

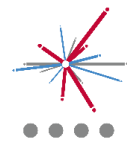
Ark Pioneer Academy

Year 9
Curriculum Information Booklet
2022 - 23



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Introduction

At Ark Pioneer, the curriculum in each subject area is designed backwards from university study, through A-Level, GCSE and down to Key Stage 3. Our subject leaders have created a rigorous curriculum in every subject that promotes curiosity and develops a depth of understanding.

All subject areas aim to prepare our pupils for future study within this discipline, leaving no doors closed to pupils as they narrow their choices later in their education.

Our Curriculum Values



Academic focus for all children

At Ark Pioneer, pupils study a traditional curriculum, with an academic focus from Key Stage 3 through to our Sixth Form offer. In years 7 to 9, we offer a rich and varied curriculum, designed to prepare pupils fully for GCSEs and the ‘step-up’ to Key Stage 4. We have a strong focus on English, mathematics and science, with high allocations for these three core subjects (see table below). Each pupil also spends significant studying the humanities and French.

However, our pupils also experience a range of practical and expressive subjects including design technology, art, music, drama and PE every week. Computing skills are taught through a range of subjects, built into our Values & Character programme and individual pillar days and enhanced by our Digital Strategy, ensuring our pupils are responsible, competent, confident and creative users of information and communication technology.

This balanced curriculum diet ensures they develop into rounded individuals, with a range of strengths and talents.



Rigorous planning through a 7 year journey

Our curriculum is planned 'backwards' from university study in each subject and includes a thorough base of content. At each point the knowledge, conceptual understanding and skills that need to be mastered in order to move on are clearly defined in our curriculum maps, medium term plans and at a pupil level, in subject knowledge organisers and supporting classroom resources.

Our teachers have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject from Key Stage 3 onwards.

Developing disciplinary thinking

Each subject curriculum promotes disciplinary thinking and explores the big ideas underpinning that discipline. Teachers develop a depth of understanding in each pupil, ensuring they are well prepared for future study, leaving no doors closed to pupils as they narrow their choices later in their education.

Extended school day facilitating depth and catch-up

We are lucky to have an extended school day which facilitates exploring core subjects in depth and catch-up in particular in reading, English and maths. We commit extra curriculum time to English and mathematics in every year group and train all teachers to be confident teachers of reading. This allows our pupils to quickly develop literacy and numeracy skills to a very high level, including improving their reading age, all of which increases their chances of being successful across every subject.

Pupils who enter at below average levels of attainment and pupils with additional learning needs are supported to catch up, so they can access, and be successful in, our curriculum. This includes interventions in lessons as well as EAL, homework and academic support outside of school targeted at pupils who need it most.

Assessment informs teaching & learning

We use assessment to support us in teaching our curriculum and of course to support pupils' reflection on their learning. Regular 'low-stakes' assessments such as quizzes, allow us to identify misconceptions or gaps and to plan appropriate immediate interventions such as re-teaching specific content or addressing issues with individual pupils or groups. Pupils can also learn from these experiences, identifying their mistakes and correcting and improving their work so they can do better next time.

Challenging and fair end of year tests allow us to grade pupils and indicate where they are in relation to national expectations for their age group. Parents receive a report with a grade at the end of each year.

Both forms of assessment inform our improvement of curriculum planning and inform any training needed.

Instilling values, character and self-discipline in every child

We devote significant time to instilling our school community values and to building on each pupil's character and habits to support their academic and personal development. Through our Values and Character Programme our pupils reflect on personal development and relationships, consider what it means to be a British citizen and explore national and global issues.

Pupils are taught specific skills they need to succeed both at university and in the workplace. This includes developing key dispositions such as debating (which they do every week when discussing news items) and presenting (in form and through specific opportunities eg Pupil

Council) as well as embedding useful learning habits such as practice, repetition and recall through ‘copy, cover, check’.



All of this is intertwined with teaching the value of *self-discipline* and developing a sense of responsibility in all of our pupils, supporting them to grow into thoughtful and engaged members of society, acting responsibly and making good decisions.

Built in Enrichment Programme

We are proud that our extended school day allows us to offer two sessions of enrichment for pupils in every year group. Every pupil is exposed to a variety of interests whether sports, arts or academic and has the chance to develop passions that will give them enjoyment throughout their lives. In year 9 pupils have a choice of a range of enrichments for both the Thursday and Friday enrichment sessions. The enrichment schedule for each term will be shared in the parent update and pupils can see it on their form board.

