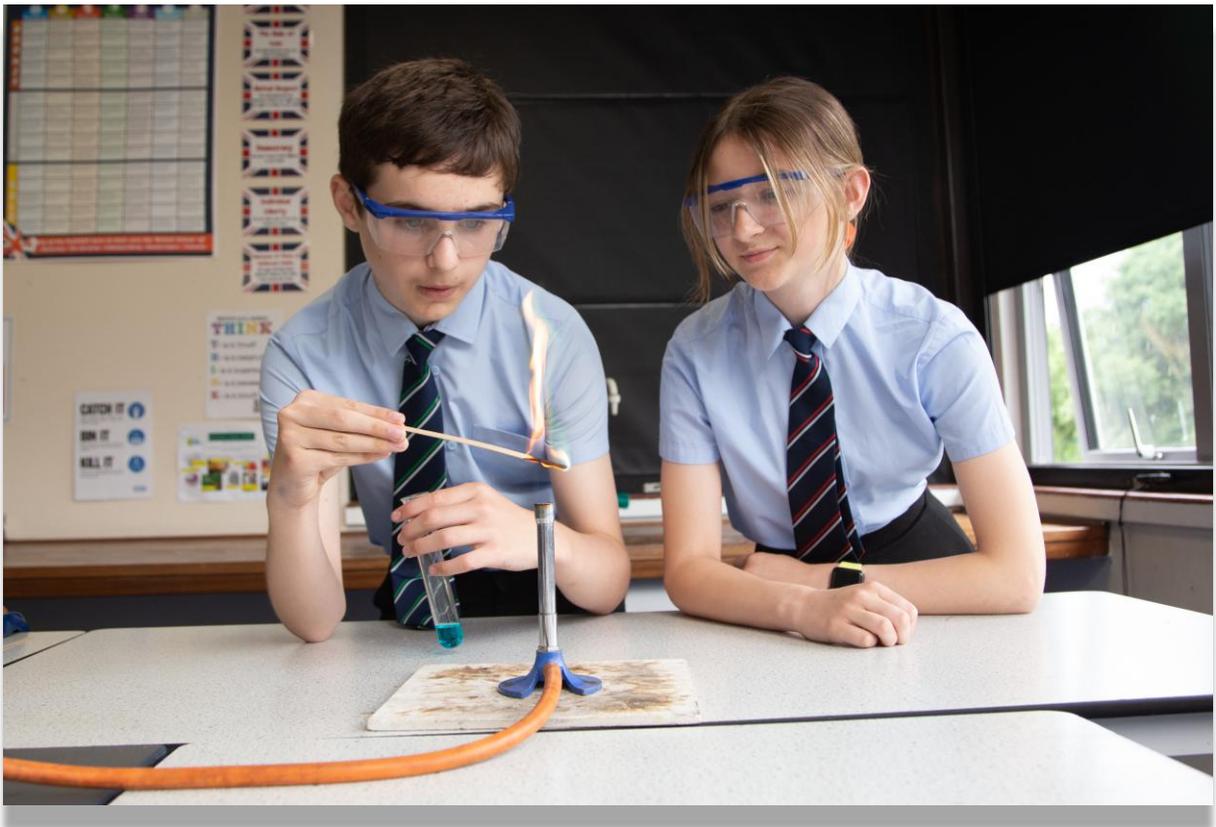




The Ferrers School

Year 9 Curriculum Overview 2025-26

“Learning is a journey, not a destination.”



Aspire Achieve Acclaim

Introduction

This document provides an overview of our students' learning journey through Year 9. We encourage you to discuss the content of each subject with your child, including the ***Independent Study*** that has been outlined, as this is a compulsory element of each subject that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your child's learning focus from week to week and enable you to support your child with their independent study.

Independent Study

All independent learning is set on TEAMs as an assignment and as a parent you will receive a weekly overview of the assignments that your child has been set by their teachers. Independent study will be set every week for Year 9 students.

Learning in Year 9

Our Teaching and Learning expectations are set out in our framework detailing expectations of students and staff alike. Our key areas of focus are Challenge, Communication, Participation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 3.

The Ferrers Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS COMMUNICATION

Understand what is expected of them, in lessons and in the wider school community.

Ask for help when needed.

Understand how to seek feedback.

Can explain what they are learning and why.

Recognise the importance of reading, writing, speaking and listening in their daily lives.



STUDENTS PARTICIPATION

Know how to join in and take part, in lessons and in extra-curricular activities.

Are motivated by experiencing success early on in lessons.

Respond to instruction, opting in and taking an active approach to learning.

Can expect to be praised for their contribution and effort.

Understand that getting it wrong is an integral part of the learning process.



STUDENTS CHALLENGE

Are intellectually curious and enjoy being challenged.

Expect learning to become increasingly challenging over time.

Recognise that other learners have different challenges to them.

Understand that they will make progress by thinking hard and pushing themselves.

Take responsibility for their contribution, in lessons and extra-curricular activities.



STUDENTS PRIDE

Arrive to lessons on time.

Feel a sense of pride when they try hard and show excellence in their work.

