Design & Technology / Food Tech / Computing & PSHE in termly rotation.

Independent working

We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades.

Setting

A substantial amount of research has been carried out to determine whether sets or mixed ability groups support learning best. Historically, politicians who wanted to drive up standards supported setting whereas those who wanted to focus on equality of opportunity favoured mixed ability. When you examine the research closely you will see that sets/mixed ability offers advantages to some students and disadvantages to others depending on the focus of the study.

The National Foundation for Educational Research concluded that “the findings from the research literature suggest that there are no significant differences between streaming, setting and mixed ability teaching on pupil achievement” (*Streaming, setting and grouping by ability* by Sukhandan and Lee, NFER, 1998) and that other factors such as the teachers’ ability to match the work carefully to the needs of the student, student self-perception etc had a bigger effect.

Our approach, therefore, is to provide a mix of both, so that all students will benefit from the advantages of the different groupings. It is important to remember that our aim is to provide the right level of support and challenge to all students regardless of their set. We aim for all students to “Be the best you can be.”

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing mdixon@spires.anthemtrust.uk

Art

Rationale

Art at Key Stage 3 is sequenced based on a spiral curriculum which seeks to support the continued development of component knowledge:

Practical skills – to know how to use a broad range of materials, techniques and processes across specialisms.

Theoretical knowledge – expanding their knowledge of Art and Artists and building confidence in writing critically about them.

Discipline based knowledge – understanding that Art has many dimensions and understanding Art in context.

Students will revisit themes, media and techniques in different contexts in order to develop and refine their practical skills and deepen their understanding of the subject. Through this, students will build their confidence and be consistently challenged, opening pathways for new knowledge and synthesis. In Art we understand the merits of collaborative learning and make opportunities for students to work together and promote this as a positive way to learn.

Projects at Key stage 3 are based around embedding an understanding of the Formal Elements both practically through their own creative outcomes, as well as theoretically when considering their own and others work critically. Student’s Art historical learning will be diverse and relevant and put practical knowledge into context. Students will experience a breadth of specialisms; many media, techniques and processes will be re-encountered and build in complexity to extend technical control and proficiency and secure knowledge.

Ambition

Art lessons are fun, engaging and challenging and offer students a broad curriculum across the specialisms that go beyond the National Curriculum Programme of Study. The Key Stage 3 curriculum includes: drawing, painting, printing, ceramics, sculpture, photography, digital media and textiles, where we want students to move from novice to expert across the 3 years.

We want students to speak and write confidently about their own and others work, using key subject specific terms and vocabulary (tier 3 language). We want students to be able to be reflective and critical in order to push their learning forward and progress their skills and understanding—essentially getting better and better at making and understanding Art and ultimately meet their potential.

We want to instil a love of the subject and allow students to appreciate what Art can do and the purpose it serves. How Art can make us powerful and allow us to communicate our ideas and make sense of the world.

Concepts

The Big Ideas (threshold concepts) that underpin Art as a subject are:

- Artists make marks in order to communicate ideas and meaning to others and make themselves heard and powerful.
- Art is a visual language with its own vocabulary.
- Art has value and is inclusive – responding to the cohort for relevance, integrity and direction.
- Art engages head, hands and heart encompassing both practical and academic study.
- Art responds to diverse sources and realms— historical, cultural, social, traditional, political and economic and helps put the world into context.
- Exploration of ideas and materials is key and risk taking and making mistakes is part of the process.

Assessment

Students will produce a series of final outcomes across the year. These final pieces will demonstrate the skills and component knowledge they have gained over the term. Project presentation boards or folders will be assessed through verbal feedback and self/peer and teacher reviews throughout the project in lessons and summative assessment sheets.

All years do a baseline assessment project at the start of the year to establish where students are in their learning and progress and what areas the class teacher may need to adapt for that group or individual.

Homework

KS3 Art students will produce one 30-minute homework per week /1 hour every 2 weeks.

Homework will be centred around drawing tasks to give students the opportunity to improve and practice their basic drawing skills and techniques introduced in lessons. They will be minimal resource activities, taking into account the varied availability of materials to our students at home.

At the start of the year students will be issued with an A4 sketchbook, they must complete their homework in this sketchbook unless otherwise instructed. Homework is a chance to show off all the skills and knowledge acquired in lessons and allows us to ensure you have understood the current topic. It also gives students an opportunity to get feedback on work that they have completed independently. Homework is always uploaded to the Teams page for each Art class.

Some handy tips to consider when completing homework:

- Title your work so it is clear which homework task you are responding to.

- Read the *Success Criteria* carefully so you are clear how to achieve your best.
- If you have looked at an artist, always add the artist's name and if possible, a title of their work and the date. It can be displayed for example as; Artist Name, 'Title of artwork,' (date it was made)
- Avoid too much white paper and be bold – fill the space/page with your drawings.
- Before submitting, always check your work thoroughly and ensure it has been completed to the highest standard.

Feedback

Students will receive continuous verbal feedback in lessons through their teacher and also peer evaluation through groups 'crits'. Folders will be assessed against the OSA current working grades – Foundation to Expert. Homework sketchbooks will be taken in regularly for RAG rating of tasks in order to keep up to date and ensure good pace, pride and progress.

British Values

We encourage our students to be creative, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

Democracy: Art and Design at Oxford Spires supports British Values through encouraging students to debate topics of interest, express themselves and their views and make meaningful contributions.

Rule of law: The Art Department upholds the Academy's clear positive behaviour policy. We have high expectations in the classroom and students are supported to distinguish right from wrong.

Individual liberty: We encourage students to have the freedom to make choices knowing that they are in a safe and supportive environment. Students are encouraged to challenge themselves, develop confidence and individuality and maintain a growth mindset.

Mutual respect and tolerance of those with different faiths and beliefs: We actively teach mutual respect during collaborative work, peer evaluation of work and group 'crits'. We help them to develop an understanding of, and respect for, their own and other cultures through our projects and the wide range of artists we use as inspiration.

Enrichment

There are many extra-curricular opportunities to get involved in through the OSA Art Department. We run a Key Stage 3 Art Club on alternate Thursdays. We have been involved in projects with the Modern Art Oxford, the Ashmolean and the Pitt Rivers Museum, created huge sculptures as part of the parade for Cowley Road Carnival and Oxford Night Light, entered student work in Art competitions such as the Royal Academy Summer Show.

Useful Art Resources: Popular Art gallery websites including:

- tate.org.uk
- saatchigallery.com
- npg.org.uk
- thephotographersgallery.org.uk
- vam.ac.uk
- wellcomecollection.org
- wallacecollection.org
- www.modernartoxford.org.uk
- prm.ox.ac.uk
- oumnh.ox.ac.uk

Year 9 Art Timeline

Term 1	
Topic	Baseline Assessment project
Assessment	Practical and Written: 'Chess Project' Exploring media and consolidating drawing skills. Observational drawing tasks, assessed on use of formal elements. Presentation board - application and presentation skills
Term 2	
Topic	Portraiture & Identity
Assessment	Skills based unit to drive improvement and confidence in portraiture techniques and processes. Collaborative outcomes – Large scale portraits of artists.
Term 3	
Topic	Portraiture & Identity
Assessment	Practical and Written: Artist write-up and 3D Sculpture outcomes in response to Cubism. Exploration of 3D materials and joining techniques. Application of skills, techniques and presentation skills.
Term 4	
Topic	Natural & Man-made – Clay / Ceramics
Assessment	Practical and Written: Artist write-up and Clay/Ceramics outcomes. 3D Exploration / hand-building techniques. Application of skills, techniques and presentation skills.
Term 5	
Topic	Natural & Man-made- Printing & Photography
Assessment	This unit focuses on artist inspiration in relation to printing techniques and processes.
Term 6	
Topic	Natural & Man-made – Drawing, Painting and Final Piece
Assessment	This unit focuses on artist inspiration across a range of media techniques and processes. The culmination of this unit will be a sustained final piece to prepare for more independent study and individuality at KS4.

