Waldegrave
School

Year 9 Curriculum Guide 2025-2026

Contents

The Waldegrave Curriculum

The curriculum at Waldegrave is underpinned by our three values: Enjoy, Achieve, Empower. We aim for students and staff to enjoy learning, to achieve success and to feel valued. The curriculum is carefully planned and regularly reviewed to ensure that it meets the needs of all learners. We aim for a curriculum that is engaging and demanding; that not only ignites a passion for different fields of study but also prepares students for the workplaces of the future.

Enjoy

At Waldegrave we know that secondary schools are uniquely placed to offer students the opportunity to study new subjects which may excite a lifelong interest. Our curriculum is delivered by specialist teachers whose passion enthuses our students. Students will enjoy the opportunity to further explore subjects through trips and our enrichment programme.

Achieve

At Waldegrave our curriculum is broad, balanced and age appropriate, allowing students to secure the knowledge, understanding and skills they need to succeed at each stage in their learning, both at school and in their future lives. Whilst as an academy Waldegrave is not required to follow the National Curriculum, we ensure that all aspects are delivered at KS3 so that our students are ready to achieve in the next phase of their learning.

Empower

At Waldegrave we are committed to empowering students by ensuring that our curriculum is representative and diverse, challenges stereotypes and builds students' confidence and cultural capital. Students' ambitions are nurtured and supported through a comprehensive careers and advice programme, helping students secure destinations matched to their personal aspirations.

In this document you will find the Curriculum Intent for each subject across Key Stages 3, 4 and 5, which will give you an overview of the whole curriculum along with a specific learning plan in each subject for Year 9 students.

Art

Art occupies a unique position in the school curriculum. Teaching students to think and act critically and creatively is central to our aims, as is fostering a sense of excitement and possibility, and nurturing pride and achievement. Students are introduced to a diverse range of historical and contemporary artworks throughout all key stages, developing an understanding and appreciation of visual art essential for today's multicultural society.

In Key Stage 3, pupils undertake two thematic units per year setting the foundation for future knowledge and understanding. Each unit is designed to provide an engaging stimulus for pupils to develop their practical, conceptual, and communication skills. They cover topics such as drawing, painting, portraiture, printmaking, colour theory, life drawing and sculpture.

In Year 10 students build on previous knowledge by studying the batik process and completing workshops using a range of materials. In year 11 students choose their own topics and develop work independently to produce a personal response using media of their choice. All coursework is underpinned by contextual research into artists and designers.

In Key Stage 5 students have the option to study, both, A level Art and Photography. The courses enable students to create a portfolio which will prepare them for further education and beyond. Many students choose to undertake a creative pathway and gain places on highly competitive Art Foundation and Photography/Art Degree courses, as well as going onto study Art History and Architecture. Workshops with practising artists and visits to art galleries inspire students throughout the year.

The creative process is key to innovation in modern industry. Studying a creative subject offers many transferable skills such as time management, working within a team, problem solving and idea development, all of which can be applied within many future career opportunities.

A level and GCSE exhibitions alongside Key Stage 3 Art displays in numerous public spaces throughout the school, celebrate the work of all students. Opportunities to enter competitions throughout the year create additional exciting platforms for our students to further enrich their experience alongside KS3 and 4 art clubs and KS5 enrichment opportunities.

Art Learning Plan

Autumn 1	**Illuminated Lettering** Lino Printing Historical and Contemporary Artist research Health and Safety Design Process
Autumn 2	Lino Printing 'Illuminated Lettering' Lino Printing, experimentation and displaying
Spring 1	Figure Drawing Proportions of the Body
Spring 2	Figure drawing Experimental techniques
Summer 1	3D figure Anthropomorphic animals project, Artist research
Summer 2	3D figure Create final anthropomorphic figure supported by research

Computing

Computers are now part of everyday life and, for most of us, technology is essential to our lives, at home and at work. The computing curriculum has been designed to equip pupils with the skills that they will need in their increasingly digital world. In their lessons they will learn how computers and computer systems work, they will design and build programs, they will develop their ideas using technology, and create a range of digital content.

There are three distinct strands within the computing curriculum: computer science, information technology and digital literacy. Computer science is the scientific and practical study of computation where we study how hardware works and how we can use it to solve problems and program solutions. Information technology is concerned with how computers and telecommunications equipment work, and how they can be used to create, store, retrieve, manipulate and transmit data. Digital literacy is concerned with creating confident digital citizens through studying how to effectively, responsibly, safely and critically find, adapt and create digital content in both the online and offline world.

The focus of Computing at KS3 is to introduce and build on these three strands to give students a firm grounding in using and understanding technology. In the core curriculum students will cover topics such as coding with Python, Computer Systems, Networks, Graphics and Animation. Students from year 8 can also opt for an extra lesson of Computing a week through the enrichment program, where they can build on and expand their knowledge through more detailed project work and competitions. Both pathways give students an excellent foundation for choosing to study GCSE Computer Science.