Enjoy receiving acclaim from peers, teachers, parents and members of the community.

Respect the learning environment, in classrooms and around the school site.

Are proud to represent the school through student voice, leadership and community events.



STUDENTS INDEPENDENCE

Recognise the need to move from teacher instruction to mastery and independence.

Understand the steps they are taking in their learning.

Can think about the learning process, setting goals and making adaptations for themselves as required.

Can work independently for sustained periods of time, in a lesson and at home.

Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom.



STAFF ENSURE COMMUNICATION

Expectations are shared explicitly.

Q & A and checking for understanding are used effectively.

High quality dialogue is used with students and between peers.

High levels of oracy so students can articulate the learning journey.

Reading, writing, speaking and listening are privileged by the subject.



STAFF ENSURE PARTICIPATION

Means of Participation are specified.

Students experience success early in the lesson.

There is a culture of 'No Opt Out' in lessons.

Learning behaviours are consistently acknowledged and rewarded.

Students are resilient; they feel safe to take risks and make mistakes.



STAFF ENSURE CHALLENGE

Lessons are well planned, pitched to challenge all students.

Teaching is adaptive, ensuring that all learners succeed.

There are high ratios of students thinking hard and taking part.

All students are challenged to push themselves.

Lessons involve high levels of student accountability.



STAFF ENSURE PRIDE

Lateness to lessons is always challenged.

Milestones in learning are recognised and celebrated.

Behaviours for learning are praised and rewarded.

Classroom environments are well maintained and conducive to learning.

Students feel motivated to work hard for success, attributing success or failure to things they can change.



STAFF ENSURE INDEPENDENCE

The curriculum is sequenced to enable independence.

Students can articulate the steps they are taking in learning.

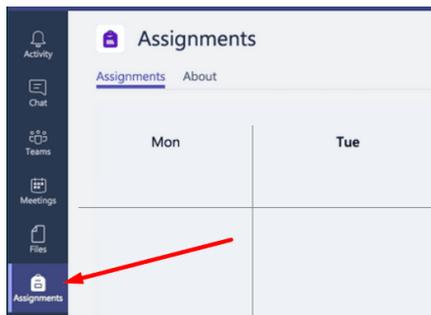
Students have opportunities to self-regulate, using metacognitive strategies where appropriate.

There is dedicated time in lessons for uninterrupted independent practice, when students are ready.

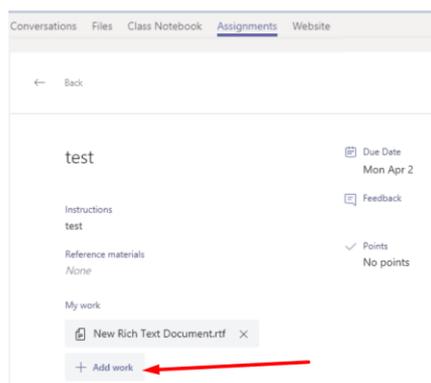
The subject finds appropriate ways to extend the boundaries of learning.

How do I hand in my assignment on Microsoft TEAMS?

1. Log on to TEAMS and go to your classroom.
2. Then select the **General** channel.
3. Click on **Assignments**.



4. The list of your assignments will appear on the screen. It's filtered by the due date. In this manner, you'll know what assignments are urgent and which can wait.
5. Select your **assignment card**. Open it and check the assignment details.
6. To hand in documents and files related to your assignment, click on the **+Add work** button and upload your files.



7. Hit the **Turn in** button to submit your assignment. Your teacher can now check your assignment and the files you attached to it.

Keep in mind that the maximum file size is 500MB. You can add up to 10 additional resources for each assignment.

English Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	A Whistlestop Tour of GCSE English: A Thematic Study of Conflict	Research modern conflict; research Shakespearean context; read the whole of Romeo & Juliet; use weekly vocabulary list to find definitions and practice using in a sentence. SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 2 – Autumn 2 November - December	A Whistlestop Tour of GCSE English: A Thematic Study of Conflict	Research modern conflict; research Shakespearean context; read the whole of Romeo & Juliet; use weekly vocabulary list to find definitions and practice using in a sentence. SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 3 – Spring 1 January - February	English Language Paper One	Complete practice papers for the reading and writing components of paper one. Choose from the variety of Language P1 Q5 prompts provided on TEAMS and plan responses; use weekly vocabulary list to find definitions and practice using in a sentence. SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 4 – Spring 2 February - April	Worlds and Lives Poetry Anthology	Produce poetry overviews and revision documents for the studied clusters; use weekly vocabulary list to find definitions and practice using in a sentence. SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 5 – Summer 1 April - May	Worlds and Lives Poetry Anthology	Produce poetry overviews and revision documents for the studied clusters; use weekly vocabulary list to find definitions and practice using in a sentence.
Term 6 – Summer 2 June - July	End of Year Exam Preparation.	Revise for each question of Language Paper One for the end