Computing

Rationale

The aim in delivering Computing in KS3 is two-fold. Firstly, computing aims to address the need for digital literacy (previously addressed by IT) to equip students with skills and knowledge to utilise computers as a useful tool in the modern world. The second aim is to lay sufficient grounding in Computer Science so that students can make an informed choice for their GCSE KS4 subject choice. Year 9 builds on the foundation necessary for exploration of more abstract concepts laid in year 8 and aims to secure the theoretical underpinning concepts of logic and binary number representation whilst extending and giving students the coding vocabulary to read and hopefully write simple python code.

Ambition

The first goal is to provide students with a working knowledge of MS office programs, as well as digital literacy skills to ensure students understand how to remain safe in an online world as well as utilising IT infrastructure appropriately. The second goal is to review and consolidate the logic gates and binary number representation, as well as develop more coding constructs like loops and variables in blocks and provide an introduction to python.

Concepts

- Computer Systems (hardware Components specialising in the CPU)
- Data Representation of Binary numbers
- Boolean logic gates
- Trinket.io blocks and python programming:
 - Focus on loops (iteration)
 - The Use of variables
 - Primitive Python Data Types
 - Basic Input and output in python
 - If then else in python

Assessment

- In class Tasks
- In Class MS Form Quizzes
- End of Unit written test

Homework

Students are expected to revise the days lesson and complete unfinished prior to the next week's lesson. This revision and work completion should take roughly 30 minutes per lesson.

In addition, homework tasks may also be set but this should not exceed another 30 minutes over a fortnight.

Useful resources

www.teach-ict.com – An online textbook. Login details supplied to students.

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f> - BBC Bitesize.

www.trinket.io – A cloud-based coding platform for coding in blocks or python3.

Computer Circles: <https://cscircles.cemc.uwaterloo.ca/> a self-study website to help students teach themselves python programming (essential if considering GCSE Computer Science in year 10).

Year 9 will take computing in carousel groups alternating every term.

Over the term the following 4 UNITS of work will be studied:

Unit 4 & Unit 5 will be taught concurrently in the first half of the term.

Unit 6 & Unit 7 will be taught concurrently in the second half of the term.

UNIT	Topics	Assessment
Unit 4	<ul style="list-style-type: none"> • Knowledge Graphs (nodes & edges) • Computer Systems: • Hardware & Software • 4 Function of a Computer System Processing Hardware: <ul style="list-style-type: none"> • CPU and RAM • FDE Cycle • Components of the CPU Logic Gates: <ul style="list-style-type: none"> • NOT; • AND; • OR • Symbol & Evaluation 	<ul style="list-style-type: none"> * Various Tasks * MS forms Quiz (mid-point test)
Unit 5	<ul style="list-style-type: none"> • Tinket.io Block Turtle extension to programming with loops and variables • Extension to Python Turtle 	<ul style="list-style-type: none"> • Various Tasks • MS forms Quiz (terminal assessment)
Unit 6	<ul style="list-style-type: none"> • Concept of an Algorithm • Concept of pseudocode • Binary number (4-bit & 8-bit) • Flowchart 	<ul style="list-style-type: none"> • Teams workbook tasks Unit 6 & 7 End of Unit Written Test

Unit 7	<ul style="list-style-type: none"> • Flowchart for IF THEN • Flowchart for IF THEN ELSE • Python primitive data types • Basic string input in python • Simple python output with print • Extension to python if then else 	<ul style="list-style-type: none"> • Teams workbook tasks • Unit 6 & 7 End of Unit Written Test
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Design & Technology

Rationale

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Ambition

The Design and Technology Department aims to provide a safe learning environment where pupils can develop confidence, self-esteem and are encouraged to take risks. The curriculum is designed to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world through the application of mathematics and science to solve everyday problems.

Concepts

All pupils are given the opportunity to develop a wide range of skills, whilst gaining valuable knowledge and positive values and attitudes in all the subjects within DT- Food, Textiles, Graphics, Resistant Material Technology and Systems & Control. Across this range of subjects pupils have the opportunity to develop their technological capability by:

- Analysing contexts to identify design opportunities
- Research and evaluation skills
- Communication skills, including designing and the use of CAD
- Iterative design and development of solutions
- Measuring, marking, cutting and shaping skills in a range of materials and using a range of tools and equipment including CAM.
- Joining and assembling skills.
- Finishing skills.
- Health & Safety; risk assessment.
- Numeracy; literacy; Science; ICT skills.
- Other key life skills including teamwork skills, work related skills, environmental awareness skills, problem solving skills.
- Critical evaluation skills and techniques

Homework

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

The Year 9 course is designed to further develop key skills which ensure high standards are achieved. Greater elements of design are included to allow individuality. Projects are used as vehicles to give pupils of all abilities the security of success and provide the opportunity to develop confidence in a creative practical environment leading to them making maximum progress in their Design and Technology capability. Useful Resources: BBC Bitesize <https://www.bbc.com/education/subjects/zrkw2hv>

Students will have the opportunity to develop their design and technology capability throughout the year.

Electronics and Resistant Materials Nightlight

The project is designed to introduce and further develop pupils' knowledge and skills of:

- Safe working practices
- Designing for the consumer
- Circuits and their construction (Printed circuit boards)
- Knowledge of electronic components and their application (Integrated circuits)
- Input, process and output – systems and control
- Soldering components
- Manufacturing with wood
- Computer Aided Manufacture and its application (CAM)
- Computer integrated manufacture and its application (CIM)
- Computer numerical Control (CNC Machines)
- Using 2D design and its application (CAD)
- Further develop analytical and evaluation skills Students are assessed on:
 - Design work, communication and creativity
 - Safe working practices
 - Using tools and equipment independently
 - Practical outcome
 - Written test

Hospitality and Catering

This project will teach students about health, safety and hygiene used in a Hospitality environment. This will ensure students are able to prepare, cook and serve food safely and understand the reasons for this.

They will explore different ingredients to help them in food choices and to develop their taste buds to allow them to experience foods they may not have tried previously.

They will work through the two specific design briefs. They will develop skills writing time plans to incorporate special points which will be a requirement for the coursework in KS4.

Students will choose their own recipes from a limited range and be expected to follow the recipes independently. Students will also be expected to present their dishes, garnishing/decorating using appropriate techniques.

The two briefs will enable students to carry out investigation work into the nutritional needs of the client and the situation.

Students will use a nutritional analysis programme to produce labels for their final products as well carry out comparison exercises to assess the health options, again a requirement of the KS4 syllabus.

Students are assessed on:

- Knowledge gained in a Hospitality and Catering setting.
- Health and safety used and knowledge of hygiene requirements when catering for others.
- Designing and developing recipes for specific diets.
- Nutritional qualities of ingredients and dishes prepared.
- Depth of skills gained.
- End of project test.

English

Rationale

At OSA we value the community we serve. Our students bring a wealth of experiences to our classrooms and our intention is to capitalise on the diversity our students offer by exploring a range of engaging texts from the literary canon and contemporary literature. We strongly believe that students should be given the opportunity and arena to explore texts that challenge their thinking whilst reflecting the current climate they live; this is the reasoning behind our text choices and curriculum design. Across all key stages, we revisit key skills and knowledge frequently to solidify students' understanding of these whilst allowing them to explore each topic and skill in more detail, therefore offering both breadth and depth to the curriculum.

