



SETTLE COLLEGE
Be the best you can be.

Year 8 and Year 9 Curriculum Information Presentation

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Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
 - All subject areas have a rich and exciting curriculum, suited to our locality
- Curriculum planning
 - Students complete Key Stage 3 from years 7-9, covering all subjects in the national curriculum, although this may be adapted for some students if appropriate.
- A curriculum for all learners
 - Year 8 and 9 are largely taught in mixed ability classes.
- Developing students' literacy skills to enable them to share their voice and access opportunities in the future.
 - Departments develop students' disciplinary literacy skills.
 - At KS3, students have reading lessons as part of their timetable, with reading interventions in place for students where needed.
 - From last year, we also have a focus on supporting students' spoken English.



Settle College's Curriculum Intent

- Departmental curriculum intent
 - Describes what the department intends for students to learn in each subject area.
 - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.
- Personal development
 - The curriculum supports students to become responsible, tolerant and active members of society, who embrace diversity, supporting their spiritual, moral, social and cultural awareness, as well as deepening their understanding of fundamental British values.
 - A careers provision that supports students throughout their education.
 - A student leadership programme to develop leadership skills for our students.
 - The Settle College Diploma, which recognises and celebrates students' achievements in their personal development.



Settle College's Curriculum Intent

- Home learning and independent study:
 - Aim: to extend students' learning beyond the school day to give opportunities to practice what they have been taught, to further their knowledge and to begin to develop independent study skills.
 - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.
 - Home learning will be recorded on Arbor.
 - Students are also encouraged to complete further research and revision, including the half-termly challenge tasks.
- Assessments and reporting:
 - Mastery assessment structure, with levels of mastering, securing, developing and emerging.
 - Feedback will be both written and verbal.
 - Progress reviews are sent on a termly basis and contain levels for specific formal assessments, an overall level for the subject and attitude to learning scores for inside and outside the classroom



Settle College's Curriculum Intent

- For the full curriculum intent statement and the year 8 or 9 curriculum overview, please see the Settle College website, and click on the 'Curriculum' menu, followed by 'Curriculum intent'.

History	Overall curriculum intent for year 8: To gain an understanding of the key themes, individuals and events in British History from the <u>mid 17th</u> century to the early 20 th century. To understand the origins, impact and abolition of the Atlantic slave trade.						
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Intent for the topic	The English Civil War and its aftermath.	The Atlantic slave trade and its impact; why slavery was abolished.	To understand how and why Britain experienced profound change from c1700-1900; how this impacted on the wider world.	To assess the impact of the industrial revolution on everyday life.	Key events in Edwardian Britain: votes for women and the Titanic disaster	To learn about different aspects of the First World War.
	Content mapping	The causes and key events of the Civil War. The trial and execution of King Charles I. England as a Republic. The Restoration.	The trade triangle. Life in West Africa. Capture and the Middle Passage. Life under slavery. The reasons why slavery was abolished.	Why the industrial revolution happened. Changes in manufacture. Factory life. Changes in agriculture.	Developments in transport. Urban life. Public health and medicine.	Who were the Suffragettes? Arguments for and against women’s votes. Methods of protest. The Titanic disaster – who was most to blame?	The causes of WW1. Joining up. Trench warfare. Soldiers of Empire. The impact of WW1 on our local area.
	Key skills developed	Causation Consequence Significance	Causation Significance	Continuity/change Causation Source skills - inference	Consequence Similarity/difference	Causation Source skills - utility	Causation Consequence Significance



Art

To develop students' understanding of Art and the formal elements within art.

Year 8

- Art from the Mexican Day of the Dead, to develop observational drawing
- Natural forms, to develop experimental, research and application skills
- Pop Art, to learn about the movement and create artwork in the style of other artists

Year 9

- Close-ups: using a variety of media and colour techniques to create a final piece of photography
- In the style of..., including the use of prints
- Architecture, developing drawing skills before making a 3D model

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



Computing

To develop understanding in how computers and networks work. Develop skills in specialist software and programming constructs.

Year 8

- Computers and networks
- Understanding binary representation of images and Photoshop skills
- Machine learning and how to write programs for specific goals
- The project development process to create a website

Year 9

- Develop and create a game
- Programming constructs using a text-based programming language
- Develop and using databases
- Understanding how computers work, especially the CPU

Subject leader: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)



Drama

To develop students' understanding of Drama and the different skills required in the subject.

