



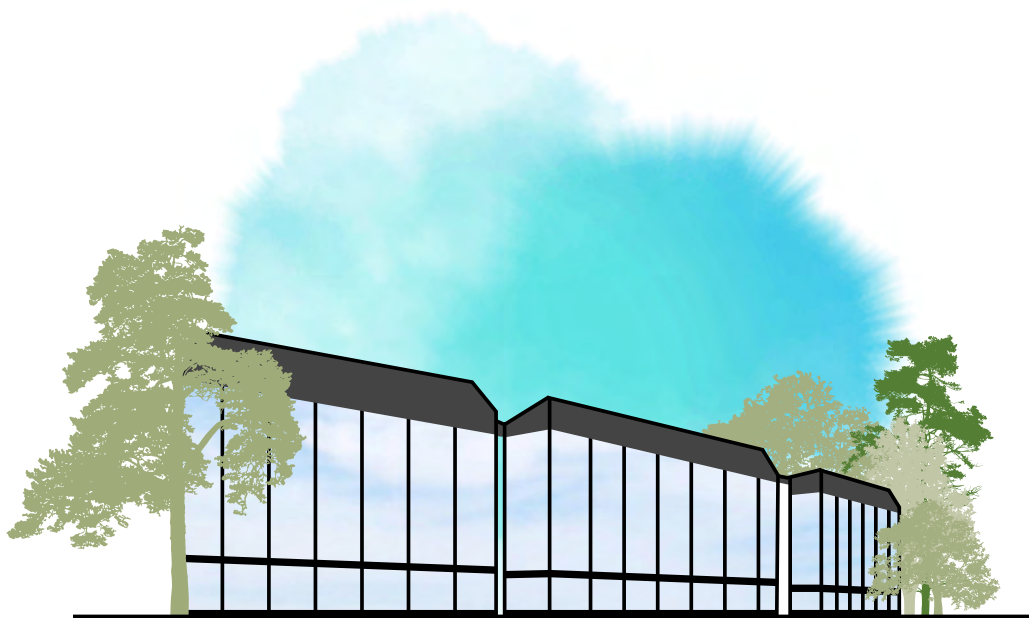
Thomas's
PUTNEY VALE

Year 9 Curriculum Guide 2023-2024



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Introduction

Year 9 Curriculum Guide

Curriculum Aims

We aim to provide an outstanding education

We aim to offer a curriculum that fosters an enquiry mindset, is inspiring, relevant and contemporary and ensures both breadth and depth of educational experience. We place emphasis on developing skills of communication, collaboration, creativity and critical thinking. We aim to prepare pupils not only to remember, but also to think creatively; to analyse age appropriate, complex issues and to be ready for life as well as work in a globalised, digital and connected world. It is our aim that

every pupil leaves Thomas's with core values and a strong sense of social responsibility; inner strength and positive physical and mental health; academic success and a love of learning. We strive to ensure that a Thomas's education equips all of our pupils with optimism about and preparedness for the future, setting them on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

Curriculum Vision

Our vision is of a childhood filled with kindness

The curriculum is at the heart of Thomas's Putney Vale, reflecting our school aims, vision and values. The curriculum:

- Enables pupils to be valued for who they are and trust themselves and each other,
- Supports them in finding and expressing their voice and discovering the difference they can make for themselves
- Helps pupils learn to think for themselves, to question, to collaborate, to be independent, to be optimistic, realistic and positive, to own and take charge of their learning and their lives
- Encourages pupils to become ambitious and courageous thinkers who are unafraid to aspire to leadership by questioning, challenging, collaborating and serving.

To achieve this, the curriculum:

- is broad and promotes the school's values
- is inclusive, innovating and inspiring
- is age-appropriate
- promotes an enquiry mindset of thinking and asking questions

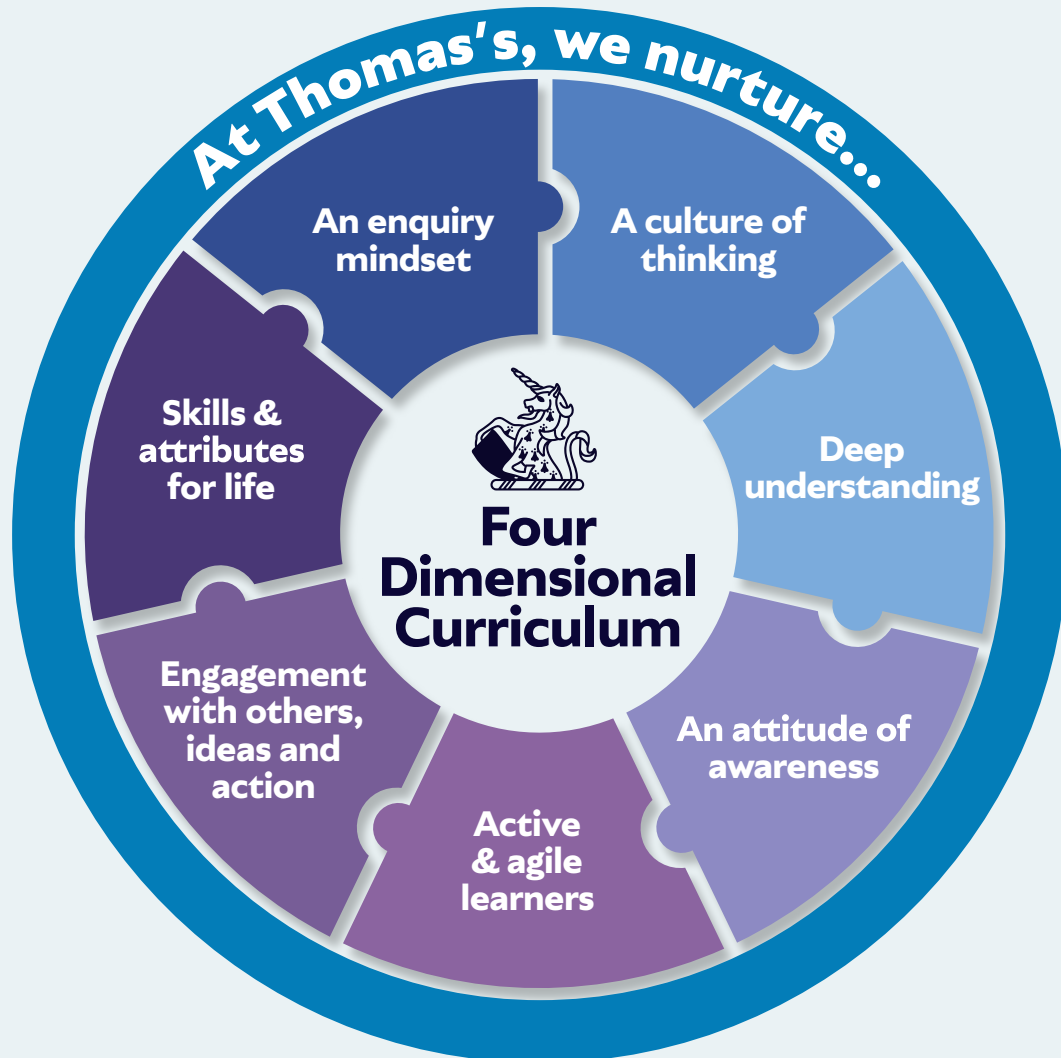
- is four-dimensional (knowledge, skills, character and metalearning)
- promotes academic success, well-being and character, with an emphasis on entrepreneurship, digital literacy, expressive arts, sport, outdoor and adventurous learning, developing lifelong skills, and instilling social responsibility, service learning and citizenship.