	of year exam – remember, the question stems always stay the same so you will know what is coming! Choose from the variety of Language P1 Q5 prompts provided on TEAMS and plan responses. SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
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Assessment and Feedback	
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Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via a sample marking process. We operate a ‘Whole Class Feedback’ approach in exercise books, whereby some members of the class will receive written feedback on a rotational basis, with a whole-class feedback departmental proforma evident in ALL students’ books, alongside red-pen feed-forward tasks to address common misconceptions.
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Independent work to be completed at home	An emphasis is on students completing useful revision documents in their own time in preparation for the end of year exams. Students will be assessed weekly for a vocabulary test – this is not a spelling test, but students will be tested on their abilities to define each word and use it accurately within a sentence. These words will be introduced at the start of each term. Students will be given set homework from their teachers, which will be set by class teacher via TEAMS. Students should be reading in their own time, choosing texts which challenge and enhance their vocabulary. Books are available to borrow from the library which also has an online platform for book rental.
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Equipment required	Students will be required to bring their own reading book or a book from the library, for silent reading starters. In addition, they are expected to bring their basic school equipment, such as pens, rulers etc.
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Future proofing	In Year 9 we are firmly in Key Stage Four! Our curriculum aims to make clear links between the skills learners attain and future career routes so that students have a clear understanding of how their learning will benefit them as lifelong learners. We aim to ensure that all students can access their next steps for the future, whether that be 6 th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in English Language; preparing students for A-Level study, where we offer both English Literature and combined English Language and Literature courses.
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Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ awards; Service – we are always looking for volunteers to help promote the English Department in open evenings and via social media channels; Participation – we offer multiple opportunities for writing based competitions across the year.
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Helping at home	
Ways you can help your child	Encourage reading - a wide range of texts, fiction and non-fiction. Helping with confidence when performing their final GCSE English Spoken Language assessment in Term 6.
Useful websites and texts	Mr Bruff - YouTube : a range of short and snappy revision videos for Language Paper One all on one channel; TEAMS – all lesson resources uploaded and shared weekly. https://theferrers.eplatform.co/ - electronic library for our school with a range of fiction and non-fiction texts for students to access in their own time. TEAMS – all resources stored in organised folders for ease of access and revision purposes.
Extra-curricular clubs and support	Drop-in support after school; homework club in the library at lunch and after school.

Teachers and contact	
Curriculum Leader	Mr R Downs – RDowns@theferrers.org
Classroom Teachers	Mr R Downs – RDowns@theferrers.org Mrs K Frost – KFrost1@theferrers.org Mrs E Smith – ESmith@theferrers.org Mrs E Wisby – EWisby@theferrers.org Mrs T Truett – TTruett@theferrers.org

Mathematics Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Powers, standard form, factors, fractions and data	Targeted exercises set on Corbett Maths and Sparx that will allow students to consolidate their understanding and explore future topics
Term 2 Autumn 2 November - December	Data, angles, bearings and plans and elevations	
Term 3 Spring 1 January - February	Construction and loci, Scatter graphs and linear graphs	
Term 4 Spring 2 February - April	Transformations, solving equations and rearranging formulae	
Term 5 Summer 1 April - May	Ratio and proportion and rounding and accuracy	
Term 6 Summer 2 June - July	Compound measures	

Assessment and Feedback	
Assessment types and frequency	Feedback to be given every two weeks which will take a variety of forms: written feedback on exam-style questions, homework feedback on research and revision-based documents, verbal feedback. Formal assessments termly.
Independent work to be completed at home	An emphasis is on students completing independent work based on book feedback, creating personal notes and attempting questions set.
Equipment required	Calculator, pen, pencils and geometry set.
Future proofing	Ensuring all students can access next steps for the future, whether that be 6th Form, apprenticeships or college, where there is a minimum expectation of a Grade 4 in Mathematics; preparing students for A-Level study, where we offer both Mathematics A-level and core mathematics
Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ and postcard home; Service – we are always looking for volunteers to help promote the Mathematics Department in open evenings and via social media channels; Participation – we offer multiple opportunities for competitions across the year, such as maths challenge

Helping at home	
Ways you can help your child	Ensure pupils complete independent work set based on book feedback
Useful websites and texts	Corbett maths and Sparx
Extra-curricular clubs and support	Drop-in support after school, homework club

Teachers and contact	
Curriculum Leader	Mr D Adams Dadams@theferrers.org
Classroom Teachers	Mr R Sadler Rsadler@theferrers.org
	Miss K Unwin Kunwin@theferrers.org
	Mr Fong EFong@theferrers.org
	Mrs K Govender KGovender@theferrers.org
	Mr F Freris FFreris@theferrers.org
	Mrs M Jameel Mjameel@theferrers.org