In Years 7-11, we have moved to a mixed ability as we believe students can learn so much from each other and mixed ability facilitates this whilst allowing every student to flourish.

Ambition

Our aim is that each and every student progress through the English curriculum developing key reading, writing, speaking and listening skills that enable them to understand, participate in and challenge the world in which they live. Of course, assessment and exam results are important, but we want to ensure that we engage students with key social, political, cultural and historical issues so that they feel confident and prepared to share this both verbally and in writing. If students engage with this fully, they will not only achieve well in their exams, but they will be prepared for the world beyond this.

Concepts

Across KS3 and KS4, we will study a range of fiction and non-fiction texts that encapsulate a range of themes and skills. The idea is: students will, at first, explore these on an introductory level. Then, explicit links will be made to the skills and knowledge within each unit. As students'

progress throughout the curriculum, they will be given the opportunity to develop their understanding of these key skills and concepts in a deeper, more critical way.

Within this, we recognise the importance of consistency, teacher autonomy and the individual needs of the class. To support this, each scheme of learning will have a series of core lessons which include core knowledge and skills. To complete the unit, teachers then plan flexi lessons which can be used to revisit a topic, spend longer on key knowledge or skills or approach a text more critically.

Homework

In English, we aim to set homework that is purposeful and supports students' knowledge, recall and key revision skills. Students should expect to receive homework once a week and all work will be available on Teams. For this, homework will follow the cycle:

1. Embedding key vocabulary and spelling - embed vocabulary taught at the beginning of the unit. Students will write the definitions of the key words taught in class, practise spelling them accurately and putting them into a context by responding to a question.
2. Embedding key knowledge – students will have been taught new knowledge in this unit and the next stage of this term's homework will focus on consolidating and embedding this knowledge. Examples of this might include quotation squeeze, reading an extract and identifying key information, responding creatively to a stimulus, creating a revision resource to synthesise new information, applying their new knowledge to a different or unseen text.
3. Consolidating key knowledge: Students will have been taught the new knowledge needed for this unit and begin adapting this to suit the assessment objectives and skills for this unit. The next stage of this term's homework will be focusing on teaching students to practise these skills. Examples of this might include creating a new revision resource for the new knowledge taught across the unit, answering an exam style or assessment questions, planning for 2-3 exam style or assessment questions etc.

Feedback

Students receive feedback that identifies what progress they have made, what they need to do to consolidate this and make further progress.

Students' exercise books, verbal and written contributions exemplify them taking ownership of their learning.

Students will receive a variety of feedback in their English lessons and the frequency will differ as outlined below:

Verbal	<ul style="list-style-type: none">• Every lesson• This will either be in response to a verbal contribution offered in class or when the teacher is circulating in the classroom.
Written (teacher marked)	Twice a term (this is inclusive of a termly assessment) The process of this will always include an exemplar (either before, after or both) and a whole class feedback sheet. A feedback lesson will always happen if written feedback is given which students will be expected to respond to. *

Peer or Self-Assessment	Weekly and in homework (for more information about homework, please see our homework policy)
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*A response task may include:

1. Students identifying the strengths and developments in an exemplar **and produces a new piece of writing** that solidifies their strengths and shows progress towards their developments.
2. Students identifying the strengths and developments in an exemplar and applying this to a **new piece** of writing either in the feedback lesson or following lesson.
3. Students will complete a **reflection activity** where they identify their strengths, their developments and state what they would do next time to improve.
4. This will be used when students have already been given an exemplar in the preparation lesson.
5. Students will go back to their **original piece of work and edit this** for their developments. For example, they might change some of their vocabulary choices, go back to add an additional interpretation etc.

British Values

Our curriculum supports British values as we ensure we include texts that give students the opportunity to learn and understand about our key values in a diverse range of contexts. Our curriculum and schemes of learning are taught thematically, and we introduce, embed and develop knowledge of British values throughout all key stages. We are proud that our curriculum includes diverse texts that allow students to explore relevant themes, issues, relationships, ideas and challenges and our lessons give students safe space to read, write and discuss about this.

Recommended Reads: (* = Top picks for reluctant readers / ! = Favourite reads)