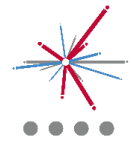
In addition, we subsidise instrumental lessons for all pupils and offer opportunities for our choir, band and instrumentalists to rehearse and perform regularly. Please ask Ms Barnes if you wish to take up an instrument j.barnes@arkpioneer.org



Pupils play sports at lunchtime and our teams practice and compete regularly in local and network fixtures after school. Club schedule for each term will be shared in the parent update and pupils can see it on their form board.

Our pupils are encouraged to take part in school events and competitions from UK Maths Trust, to ‘bake-offs’ to photography through the year – ensuring aspirations for every child stretch well beyond the base curriculum offer. We share opportunities with parents in the weekly parent bulletin and with pupils in form time.

Subject weighting and pupil groups



Key Stage 3

The weighting of subjects through each week and number of pupil groups is shown here:

Subject	Periods	Groups	Subject	Periods	Groups
English	6	7	PE	2	6
Maths	5	6	Art	2	7
Science	4	6	Design & Technology	1	6
History	3	6	Music	1	6
Geography	3	6	Drama	1	6
French	3	6	Enrichment	2	8
Religious Education	1	6	Values & Character programme	2.5 (8:30-9am each morning)	6

All pupils belong to a homegroup, named after a role model who has modelled our school values amidst many challenges. Each homegroup's tutor is the main parental link and delivers our Values & Character programme to pupils each morning, taught in their form base.

Year 9 Team



9 Gandhi
Ms Chapman
(French)



9 Grey
Mr Bradley
(English)



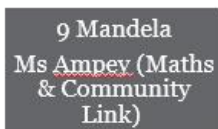
9 Hawking
Ms Dias
(French)



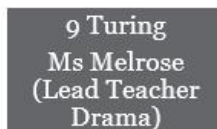
Co-tutor 9
Ms Yeung
(Art & Design)



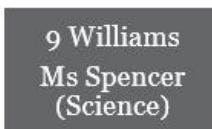
Co-tutor 9
Ms Davidson
(Head of RE)



9 Mandela
Ms Ampex (Maths
& Community
Link)



9 Turing
Ms Melrose
(Lead Teacher
Drama)



9 Williams
Ms Spencer
(Science)



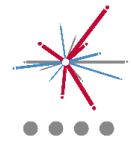
Co-tutor 9
Ms Pick
(Head of
Science)



Ms Patterson
Head of Year 9
(PE)



For most subjects, pupils are taught in mixed ability teaching groups; we believe this is the right balance to ensure every child genuinely develops a growth mindset. We work hard to ensure every child in these groups is motivated to achieve their potential and challenged and supported to do so. Pupils learn in subject specialist spaces or department corridors.



In English in year 9, English groups are blocked together and set in order to offer a more tailored curriculum and support pupil progress. We also have a seventh, smaller group in English which we offer tailored support to those furthest behind in their reading age and writing capability. This is supplemented by further reading interventions appropriate to the child's reading age (including phonics, Lexia and guided reading). Pupils know they are in this group to support their reading and literacy development and this is framed as a very positive opportunity for every pupil.

In maths and science, pupils are set in maths and science from year 9 onwards. Pupil groups for maths and science are named after noteworthy scientists and mathematicians rather than numbered; we would never refer to any specific group number. Pupils are all exposed to a curriculum that allows them to be successful at GCSE and will study similar units and enquiry questions to their peers, regardless of group.

It is so important to mention that though we do have this grouping structure to support pupil progress, we never communicate set numbers or discuss grouping with pupils, other than reiterating that the group they are in ensures they are challenged to achieve their potential and that we are working to ensure every child does well enough in GCSE to have real options and choices for their future. This is important for parents to be aware of and reinforce the same messaging. We know this will ensure every child maintains the growth mindset they need to succeed.

Homework

At Ark Pioneer, we believe that homework is crucial to success at school. Effective homework consolidates and secures learning and builds independence and self-discipline. Homework is recorded clearly in the planner by pupils, written in during the lesson when the homework is set. Form tutors will issue pupils with a homework timetable that sets out clearly the days each week subjects can set homework.

It is our expectation that all homework is completed to deadline and to the expected high standard. On the due date, homework will be checked at the beginning of the lesson and pupils leave the work visible on their desk.



Subject Aim

Through studying English, pupils will develop their confidence to speak, read and write fluently so that they can effectively communicate their ideas and emotions to others and through their reading and listening. By developing a passion and appreciation for reading, we want pupils to appreciate our rich and varied literary heritage so that they acquire a wide vocabulary and develop culturally, emotionally, intellectually, socially and spiritually.