Science Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Chemistry Chapter 1 – Atoms Physics Chapter 1 – Energy Biology Chapter 1 – Cell Biology	Tassomai Quizzes
Term 2 – Autumn 2 November - December	Chemistry Chapter 1 – Atoms Physics Chapter 1 – Energy Biology Chapter 1 – Cell Biology	Tassomai Quizzes
Term 3 – Spring 1 January - February	Chemistry Chapter 2 – Bonding Physics Chapter 3 – Particle Model of Matter Biology Chapter 1 – Organisation	Tassomai Quizzes
Term 4 – Spring 2 February - April	Chemistry Chapter 2 – Bonding Physics Chapter 3 – Particle Model of Matter Biology Chapter 1 – Organisation	Tassomai Quizzes
Term 5 – Summer 1 April - May	Chemistry Chapter 4 and 5 – Energy and Chemical Changes Physics Chapter 4 – Atomic Model of Atom Biology Chapter 1 – Infection and response	Tassomai Quizzes
Term 6 – Summer 2 June - July	Chemistry Chapter 4 and 5 – Energy and Chemical Changes Physics Chapter 4 – Atomic Model of Atom Biology Chapter 1 – Infection and response	Tassomai Quizzes

Assessment and Feedback	
Assessment types and frequency	Mid topic assessments, 6-mark questions, exam style questions, end of topic tests
Independent work to be completed at home	Tassomai weekly goals which can be completed at any point of the week.
Equipment required	Pen, pencil, ruler, scientific calculator, sharpener, red pen
Pledges	Environment, Participation

Helping at home	
Ways you can help your child	Ask about what they've been learning about in science, ask them to teach you about it, watch documentaries from Brian Cox, David Attenborough, the BBC and those on Netflix together.
Useful websites and texts	www.freesciencelessons.co.uk https://www.bbc.co.uk/bitesize https://classroom.thenational.academy/ exam practice - https://www.savemyexams.co.uk/
Extra-curricular clubs and support	Check weekly notices

Teachers and contact	
Curriculum Leader	Dr N Mellor – nmellor@theferrers.org
Deputy Curriculum Leader	Miss J Burke – jburke@theferrers.org
Classroom Teachers	Dr N Mellor – nmellor@theferrers.org
	Miss J Burke – jburke@theferrers.org
	Mr R Spavins Hicks – rspavinshicks@theferrers.org
	Mr M Johnson – mjohnson@theferrers.org
	Mrs S Matthews – smatthews@theferrers.org
	Dr C Holyoak – cholyoak@theferrers.org
	Mrs M Garrod – mgarrod@theferrers.org
	Miss Y Guy – YGuy@theferrers.org
Miss Punian – rpunian@theferrers.org	

History Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Medicine through time, c1250-present Unit 1 and Unit 2	Independent learning on each GCSE unit is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	Medicine through time, c1250-present Unit 2 and Unit 3	
Term 3 – Spring 1 January - February	Medicine through time, c1250-present Unit 4 and World War 1	
Term 4 – Spring 2 February - April	Anglo Saxon and Norman England, c1060-1088 Unit 1	
Term 5 – Summer 1 April - May	Anglo Saxon and Norman England, c1060-1088 Unit 2	
Term 6 – Summer 2 June - July	Anglo Saxon and Norman England, c1060-1088 Unit 3	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the History teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in History – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize History – lots of information about History and videos: https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j Seneca – A homework platform used for our GCSE studies: https://senecalearning.com/en-GB/
Extra-curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr T Collins (lead) TCollins@theferrers.org Mr T Magennis TMagennis@theferrers.org

Geography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Higham Ferrers Geographical Fieldwork Enquiry	Independent learning on each GCSE unit is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	The Living World	
Term 3 – Spring 1 January - February	The Living World	
Term 4 – Spring 2 February - April	Urban Issues and Challenges	
Term 5 – Summer 1 April - May	Urban Issues and Challenges	
Term 6 – Summer 2 June - July	Physical landscapes in the UK	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the Geography teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in Geography – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize Geography lots of information about Geography and videos: GCSE Geography - AQA - BBC Bitesize Seneca – A homework platform used for our GCSE studies: https://senecalearning.com/en-GB/
Extra curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr A Litchfield (Lead Teacher for Geography) ALitchfield@theferrers.org Mr D Ashurst DAshurst@theferrers.org Miss M Blackmore MBlackmore@theferrers.org

French Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Module 1 - Les loisirs Talking about sports and live online	Language nut website Research into French speaking sports personalities
Term 2 – Autumn 2 November - December	Module 1 - Les loisirs Talking hobbies and TV	Language nut website A film review of a French Film Review of key grammar and vocabulary
Term 3 – Spring 1 January - February	Module 2 - Self, family, friends, celebrity culture Talking about weekend routine with family, relationship with friends and describing people	Language nut website Creating a family tree
Term 4 – Spring 2 February - April	Module 2 - Self, family, friends, celebrity culture Positive role models, celebrations with family and friends	Language nut website Research into French foods and create a menu for a party
Term 5 – Summer 1 April - May	Module 4 - Food and healthy Lifestyles Positives and negatives of different lifestyles	Language nut website
Term 6 – Summer 2 June - July	Module 4 - Food and healthy Lifestyles What one is going to do to change one's lifestyle	Language nut website

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete language nut tasks
Equipment required	Vocabulary uploaded on teams, access to language nut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, language nut vocabulary tasks