<p><u>Action & Thrillers</u> <i>Bodyguard</i> or <i>Young Samurai</i> (& sequels); <i>Bullet Catcher</i> or <i>Gamer</i> by Chris Bradford* <i>Alone</i> by DJ Brazier <i>Mortal Chaos, Speed Freaks, The Everest Files</i> (& sequels) or <i>Lie, Kill, Walk Away</i> - Matt Dickinson (!) <i>Lightning Girl</i> (& sequels) by Alesha Dixon * <i>The London Eye Mystery</i> by Siobhan Dowd (!) <i>Silverfin</i> or <i>The Enemy</i> (& sequels) by C Higson <i>Stormbreaker</i> (& sequels) by A. Horowitz* <i>Wild Boy</i> by Lloyd Jones <i>Girl Missing</i> (& sequels) by Sophie McKenzie <i>The Recruit</i> (& sequels) by R. Muchamore* <i>Hatchet</i> by Gary Paulsen <i>Wolf Wilder, The Good Thieves, The Explorer,</i> <i>Rooftoppers</i> by Katherine Rundell <i>Night Speakers</i> or <i>Carjacked</i> by Ali Sparkes <i>Murder Most Unladylike</i> (& sequels) – R Stevens <i>Lost (Choose Your Own Adventure)</i> -T Turner.*</p> <p><u>Dystopian & Science Fiction</u> <i>Gone</i> or <i>BRZK</i> (& sequels) -Michael Grant <i>The Boy Who Flew</i> by Fleur Hitchcock <i>The Giver</i> and <i>Gathering Blue</i> by Lois Lowry (!) <i>Legend</i> (& sequels) by Marie Lu <i>The Knife of Never Letting Go</i> (& sequels)-P Ness (!) <i>MetaWars: Fight for the Future</i> (&sequels)- Norton* <i>Railhead & Mortal Engines</i> (& sequels)-P Reeve (!)^ <i>Remade</i> (& sequels) or <i>Time Riders</i> - Alex Scarrow <i>Dry, Scythe, Unwind</i> (& sequels) – N Shusterman (!) <i>Contagion</i> or <i>Slated</i> (& sequels) by Teri Terry <i>The 5th Wave</i> (& sequels) by Rick Yancey (!)</p> <p><u>Fantasy, Magic Realism, Horror & Ghost</u> <i>Children of Blood and Bone</i> by Tomi Adeyemi</p> <p><u>Relationships & Tough Situations</u> <i>Boy Underwater</i> by Adam Baron <i>Noughts and Crosses, Cloud Busting, Boys</i> <i>Don't Cry</i> or <i>Pig-Heart Boy</i> by Malorie Blackman (!)</p>	<p><i>Cogheart</i> by Peter Bunzl <i>Mind Writer</i> by Steve Cole* <i>Artemis Fowl</i> (& sequels) by Eoin Colfer (!) <i>The Dark is Rising</i> by Susan Cooper <i>The Stormkeeper's Island</i> by Catherine Doyle <i>Rumblestar</i> by Abi Elphinstone <i>Who Let the Gods Out</i> (& sequels) by Maz Evans <i>Ranger's Apprentice</i> or <i>Brotherband</i> - J Flanagan <i>Inkheart</i> (& sequels) by Cornelia Funke (!) <i>The Graveyard Book</i> by Neil Gaiman (!) <i>Blackberry Blue</i> by Jamila Gavin (!) <i>Girl of Ink and Stars</i> by Kiran Millwood Hargrave (!) <i>Skulduggery Pleasant</i> (& sequels) by Derek Landy <i>Zom-B</i> or <i>Cirque du Freak</i> (& sequels) by D. Shan* <i>Eragon</i> (& sequels) by Christopher Paolini <i>Through Dead Eyes, Tales of Terror, Mister Creecher, The</i> <i>Last of Spirits</i> –C. Priestley <i>Northern Lights</i> (& sequels) by Phillip Pullman (!) <i>Goth Girl</i> (& sequels) by Chris Riddell* <i>Mrs Peregrine's Home for Peculiar Children</i> -Riggs <i>Percy Jackson</i> or <i>Kane Chronicles</i> series by Riordan <i>Thunderstruck</i> or <i>Unleashed</i> by Ali Sparkes* <i>The Edge Chronicles</i> by P Stewart and C Riddell</p> <p><u>Humorous books</u> <i>Little Badman and the Invasion of the Killer Aunties</i> by Humza Arshad & Henry White* <i>Millions, Cosmic or Broccoli Boy</i> by Frank C Boyce <i>The Last Kids on Earth</i> (& sequels) by Max Brallier <i>Fenway and Hattie</i> by Victoria Cole* <i>Adventures of a Wimpy Vampire</i>(&more)-T.Collins* <i>To Be a Cat</i> by Matt Haig <i>Cookie & the Most Annoying Boy...</i> by Konnie Huq* <i>Engineerds</i> (& sequels) by Jarrett Lerner* <i>Disaster Diaries: Zombies</i> (&sequels)-R McGeddon* <i>The Donut Diaries</i> series – A McGowan* <i>The Accidental Billionaire</i> series- T McLaughlin <i>The World of Norm</i> series by Jonathon Meres* <i>Planet Omar</i> by Zanib Mian <i>Timmy Failure</i> series by Stephan Pastis* <i>Middle School</i> series by James Patterson* <i>Tom Gates</i> series by Liz Pichon (dyslexia-friendly)* <i>Big Nate</i> series by Lincoln Peirce* <i>Killer Animals</i> series by Tracey Turner <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (!) <i>The Hate U Give</i> by Angie Thomas (!) <i>Goldfish Boy</i> by Lisa Thompson</p>
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Blubber or anything by Judy Blume (!)
Artichoke Hearts, Jasmine Skies or **Where the River Runs Gold** Sita Brahmachari
A Pocketful of Stars by Aisha Bushby
One, Apple & Rain, Moonrise, Toffee -S Crossan (!)
Blended or **Out of My Mind** by Sharon Draper
Running on Empty by S.E. Durrant
Mind the Gap, Being Billy or Saving Daisy - P Earle*
The Many Worlds of Albie Bright –Chris Edge
Mockingbird by Kathryn Erskine (!)
Tulip Touch, Goggle Eyes or Flour Babies by A. Fine
Check Mates & The Bubble Boy by Stewart Foster
Unstoppable by Dan Freedman *
George by Alex Gino
Tall Story or **Shine** by Candy Gourlay
The Island at the End of Everything–KM Hargrave(!)
After the Fire by Will Hill (!)
Boy in the Tower by Polly Ho-Yen
A Different Dog by Paul Jennings*
Freedom: 1783 by Catherine Johnson
Red Sky in the Morning by Elizabeth Laird (!)
Scarlet Ibis by Gill Lewis
A Monster Calls by Patrick Ness (!)
Word Nerd, We Are All Made of MoleculesNielsen
Wonder by R.J. Palacio (!)
Pax by Sarah Pennypacker (!)
Freak the Mighty by Rodman Philbrick
My Sister Lives on the Mantelpiece by A Pitcher (!)
Unboxed by Non Pratt *
Long Way Down by Jason Reynolds
Esperanza Rising by Pam Munoz Ryan
The Marvels or **Wonderstruck** by Brian Selznick*(!)
Stargirl by Jerry Spinelli (!)
I am Malala by Malala Yousafzai (!)
The Boy at the Back of the Class by Onjali Rauf (!)
Salt to the Sea by Ruta Sepetys (!)
Eagle of the Ninth by Rosemary Sutcliffe (!)
Refugee Boy by Benjamin Zephaniah **The Book Thief** by Marcus Zusak !

A Boy Called Hope by Lara Williamson
Brown Girl Dreaming by Jacqueline Woodson (!)
Front Desk by Kelly Yang

Sports

Booked, Crossover or Rebound – K. Alexander* (!)
Charlie Merrick’s Misfits... by David Cousins*
Stat Man by Alan Durant *
The Beautiful Game series by Dhimi (girls’ football)
Man of the Match (& series) by Dan Freedman
The Number 7 Shirt or **The Lion Roars** - A Gibbons*
Kick by Mitch Johnson
The Fix by Sophie McKenzie*
Ultimate Football Heroes Collection – M&T Oldfield
Football Academy or **Foul Play** series–Tom Palmer*
Soccer Squad, Dream On (& series) by Bali Rai*

War, Conflict and the Refugee Experience

Soldier Dog or **A Horse Called Hero** - Sam Angus
The Boy at the Top of the Mountain or **The Boy in the Striped Pyjamas** by J Boyne (!)
Illegal by Eoin Colfer * (!)
Wolf Children, Red Shadow, Eleven Eleven, Auslander & True Stories books – Paul Dowswell
Under a War-Torn Sky by L.M. Elliott
Boy 87 by Ele Fountain
The Bone Sparrow by Zana Fraillion (!)
Once (& sequels) by Morris Gleitzman * (!)
Bone Talk by Candy Gourlay (!)
Grenade by Alan Gratz
Orphan Monster Spy by Matt Killeen
Inside Out and Back Again by Thanhha Lai (!)
Buffalo Soldier or **Apache** by Tanya Landman
Every Falling Star (North Korea) by Sungju Lee
Dog Tags: Semper Fido or **Strays** by C A London*
Number the Stars by Lois Lowry (!)
The Skylarks’ War by Hilary McKay
War Horse or **Private Peaceful** by M Morpurgo (!)
Sunrise Over Fallujah by Walter Dean Myers*
A Night Divided by Jennifer Nielson
Armistice Runner or **Over the Line** by Tom Palmer*
A Long Walk to Water by Linda Sue Park
The Red Pencil by Andrea David Pinkney

Note to parents: Some books from this list are written for young adult readers; this means there may be occasional ‘gritty’ content. Generally by Key Stage 3 young people are ready for this, but parents know their children best; if you have queries about suitability, please check online reviews or ask your child’s teacher.

Term 1	
Topic	Novel: Of Mice and Men
Assessment	Reading (AO1 and AO3 Context)
Term 2	
Topic	Play: Romeo and Juliet
Assessment	Reading (AO1 and AO2)
Term 3	
Topic	Representation of Voice: Black Panther
Assessment	Writing to express a viewpoint (AO5 and AO6)
Term 4	
Topic	War and Conflict Poetry
Assessment	Comparison (AO3)
Term 5	
Topic	Creative Writing: Crime and Punishment
Assessment	Creative Writing (AO5 and AO6)
Term 6	
Topic	Novel: The Boxer
Assessment	Evaluation (AO4)

Geography

Rationale

Our pupils will have an extensive core of geographical knowledge and vocabulary and will be able to communicate this in a variety of ways. They will have good spatial awareness and be able to use a wide range of maps effectively to investigate places. Their experiences outside of the classroom will support their ability to carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.