Year 8

- Script work through contemporary texts
- Pantomime, Comedy, Clowning
- DNA, exploring morality alongside storytelling and naturalistic speech
- Devising their own theatre from a stimulus
- Blood Brothers and stage positions and configurations

Year 9

- Bouncers and Shakers by John Godber
- Damilola Taylor and documentary drama
- Commedia D'ell Arte, followed by Artaud and theatre of cruelty
- Devising their own theatre from a stimulus, followed by developing their script work

Subject leader: Mrs Scriven ([E.Scriven @settlecollege.n-yorks.sch.uk](mailto:E.Scriven@settlecollege.n-yorks.sch.uk))



DT

To develop students' practical and theoretical knowledge of the skills required in a range of Technology subjects.

- **Food and nutrition**, focusing on healthy foods in year 8 and multicultural foods in year 9, to include both practical and theoretical concepts
- **Graphic design projects**, to include more in-depth design process stages, to create a high-quality pop-up card in year 8 and packaging in year 9
- **Engineering projects**, to apply practical engineering skills to produce a mood lamp in year 8 and pewter casting and box in year 9

Subject leaders: Mrs Partridge (E.Partridge@settlecollege.n-yorks.sch.uk)

Mr Greenep (M.Greenep@settlecollege.n-yorks.sch.uk)



English – Year 8

Developing students' ability to empathise with others' experiences in a text; transactional writing for purpose and audience, sharing their own perspectives.

- **Key question:** How do the lives of others differ from our own?
- Dystopian fiction: exploring the individual experience and power structures within society through both fiction and non-fiction texts
- Nineteenth century fiction: Great Expectations, including the child hero and individual struggles with internal conflict and conflict with society
- Shakespeare (Macbeth) and war poetry: exploring internal conflict through Shakespeare and poetry

Subject leader: Mrs Scriven (E.Scriven@settlecollege.n-yorks.sch.uk)



English – Year 9

To continue to broaden students' experiences of the world through the study of literature, as they encounter the inconsistencies in different cultures.

- **Key question:** How and why can our interpretation of what is moral differ between individuals and societies?
- Morality within fiction – Twenty first century literature (Long Way Down)
- How do journalists shape the world? – representation and bias in modern and historical media
- Challenging stereotypes and exploring morality – contemporary play Noughts and Crosses to explore racism through an alternative lens
- Morality through history – an introduction to romanticism through poetry
- Morality and the individual – persuasive speeches and transactional writing
- The experience of those from other cultures – creative writing and Power and Conflict poetry

Subject leader: Mrs Scriven (E.Scriven@settlecollege.n-yorks.sch.uk)



French

Students will develop a firm grasp on the present and past tenses, as well as an understanding of the future tense.

Students will be able to use different sentence structures to describe events and give opinions.

Students will develop an understanding of French culture.

Year 8

- TV, film, books and activities, Paris, identity, local area, talents and World geography and French-speaking countries

Year 9

- TV, cinema and sport, where I live, home and environment, work and education, tourism and food and drink

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



Geography

Students will develop their understanding of the physical and human environment and the links between the two.

Year 8

- The power of water: how do rivers, waves and ice play a role in changing our landscape?
- Why are deserts getting bigger and rainforests smaller?
- How is the world changing?
- How do rocks influence our local environment?

Year 9

- Who has the potential to be a superpower of the 21st century?
- Can resources create conflict?
- Why are cold environments important?
- How are UK cities changing?

Subject leader: Mrs Whitaker (R.Whitaker@settlecollege.n-yorks.sch.uk)



History

To gain an understanding of the key themes, individuals and events in British history from the mid 17th century to the 20th century.

Year 8

- The English Civil War and its aftermath
- The Atlantic slave trade and its impact
- Britain from c1700-1900 and the profound change within this period, including the impact on everyday life
- Edwardian Britain: votes for women and the Titanic disaster
- The First World War

Year 9

- The end of WW1 and its impact on life in Britain and the USA.
- The causes and key events of WW2, including the US decision to use atomic weapons.
- The origins, scale and significance of the Holocaust.
- The key, post-war developments in Britain and the wider world.

Subject leader: Ms Fisher (P.Fisher@settlecollege.n-yorks.sch.uk)



Maths – Year 8

To develop a deeper understanding of numerical methods and shape work, as well as gaining knowledge in algebraic concepts and algebraic manipulation skills.

- Sequences: recognising types of sequences and rules for these
- Number: structure of our place-value system and rounding numbers, standard form
- Fractions: multiplying and dividing fractions
- Probability: theoretical and experimental probabilities
- Proportion and ratios, including comparing different ratios
- Coordinates, including identifying relationships and constructions
- Data: interpreting and representing data
- Algebra: solving equations
- Shape: angles at a point, on a straight line or on parallel lines, as well as angles in polygons. Circles, including calculating area and circumference.