Extra-curricular clubs and support	KS3 languages club
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Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Spanish Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Module 1 Free time Talking about hobbies and interests	Languagenut website Active Learn Website International Passport of Languages. Research Hispanophones tendencies in sports
Term 2 – Autumn 2 November - December	Module 1 Free time Using Past tense within the topic	Languagenut website Active Learn Website
Term 3 – Spring 1 January - February	Module 2 Travels Talking about holidays	Languagenut website Active Learn Website Acrostic poem Research holiday destinations in Argentina
Term 4 – Spring 2 February - April	Module 2 Travels Talking about past holidays	Languagenut website Active Learn Website Virtual tour of Barcelona
Term 5 – Summer 1 April - May	Module 3 Relationships within family Describing people and how they interact with each other	Languagenut website Active Learn Website Research about Shakira’s The barefoot foundation
Term 6 – Summer 2 June - July	Module 3 Celebrity culture and role models	Languagenut website Active Learn Website Research about Ruth Alvarez Bela, Spanish/Ecuadorian-Guinean football player

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	Learning the vocabulary will allow students to continue to access the work as well as new modules we do.
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	Languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Dance Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Contemporary Dance Technique: Developing Physical & Expressive Skills	Rehearse technique exercises
Term 2 – Autumn 2 November - December	Choreographing a solo	Rehearse at home and continue to choreograph
Term 3 – Spring 1 January - February	Learning a Contemporary Set Dance – Flux	Rehearse at home
Term 4 – Spring 2 February - April	Learning a Contemporary Set Dance – Breathe	Rehearse at home
Term 5 – Summer 1 April - May	Learning/creating a class performance of A Linha Curva	Rehearse at home Continue to choreograph
Term 6 – Summer 2 June - July	Learning/creating a class performance of Shadows	Rehearse at home Continue to choreograph

Assessment and Feedback	
Assessment types and frequency	1:1 Verbal feedback during lesson Assessment for practical and theory at the end of each half term
Independent work to be completed at home	All topics will need work outside of lesson. This will involve rehearsing, applying feedback, choreographing and completing written work for their folder.
Equipment required	Dance kit (all black) Folder to keep all work and revision
Future proofing	Links to careers in: Choreography, Teaching Dance and Dance Performance.
Pledges	Opportunities for Participation, Leadership, Diversity and Excellence Pledges.

Helping at home	
Ways you can help your child	Asking them to show you their choreography/set dance, as well as asking them how their folder is going. Ask to see the students' folder.
Useful websites and texts	YouTube for music and choreography ideas A Linha Curva - Rambert – Rambert Dance Company (A Linha Curva) Shadows - Phoenix Dance Theatre – Phoenix Dance Theatre (Shadows Dance Piece)
Extra-curricular clubs and support	The Dance Studio is available during lunchtimes following a set rota.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss Woolvett – awoolvet@theferrers.org

Drama Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Theatre from around the world: focus on theatre styles – skill building for Component 1 and 2	Line learning and rehearsal. Research
Term 2 Autumn 2 November - December	Live Theatre Review focusing on watching, analysing and reviewing theatre, building on skills for Component 3.	
Term 3 Spring 1 January – February	Stage Combat – skill building for Component 1	Rehearsal. Research.
Term 4 Spring 2 February – April	Scripted Text, characterisation, context and performance development – skill building for Component 1 and 2	Line learning and rehearsal. Research.
Term 5 Summer 1 April – May	Practitioners, building understanding, research, knowledge and performance – skill building for Component 1.	
Term 6 Summer 2 June – July	Stimulus Project Devising, creating, linking in term 5 practitioners, rehearsing, amending, performing, evaluating.	Rehearsal. Revision. Written examination practice.

Assessment and Feedback	
Assessment types and frequency	Termly practical assessments.
Independent work to be completed at home	Research, line learning, rehearsal, written examination practice.
Equipment required	Expected school equipment. Props and costume.
Future proofing	Preparation for working as a performer, writer, director or theatre technician.
Pledges	Participation, excellence, diversity.

Helping at home	
Ways you can help your child	Help them to learn lines/test them and read other parts.
Useful websites and texts	GCSE Drama Edugas
Extra-curricular clubs and support	Whole school show and interventions. Opportunity to rehearse in the Drama Studio at lunchtime and after school, bookable with your Drama teacher. KS3 Drama club Thursday session 6.
	Teachers and contact
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss T Rae – trae@theferrers.org

Media Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Introduction to Adobe Photoshop – Skills workshops	Take photographs outside of lesson time
Term 2 – Autumn 2 November - December	Instagram Advertising Project	Take photographs outside of lesson time
Term 3 – Spring 1 January - February	Magazine Cover Project	Take photographs outside of lesson time
Term 4 – Spring 2 February - April	Basic Filming and editing Media Theory – Sectors, Purpose & Audience	Filming outside of lessons
Term 5 – Summer 1 April - May	Horror Film Poster Project	Taking photographs at home
Term 6 – Summer 2 June - July	Interview Filming Project Recap Media Theory	Reading and revising lesson notes