Ambition

At OSA our pupils will understand what it is to be a geographer. They will have a curiosity and fascination in finding out about the world and its people and will have developed an excellent knowledge of where places are and what they are like. Through a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated they will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future.

Concepts

Across KS3 and KS4 we build in the key geographical concepts such as place and space, cause and causation, and skills. Pupils will use these skills to make connections, draw contrasts, analyse trends and interpret a range of sources of geographical information using maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Students will gain an understanding of the methods of geographical enquiry in order to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length and consolidation and extension of knowledge of the world's major countries and gaining an awareness of increasingly complex geographical systems in the world.

We have enrichment opportunities at lunchtimes, after school and one-off events throughout the year. Learning will be assessed through regular monitoring of homework and classwork, regular assessments per that work to consolidate learning and allow for pupils to identify strengths and weaknesses in their geographical studies and peer and self-assessment opportunities.

Homework

Homework should take at least 30 minute and will be set weekly.

Ways to support your child at home include: Supporting homework through research and encourage your child to look in a variety of places, make reference to place knowledge during discussions with your child and to foster an environment of interest in geography by watching geographical programmes about a variety of places and spaces.

Term 1	Coasts
Term 2	Population, migration and development
Term 3	Energy and resource use, conflict and management
Term 4	Our living world
Term 5	Tectonics
Term 6	There is no planet B - Earth's future/sustainability

History

Rationale

Our year 9 curriculum is designed to develop and deepen the understanding each student has about the world in which they live. The units are specifically chosen to enrich and explore an area of the past that has impacted the way we live today. As we move through the topics, we look to develop the student's interest in history and a love of learning which can come from the engaging topics and lessons. We cover a range of topics that, although our focus this year is more modern history, span over 200 years and include areas of broad change and topics of deep focus. Our chronological structure of each theme will help the students develop a concept of change over time and the impact events can have on the world. All students will be assessed at the end of each topic and at the end of the year. This process, and the surrounding revision, are monitored and reviewed by the students. This is specifically designed to help them become reflective learners and to allow self-improvement in all areas as they continue to grow.

Ambition

By the end of year 9 we want all students to have developed a greater sense of the world they live in. We aim to have developed their analytical and causal skills to allow them to access new concepts and ideas and to formulate their own opinions on topics from the past and present. Students will be taught to be reflective and allow them to push and challenge themselves to improve as well as being challenged by their teachers. The aim is to provide a solid platform for all students to use in any subject which can help them fully achieve their potential whilst embracing the love of learning.

Concepts

The curriculum is designed with progression in mind. Skills and concepts, such as causation and consequence, are laced throughout the topics. The students will develop their analysis skills through source work and compile their own arguments using evidence to support their own ideas. The assessments are also designed to help the students structure their own ideas, to practice revision and also to explore a variety of answer styles. With consistency in this assessment type throughout the year it allows the students the chance at progression with both knowledge and technical delivery. All students will be monitored, and help provided where necessary. We want all students to be reflecting on assessments and tasks and exploring positive avenues of development for themselves, with guidance from their teacher. The teacher will provide the information and skills to help each student develop in their own ways and help to monitor the individual progress of each student.

Homework

Homework will be set by the individual teacher and will be designed to retrieve knowledge learnt in lessons and embed the knowledge they have gained. This will be in the format of retrieval knowledge questions, but may also include longer term projects, short term projects, research tasks, revision tasks, watching videos, creating materials for class etc. The homework will be set at an average of every two weeks, but this may vary depending on the nature of tasks set. All homework will be purposeful and assist in the development of the students.

Feedback

Throughout the year students will receive feedback in a number of ways. The primary method will be through the marking of their books. This will be done on a cycle, every few weeks, and provide areas of strength as well as opportunities to expand and improve. Termly assessments will also provide a measure of student progress and the personal feedback given is a base upon which to build their reflections.

British Values

Throughout the curriculum we explore the ideas of freedom, human rights and equality. Through the study of the past, we explore the institutions and beliefs we have today and their place in society to broaden the understanding each student has of the world today.

	Topic	Topic Key questions
Term 1	The Roaring 20's	Why were the 20's roaring? Were they roaring for everyone? How did the Roaring 20's end?
Term 2	Depression in the USA and Germany	How did the depression impact different countries? How similar were the solutions?
Term 3	WW2	What caused the war? How was the war fought across the world?
Term 4	WW2 & Holocaust	How did the war end? Why is it important to remember the Holocaust? How did minorities resist the Nazis?
Term 5	The 50's and the Swinging 60's in the UK and the USA.	How did life change during the 50's/60's? How equal were the lives of black people in the UK and USA? How did culture change during this period?
Term 6	Key moments of the 20 th century.	Why is the world the way it is today? Have we really learnt from the mistakes of the past?

Languages (French, German or Spanish)

Rationale

In Year 9 students continue to have 2 lessons per week in the language that they have been studying. More complex grammar, including tenses, is introduced and students are given opportunities to practice these in combination, whilst further expanding their vocabulary and continuing to improve their listening, speaking, reading and writing skills. They continue to develop a deeper understanding of the culture of all the countries where their language is spoken and have opportunities to be creative and independent with the language, they learn across the key skill areas of Speaking and Writing and to hear and read authentic texts in their language. This is all supported by the latest interactive resources which also prepare them for the ultimate rigours of the GCSE. At the end of each year in KS3 we include study of a film to consolidate language and concepts learnt throughout the year and to boost cultural interest and understanding as well as to foster more creative use of their language in a different context.

Ambition

We strive to teach students to enjoy learning another language at all levels and to enjoy and appreciate the cultural differences. This is whilst maintaining the rigors of them understanding the ways in which the language itself functions so that they can manipulate the language and not just regurgitate learnt phrases. This is to enable them to go away and learn other languages that may interest them at a later stage.

Concepts

- Key concepts are grammar (tenses, sentence structure, agreements and how to develop and extend ideas to be communicated), vocabulary and phonics.
- We have designed our schemes of learning to build vocabulary, grammar knowledge and language learning skills in a logical and progressive manner.
- Knowledge progression is achieved via a curriculum which ensures regular revisiting of key concepts as well as revisiting key themes from Y7 to Y11. We have written the curriculum, so the key concepts are introduced progressively, given time to be mastered and then revisited in different contexts
- We teach grammar explicitly (with reference to English language and sometimes others) and then give students as many opportunities as we can to practice it in different contexts. We also support use of good English where possible, for example in translations.
- Students are assessed at the end of every Module and these cover the whole range of skills and task types across each year. This is to give reliable all-round data and to allow to plan for any skill left behind. They are also regularly assessed in lesson through AFL methods.
- At the end of each year in KS3 we include study of a film to consolidate language and concepts learnt throughout the year and to boost cultural interest and understanding as well as to foster more creative use of their language in a different context.
- We work to push all students to the highest standard possible and differentiate with support resources or different resources where applicable and possible and through outcomes. The curriculum provides scaffolding to support weaker students.

Homework

Homework is set regularly and is intended to support and consolidate what has been learnt in class, prepare students for next units of work and develop independence. There is a strong focus on learning vocabulary and students will have regular vocabulary tests.

Feedback

In MFL the majority of feedback is given verbally. Students also receive feedback on written work.