Our curriculum design:

- recognises the national education system whilst also taking the opportunity to go beyond it
- includes subjects disciplines where pupils can develop disciplinary knowledge, skills and understanding
- includes opportunities for interdisciplinary learning
- encourages pupils to learn for fun, beyond the confines of an exam syllabus.

Learning Excellence

At Thomas's, we believe that academic success
is comprised from the following components:



Lenses

Inclusion, innovation and climate consciousness

Three curriculum lenses will set the scene for teaching and learning,
with which teachers will plan and pupils will view their learning:





Art

Intent

Our main aim in the Art department is to create an environment in the school where children are encouraged to develop their artistic ability, confidence and creative thinking through experimental work. Pupils must be able to value their achievements and are encouraged to respond individually. We aim to encourage the artistic ability of all pupils through a range of disciplines so that every child can achieve highly at one or more skills.

The Year 9 Art & Design curriculum encourages the development of choice and independent thought allowing pupils to select their direction of focus within a set theme. Additional skills such as photography, pottery, print and assemblage are developed.

Vision:

To inspire, encourage experimentation and nurture confidence.

Mission:

To provide pupils with the skills to enable them to express themselves using visual language.

Topic Overview:

YEAR 9	MICHAELMAS	LENT	SUMMER
Projects	Expressionism	Mark & Print	Fragments
Activities & Outcomes	<ul style="list-style-type: none"> • Gargoyle drawing • Hattie Stewart artists analysis • Posca pen front covers • Cultural patterns • Painting • Modroc mask 	<ul style="list-style-type: none"> • Lino print • Monoprint – flora & fungi • Kara Walker - silhouette • Screen print map 	<ul style="list-style-type: none"> • Gridline - self portrait • Symbolism - Frida Kahlo • Card city • Clay tiles

Assessment

During every lesson, pupils are encouraged to **Observe, Respond and Reflect**. Considerable emphasis is placed on the importance of ongoing reflection through peer and self-assessment. Pupils are assessed both formatively and summatively against the curriculum expectations.

Extra-Curricular

- An open pottery club will be available for those in Years 9-11, which anyone can sign up to join. The club will take place weekly and will be run by an art specialist.
- After-school club runs every Tuesday and Wednesday where pupils develop their own investigations, collaborate ideas and build personal portfolios.
- Textile club takes place every Thursday afterschool with a focus on print design.
- The Art Department runs an open studio slot during morning and afternoon break times. This is when any pupil who wants to develop or complete their Artwork piece further can do so.
- We are so lucky to have so many fantastic galleries on our doorstep. Each year group will have the opportunity to either visit a gallery or have a working artist come and speak over the year.
- Pupils are highly encouraged to participate in Art Competitions outside of school, and many put themselves forward for Young Art, ISA and RA Young Artists.



Computing

Introduction

The Computing curriculum aims to inspire pupils to become adaptable, lifelong learners who show initiative and courage to enquire in depth, whilst collaborating and using appropriate and new technologies to research answers to their questions and ours.

The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Intent

There are three distinct, but interrelated aspects of the computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). The aims below reflect this distinction:

Computer Science:

All pupils can understand and apply the fundamental principles and concepts of Computer Science, including abstraction, logic, algorithms and data representation. All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

Information Technology:

All pupils can evaluate and apply Information Technology, including new or unfamiliar technologies, analytically to solve problems.

Digital Literacy:

All pupils are responsible, competent, confident and creative users of Information and Communication Technology.

Curriculum Overview:

	MICHAELMAS	LENT	SUMMER
Year 9	<ul style="list-style-type: none">• Data storage• Operations that can be performed on lists• Why using iteration in lists is important• Explore lists with real world data• Use lists in a project of your own• Introduction to Networks• Bebras Computational Thinking Challenge	<ul style="list-style-type: none">• Explore data science - how it is collected and coding in data science• Computing Systems	<ul style="list-style-type: none">• Physical Computing• Spreadsheets• HTML - Reviewing Images/Links and CSS and developing HTML using DIVs/Classes



Assessment

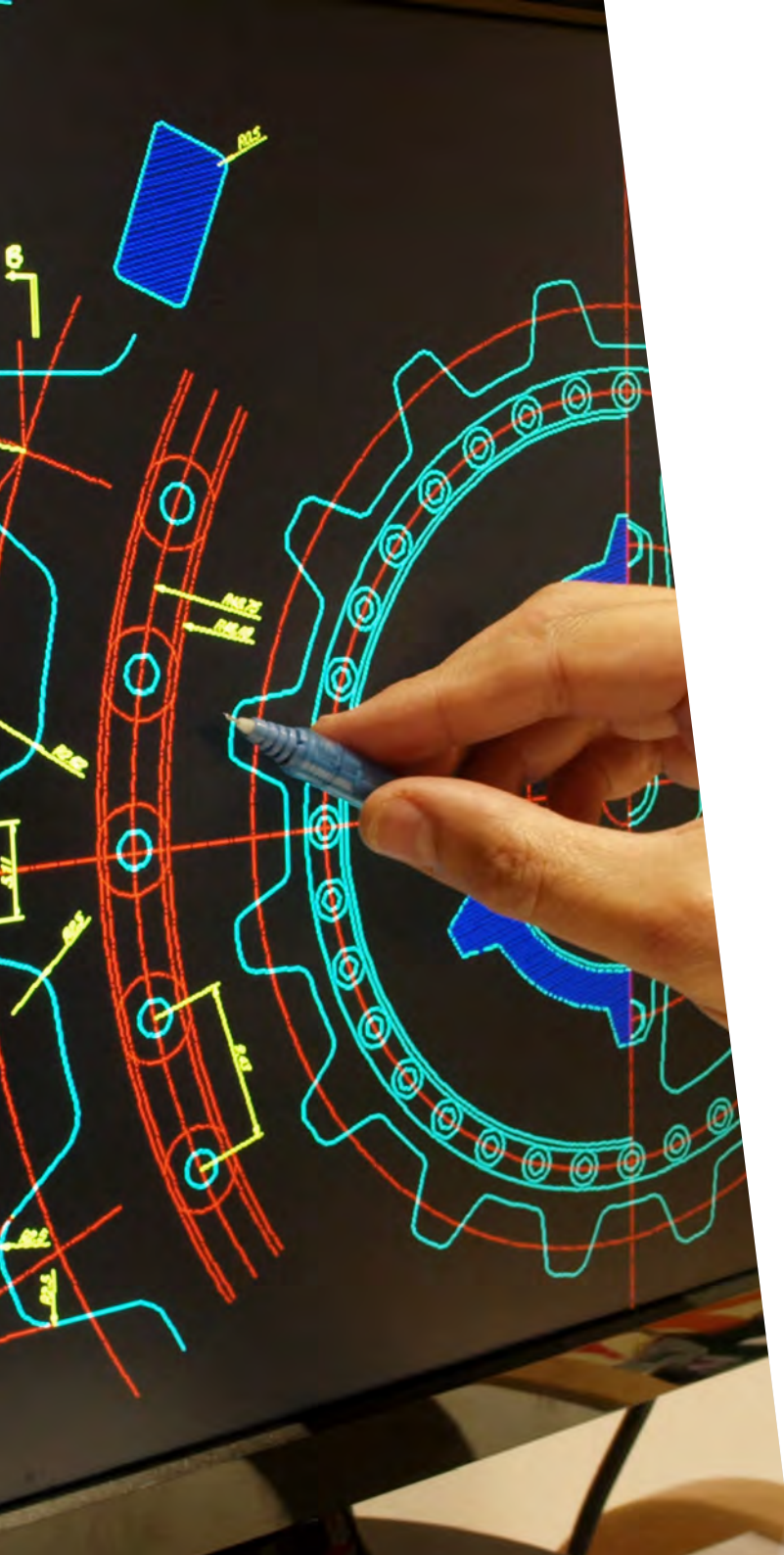
Pupils will screenshot work and/or complete assignments in selection of tools to provide ongoing assessment during a topic. Pupils will then submit lesson work to Showbie for assessment. In Year 9, all work submitted will be acknowledged and 1 piece of work per half term will be deep marked.