Assessment and Feedback	
Assessment types and frequency	1:1 Live verbal feedback during lesson Written feedback after each practical project.
Independent work to be completed at home	All practical projects will need work outside of lesson. This will involve taking photographs, drawing storyboards or writing text for scripts or articles.
Equipment required	A digital camera, or access to a phone with a reasonable quality camera.
Pledges	Opportunities for Participation, Excellence and Service pledges

Helping at home	
Ways you can help your child	Asking them what they are doing each term and asking to see their work – give them a chance to show off! Helping them with taking photos by being in them or taking them to locations.
Useful websites and texts	YouTube channel: The Media Studies Hub
Extra-curricular clubs and support	The Media studio is available afterschool on Monday, Wednesdays, Thursdays with supervision from class teacher

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mrs C Daniel - cdaniel@theferrers.org Mr Gammon – cgammon@theferrers.org

Music Curriculum – BTEC Music

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Building confidence in performance and listening skills. Study different music genres	Rehearse music, compose ideas at home, listening tasks
Term 2 – Autumn 2 November - December	Basic Skills building workshops and learning how to respond to assignments while covering more genres of music.	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks
Term 3 – Spring 1 January - February	Developing and refining skills through practical workshops	Flipped learning tasks Rehearse music, compose ideas at home, listening tasks Prepare for assessments
Term 4 – Spring 2 February - April	Understanding and developing key compositional skills by learning to write short musical examples	Flipped learning tasks Revise and prepare for assessment Experiment with ideas at home for brief
Term 5 – Summer 1 April - May	Applying compositional skills to writing music to go with a film clip	Flipped learning tasks Practice the skills on Software and/or at home
Term 6 – Summer 2 June - July	Individuals identify skills they personally want to develop and create a project to chart this progress	Flipped learning tasks Practice the skills on Software and/or at home

Assessment and Feedback	
Assessment types and frequency	Regular 1:1 feedback provided during class time. Written feedback for completed projects. Self-marking quizzes that follow flipped learning tasks.
Independent work to be completed at home	Flipped learning will be introduced at the beginning of the year where students prepare for the set of lessons the following week. This will include a PowerPoint with video and notes followed by a self-marking quiz to check understanding. Practice the skills on Software at home or intervention nights. Experiment as much as possible with the software to gain a full and confident knowledge of how it works. Write as much of your own music to explore the styles and techniques we cover
Equipment required	A pair of good quality headphones with a mini jack & ¼ inch adapter. E.g. Superlux HD681 headphones. To enhance work at home: Midi controller keyboard to go with Cubase software (not essential as this is provided at school)
Future proofing	Teaches key listening, composition and performance skills that are vital to becoming an effective performer in the future.
Pledges	Opportunities for Participation, Excellence and Service pledges

	Helping at home
Ways you can help your child	Help them to install the free version of Cubase provided by us on a computer at home. Encourage them to show you their work and the methods they have learnt on the software. Check in them each week to ensure they have completed their flipped learning tasks.
Useful websites and texts	YouTube for video demonstrations, Cubase Help Website.
Extra curricular clubs and support	Intervention is open to any KS4 student on a Monday and Wednesday night with supervision and help from subject teacher. Vocalise (the school choir) is great to help develop musical awareness and improve musicianship skills.

	Teachers and contact
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mr Gammon – cgammon@theferrers.org Mr Drouet – bdrouet@theferrers.org

Core PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Trampolining, Rugby	Practise the core skills learnt in lessons. Research techniques and tactics online for the activities you are taking part in lessons.
Term 2 Autumn 2 November - December	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Rugby	
Term 3 Spring 1 January - February	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Rugby	
Term 4 Spring 2 February - April	Basketball, Badminton, Boxercise, Football, Handball, Health-related fitness, Netball, Table Tennis, Tchoukball, Trampolining, Rugby	
Term 5 Summer 1 April - May	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	
Term 6 Summer 2 June - July	Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	

Assessment and Feedback	
Independent work to be completed at home	Practising the core skills from each activity. Learning and understanding of the rules/laws in each sport through independent study.
Equipment required	PE Kit including navy T-Shirt, navy shorts, navy PE socks, Sports Trainers, Boots, Shin pads (required for hockey and football), gumshield (required for rugby and hockey).
Future proofing	Inspiring students into lifelong physical activity. Builds skills for those students that are taking a PE course at KS4.
Pledges	Participation, Leadership, Excellence, Diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson with all their equipment and kit. Encourage your child to attend as many session 6 clubs as possible.
Useful websites and texts	All the National governing body websites. For example, Football Association. https://www.rulesofsport.com/ https://www.theukrules.co.uk/rules/sport/index.html
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mr D Carter – dcarter@theferrers.org Mr M Jackson - mjackson@theferrers.org Mr L Mitchell – lmitchell@theferrers.org Mrs K Yates – kyates@theferrers.org

GCSE PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Types of health, Lifestyle choices, Sedentary lifestyle.	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set.
Term 2 Autumn 2 November - December	Sedentary lifestyle, Balanced diet, Diet manipulation, optimum weight.	
Term 3 Spring 1 January - February	Practical Units.	
Term 4 Spring 2 February - April	Function and the structure of the skeleton. Muscle classification,	
Term 5 Summer 1 April - May	Antagonistic muscle pairs, muscle fibres, Structure and function of the cardiovascular system.	
Term 6 Summer 2 June - July	Practical Units.	