- Students will receive verbal feedback throughout most lessons both individually and collectively. This will be on oral work but may also be on written work (when it is being done during a lesson or on marked written HW/assessments).
- It will concentrate particularly on:
 - Pronunciation
 - grammatical accuracy
 - correct word order in sentences
 - ideas/suggestions on how to further develop sentences in order to include higher quality/more complex ideas and linguistic structures.
 - Common misconceptions
 - Addressing misunderstandings in comprehension exercises

British Values

People, their relationships and their interactions with others are an intrinsic part of what we teach in MFL, and the cultural immersion of learning a language cannot be avoided. In MFL, pupils are encouraged to consider this in the study of each of our languages. In languages, students are encouraged to ask questions about the world and to understand it.

The MFL classroom must be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. Students will consider what life is like for individuals living in France, Germany or Spain. Mutual respect is taught and given when students are expressing their opinions and beliefs. They are taught and encouraged to show respect to each other's beliefs, feelings and opinions.

Students will explore their own individual liberty by considering themselves as global citizens and beginning to explore possibilities for travelling to, or even working in, other parts of the world at a later stage. Pupils are taught about historical, cultural and religious differences between the UK and France, Germany or Spain (with some reference to other countries where're these languages are spoken). Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected.

Timeline

YEAR 9	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FRENCH	My social life as a teenager	Healthy lifestyles	World of work	Holidays	Me in the world	Film Project
GERMAN	Role models	Music	World of work	Childhood and school	International dimensions	Film Project
SPANISH	Healthy lifestyles	Free time and celebrations	World of work, role models	Environment and rights of children	School life	Film Project

Maths

Rationale

The curriculum for mathematics from years 7 to 11 (and beyond) has pedagogy at the heart of it. It is based on the creation of leading mathematics educational researchers and experienced teachers. The focus is about developing both deep knowledge and understanding of mathematics to enable students to have the confidence and fluency to use mathematical reasoning and solve problems. This not only develops their academic capability and exam success but also enhances transferable life skills such as logic, reasoning and proof. Homework is set (see details below) in order to further develop and enrich students thinking, practice skills they have learnt and to revise for assessment. Mathematics at Oxford Spires contributes significantly to literacy through the development of vocabulary and comprehension.

Ambition

Fundamentally we want students to understand the mathematics they learn and develop a love for learning mathematics. Naturally we want them to achieve the highest possible GCSE results that will also provide them with greater choices and opportunities for their futures.

Concepts

- Maths covers these key topics across every year group.
- Number
- Algebra
- Geometry
- Statistics
- Ratio and Proportion
-

We focus on ensuring students develop fluency, reasoning and problem-solving skills in all areas.

We aim to cater for students of all abilities through stretch, challenge and support. Our resources are structured to deliver engaging and accessible content across differentiated tiers supported by worked examples, key points, literacy and strategy hints.

Homework

- Sparx Maths – <https://sparxmaths.com/>
- Students have individual login's and passwords
- Students complete 1 hour a week and get a week to complete
- Topics are based on what is learnt in class and retrieval of previous topics

Feedback

- Students can expect regular verbal feedback from their Maths teachers and specifically the following:
- Teachers will check classwork is completed to reasonable standard and give verbal feedback
- Automatically Marked homework
- Summative assessments half term tests

British Values

In Mathematics, students learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. In Mathematics, they learn to develop a

sense of purpose, through the ability to investigate a hypothesis, consider other viewpoints and ethical issues, discuss their work logically and get their findings and opinions across sensibly. Mathematics contributes to students' spiritual development in different ways. For example, the feeling of excitement and delight that students experience when they are able to solve questions, they once found difficult or even impossible to solve. Students are often inspired by the cross-curricular links with other subjects (Art, Design and Technology, Geography and Graphics amongst others). They pride themselves in understanding and being able to use mathematical tools applied in the business world. Mathematics is constantly applied to real-life scenarios – these problem-solving tasks give students the opportunity to understand and respect each other's cultural, spiritual and traditional practices. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion and debate on the use and abuse of statistics in the media. Allowing discussion on the cultural and historical roots of mathematics. Pupils discussing the use of mathematics in cultural symbols and patterns. Mathematics helps students to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the students become reflective, responsible and insightful individuals.

Schemes of work and assessment

- These are differentiated for Year 9 at higher or foundation.

Topics covered from Year 9 to 11

Units 1 start in year 9 and students' normally progress to the final units before the end of year 11

GCSE (9-1) Foundation	GCSE (9-1) Higher
Unit 1 Number	Unit 1 Number
Unit 2 Algebra	Unit 2 Algebra
Unit 3 Graphs, tables and charts	Unit 3 Interpreting and representing data
Unit 4 Fractions and percentages	Unit 4 Fractions, ratio and proportion
Unit 5 Equations, inequalities and sequences	Unit 5 Angles and trigonometry
Unit 6 Angles	Unit 6 Graphs
Unit 7 Averages and range	Unit 7 Area and volume
Unit 8 Perimeter, area and volume 1	Unit 8 Transformation and constructions
Unit 9 Graphs	Unit 9 Equations and inequalities
Unit 10 Transformations	Unit 10 Probability
Unit 11 Ratio and proportion	Unit 11 Multiplicative reasoning
Unit 12 Right-angled triangles	Unit 12 Similarly and congruence
Unit 13 Probability	Unit 13 More trigonometry
Unit 14 Multiplicative reasoning	Unit 14 Further statistics
Unit 15 Constructions, loci and bearings	Unit 15 Equations and graphs
Unit 16 Quadratic equations and graphs	Unit 16 Circle theorems

Unit 17 Perimeter, area and volume 2	Unit 17 More algebra
Unit 18 Fractions, indices and standard form	Unit 18 Vectors and geometric proof
Unit 19 Congruence, similarity and vectors	Unit 19 Proportion and graphs
Unit 20 More algebra	

Setting:

- We set in every year group.
- We have a fluid approach to moving students up or down sets.
- Set changes may occur with no prior notice to students or parents.
- Maths teachers agree set changes between themselves with the final say from the Head of Maths.
- Setting is always done based on the departments view of what is in the best interest of the students.
- We do not move students up or down sets based on students' or parents' requests.

Success in maths:

- Students should focus in the moment. Don't think too much about what is next, think about what is now.
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every assessment and revising properly for end of year or external exams.

Performing Arts

Rationale

The Performing Arts (Drama and Music) are practiced and valued across the school. They form important outlets for the communication of ideas, feelings and beliefs. Through performance we build skills in, creativity, imagination, autonomy, independence, leadership confidence and cooperation. There is a positive and purposeful atmosphere fostered within the faculty, which allows students to thrive. KS3 schemes are based on the requirements of GCSE and A Level, a Spiral Curriculum is designed to raise expectations and standards. From the start of KS3 Drama and Music are explored and experienced both practically and theoretically, encouraging students to be individual and experimental, to engage with the world around them and take ownership of their own practice. Homework is vitally important, allowing students to consolidate prior learning and prepare for future lessons – it also promotes an enquiring and independent approach to their learning.

Ambition

The aim of the Performing Arts Faculty at Oxford Spires Academy is to equip students for life beyond the classroom; build and develop personal skills which can be relied upon to succeed in

school life, further education and future employment. At the heart of the curriculum is the development of engagement and communication, the ability to express ideas and opinions with fluency and confidence. We also strive for all students to make at least the expected progress against their targets and achieve their full potential as well as a lifelong passion for the Performing Arts

Concepts

Across Music and Drama, students are introduced to the core skills and throughout KS3 these are revisited to create a solid foundation and interest. Through exploration of more advanced skills and techniques students develop a 'tool kit' of strategies that enable them to move into KS4 with confidence and resilience. Looking at a broad range of genres and topics students engage in the process of developing an understanding of different styles and conventions. This promotes a developing awareness of artistic and aesthetic intention but also an understanding of the social, historical, political and cultural relevance of Performing Arts within our society. Fundamentally, as a team, we all believe that the Arts should bring pleasure and enjoyment to our lives and the lives of those within our community – Performance is FUN!