Additionally, pupils should be able to analyse language, structure and form of whole texts, including a variety of forms, and articulate themselves academically in well-structured critical essays, considering context and writer's intentions.

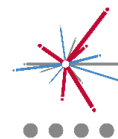
Alongside this, pupils will enhance their understanding of grammar and knowledge of linguistic conventions so that they can analyse as well as manipulate conventions to suit audience, purpose and text-type.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>Explore the way Bronte presents Jane's childhood experience.</i>	<ul style="list-style-type: none"> • The female voice in Victorian England • The significance of the Brontes as artists and writers • The significance of contextual knowledge and authorial intent • The stylistic elements of Victorian literature • Essay writing skills • Oracy skills
Spring	<i>Which main character changes the most by the end of Small Island? Write about one main character. In your answer discuss how Levy presents this change.</i>	<ul style="list-style-type: none"> • The study of a modern play text • The Historical background surrounding the Windrush generation • Character development • Structural choices made by writer • The use of theatrical conventions in literature
Summer	<i>How do poets create meaning?</i>	<ul style="list-style-type: none"> • The genre and form of poems • The use of different contexts • Stylistic choices made by poets • Romanticism • War poetry • Polemic poetry • Comparative essay writing

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions, pupils will also undertake extended writing tasks where pupils' analytical skills, vocabulary, grammar and punctuation skills are assessed. In GCSE study, pupils will be entered for 2 GCSEs: the AQA Literature Specification and AQA Language specification. In Literature, pupils will study and be assessed on Macbeth, A Christmas Carol, An Inspector Calls, Conflict and Power poetry and Unseen poetry.



Subject Aim

Mathematics teaches students to be logical, analytical, problem solvers which fosters resilience, independent thinking and a growth mindset – all skills required to become lifelong learners in any chosen profession.

By exploring mathematical concepts and explicitly modelling key language and notations students will be supported and encouraged to articulate their mathematical thinking and communicate their methods accurately.

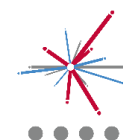
The regular use of cross curricular connections will develop students' thirst for knowledge, curiosity and appreciation of the power and versatility of mathematics.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>What are the key features of 3D shapes?</i>	<ul style="list-style-type: none"> • Volume and surface area of prisms • Fraction, decimal, percentage review
Autumn 2	<i>How do we quantify chance?</i>	<ul style="list-style-type: none"> • Probability • Sets, Venn and sample space diagrams
Spring 1	<i>How can algebra be used to find two unknown values?</i>	<ul style="list-style-type: none"> • Solving simultaneous equations algebraically • Solving simultaneous equations graphically • Angles in polygons
Spring 2	<i>How can position be defined?</i>	<ul style="list-style-type: none"> • Bearings • Construction and loci
Summer 1	<i>How do ratios apply to triangles?</i>	<ul style="list-style-type: none"> • Pythagoras • Ratio review • Similarity and enlargement • Surds and trigonometry
Summer 2	<i>What is a parabola?</i>	<ul style="list-style-type: none"> • Quadratic expressions • Quadratic equations

Assessment Details

In addition to regular multiple choice style questions students will also undertake extended problem-solving questions with real-life contexts to enable them to identify and apply appropriate mathematical methods. In GCSE study, we will follow Edexcel Specification 1MA1 at the Higher or Foundation tier of entry.



Subject Aim

We aim to improve opportunities for all young people regardless of background. In science, this means pupils developing a comprehensive and connected understanding of the big picture of science and ensuring that young people leave school with enough science capital to inform their decision making throughout their life, to understand their impact on the environment and how to be and stay healthy.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>How do organisms grow and differentiate?</i>	<ul style="list-style-type: none"> Eukaryotic and prokaryotic cells Using microscopes and calculating magnification Methods of cell transport Cell cycle and mitosis Stem cells and cell differentiation
	<i>How is the periodic table organized?</i>	<ul style="list-style-type: none"> Atoms, elements and compounds Atomic structure Electronic configuration History of the periodic table
	<i>How do forces predict motion?</i>	<ul style="list-style-type: none"> Balanced and unbalanced forces Scalars and vectors Calculating speed and acceleration Distance – time and speed – time graphs
Spring	<i>How do humans interact with their environment?</i>	<ul style="list-style-type: none"> Biodiversity Different forms of pollution Pyramids of biomass and food security
	<i>What is quantitative chemistry?</i>	<ul style="list-style-type: none"> Chemical reactions and equations Relative atomic mass and formula mass The mole and calculating concentration Making soluble salts
	<i>What happens when objects are heated?</i>	<ul style="list-style-type: none"> Internal energy Thermal energy transfer Specific heat capacity and specific latent heat
Summer	<i>How does DNA influence characteristics?</i>	<ul style="list-style-type: none"> Sexual and asexual reproduction Meiosis DNA, genes, chromosomes, inheritance, and coding for proteins
	<i>How can we use Earth's resources responsibly?</i>	<ul style="list-style-type: none"> Potable water Using Earth's different resources Using sources of information
	<i>How do waves transfer energy?</i>	<ul style="list-style-type: none"> Properties of waves and their technological uses Sound and ultrasound Reflection and refraction