Subject leader: Mrs Worthington (K.Worthington@settlecollege.n-yorks.sch.uk)



Maths – Year 9

To develop a deeper understanding of numerical methods and shape work, as well as gaining knowledge in algebraic concepts and algebraic manipulation skills.

- Algebra: expanding brackets and rearranging equations
- Graphs: interpreting graphs and modelling different situations, including scatter graphs to represent the relationship between two variables. Linear and quadratic functions, including how linear graphs can solve simultaneous equations.
- Shape: calculating volumes and surface areas, as well as geometric shapes that are used in standard constructions. Pythagoras and trigonometry.
- Transformations: describing rotations
- Ratio and proportion: scaling up and down using ratios, including enlargement
- Compound measures: including converting between different units

Subject leader: Mrs Worthington (K.Worthington@settlecollege.n-yorks.sch.uk)



Music

To gain an understanding of musical devices and develop appraising, performance and compositional skills

Year 8

- Explore jazz through improvisation, swing rhythms, and ensemble skills. Understand why hooks and riffs are used, and perform hooks and riffs in popular music. Discover folk music traditions from the UK and beyond.
- Analyse how riffs, jazz, and folk influence modern music.
- Strengthen music theory knowledge: scales, chords, and notation.
- Apply what has been learnt to composing and appraising music.

Year 9

- Explore the **history of dance music** and its cultural impact. Create and analyse **computer game music**. Build **song-writing** skills: melody, harmony, lyrics, and structure.
- Strengthen **rhythmic fluency** through complex patterns and syncopation.
- Apply **performance skills** with confidence and expression.
- Listen critically to trace influences across genres, using references to musical elements.

Subject leader: Ms Alderson (L.Alderson@settlecollege.n-yorks.sch.uk)



PE

To build on existing skills and understanding, further developing students' skills and knowledge in current and new sporting activities.

- Football and rugby
- Fitness and gymnastics
- Gaelic football
- Netball and basketball
- Outdoor and adventurous activity (orienteering)
- Table tennis
- Athletics
- Tennis, rounders, softball and cricket

Subject leader: Mr Ellis (R.Ellis@settlecollege.n-yorks.sch.uk)



PSHCE

To introduce students to age-appropriate knowledge that will equip them to live healthy, safe, productive, capable, responsible and balanced lives.

- Mental health and wellbeing
- Drugs and alcohol
- Relationships and sex education
- Staying safe
- Enterprise and personal finance
- Citizenship
- Careers

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)

Learning manager: Mrs Ashton-Fitch (R.Ashton-Fitch@settlecollege.n-yorks.sch.uk)



RS

Supporting pupils to make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Year 8

- Why is there suffering? Are there any good solutions?
- What is good and what is challenging about being a teenage Sikh or Muslim in Britain today?
- Is religion a power for peace or a cause of conflict in the world today?
- Is death the end? Does it matter?

Year 9

- Christian Beliefs: including Trinity, creation, salvation and the problem of evil
- Living the Christian Life: include worship, sacraments and prayer
- Marriage and family life: including relationships, divorce and gender equality
- Matters of Life and Death: including origins of human life, sanctity of life, euthanasia and life after death

Subject leader: Mr Wiggans (S.Wiggans@settlecollege.n-yorks.sch.uk)



Science

To develop, deepen and broaden understanding of scientific principles and ideas

Year 8

- Biology: health and lifestyle, ecosystem processes and adaptation and inheritance.
- Chemistry: periodic table, separating techniques, metal reactions and our geological Earth.
- Physics: space, electricity and magnetism, energy and motion and pressure.

Year 9

- Biology: new technology, turning points and detection in biology. GCSE topic: health.
- Chemistry: new technology and detection in chemistry. GCSE topic: air and water
- Physics: motion and pressure, new technology and detection in physics. GCSE topic: Energy.

Subject leader: Mr Langan (M.Langan@settlecollege.n-yorks.sch.uk)



Spanish

Students will develop a firm grasp on the present and past tenses, as well as an understanding of the future tense.

Students will be able to use different sentence structures to describe events and give opinions.

Students will develop an understanding of Spanish culture.

Year 8

- Holidays, everything about my life, food, free time and daily routines, summer camps, holiday activities and trips and World geography and Spanish-speaking countries

Year 9

- Hobbies, the world of work, lifestyle, World issues, such as children's rights and the environment, tourism, celebrities and famous places of the Spanish-speaking World.

Subject leader: Mme Bataller (S.Bataller@settlecollege.n-yorks.sch.uk)



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