Summative assessment on completion of a topic will be in the form of personal reflection notes and stored in a progress ladder on Showbie.

Pupils will complete whole school assessments during the AC1/2/3 cycles and will receive feedback on this.

External competitions

Bebras Computational Thinking Challenge, OCSS (follow up to Bebras) Computational Thinking and Programming Challenges.



Design and Technology

Intent

Through Design and Technology pupils will explore a broad, deep and inspiring curriculum and will prepare for a rapidly changing world, in which technology is a major disruptive force. Through research and experimentation, pupils will identify what it is that makes us uniquely human and how we can harness and embellish that through good design.

This may mean (in addition to fulfilling the national curriculum) understanding how design and technology can tackle complex and contemporary topics:

- Climate disaster and mitigation
- Biomimicry
- Circularity
- Accessibility
- Globalisation
- Waste
- Inequality

Pupils will need to understand where we sit in the continuum of design technology.

Where we have come from and where we are going.

There is an enormous opportunity for cross departmental collaboration and pupil-driven exploration as well as experimentation with cutting edge technologies and industry standard tools:

- 3D printing
- Laser cutting
- Traditional hand-held and machine tools
- CAD/CAM such as Adobe creative suite/ Tinkercad/Sketchup/Fusion
- Robotics and programming with Lego Spike Prime (or Crumble)

Curriculum Overview:

	MICHAELMAS	LENT	SUMMER
Year 9	<i>Resistant Materials:</i> From timber to timbre: Creating a functional and beautiful Mbira.	<i>Graphics:</i> Challenging issues of access: How do we design inclusively?	<i>Product Design:</i> Pupils enter Design Ventura, a pan-UK live design challenge.

Assessment

Throughout the various strands of Design and Technology, pupils are encouraged to consider and implement the 'Iterative Design Process'. That being, the cyclical process of prototyping, testing, analysing, and refining a product or process. Considerable emphasis is placed on the importance of ongoing reflection through peer and self-assessment. Pupils are assessed both formatively and summatively against the curriculum expectations.

Extra-Curricular

We have secured places on the 'Design Ventura' challenge. This is a design and enterprise challenge for pupils in Years 9, 10 and 11, supported by industry professionals and hosted by 'The Design Museum'. Places are limited and this will likely be run as a lunchtime club.

Through CAD Club pupils can sign up to the 'F1 in schools' with an aim to compete

in the Entry level class. This is a regional, and potentially, international competition in which teams design, create and race CO2 powered cars. At later stages (Development/ Professional class) pupils must raise sponsorship and manage budgets to fund research, travel and accommodation. The challenge inspires pupils to use IT to learn about physics, aerodynamics, design, manufacture, branding, graphics, sponsorship, marketing, leadership/teamwork, media skills and financial strategy, and apply them in a practical, imaginative, competitive and exciting way.

It is anticipated that in the future we will look to run Robotics clubs with Computing, utilising the extraordinary capabilities of Vex/ Arduino.

The DT Department will run a 'maker space' slot for pupils to progress their projects or work on a passion project outside of the main course content.



Drama

Intent:

- To explore diverse topics and issues through devised and scripted performance exploring a wide variety of contemporary theatre skills.
- To develop excellent collaboration and empathy whilst developing leadership and creative skills within the subject.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
Year 9	<ul style="list-style-type: none"> • Can Theatre Change The World? • Project: Performance of 'The Disappeared' and Brecht Investigation 	<ul style="list-style-type: none"> • How has theatre evolved to its current form? • Project: exploration of Theatre History performances 	<ul style="list-style-type: none"> • How can we connect with our own community through performance? • Project: Community Theatre Piece

Assessment

Assessment will be formative, based on continuous observation of skills in class and mini performances. Summative assessment will be via each year-group's performance project, where distinct skills will be identified and ensemble work commended. Children will receive oral feedback in class; written feedback on assessments. Parents will receive written feedback via reports. Year 10/ 11 will have written feedback and assessment on written exams and portfolios.

Trinity Drama Lessons

All senior school pupils may take Trinity College Drama Examinations. These are coached by experts in the Drama department in weekly 30-minute lessons either at a lunch break or after school. This is arranged at the child's convenience, to fit around other commitments.

The following examinations are offered:

- A choice of Grade 4/ 5 Solo, Duo or Group Acting

Please address any inquiries to sgibson@thomas-s.co.uk

Drama Performance Club:

Drama Performance Club allows children from Years 9 to 11 to work together on directing, devising, performing a play. The children run every aspect of the production from acting to lighting, sound and costumes.



English

Intent

Literature is a powerful lens through which we can understand ourselves and the world around us. Our English curriculum aims to foster a deep understanding of our literary heritage by engaging pupils in diverse reading, including Shakespeare plays, novels, poetry, and non-fiction texts. Through a knowledge-rich and reading-centred curriculum, pupils explore the interplay of social and historical influences on writers' choices and analyse complex literary elements such as characterisation, symbolism, narrative perspectives, and thematic arcs. This encourages pupils to think deeply and critically about the human experience, to recognise and understand the impact and influence of words, and to use language effectively in their own speaking and writing.