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions in relation to key science practicals. In GCSE study, we will follow the AQA Specification offering both separate science or combined science pathways.

History



Subject Aim

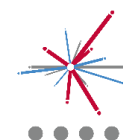
In history, pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>How fast was the journey to democracy in Britain?</i>	<ul style="list-style-type: none"> • Peterloo Massacre and the Chartists • Development of trade unions and the formation of the Labour Party • Campaigns for female suffrage
	<i>How far did the assassination of Archduke Franz Ferdinand cause the First World War?</i>	<ul style="list-style-type: none"> • Causes of the First World War • Global nature of the First World War • Diverse experiences of the First World War
	<i>What do the stories of the 'often forgotten armies' reveal about the Western Front?</i>	
Spring	<i>What were the Bolsheviks trying to achieve?</i>	<ul style="list-style-type: none"> • Russian Revolution • Lenin's Russia • Stalinist Russia
	<i>How did Jewish people resist anti-Semitic persecution between 1933 and 1945?</i>	<ul style="list-style-type: none"> • Overview of the Second World War • Holocaust (and more recent genocides)
	<i>What kind of conflict was the Cold War?</i>	<ul style="list-style-type: none"> • Korean War • Berlin Blockade and Berlin Wall • Cuban Missile Crisis • Vietnam War • Soviet invasion of Afghanistan
Summer	<i>How did women and children help to shape the heart and soul of the Civil Rights Movement?</i>	<ul style="list-style-type: none"> • US Civil Rights Movement, with a focus on the contribution of women and young people
	<i>Who 'decolonised' in the twentieth century?</i>	<ul style="list-style-type: none"> • The end of empire
	<i>How far was Britain transformed in the post-war era?</i>	<ul style="list-style-type: none"> • Social revolution of the 1960s and impact of immigration to Britain

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions pupils also write paragraphs and essays in response to the enquiry questions. At GCSE, pupils will follow the Edexcel specification, studying British and world medieval, early modern and modern history.



Subject Aim

Geography at Pioneer will empower our students to:

- Make sense of the world, beyond their local surroundings and everyday experience.
- Engage in the ‘big conversations’ – the significant matters of our time.
- Prepare young people for lives as active citizens.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
AUT 1	<i>What is happening in our oceans? (Global Oceans – tectonics and processes)</i>	<ul style="list-style-type: none"> • Plate tectonics and the formation of island arcs • Ocean processes • Carbon sinks and climate change • Mapping Oceans using Geographic Information Systems (GIS)
AUT 2	<i>Who controls ocean trade and resources? (Ocean biomes and governance)</i>	<ul style="list-style-type: none"> • Marine ecosystems (mangroves, coral reefs, open ocean and salt marshes) • Coral reefs and coral polyps • Threats to reefs and environmental neglect • Geopolitics and managing oceans
SPR 1	<i>What is the global economy?</i>	<ul style="list-style-type: none"> • Industrialisation in the USA • China’s economic shift • Theories of globalisation • Transnational corporations and their impacts • Evaluating globalisation
SPR 2	<i>What are some countries so much richer than others? (Development Disparity)</i>	<ul style="list-style-type: none"> • Underdevelopment and its characteristics • Causes of underdevelopment • Tracking India’s development journey • Wealth and poverty in high income countries (HICs)
SUM 1	<i>What are glaciers and how do they form (Glacial Landforms and Processes)</i>	<ul style="list-style-type: none"> • Processes creating glaciers • Examples of glaciers and OS Map Skills • Periglacial environments in the Russia Arctic
SUM 2	<i>Independent Project – My UK Region</i>	<ul style="list-style-type: none"> • Pupils conduct an independent investigation that explains the physical and human geography of their region • Pupils use Census data, maps at a range of scales and historical photos to describe their area • They then investigate the physical and human geography of their region - conducting their own research and written as an investigation

Assessment Details

Students will undertake knowledge quizzes, multiple choice questions (MCQs) and answer geographical enquiry questions through extended writing tasks designed to show the knowledge or skills learned in lessons. Each term there will be a ‘termly formative’ where students will complete a MCQ and an extended writing task. This enables us to identify students’ strengths and areas for re-teach in order to develop pupil knowledge. At the end of the year, there will be a Summer Assessment covering the year’s content.