Assessment in the Performing Arts takes place on a termly basis – with a balance of practical and written tasks. Students develop their ability to reflect on their work and the contributions of others, using interim assessment and target setting to help shape final outcomes. There is a strong emphasis on independent study and those students making the greatest levels of progress will be those who use their time well in lessons, complete independent research and rehearsals, complete all homework consistently going beyond the expectation. These expectations of self-regulation prepare students for the challenge of GCSE and A Level.

Homework

Homework is set on a regular basis and is used to consolidate learning; students must complete homework in order to make the progress expected. Homework is generally a mixture of learning activities that may include research tasks, written tasks, listening tasks, line learning and practical projects. If students are struggling with a piece of homework, it is vital, they ask their class teacher for help in advance of the lesson and not on the day the homework is due. All homework and support materials are put on " Teams and additional help is always available.

Peripatetic Instrumental lessons

We offer a wide range of instrumental tuition within school. Lessons take the form of individual lessons lasting 20 or 30 minutes on a rotational timetable. Free for FSM/PP students.

Performing Arts - Term 1		
Top	Drama	Commedia (<i>Under review will change for 2023</i>)
	Music	Elements of Music (Part 3)
	Drama	Ensemble Performance and Reflection: Make historical links to Melodrama – understanding the development of Theatre.

Assessment	Music	Developing a more sophisticated understanding of the Musical Elements in theory and practise
Performing Arts – Term 2		
Topic	Drama	Joy Rider
	Music	Celtic Folk
Assessment	Drama	Ensemble Performance and Reflection: Refining exploration skills in order to have a deeper understanding of character and situation to build tension and climax.
	Music	Present an assured knowledge of Celtic musical elements (And traditions) and perform a Celtic song.

Performing Art - Term 3		
Topic	Drama	Teechers (Scripted)
	Music	Indian Music
Assessment	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	To present an accomplished Raga composition using Indian rhythmic and scalic devices.

Performing Arts - Term 4		
Topic	Drama	Teechers (Devised)
	Music	Latin Music
Assessment	Drama	Ensemble Performance and Reflection: Devised performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Ensemble Performance and Reflection: To present an accomplished Latin style composition using Latin rhythmic and harmonic devices.

Performing Arts - Term 5		
Topic	Drama	Noughts and Crosses (<i>Under review will change for 2023</i>)
	Music	Japanese Music
	Drama	Ensemble Performance and Reflection: Refining characterisation skills and understanding the impact/place of theatre in Education (TIE)

Assessment	Music	To develop an assured understanding of Japanese Music through performance and listening.
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Performing Arts - Term 6		
Topic	Drama	'The Lion, The Witch and the Wardrobe'
	Music	MOBO
Assessment	Drama	Solo Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language. To demonstrate the progress made over the three years of KS3
	Music	To explore different styles of music from Slave Song to Hip Hop through performance and listening.

Personal, Social, Health and Economic Education (PSHE)

Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.' PSHE Association

The Year 7 curriculum creates the foundation for further development of the skills and knowledge they have from Primary School. The PSHE curriculum is a spiralling curriculum that start off on a small simple scale and year on year develops with further information and concepts while revisiting some concepts to make sure every child has the best possible access to the curriculum.

Oxford Spires Academy has adopted the RSE 2020 documentation, and this is built securely within our curriculum. Much of this is delivered by a Specialist Team.

Concepts

PSHE covers a number of different aspects.

Health and Wellbeing

Relationships Education
 Living in the Wider World – this contains Careers

Tutor Time Term 1
Respectful Relationships Pt1
Tutor Time Term 2
Respectful Relationships Pt2
Tutor Time Term 3
Setting goals and options
Tutor Time Term 4
Employability Skills
Tutor Time Term 5
Healthy Lifestyles Pt1
Tutor Time Term 6
Healthy Lifestyles Pt2
Specialist Team Unit 1
Peer influence, substance abuse and gangs
Specialist Team Unit 2
Intimate Relationships

Physical Education & Sport

Rationale

Physical Education and Sport in Key Stage 4 at Oxford Spires Academy offers the chance to progress in key sports and build on their life-time love of sport and physical activity. With a focus on life-long participation, students have the opportunity to opt to follow specific sports across the term, learning more detailed physical components alongside the recreational side of physical activity. New concepts on health and fitness are embedded in Key Stage 4 with those studying GCSE and BTEC Sport given additional curriculum time through PE to learn the Analysis and Evaluation components of Sport.

The curriculum will build into the Inter House Sport calendar, offering the depth of competition for those who wish to take particular sports a level beyond participation. This inclusive approach to the curricular and extracurricular provision of Physical Education and Sport places “Sport for All” at the heart of all we do.

For those who wish to take their education of Sport and PE to the next level, the offer of GCSE PE and BTEC Sport ensures a differentiated approach for assessment and qualification in the subject, both of which give the opportunity for entry onto 6th form Sport courses at OSA.

Ambition

Our ambition is for a large percentage of the year group to opt for the qualification subjects (GCSE and BTEC) in PE and Sport, at the end of Year 9 to enhance their provision and depth of the subject,

whilst recognising that for many, recreational sport and physical activity will be key to success later in life. This balance provides our students with bespoke opportunities to achieve their ambitions in our subject.

Concepts

“Sport for All” means every student has the opportunity to fully access the Physical Education curriculum. Progression of learning occurs both through individual sports and by transferring skills across a range of physical activities. Each year, students have the opportunity to build on their learning, with signposting and exit routes towards clubs (internal and external) regularly highlighted.

Students are given a key balance of skills development and knowledge building, linked closely to the key content of both GCSE and Btec level 2 syllabi, exposing students from Year 7 and through Year 8 and Year 9 to the key principles of study in Key Stage 4.

With guidance from the PE staff, students can opt into GCSE or NCFE Sport at the end of Year 9. This is designed for those who have a real love for the subject and maybe wish to take their journey in sport into the 6th form and beyond. Specialist staff will deliver all the key concepts of Anatomy and Physiology and Social Cultural Concepts of Sport and Physical Activity, with curriculum time designed to support the development of the practical aspects of the course.

Assessment

Throughout the year, and in all sports and activities students will be assessed against the ‘Three Pillars of Physical Education’.

- Motor Competence
- Rules, strategies and tactics
- Healthy Participation

Homework

For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

Feedback

Students in core PE will receive feedback on their performance in every lesson. This feedback may take one of many different forms such as specific individual feedback from the teacher, group feedback from the teacher, peer feedback and self-feedback (from seeing their end results, or by how their performance felt). The majority of feedback will be in relation to how well they are implementing the teaching points highlighted during the lesson and with the aim of achieving progress. At the end of each unit students will be assessed on their ability to perform fundamental skills in both non-competitive and competitive scenarios.

British Values

Physical Education by its nature has a huge role to play in developing a student Socially, Morally, Spiritually and Culturally. Taking part in PE and Sport has been proven to have a positive effect on student’s mental health as well as their physical health.

We as a department particularly focus on the essence of fair play, playing within the rules of the sport, recognising each other’s successes, and treating failures as a learning opportunity. Respect is

vitaly important within PE and Sport, and students will be expected to respect their peers contributions to lessons and to understand that they must work together to be successful. Student's will also develop their ability to use social skills in a range of different contexts, as they will be working together with other students within many sports, to solve problems in order to achieve a common goal.