Curriculum End Points for English Year 9

- Begin to develop an understanding of the cultural significance of literary heritage, reading widely and diversely, including a Shakespeare play, more than one novel, collections of poetry and a range of non-fiction texts.
- Explore the significance of social and historical influences on writers' choices, making connections between method and authorial intent.
- Explore increasingly complex characterisation; symbolism and allegory; narrative perspectives and point-of-view; themes of human identity.
- Begin to consider alternative interpretations of texts in order to arrive at a thoughtful personal response.
- Develop an academic tone when writing about texts, beginning to evaluate and refer to overall authorial intent.
- Write with precision and accuracy, applying an increasing knowledge of grammar and vocabulary.



Overview of the English curriculum:

	MICHAELMAS		LENT		SUMMER	
Text	Animal Farm	Dystopian worlds	Macbeth	Macbeth	To Kill a Mockingbird & Non-fiction extracts	Poetry on Identity & Speak for Yourself
Overview	A study of communism and dictatorial leadership through George Orwell's <i>Animal Farm</i>	A study of frightening futures through extracts from a number of dystopian authors ranging from Suzanne Collins (<i>The Hunger Games</i>) to Aldous Huxley (<i>Brave New World</i>)	A study of Shakespeare's play, <i>Macbeth</i> and the social and historical context which inspired the ideas, themes and characters		A study of Harper Lee's famous novel set in the Deep South in 1930s America. Exploring themes of community and belonging using non-fiction texts to support understanding of historical and social context	Building on our understanding of identity through the poetry of Maya Angelou. Explaining our own passions and interests in a 'Speak for Yourself' speech-writing exercise
Key skills	Comprehension, analysis, context, evaluation	Analysis, creative writing, SPaG	Comprehension, analysis, context	Comprehension, analysis, context	Comprehension, analysis, evaluation, creative and transactional writing, SPaG	Comprehension, analysis, context, transactional writing, SPaG

Assessment

Year 9 English assessments are designed to measure pupil progress and identify areas where they need additional support. Assessments may include baseline tests, end-of-unit examinations, informal progress checks, and individual reading assessments.

Pupil progress will also be monitored through a continuous process of formative assessment, both verbal and written. Purple pen reflection time is built into the curriculum to enable pupils to reflect on their work and set personal targets or respond to teacher feedback. Proofreading and editing are an essential part of the process of writing.

Reading

In Year 9 English, pupils are expected to read for a minimum of 20 minutes a day. Books should be a mix of fiction and non-fiction, and they should be at a level that is challenging but accessible. Pupils are encouraged to keep a reading log to track their progress and reflect on their choices.

To support their understanding of different genres and contexts, pupils are encouraged to read around the set text for the term using our Reading Mountains which list books that are linked thematically to their class read. The higher the pupil climbs, the more challenging the text.

Pupils also have access to Accelerated Reader (AR), a computer-based reading program that helps them track their reading progress against set goals. Their termly reading target is calculated based on their Reading Age and the assumption that they read for 20 minutes a day. Pupils take quizzes on books they have read, and their scores are recorded for teachers to monitor. AR provides pupils with feedback on their reading comprehension, and it also helps teachers identify pupils who need additional support. Pupils are rewarded for their reading achievements, with merits for gaining 100% on a quiz and a special reward for achieving their termly target.

To support pupil reading of non-fiction, they have access to the pupil news website: The

Day. Pupils are encouraged to browse the site on a regular basis, building their knowledge of current affairs and developing their critical thinking skills. Articles on The Day are written by experienced journalists and are designed to be engaging and informative for pupils. The site covers a wide range of topics, including politics, business, science, and culture. Pupils are encouraged to read articles that interest them and to discuss them with their classmates, parents and teachers.

Additional opportunities

Year 9 English pupils have a number of exciting extracurricular opportunities available to them. One of the highlights of the year is the trip to Shakespeare's Globe in the Lent Term. Pupils will have the chance to tour the famous theatre and participate in a workshop with the Royal Shakespeare Company. This is a unique opportunity for them to learn about Shakespeare's life and work and to develop their understanding of dramatic conventions.

Other extracurricular opportunities include an after-school book club and the chance to take part in external competitions such as Poetry by Heart. The book club is a great opportunity for pupils to share their love of reading and to discuss books with other pupils. The Poetry by Heart competition is a challenging but rewarding experience for pupils who are interested in poetry and developing their oracy skills.



French & Spanish

Intent

The Modern Foreign Languages department believes that its curriculum should reflect the school's vision and aims by providing an ambitious and stimulating experience for all pupils. The quality of education is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

The Languages Department intends to provide a curriculum which is:

- Relevant, appropriate and engaging to pupils
- Recognises the importance of knowledge as well as skills
- Permits continuity and progression, within and across year groups
- Provides equality of opportunity for all pupils, promoting the development of inclusive learning opportunities
- Promotes spiritual, moral, cultural and social development, developing pupils' cultural capital
- Aims to develop pupils as critical thinkers, flexible and independent learners
- Enables all pupils to meet their full academic potential.

Overview

The curriculum follows closely the National Curriculum for languages:

- To understand and respond to spoken and written language from a variety of authentic sources.
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
- To discover and develop an appreciation of a range of writing in the language studied.

The curriculum in Year 9 aims at getting pupils ready for the GCSE course, whilst maximising pupils' exposure to authentic and cultural resources. Teaching and learning in languages focus on all four skills: listening, speaking, reading and writing. At Putney Vale, all pupils develop their grammar and vocabulary, and linguistic competence with increased accuracy, both orally and in writing, to enable them to be creative and spontaneous in the target language.

French curriculum

MICHAELMAS	LENT	SUMMER
1. My world 2. My future projects	3. Music 4. Making the world a better place	5. The francophone world 6. Summer projects
<p>Module 1: After school clubs & activities, describing friends, birthday celebrations, what you wear.</p> <p>Module 2: What you want when you're older, what future will be like, writing about an inventor</p>	<p>Module 3: Musical tastes, primary & secondary schools, how things have changed, young refugees.</p> <p>Module 4: Eating habits, animals & the natural world, protecting the environment</p>	<p>Module 5: Discussing where you'd like to go, impressive sites and monuments, creating a fact file & advert about French speaking countries, young French speakers, plans for the future</p>
<p>Tenses: Present, perfect, simple and near future, conditional</p> <p>Grammar: modals verbs, reflexive verbs</p>	<p>Tenses: imperfect and conditional (interleaving)</p> <p>Grammar: comparative, superlative, negatives</p>	<p>Tenses: revision of all tenses</p> <p>Grammar: articles, adjectives, asking questions</p>

Spanish curriculum

MICHAELMAS	LENT	SUMMER
1. Interests and hobbies 2. Jobs and your future	3. Health and lifestyle 4. World issues	5. A trip to Madrid 6. Summer projects
<p>Module 1: likes and dislikes, your week, films and celebrities, birthdays, a day out</p> <p>Module 2: working, your future, describing a job</p>	<p>Module 3: diet and an active lifestyle, daily routine, getting fit, ailments</p> <p>Module 4: children's rights, fair trade, recycling, how town's change, world issues</p>	<p>Module 5: meeting and greeting, a treasure hunt, souvenirs, the future, Madrid</p> <p>Summer projects: using cultural knowledge and research to embark on cultural projects</p>
<p>Tenses: present, near future, preterite</p> <p>Grammar: definite and indefinite articles, recognising tenses, 'to have to', adjectival agreement, fillers, verb patterns</p>	<p>Tenses: present, preterite, imperfect</p> <p>Grammar: direct object pronouns, stem-changing verbs, reflexive verbs, <i>se debe/debería, me duele/h, poder</i></p>	<p>Tenses: revision of all tenses, simple future tense</p> <p>Grammar: <i>tener, the superlative, the comparative</i></p>

Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations. Year 9 will have vocabulary & grammar tests on a regular basis and termly assessments in speaking, listening, reading and writing.