Assessment and Feedback	
Assessment types and frequency	Assessment through examination questions in the work booklets and in end of topics tests.
Independent work to be completed at home	Read through the work booklets to embed knowledge. Complete all homework or independent tasks set.
Equipment required	All the expected school equipment required (pen, pencil, ruler, red pen, green pen, rubber, calculator) plus PE kit (navy t-shirt, navy shorts, navy PE socks, trainers/boots) for practical lessons.
Future proofing	Embedding knowledge for exams in Year 11 as well as improving practical scores in preparation for their practical moderation.
Pledges	Participation, leadership, excellence, diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson (both core and GCSE PE practical) with all their equipment and kit. Encourage your child to be joining as many session 6 clubs as possible as well as external clubs to boost their practical mark at the end of the course.
Useful websites and texts	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html GCSE Physical Education - Edexcel - BBC Bitesize
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mr D Carter – dcarter@theferrers.org Mr M Jackson - mjackson@theferrers.org Mrs K Yates – kyates@theferrers.org

Art Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Practice Coursework Portfolio. Students will produce work like they would for their GCSE coursework. Helping them to understand what is needed and to what level ready for the work that will need to be produced in years 10 and 11. Coursework portfolio covering AO1-4 including drawing/recording, researching artists and exploring media. Students will explore, observational drawing in small- and large-scale form using a variety of media A02, A03. Presentation of sketchbooks A04 and artist research A01.	Complete and build upon class work tasks as required. Students can explore their own ideas independently.
Term 2 Autumn 2 - Term 6 Summer 2 November- July	Students continue to develop their portfolio	

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.
Independent work to be completed at home	Students may be required to complete work started in class. Additional independent work really strengthens the quality and range of the portfolio.
Equipment required	Pencil set, 2H, 2B and 4B. Colour pencil set with a range of colours
Future proofing	Builds skills and understanding to access next key stage or further develop their understanding of any creative practise.
Pledges	Participation – in class and independent work

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries and installations. Encourage them to explore their own ideas and develop their drawing and painting skills through practise.
Useful websites and texts	Pinterest Instagram
Extra-curricular clubs and support	Session 6 support sessions
	Teachers and contact
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mrs S Chambers – schambers@theferrers.org

Food and Nutrition Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Health and Safety Eatwell Guide Digestion Functions Dietary Reference Values	Revision Guide. Exam question practise.
Term 2 – Autumn 2 November - December	Food Science Cooking of food and heat transfer Functional and chemical properties of food	Revision Guide. Exam question practise.
Term 3 – Spring 1 January - February	Dairy food, Primary and Secondary processing. Practical tasks.	Revision Guide. Exam question practise.
Term 4 – Spring 2 February - April	Energy Through Life Nutritional Needs Adverse Reactions to food	Revision Guide. Exam question practise.
Term 5 – Summer 1 April - May	Fats and sugar. Origins and processes. Practical tasks.	Revision Guide. Exam question practise.
Term 6 – Summer 2 June - July	Food Provenance -Food sources -Food investigation task -Food prep task	Revision Guide. Exam question practise.

Assessment and Feedback	
Assessment types and frequency	End of unit test and NEA 1. On-going assessment and feedback of booklet. Peer and self-assessment on set tasks. Progress to be determined by assessment of both practical and written work. Marking exam questions. Progress assessed termly.
Independent work to be completed at home	Revision Guide. Exam question practise
Equipment required	Black or blue writing pen. Ingredients for practical tasks including a tub to take food products home.
Future proofing	Skills taught to enable high standard of work at GCSE.
Pledges	Participation, Excellence

Helping at home	
Ways you can help your child	Providing ingredients. Further developing recipes. Watching T.V. cooking programmes and those that show you how you can adapt your diet to make it healthier.
Useful websites and texts	SENECA Learning, BNF, Revision guide
Extra-curricular clubs and support	Catch up sessions, one to one support

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – DMarinkovic@theferrers.org
Classroom Teachers	Mrs I Qazi IQazi@theferrers.org

Product Design Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Designing Skills – Drawing and presentation techniques.	Sketch a Day drawing skills.
Term 2 Autumn 2 November - December	Softwood Box Project – Research and Designing skills.	Designers and Companies Research.
Term 3 Spring 1 January - February	Softwood Box Realisation – Practical & Workshop skills	Manufacturing theory with links to industry.
Term 4 Spring 2 February - April	Design Theory – Other material areas	Materials theory with links to industry.
Term 5 Summer 1 April - May	NEA practice project work. Design, make and evaluate	Independent research and ideas development
Term 6 Summer 2 June - July	NEA practice project work. Design, make and evaluate	Revision and subject knowledge (independent)