Subject Aim

Through studying French in Year 9, pupils will be able to communicate in spoken and written French, with a grammatical focus on conjugating verbs across multiple tenses. Pupils will continue to build their speaking and listening skills, whilst also beginning to produce written and spoken French spontaneously. Culturally, pupils will learn about French festivals and the French school system.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
AUT1	<i>Est-ce que je mène une vie saine?</i> Do I lead a healthy life?	Explain what is necessary for a healthy lifestyle using “il faut”. Explain duration of activities for using “depuis”. Conjugate the simple future tense (I will...) and explain their plans for staying healthy in adult life.
AUT2	<i>Pourquoi sont les vacances importantes?</i> Why are holidays important?	Use 6 tenses to explain holiday plans – present, perfect, imperfect, future (near and simple) and conditional. Describe destination, activity and accommodation options and their opinions of them. Use the pronoun “y” (there) to replace locations.
SPR1	<i>Comment fête-t-on en France?</i> How does France celebrate?	Know the major festivals in French culture and how they are celebrated as well as the associated food, customs and traditions. Understand how these traditions vary across the French-speaking world. Describe narratives about own experience of festivals.
SPR2	<i>Quel effet a la technologie sur nos vies?</i> What affect does technology have on our lives?	Explain and demonstrate the changing use of technology in our daily lives using 6 tenses. Argue and evidence the positives and negatives of social media in society. Be able to debate the wider views of technology’s impact on society.
SUM1	<i>Comment est le système scolaire en France?</i> What is the school system in France?	Understand the structure of the French education system and the key differences between the UK system. Be able to debate for and against the use of school uniform in schools. Use modal verbs to explain rules in French and UK schools.
SUM2	<i>Quel est mon métier de rêves?</i> What is my dream job?	Articulate different career options and the associated reasons that they may be of interest, as well as the necessary qualifications and experience for success within them. Argue and evidence for the positives and negatives of different careers. Describe narratives of work experience and Saturday jobs.

Assessment Details

Pupils will be assessed in their communication and understanding of French across four skills; reading, writing, speaking and listening. They will also be assessed on their knowledge of vocabulary, grammatical structures and their translation skills. At GCSE, French is assessed at Higher and Foundation tier with three written exams (writing, reading and listening) and a short speaking exam. Each exam is equally weighted.



Subject Aim

Through Physical Education students will develop a desire to partake in regular physical activity. They will be equipped with the constant opportunity to develop motor competency, backed by a curriculum offer that allows pupils to master skills. The route of physical education allows pupils to gain an insight into the necessity of physical activity and the invaluable impact it has on an individual's physical, social and emotional wellbeing.

Year 9 Termly Overview

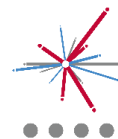
Term	Enquiry Question	Key subject knowledge
Autumn 1	What barriers can affect participation?	Practical – Invasion Games: <ul style="list-style-type: none"> • A range of techniques/skills within varying game contexts • Tactical awareness Theory – Factors impacting participation <ul style="list-style-type: none"> • What barriers affect participation • How barriers can be overcome
Autumn 2	Why are performance enhancing drugs banned in sport?	Practical – Invasion Games: <ul style="list-style-type: none"> • A range of techniques/skills within varying game contexts • Tactical awareness Theory – Performance Enhancing Drugs <ul style="list-style-type: none"> • Performance Enhancing Drugs that are used in sport • Side effects and reasons for using performance enhancing drugs
Spring 1	What is the cardiovascular system?	Practical – Alternate Activities <ul style="list-style-type: none"> • Developing a passion for different activities Theory – Cardiovascular System <ul style="list-style-type: none"> • Structure of the cardiovascular system • Functions of the cardiovascular system.
Spring 2	What lever systems are used in sport to produce movement?	Practical – Net Games: <ul style="list-style-type: none"> • Shots, tactics and disguise Theory – Types of movement <ul style="list-style-type: none"> • The three classes of levers • How levers operate to produce movement
Summer 1	How can we analyse performance effectively?	Practical – Striking & Fielding: <ul style="list-style-type: none"> • Batting, Bowling and fielding skills used to outwit an opponent Theory – Performance Analysis <ul style="list-style-type: none"> • Identify strengths and weaknesses of practical performance. • Evaluate strengths and weaknesses of practical performance
Summer 2	What information should be presented in a sporting performance analysis?	Practical - Athletics: <ul style="list-style-type: none"> • Conform to athletics safety rules • Use fundamental skills within athletic events Theory – Performance Analysis <ul style="list-style-type: none"> • Use of technology to assist • Action plans to improve the effectiveness and quality of performance.