Geography

Intent

The intention of our geography curriculum is to instil in pupils an enduring curiosity and captivation with the world and its inhabitants, nurturing a lifelong connection.

The instruction of geography is designed to furnish pupils with a comprehension of a variety of locales, societies, assets, and the interplay between natural and human-made surroundings, while fostering a profound appreciation of the fundamental physical and societal processes shaping our planet.

As pupils advance, their expanding awareness of the globe should enable them to delve deeper into the interplay between physical and human dynamics, and the creation and utilisation of terrains and environments. Proficiency in geographical knowledge and aptitude provides the frameworks and methodologies that elucidate, and critically scrutinise, the ways in which the Earth's characteristics, spanning various scopes, are moulded, interconnected, and evolve over time.

Ultimately, pupils should be empowered to decipher the world they inhabit and be inspired to employ their wisdom to engage actively in their surroundings, influencing endeavours on both local and global levels.

Curriculum

In Year 9, there is one overarching question, which covers a wide range of topics. Each unit is assessed separately, but through the year the knowledge of pupils begins to allow the topics to grow into each other, culminating in assessment requiring them to use knowledge from across the entire year.

Overarching Question: What is the human relationship with the natural environment?					
Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
What are the key principles of the natural environment?	How are humans shaping temperate forests in our local area? (fieldwork)	What is the future of the human relationship with rainforests?	How are global political trends changing the human relationship with nature? (public speaking)	To what extent is the Boreal Forest at threat from economic activities?	In the years to come, how will humans change their relationship to energy use?

Assessment

Pupils will be assessed formatively and summatively across each section of the unit.

- Every 3 to 5 lessons pupils will take multiple choice tests based on the content of those lessons, ranging between 24-45 questions.
- Each part of the unit of work will be assessed by a short written assessment with exam style questions (e.g. describe, explain, evaluate).
- Each lesson, pupils will have the opportunity to peer/self mark work based on success criteria, mark schemes and model answers.
- There will be a range of other formal assessments throughout the year, such as: public speaking, group presentations, independent research write ups.



History

Intent: to make history meaningful for all pupils

Why history? It is important that our pupils learn about local, national and global history so that they become informed and reflective citizens. History encourages the development of skills of enquiry, analysis, and critical and independent thinking.

Our pupils will do this by:

- Learning about the past in Britain and the wider world
- Considering how the past influences the present
- Finding out about what past civilizations were like, how these societies organised themselves and what beliefs and cultures influenced people's actions.
- Developing a chronological framework
- Seeing the diversity of human experience in order to understand more about themselves as individuals and members of society
- Reflecting on their personal attitudes and values
- Using evidence, weigh it up and reach their own conclusions
- Researching material and forming an argument, supported by convincing evidence

MICHAELMAS	LENT	SUMMER
How and why do dictators rise to power?	Did Britain do a good job policing the world?	How did Britain change after the Second World War?

Assessment:

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our four dimensional approach. Summative assessments will include a knowledge and skill based assessment and project based pieces.



Interdisciplinary Learning

The bringing together of different disciplines to enhance teaching and learning has a long history and has been described in various ways. It has been suggested that the value of interdisciplinarity lies in the value it can bring to solving real world and complex problems.

Associated with progressive curriculum approaches is the objective of ensuring that pupils access opportunities to develop competencies and dispositions including critical thinking, creativity, collaboration and communication skills which are developed through such problem-solving approaches, suggesting that interdisciplinarity can provide a solution to future focused education discourses.

Interdisciplinary learning, according to Boix Mansilla, Miller and Gardner (2000), is when pupils 'integrate knowledge and modes of thinking from two or more disciplines in order to create products, solve problems, and offer explanations of the world around them' (p. 18).

Intent:

To provide an opportunity for pupils to problem solve, collaborate and be creative across subjects in a way that the traditional subject disciplines as they are currently taught and assessed in England, do not.

Vision:

Interdisciplinary learning at Thomas's Putney Vale:

- Is offered to pupils in Year 9
- Comprises of a double period per week
- Is planned, designed and taught by teachers from different subjects working together collaboratively
- Is co-taught
- Is a structured enquiry with an overarching question
- Gives pupils the opportunity to exercise autonomy and agency over their learning
- Includes three projects, each lasting a term
- Culminates in a pupil exhibition.

The three projects pupils will complete over the year are:

	MICHAELMAS	LENT	SUMMER
Can enterprise be used to make the world a better place?	9A	9C	9B
How to design a well being and mindfulness programme for teenagers?	9B	9A	9C
How would you fix the problems facing a place whilst protecting its heritage?	9C	9B	9A



Latin

Overview

Latin comprises study of the Latin language, although aspects of Roman civilisation, Ancient History and Ancient Greek mythology will also be covered. Pupils will learn a range of verb tenses, noun declensions, as well as various other points of grammar, and will understand how to manipulate these, as well as relating them to English and other modern languages they may know. They will also understand links with various other subjects and topics, such as citizenship, human rights, anatomy, history, human health, through the study of the Roman and Greek worlds.

Assessment

Pupils will have regular vocabulary tests, as it is more beneficial to learn small chunks of content over a period of time. There are a variety of ways in which pupils can learn their vocabulary, including the Quizlet app. There will be three larger assessments a year as part of the assessment cycle; these will take the appropriate form for the amount of material covered - something more informal such as an end-of-chapter presentation, or a summative test. Formative assessment forms part of every lesson; pupils are encouraged to take an active role in their learning through meta-cognition: understanding how they learn and why something is correct or incorrect.

Extra-Curricular Opportunities

We hope to maximise on the opportunity to visit the many classical sites in and around London, including the British Museum, St. Albans, and Bath, potentially combining these trips with another department as part of a cross-curricular project.

There are regular opportunities to enter external creative competitions in mythology, so these will be made available to pupils to enter independently. Additionally, the Languages department will always inform pupils of a new exhibition or classical play in London.



Maths

Intent

The Mathematics department aims to encourage an excitement and curiosity about numbers, enthusing pupils in their further learning and creating opportunities to access real world mathematics. Pupils are inspired to be independent thinkers, questioning why particular methods work and encouraging them to discover underlying links between concepts and their real world applications.

Pupils are taught their Mathematical skills through enquiry and problem solving. Starting by mastering core skills through deep learning and then exploring further using real life applications.