Students will be encouraged to undertake leadership roles within lessons and help shape the learning of their peers.

Students are offered many opportunities to become involved in Extra-curricular activities which will further enhance their confidence and self-esteem beyond the curriculum.

Term 1	
Topic	Invasion Sports (Football and Netball) / Fitness / Net sports (Badminton)
Term 2	
Topic	Invasion Sports (Rugby and Football) / Fitness / Net sports (Badminton)
Term 3	
Topic	Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball) / Net Sports (Table Tennis)

Term 4	
Topic	Invasion Sports (Basketball, Netball, Rugby) / Net sports (Table Tennis)
Term 5	
Topic	Athletics (track and field) / Striking and Fielding (Cricket and Rounders)
Term 6	
Topic	Athletics (track and field) / Striking and Fielding (Cricket, Softball and Rounders)

Religious studies

Rationale

The GCSE style topics that students will be taught in yr9 will ensure that they are very confident with the religious teachings content and exam technique when they formally begin their GCSE course in yr10.

The curriculum has a thematic approach. In the autumn term, all students will study the “Beliefs and teachings theme”, in the Spring term students will examine the “morals, ethics and philosophy theme” and in the summer term students will explore the “identity” theme. The curriculum maintains a focus on the study of Christianity in line with statutory SACRE requirements. Students will also explore other major world religions within the themes. Our RS curriculum is structured into termly “Big Questions” which are further broken down into “component questions” which students answer in class.

Ambition

The RS department’s vision is to encourage critical thinkers that can engage with sensitive and difficult issues in a way that will provide a positive contribution to society. They will be encouraged to develop excellent speaking skills that will enable them to put across their thoughts and opinions in a constructive way that will help them with their future careers.

Concepts

During Year 9, students are given both knowledge and skills that they can continue to develop into their GCSE curriculum. This will prepare them for the Eduqas GCSE course.

The Eduqas GCSE course that students will formally begin in yr10 will consist of the following 3 papers:

Paper 1: Religious, Philosophical and Ethical Studies in the modern World (50%)

Paper 2: Study of Christianity (25%)

Paper 3: Study of Islam (25%)

Homework

Students will be set a knowledge- based Forms quiz once a fortnight.

Assessment

Students will answer knowledge-based component questions in class. There will also be a knowledge based termly summative assessment.

Term 1 and term 2 Big Question: *“Life is sacred, so it is a sin to destroy it”*. Evaluate this statement.

Term 1 topic:
Religion and life

Term 2 topic:
Peace and conflict

Term 3 and term 4 Big Question: *“The existence of evil and suffering in our world is never God’s fault”*. Explain how religious people respond to this statement.

Term 3 topics:

Philosophical theories

Problem of evil

Holocaust

Responses to the problem of evil

Term 4 topic:

Crime and punishment

Term 5 and term 6 Big Question: *“Religious guidance influences the way people live their lives and the choices that they make.”* Evaluate this statement.

Term 5 topic:

Relationships and families

Term 6 topic:

Social justice

Science

Rationale

Our KS3 curriculum has been designed to promote enquiry and a love for the subject by including a large amount of investigation and practical science. Our main focus is therefore in developing practical and investigatory skills within the context of learning about different topics across Biology, Chemistry and Physics. Topics are ordered progressively to build the sophistication of pupil’s substantive knowledge and the curriculum is designed to be spiral so that key concepts are frequently revisited and embedded. Given the large amount of content there is to learn across the three disciplines, ‘revision skills’ lessons are incorporated within each topic. These provide an opportunity to promote the importance of knowledge recall in science and to explicitly teach methods for committing scientific information and ideas to memory. Links are made across disciplines. For example, the issue of climate change is tackled in chemistry in relation to atmospheric chemistry, in physics in relation to renewable energy and in biology in relation to impacts on biodiversity. In year 9, elements of KS4 science are introduced to extend and challenge students as well as build their confidence towards the rigours of GCSE study.

Ambition

- To promote enquiry and a love of science
- To develop students’ scientific knowledge (substantive and disciplinary)
- To encourage students to take a scientific approach to decision making and problem solving
- To achieve excellent outcomes for all pupils, whatever their starting point, that allow them to take their next steps

Concepts

In science we develop pupil’s:

Substantive knowledge of the products of Science such as concepts, laws, theories and models within:

- Biology
- Chemistry
- Physics

Disciplinary knowledge of how scientific knowledge is generated and grows including how to carry out practical procedures i.e.:

- The Scientific method
- Making observations
- Apparatus, techniques and measurement
- Data analysis, presentation and interpretation
- Use of evidence to develop explanations

Our teaching style aims to force pupils to think for themselves by focusing on enquiry, open questioning and investigation. We intend to challenge the most able through extension and further questions often asking them to justify, explain or plan. We also intend to support those who need it through one-on-one support, scaffolding and through building confidence with appropriate questioning. At some points in the year a KS3 science club will operate at lunchtime. There is also the opportunity for pupils to be involved in house science during the final term of the year which gives pupils the opportunity to work as a team, improve their practical skills as well as their ability to present to an audience.

Assessment

Pupils are taught through an in-house scheme of work and are assessed at the end of each Year 9 topic of study. The purpose of this is to familiarise pupils with the process of preparing for linear assessments and promote memory recall over a longer period of time. In term 5, pupils sit an end of KS3 assessment which tests them on all content taught up to that point since year 7.

Homework

Pupils should expect a weekly online Educake quiz. Quizzes range from 10 – 30 questions that are selected to suit the needs of the class. The class teacher will monitor the completion of these quizzes and use student responses to identify common misconceptions to be addressed in lesson. All homework is monitored for completion and quality.

Feedback

Feedback in Science takes a number of forms and includes:

- Verbal whole class or individual feedback in every lesson
- Regular online Educake quiz feedback
- Marking of end of topics assessments followed up with a tailored feedback lesson **British Values**

Throughout the science curriculum pupils are encouraged to see the science in the wider societal contexts. Ethical considerations as they apply to the science being taught are discussed and there is opportunity for respectful debate around these issues. Pupils are shown how their own lives are affected by scientific developments and pupils form an understanding of how they themselves fit within the scientific concepts and ideas. Reference is made to scientific institutions as well as the variety of other public institutions and services that make use of science. The diverse origins and

histories of scientific theories are explicitly mentioned throughout the teaching of biology, chemistry and physics topics. **Useful resources** www.bbc.co.uk/education/subjects/zng4d2p.

www.senecalearning.com

<https://www.educake.co.uk/>

Term 1	Topic	Assessment
B1,E1,S1,T1	Transport & Health	End of Topic Test
B2,E2,S2,T2	Earth, Atmosphere & Resources	
Term 2	Topic	Assessment
B1,E1,S1,T1	Earth, Atmosphere & Resources	End of Topic Test
B2,E2,S2,T2	Energy & Electricity	
Term 3	Topic	Assessment
B1,E1,S1,T1	Energy & Electricity	End of Topic Test
B2,E2,S2,T2	Transport & Health	
Term 4	Topic	Assessment
B1,E1,S1,T1	Detection & Analysis	End of Topic Test
B2,E2,S2,T2	Forces 2	
Term 5	Topic	Assessment
B1,E1,S1,T1	Biodiversity & Evolution	End of KS3 Assessment
B2,E2,S2,T2	Detection & Analysis	
Term 6	Topic	Assessment
B1,E1,S1,T1	Forces 2	End of Topic Test
B2,E2,S2,T2	Biodiversity & Evolution	