Assessment Details

Theory: In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to a theory topic question. **Practical:** Pupils will be assessed in their ability to perform skills within competitive situations, taking into account pupil's ability to perform with accuracy/disguise and precision. The curriculum map for KS3 Physical Education is built around five key disciplinary competencies; Performance, Tactics and Strategies, Analysis of Performance, Leadership and a Healthy Active Lifestyle. Everything within KS3 PE will be taught and assessed against the five key disciplinary competencies.

In GCSE study, we will follow OCR (9-1) Specification.

Music



Subject Aim

In many ways learning music is much like learning a language. For students, learning how to understand music, read music or play an instrument can change the brain and impact other areas of learning.

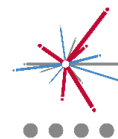
Through Music, students will develop creativity, character and confidence. They will increase their understanding of a variety of styles, music theory and history; increasing their cultural capital.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn	<i>What is Electronic Dance Music?</i>	<ul style="list-style-type: none">• Using a Digital Audio Workstation• Four on the floor drum beat• Using and manipulating loops• Structure of EDM: mix-in, break-down, build, drop• Use of technology: quantise, metronome, panning.
Spring	<i>How is music composed for the stage and screen?</i>	<ul style="list-style-type: none">• Structural features: Intro, sections, coda, binary form• Melodic features: Ostinato, leap, falling 5th, step, octaves doubling, triadic, passing notes, 8-bar phrases• Harmonic features: Drone, tonic pedal, chords, D minor, four-chord sequence• Textural features: melody and accompaniment, homophony, solo, unison.
Summer	<i>How is melody, harmony and rhythm used in popular music?</i>	<ul style="list-style-type: none">• Arpeggio, backing vocals, counter melody• Head, solos, loops, mix-in, A section, breakdown, drop, pre-chorus, middle 8, instrumental, hook• Extended chords, minor keys (D minor), key relationships, sus chords

Assessment Details

Students will be assessed on practical work, such as performances and compositions. Theory-based assessments will take place as listening exams, on a termly basis. In GCSE, we use the Eduqas specification.



Subject Aim

In Year 9 Art students are introduced to a broader range of materials, processes, and ways of thinking about Art that go beyond its formal structure. A strong focus on drawing and painting remains, as does regular experimentation with mixed-media. Students continue to explore printmaking and construction techniques. Some projects are organised thematically, providing an opportunity for students to explore contemporary issues. Students are also introduced to professional applications of the subject through theatre design, and an established artistic genre - the landscape.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	How do artists respond to briefs and work within limitations?	<ul style="list-style-type: none"> • Die Zauberflote – research • David Hockney, flats and Trompe L’Oeil • Kentridge and projection
Autumn 2	How do artists fuse different approaches and disciplines to create new ideas?	<ul style="list-style-type: none"> • Carrington – Surreal, fantastical and ambiguous imagery • Stella – sculptural ‘pop-up’ paintings • Construction techniques with cardboard and hot glue guns
Spring 1	How have artists of the past defined our present by imagining their future?	<ul style="list-style-type: none"> • Paolozzi and Epstein – dysfunctional figures • Lee Bul – androids and cyborgs, collages and drawing • Afro-futurism - research and discussion
Spring 2	How can we use Art to ask questions about our own futures?	<ul style="list-style-type: none"> • Sci-fi cinema and literature – Research and drawing • Self portraits • Intaglio printing from rhenalon engravings
Summer 1	How has landscape evolved as a genre?	<ul style="list-style-type: none"> • Drawing from observation, en plein air • The Impressionists – a shift in attitude, research • Contemporary landscape artists • The Ark Pioneer site, a history
Summer 2	How do artists build paintings up gradually?	<ul style="list-style-type: none"> • Gathering imagery photographically • Scaling up using the grid method • Tonal underpainting on a mid-tone ground

Assessment Details

Year 9 students are assessed twice a term. Assessments and feedback are primarily designed to guide each student’s development as an artist. They also prepare students to meet the GCSE Assessment Objectives in Year 10. The majority of assessed tasks are either practical, analytical or more open-ended. In the last term of the year students complete a multiple-choice exam that represents a small portion of their final grade.