In Year 9 learning is focused around:

- Financing and running a restaurant
- Planning an expedition
- Using technology to graph changes

Michaelmas

Context - Number Reasoning	Context - Leading an expedition
<ul style="list-style-type: none"> • 4 Operations - decimals • Product of prime factors, LCM and HCF • Order of operations • Standard Form • FDP • One number as a fraction of another • One number as a percentage of another • Percentages of amounts • Reverse percentages • Percentages of amounts - multipliers • Percentage increase and decrease • Percentage profit and Loss 	<ul style="list-style-type: none"> • Scale Drawings and Measures • Map scales • Area and Perimeter • Pythagoras • Finding the midpoint on a diagonal • Speed, distance, Time calculations • Volume of 3D objects

Lent

Context: Entrepreneurship with Business leaders	Context: Becoming a better problem solver
<ul style="list-style-type: none">• Proportional amounts• Rates of Pay• Direct proportion (k)• Indirect proportion ($1/k$)• Ratio by sharing• Simplifying ratios with $1:n$• Currency conversions• Conversion graphs• FDP• Percentages• Compound interest	<ul style="list-style-type: none">• Simplifying algebra• Rules of indices• Surds• Expand/multiple brackets• Factorise brackets• Equation (Linear)• Equation (Quadratic)• Inequalities• Linear Graphs• Simultaneous equations• Quadratic equation - identifying graph properties

Summer

Context: How can communities be brought together?	
<ul style="list-style-type: none">• Interpreting Statistics• Drawing Graphs - Histograms• Probability Trees• And/Or Probability rules	<ul style="list-style-type: none">• Circles• Shape/Angles Properties• Trigonometry

All pupils will need the Casio fx-83GTX model of calculator and a geometry set comprising a ruler, protractor and pair of compasses. They will receive a personal account with the online website [Sparx Maths](#).

How will pupils be assessed?

Pupils will complete end of topic skills test, which are stuck in their books for their reference. They will also complete summative assessments during the assessment cycles which contain skills from all areas of mathematics.

Pupils will also be assessed on pieces of work created throughout each enquiry module.



Music

Why study Music?

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

Music is an academic subject in its own right, but it actually benefits other subjects too. Recent studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions).

Year 9 music involves written, analytical, practical and social/personal skills such as:

- independent learning: having to be disciplined about practising
- team work: particularly if you're involved in groups or ensembles, concerts and performances
- performance and presentation skills which are useful for any job/career
- listening: this is highly developed in musicians and is an important part of the course
- analytical and essay-writing skills
- confidence and self-esteem: which has a knock-on effect in all areas of life and learning
- creativity and self-expression: helping young people to think differently and harness the power of their imagination.

What will you study if you choose Music?

In Year 9 the pupils focus their learning around:

- Leadership - creating a Music Portfolio
- Sibelius - can software enable us to be better composers?
- Video Game Music

Individual and Group Instrumental Tuition

Individual instrumental and singing tuition is offered for a broad range of instruments during the school day. Instrumental lesson opportunities currently include brass, piano, keyboards, percussion and voice.

Lessons take place during the school day and rotate week by week in order to minimise disruption to the academic timetable. Pupils are encouraged to take Music Examinations as well as perform at Music Recitals, weekly Music for Lunch Concerts. Young musicians are also encouraged to take part in our annual Music Competition and audition for a chance to perform at our Summer Fair.

Parents are encouraged to meet the instrumental teachers at an annual Visiting Music Teachers' Parents' Evening and be involved in helping with practice. If you would like your child to learn an instrument, please contact the Music Administrator: Mr Joshua Elmore (jelmore@thomas-s.co.uk). Applications are considered by the Director of Music, in conjunction with the child's Form Teacher and Learning Support Department.

Music Groups and Ensembles

Orchestras, groups and ensembles exist for the benefit of children learning instruments at Thomas's and **all receiving lessons in and out of school are encouraged to play with others**, as appropriate to their ability.

There are group opportunities for most instruments and each ensemble works towards a performance opportunity, which may include the Christmas Carol Service, Rock Show, Summer Fair or Ensembles Concert.

Ensembles usually rehearse either at 1600 or during lunchtimes throughout the week.

Which potential school trips will you go on?

- Attend Classical Concerts featuring leading orchestras and performers at some of the world's greatest venues including the Royal Albert Hall, the Southbank Centre and the Wigmore Hall.
- Visits to see Operas and Musicals in London's West End.
- Music Tours to Europe.

A black and white photograph of a hand placing a red puzzle piece into a heart-shaped puzzle. The puzzle is made of red pieces, and the heart shape is formed by the arrangement of these pieces. The hand is shown from the side, with the thumb and index finger holding the piece. The background is a plain, light color.

Personal, Social, Health and Economic Education

Overview

We have a whole-school approach to PSHE to underpin pupils' development as people and because we believe that this also supports their learning capacity.

We use the support of Jigsaw, the mindful approach to PSHE, alongside resources sourced and created by our PSHE lead to build a comprehensive programme which is carefully thought-through to align with the statutory requirements to bring consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Spiritual, moral, social and cultural [SMSC] development of pupils" and "welfare, health and safety of pupils" aspects required under the Independent Schools Inspectorate, Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

Our approach

The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Michaelmas Term	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Michaelmas Term	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act.
Lent Term	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Lent Term	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer Term	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer Term	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

For Year 9, we allocate one protected, timetabled lesson to PSHE each week.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and workshops
- Praise and reward system
- External speakers
- Through relationships pupil to pupil, adult to pupil and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community
- Form tutors deliver the weekly lessons for Year 10 and 11 and our PSHE Lead delivers weekly lessons for Year 9.



Science

Overview

Specialist Science teachers teach these discrete subjects in dedicated Science laboratories. Homework may include writing, research, practical tasks, reading, summarising work or studying.

Intent

Our aims in teaching Science are that the pupils will:

- Learn about a wide range of living things, materials and physical phenomena.
- Begin to make links between ideas and to explain things using simple models and theories.
- Apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday life and their personal health.
- Carry out more systematic investigations, working alone and with others.
- Use a range of reference sources.
- Talk about their work and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.
- Learn to communicate scientific ideas, facts and data.
- Participate actively and cooperatively in lessons.

Lab safety is a prime consideration and the children are taught safe lab practices.

Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach. Summative assessments will include short tests at the end of each term, knowledge based assessment and a project based piece. Examples of the assessments can be found in green in the tables below. These will be assessed against a range of practical skills, content knowledge and soft skill criteria.

Extra curricular activities

Science has always been based on discovering through doing, so it is no coincidence that our curriculum has a strong practical component. The curriculum provides opportunities for all year groups to undertake field work. Each year group will take part in field studies. We also run a number of clubs and encourage our pupils to take part in science related competitions.



Biology

What makes it Biology?

It is the study of living things.

Chemistry

What makes it Chemistry?