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of folder work and practical outcomes. Peer and self-assessment throughout. Progress to be determined by assessment of on-going folder work to include some standalone assessment pieces of design and making work. Progress assessed half-termly.
Independent work to be completed at home	Sketch a Day drawing skills, Designers and Companies Research, Manufacturing theory with links to industry.
Equipment required	Pencil (or pencil set), rubber, sharpener, fine-liner.
Future proofing	Skills taught to enable high standard of work at GCSE
Pledges	Participation, Environment – in class and independent tasks

Helping at home	
Ways you can help your child	Support with NEA, homework and revision tasks
Useful websites and texts	www.technologystudent.com , GCSE Bitesize AQA Design & Technology
Extra-curricular clubs and support	Session 6 support for KS4

Teachers and contact	
Faculty Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mr M Luckins – MLuckins@theferreres.org

Photography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Practice Coursework Portfolio. Students will produce work in the style / format of a GCSE coursework portfolio. Coursework portfolio covering AO1-4, Develop, Explore, Record and Present. Through the practice portfolio students will explore composition, learn how to use a DSLR, gain the correct exposure manually, use studio lighting equipment, develop a range of Photoshop skills, analyse the work of photographers and write critically about them and learn how to present work appropriately. We will explore the theme of digital imaging and our own relationship with an increasingly digital life and persona eventually developing more personal responses.	Complete and build upon class work tasks as required. Students can explore their own ideas independently.
Term 2 – Autumn 2 November - December	Students continue to develop their portfolio	As above
Term 3 – Spring 1 January - February	Students continue to develop their portfolio	As above
Term 4 – Spring 2 February - April	Students continue to develop their portfolio	As above
Term 5 – Summer 1 April - May	Students continue to develop their portfolio	As above
Term 6 – Summer 2 June - July	Students continue to develop their portfolio	As Above

Assessment and Feedback	
Assessment types and frequency	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress assessed termly through a review of student's portfolios.
Independent work to be completed at home	Students may be required to complete work started in class at home. Additional independent work will really help to strengthen the quality and range of the portfolio.
Equipment required	Black A4 Sketchbook available from Parent Pay
Future proofing	Builds skills and understanding to access next key stage or further develop their understanding of any creative practise.
Pledges	Participation

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries. Encourage them to find work that inspires them through sites apps like Pinterest and Instagram

	Encourage them to explore their own ideas and develop their photography skills outside of school.
Useful websites and texts	Pinterest Instagram
Extracurricular clubs and support	Session 6 support sessions

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – dmarinkovic@theferrers.org
Classroom Teachers	Mr D Marinkovic – dmarinkovic@theferrers.org Mrs S Chambers – Schambers@theferrers.org

Business Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Subway Challenge	Research
Term 2 Autumn 2 November - December	Theme 1, Topic 1.1 – Enterprise & Entrepreneurship	Revision – Read Revision Guide
Term 3 Spring 1 January - February	Theme 1, Topic 1.2 – Spotting a Business Opportunity	
Term 4 Spring 2 February - April	Theme 1, Topic 1.3 – Putting a Business Idea into Practise	
Term 5 Summer 1 April - May	Theme 1, Topic 1.4 – Making the Business Effective: Cereal Challenge & Business Plans	
Term 6 Summer 2 June - July	Theme 1, Topic 1.1 – 1.4 Revision & Exam Practise. End of Year Assessments	

Assessment and Feedback	
Assessment types and frequency	On-going via exam Practise questions & end of topic assessments
Independent work to be completed at home	Homework tasks as set Revision guide to be utilised and independent revision materials created
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to A Level Business or BTEC L3
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the business(es) where you work or have worked to relate to topics being taught Discuss current news articles (eg BREXIT, Covid, Inflation) and how they have or will affect businesses Ensure Revision Guide is being read and revision materials made
Useful websites and texts	BBC Bitesize, Seneca Learning, Inside the Factory, Dragon's Den
Extra-curricular clubs and support	Drop-in session 6s Wednesday in D3

Teachers and contact	
Classroom Teacher	Mrs I Power – ipower@theferrers.org

BTEC Digital IT Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Component 1 – Learning Aim A: Investigate user interface design for individuals and organisations	Research & Coursework write up
Term 2 Autumn 2 November - December	Assignment 1	
Term 3 Spring 1 January - February	Component 1 – Learning Aim B: Use project planning techniques to plan and design a user interface	
Term 4 Spring 2 February - April	HTML & Web Design	
Term 5 Summer 1 April - May	Component 1 – Learning Aim C: Develop and review a user interface	
Term 6 Summer 2 June - July	Assignment 3	

Assessment and Feedback	
Assessment types and frequency	On-going via Classwork & Assignments
Independent work to be completed at home	Homework tasks as set
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to BTEC L3
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the assignment brief and mark scheme and check deadlines for assignments
Useful websites and texts	BTEC Tech Award in Digital IT
Extra-curricular clubs and support	Drop in session 6s Wednesday in D3 Minecraft session 6s Thursday in D5

Teachers and contact	
Classroom Teacher	Mr R Chowdrey RChowdrey@theferrers.org