Subject Aim

Through studying Design and Technology pupils will experience an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, particularly in sustainability and the environment.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	<i>Can we organise problems?</i>	<ul style="list-style-type: none"> Analysing design problems. Working with a client. Generating ideas. Collaborative design.
Autumn 2		<ul style="list-style-type: none"> Iterative design. Modelling and prototyping. Batch manufacture.
Spring 1	<i>How can design include everyone?</i>	<ul style="list-style-type: none"> Inclusive design. Analysing a design problem. Writing design briefs and specifications. Generating ideas. Iterative design.
Spring 2		<ul style="list-style-type: none"> Modelling and prototyping. Iterative design. Presenting ideas. Manufacture.
Summer 1	<i>How do metals behave?</i>	<ul style="list-style-type: none"> Jewellery design. Casting processes. The work of others, Raymond Templier and Wolf and Moon. Hand tools. CAD / CAM.
Summer 2	<i>Does the climate have an impact of jewellery?</i>	<ul style="list-style-type: none"> Jewellery design. Sustainable use of materials. Properties of materials. CAD / CAM laser cutting. Joining materials.

Assessment Details

Students will receive regular feedback based on diagnostic assessment on a variety of topics. Multiple choice questioning, short answer written questions and design work during KS3 will prepare students for the rigor of KS4 Design & Technology. During the Spring of year 9, students will complete an adapted version of the NEA (Non-examined assessment / coursework) that they will be assessed on during KS4.

The GCSE will be assessed through an NEA (Non-examined assessment/coursework) and an exam.



Subject Aim

Studying Drama allows students to build a variety of skills and attributes that are essential for the working world; developing empathy and understanding in their personal lives, as well as a depth of knowledge and appreciation of theatre, as an art form. Students will develop their confidence, team-working skills, public speaking skills and creativity. Through studying drama, students will be able to problem-solve, tackle issues in the community and world around them through role-play and learn about key theatre practitioners and playwrights; both classical and contemporary.

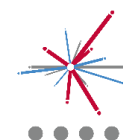
Year 9 Termly Overview

Term	Enquiry Questions	Key subject knowledge
Autumn	<p><i>What is the role of a director and actor in rehearsal?</i></p> <p><i>What does it mean to completely embody a character?</i></p> <p><i>What is the role of a designer?</i></p>	<ul style="list-style-type: none"> • Rehearsal techniques used by Stanislavski to develop characters: emotion memory, animal characteristics • Three circles of attention • Rehearsal techniques needed to explore a character/character relationships • Knowledge of how and why those rehearsal techniques are used, including which techniques would be most appropriate • An understanding of the characters and character motivation • Technical language associated with: lighting, sound, costume, set and props, staging • Style and structure of the play and individual scenes
Spring	<p><i>What are the different ways to devise a piece of verbatim theatre?</i></p> <p><i>How is a stimulus used effectively to create new and imaginative material?</i></p>	<ul style="list-style-type: none"> • How to use research to create a piece of verbatim theatre • Revisit Brecht for political theatre • Using interview techniques to create a piece of theatre • Understand the ethical complexities for verbatim theatre • How to use a stimulus effectively • Correct audience response • Characterisation • An understanding of the process of creating and realising ideas. • How to use a variety of stimuli e.g. photo/poem to create imaginative ideas •
Summer	<p><i>How important are stage directions?</i></p> <p><i>How can style be incorporated into the performance of a play-text?</i></p>	<ul style="list-style-type: none"> • Mood and atmosphere, Finding themes • Physical theatre techniques and using a play-text effectively • Exploring characters through rehearsal techniques • Features and conventions of Frantic Assembly • How to create movement and use the stage space effectively with the absence of stage directions. • Vocal and physical skills • Characterisation

Assessment Details

Students will complete regular practical assessments, focusing on the use of voice, movement and space in performance, creation of character and the use of theatre styles and conventions, both through devised and script-based work. They will also complete multiple-choice style questions assessing their key knowledge of the subject. In GCSE, we follow the WJEC Eduqas specification.