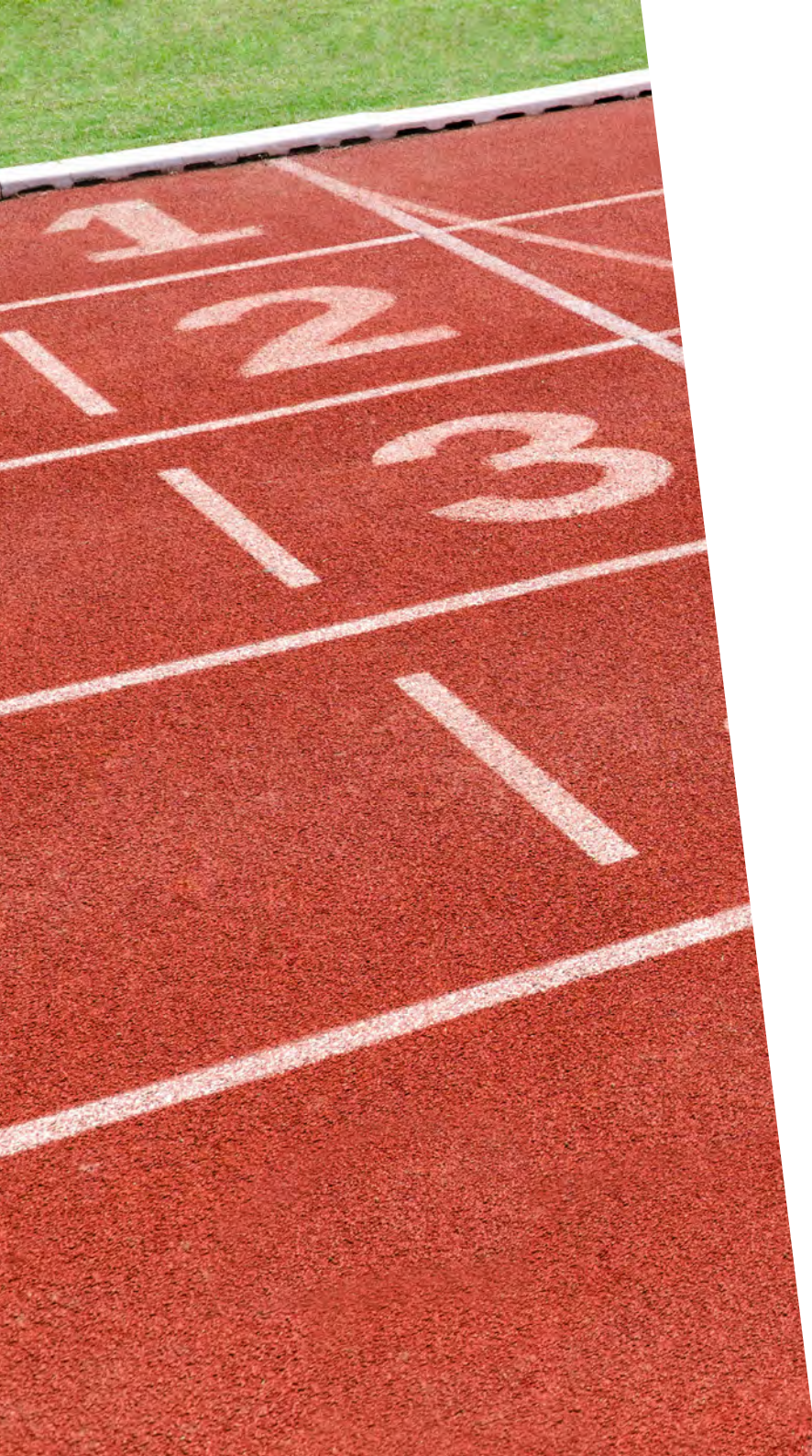
It is the branch of science concerned with what substances are made from, the investigation of their properties and reactions, and the use of such reactions to form new substances.

Physics

What makes it Physics?

It is the branch of science concerned with what substances are made from, the investigation of their properties and reactions, and the use of such reactions to form new substances.

Michaelmas Term		
	Topic	Formative Assessment Example
Chemistry	Atomic Theory If Atoms Are Invisible, How Do We Know They Exist?	Group Work - Construct A Periodic Table
Physics	Energy Resources How Can We Obtain Enough Energy?	Poster Of The Pros / Cons Of Nuclear Power
Summative Assessment - Assessment Cycle 1		
Lent Term		
	Topic	Formative Assessment Example
Biology	Cell Theory	Cloning Debate
Chemistry	Crude Oil - Black Gold	Distillation - Practical And Write Up
Summative Assessment - Assessment Cycle 2		
Summer Term		
	Topic	Formative Assessment Example
Physics	Energy How Can We Obtain Enough Energy?	Group Work - Construct A Periodic Table
Biology	Organisation	Digestion Of A Beef Burger Enzyme Practical
Summative Assessment - Assessment Cycle 3		



PE and Games

Overview

The vision of the PE department is to inspire, educate and encourage pupils to develop a lifetime love of physical activity. We strive to empower pupils through inclusive and progressive physical education, while nurturing holistic well-being, teamwork, and personal growth, shaping resilient individuals equipped for a balanced and successful future.

Intent:

We aim to:

- Provide a dynamic curriculum, taught by enthusiastic, qualified and specialist staff, that is inclusive and supports the health and wellbeing of all pupils
- Enable pupils to discover and understand their own abilities, then challenge themselves to reach their full potential, in a safe environment
- Promote the enjoyment and long term benefits of regular physical activity
- Create opportunities for both recreational sport within school, and competitive sports fixtures against other schools
- Identify, develop and guide pupils of outstanding ability on a pathway to excellence, using links to outside clubs and professional organisations
- Encourage pupils to participate in a wide ranging extracurricular activities (e.g., sports clubs, team practices, events, visits, tours, outdoor adventure and expeditions)
- Reinforce the Thomas's Values e.g., confidence, humility, resilience, teamwork and respect
- Embed GCSE Physical Education knowledge
- Inspire pupils leaving the school to continue physical activity and regular exercise throughout life.

This philosophy is delivered through the following programme:

- Games Lessons - 1.5 hours per week activity time
- PE Lessons – 50 minute lesson per week

PE

The aim of our PE program is to embed the foundations of GCSE Physical Education knowledge through highly active and engaging lessons. Pupils will complete the following units of work:

Michaelmas 1	Methods of training / Fitness testing
Michaelmas 2	Training program design
Lent 1	Gameplay 1 (Basketball + Volleyball)
Lent 2	Gameplay 2 (Handball + Badminton)
Summer 1	Alternative Sports 1 (Tchoukbal + Flag Football)
Summer 2	Alternative Sports 2 (Spikeball + Ultimate Frisbee)

PE lessons provide opportunities for pupils to develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequence movements. Pupils should enjoy communicating, collaborating and competing with each other. The curriculum helps pupils develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Our

aim is to ensure pupils develop fundamental movement skills, become increasingly competent and confident and can access a broad range of opportunities to extend their fitness levels. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations, whilst maintaining the core values of kindness and respect.

Games

Our games program is an opportunity for pupils to develop skills in the more traditional sports. Our program is outlined below:

	Boys	Girls
Michaelmas	Rugby	Hockey
Lent	Football	Netball
Summer	Athletics + Cricket	Athletics + Cricket

Games lessons take place offsite at various locations including The Wimbledon Club's Raynes Park site, Spencer Hockey Club and Barn Elms Sports Centre. We aim to give all pupils the opportunity to play competitive sport, whether that is as part of a fixture against another school, or within our internal house competitions.

Assessment and Monitoring

In PE, our assessment is divided into 2 equal strands, practical and theory. Practically, pupils are assessed on an ongoing basis. For each

unit of work, teachers monitor how children are progressing in relation to the Curriculum Expectations in conjunction with the National Curriculum standards. Pupils will also sit a written assessment for each unit of work which will account for 50% of their final grade.

These assessments can then be referred to following the next module to identify progress and are kept by the Department so they can be added to each year, enabling the staff to access a record of pupil progression throughout their time at the school.



Theology, Philosophy and Ethics

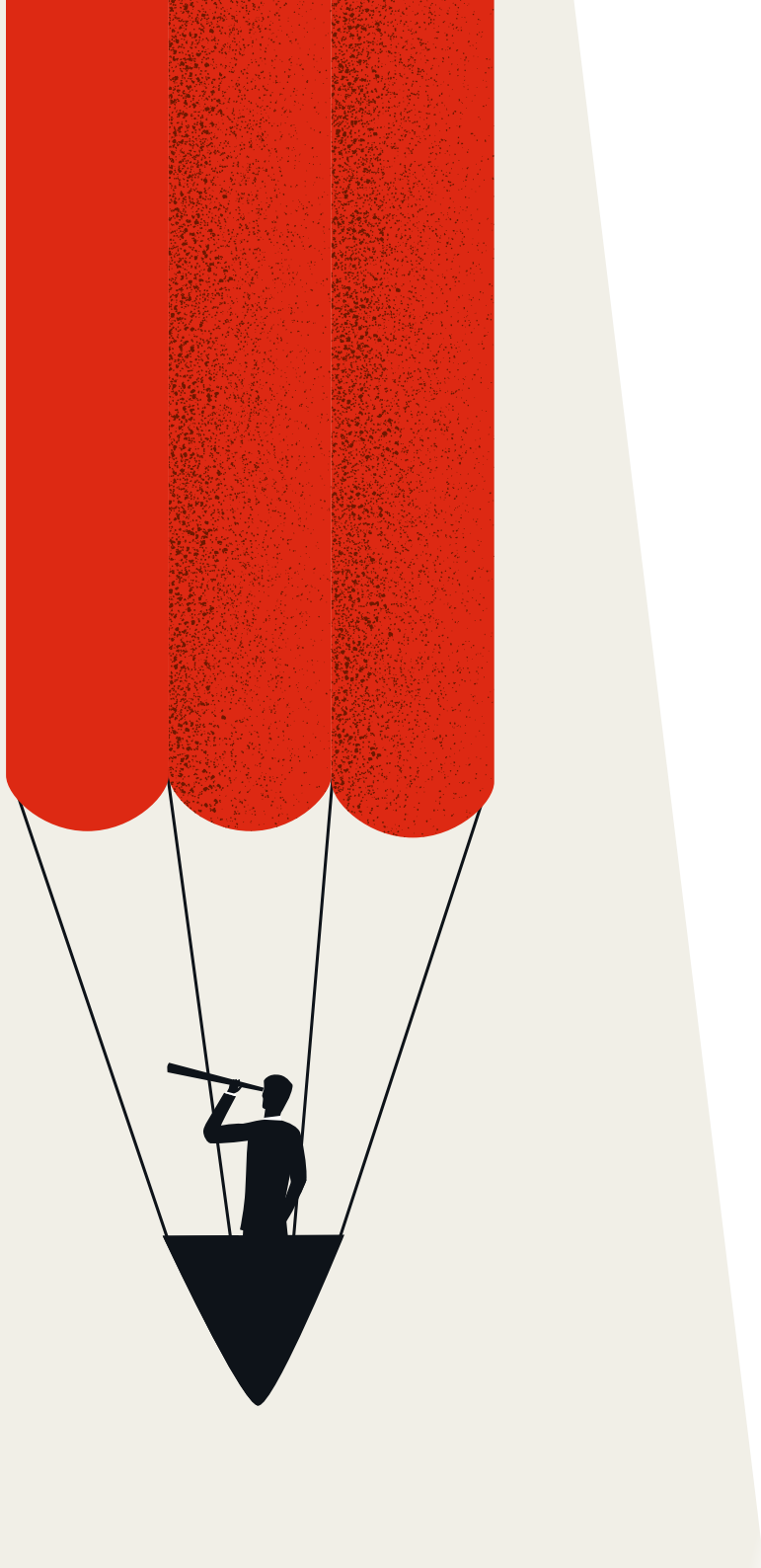
Intent

Theology, Philosophy & Ethics (TPE) seeks to encourage pupils to reflect on and debate some of the big questions which people often ask about their own and others' lives. The subject provokes challenging questions about the ultimate meaning and purpose of life. It explores the beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It also offers opportunities for critical thinking and reasoning as well as personal reflection and spiritual development, and encourages pupils to develop their sense of identity and belonging.

	MICHAELMAS	LENT	SUMMER
YEAR 9	<p>What do you stand for?</p> <ul style="list-style-type: none"> • What is truth? Who can I trust? • Humanism & Purpose • What is a belief manifesto? • Critical thinking • How do we know what knowledge is? <p>What does it mean to be Hindu?</p> <ul style="list-style-type: none"> • Core beliefs • Being a Hindu in the UK • Practices of being a Hindu • Deities in Hinduism 	<p>What is Judaism?</p> <ul style="list-style-type: none"> • The core beliefs in Judaism • Practices of being Jewish • The importance of the covenants • What is the Holocaust? • The historical narrative of the Holocaust • Jewish belief & experience • Collaboration or resistance 	<p>What is the timeline of Christianity?</p> <ul style="list-style-type: none"> • How did Christianity start? • What are the differences within Christian groups? • How do Christians worship? • How do Christians approach their religious text?

Assessment:

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach. Summative assessments will include a knowledge and skill based assessments.



Assessment

Intent

Thomas's Putney Vale subscribes to a 4 dimensional approach to curriculum and therefore assessment. Pupils will be assessed on:

- Knowledge and Skills through the curriculum expectations using a four point scale:
 - Beginning
 - Expected
 - Mastering
 - Innovating
- Character through the 4Cs across the curriculum:
 - Critical thinking
 - Collaboration
 - Communication
 - Creativity
- Metalearning through pupil reflections and across the curriculum.

A guide for how the four point scale for knowledge and skills assessment links with future learning is demonstrated below. Please note that we do not expect pupils to progress at a linear rate; this is a guide to help you understand your child’s attainment.

YEAR 7-9	YEAR 10-11	YEAR 12-13
Innovating	9	A*
	A* 8	A
Mastering	A 7	B
	B 6	C
Expected	C 5	D
	4	E
Beginning	3	
	2	
	1	

A recorded curriculum and assessment evening will take place during the Michaelmas Term. The link to the video recording will be shared each time reports are released at the end of term.



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Be Thomas's**

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