Religion and Philosophy



Subject Aim

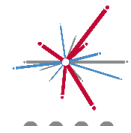
Through studying Religion and Philosophy students will develop in confidence and knowledge of their own beliefs and values to be able to eloquently express and debate them. Students will also build their knowledge of the nature, significance and impact of world religions in contributing to a cohesive and compassionate society. Finally, through studying societal issues with consideration of the modern and ancient philosophy, students will be able to come to well-reasoned conclusions and sound judgement on ethical and moral debates.

Year 9 Termly Overview

Term	Enquiry Question	Key subject knowledge
Autumn 1	What is truth and is there one?	<ul style="list-style-type: none">• Key philosophers – Plato, Descartes, Aquinas etc.• Arguments for the existence of God including the First Cause Argument and the Design Argument.• Criticisms of these arguments referring to Hume and Darwin.
Autumn 2	Is there a God?	<ul style="list-style-type: none">• Modern philosophy – Marx, Freud• New Atheism• Beliefs in the UK
Spring 1	What does it mean to be a Buddhist in the modern world?	<ul style="list-style-type: none">• The origins of Buddhism• The four noble truths and the Eightfold Path• Festivals
Spring 2	What does it mean to be a Sikh?	<ul style="list-style-type: none">• The origins of Sikhism• Architecture, art and iconography• Festivals• View of violence and history of fighting in the world wars
Summer 1	Is there a right way to live your life?	<ul style="list-style-type: none">• Concepts of morality – absolutism vs relativism• Ethics with and without God• Utilitarianism
Summer 2	How ethical is the 21 st century?	<ul style="list-style-type: none">• Ethical dilemmas – the example of the runaway train• Evil and suffering• Artificial intelligence• Animal rights

Assessment Details

In addition to regular knowledge quizzes and multiple-choice style questions students will also undertake regular short answer questions that will ask them to form a paragraph response to or take a position on a topical issue. In GCSE study, we will follow AQA Religious Studies Specification A with a focus on *Christianity* and *Islam* alongside four additional themes, *Life and Death*, *Relationships*, *Human Rights*, and *Crime and Punishment*.



University, Careers & Enrichment

We are committed to ensuring every Ark Pioneer pupil has high aspirations for themselves. We will inspire them to think more deeply and more broadly about the world around them and the opportunities it presents. A key part of this will be ensuring each pupil understands the impact that school and further education can have on their future life.

University & Careers

We want every pupil to do well enough to go to university or pursue the career of their choice. To support this, we will ensure that alongside setting high expectations for academic progress, we will focus on building the habits and skills most desired by employers and universities.

As part of our tutor and assemblies programme, and within the curriculum for each subject, we will teach the key learning dispositions needed to succeed at university and in the workplace. Pupils will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. In addition to this, we will guarantee access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. During assemblies and tutor time, we will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights with pupils.

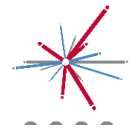
All of our pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

Enrichment

We will run a variety of enrichment sessions for our pupils, giving them the chance to develop interests and passions that will give them enjoyment throughout their lives.

Every pupil at Ark Pioneer will take part in two enrichment activities per week, built into our extended school day. Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and singing in our school choir.

In addition to this, our pupils will be invited to take part in music and sports enrichments over lunch time through the week. Our school sports teams will train after school and our musicians and singers will have the opportunity to take part in the Ark network choir (Spark) and orchestra (Fusion) in addition to school based music enrichments. We will offer subsidised instrumental lessons for all pupils, which will take place through the school day.



Values & Character Development

Our values

Our values define how we work together as a community in Ark Pioneer. They are a framework to guide our interactions and communications, to recognise and reinforce the behaviours we want to see in our community and to embed our ambitious vision.

Our values set out the way in which we approach our work as professionals in education. All of our staff will understand the importance, relevance and impact of each value through our induction and training programme.

We will teach pupils explicitly about our values through assemblies and the tutor programme and our pillar days. They will set the bar for pupils as they grow into young adults, ready for life beyond school.

Building strong character traits

At Ark Pioneer, we will build on each child's character and habits to support both their academic and personal development. Our character programme will teach pupils about nine personal attributes: *Curiosity, Honesty, Altruism, Reflectiveness, Adaptability, Courage, Tenacity, Empathy and Responsibility* through concrete examples.

We will develop pupils' understanding of these key character traits throughout their life at Ark Pioneer academy and across the curriculum, including through our enrichment programme. We believe this will enable our pupils to be both successful learners and active participants within their communities and wider societies.