Computing Learning Plan

Autumn 1	Cybersecurity
Autumn 2	Programming with Python
Spring 1	Data Science
Spring 2	Media - creating animations with Blender
Summer 1	Working towards Bronze or Silver Award at https://idea.org.uk/ (The Inspiring Digital Enterprise Award, known as iDEA is an international programme that helps develop digital, enterprise and employability skills)
Summer 2	

Design & Technology

Design and technology is about designing and making things that people want and that work well. It is a challenging subject as it requires an enquiring mind, initiative, determination, the careful management of time and resources and a sense of responsibility for making decisions and taking action. An important feature is that it makes immediate and practical use of knowledge and skills from other subjects. It is linked directly with Art, Mathematics, Science and Computing and also covers issues which are part of PDC and Geography. Through studying Design and Technology, all students can become discriminating and informed users of products as well as potential innovators of the future.

At Waldegrave we combine practical skills with an understanding of aesthetics, function, and social and environmental issues. All students have the opportunity to work with a range of materials including food, textiles, timbers, papers & boards and plastics. Our aims are to set challenging targets with high expectations for all pupils. We offer a variety of approaches to teaching and learning to engage and motivate pupils and demand active participation. Enrichment opportunities outside the curriculum further enhance pupils' understanding and enjoyment of Design & Technology as well as showcasing the vast range of further / higher education and employment possibilities there are.

At the end of their KS3 curriculum, each student will be able to: use ICT to enhance their Design & Technology work; choose and manage resources effectively; critically analyse their work and that of others; use verbal, graphical and modelling skills in the process of designing; select and use appropriate tools and equipment safely and with growing competency. They will also disassemble and evaluate products and their applications and explore values and attitudes to the made world and how we live, work and interact within it.

At KS4 Design & Technology students will deepen further their skills and knowledge in all of the above through short, focussed tasks, group and individual projects and practise NEAs. Whilst continuing to study about all materials, students choose to specialise in either Textiles or Timbers. This becomes the focus for their NEA which is worth 50% of their GCSE and for certain sections of the written paper.

Food & Nutrition is an integral part of the KS3 curriculum but KS4 breaks away to become a separate GCSE - 'Food Preparation and Nutrition'. This course focuses on developing a strong understanding of nutrition and food science alongside practical food preparation and cooking skills.

At KS5, Fashion & Textiles is delivered through A Level Art & Design: Textile Design (Fashion). As this is an Art & Design course, the work is mostly of a practical nature, although students are required to write a related study of around 2000 words. Students study the fundamental Art & Design principles and use this understanding to develop their work and apply it to different contexts, experimenting with a wide range of techniques to make highly creative and personal final pieces that relate to their research and developmental work. Most students go on to either art/fashion foundation courses or textiles design related degree courses. However, throughout the course students develop a wide range of skills transferable to any higher education course, such as: attention to detail; problem-solving; information gathering; organisation; evaluation /appraisal; time management and planning; ability to cope with the pressure of deadlines; patience and perseverance.

Year 9 students have two lessons per fortnight – rotating through the specialist areas - Food, Textiles, Graphics and Resistant Materials (9 week rotations)

Design and Technology Learning Plan

Autumn 1	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target users. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics - systems and flow diagrams. **Food & Nutrition** – Vegetarianism and Vegetarian products,Sustainability issues in Food, Smart shopping, Food Labelling and nutritional labelling . Food science investigation using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.
Autumn 2	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target user. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics -systems and flow diagrams. **Food & Nutrition** –Vegetarianism and vegetarian products,Sustainability issues in Food ,Smart shopping, Food Labelling and nutritional labelling . Food science investigation using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.
Spring 1	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target user. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics - systems and flow diagrams. **Food & Nutrition**–Vegetarianism and vegetarian products, Sustainability issues in Food ,Smart shopping, Food Labelling and nutritional labelling . Food science investigation using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.
Spring 2	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target

	user. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics - systems and flow diagrams. **Food & Nutrition** –Vegetarianism and vegetarian products,Sustainability issues in Food, Smart shopping, Food Labelling and nutritional labelling . Food science investigation using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.
Summer 1	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target user. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics - systems and flow diagrams. **Food & Nutrition**–Vegetarianism and vegetarian products, Sustainability issues in Food ,Smart shopping, Food Labelling and nutritional labelling . Food science investigation using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.
Summer 2	**Graphics** Using mathematical, fine measuring and marking out skills to layout a card net. Developing a design through testing. Personal identity explored by thinking about target user. Advanced cardboard engineering skills to design and produce a mechanical card frame. **RM -** Practical skills and knowledge of workshop tools and equipment. Sustainability - reusing, upcycling acrylic - open context -Hanging Ornament Mechanisms: Cams, Pulleys and Gears. Electronics - systems and flow diagrams. **Food & Nutrition**–Vegetarianism and vegetarian products, Sustainability issues in Food, Smart shopping, Food Labelling and nutritional labelling . Food science using yeast in bread making. Practicals **Textiles** - Expressing cultural identity with Textiles. Dye sublimation printing onto fabric. Developing CAD skills (Computer Aided Design) using 2D design to create a monogram. CAM skills utilising the vinyl cutter. Further developing practical machine sewing skills using a zipper foot and inserting a zip to create a zipped purse.

Drama

The Waldegrave Drama Department is an exciting place, where learners develop in a creative and stimulating environment. Students respond positively to the freedom that Drama at Waldegrave allows, as well as valuing our outstanding resources which enable them to realise purposeful and sophisticated pieces of drama.

In Year 7 students are introduced to the full range of explorative strategies and drama techniques that enable them to access both thematic and text based schemes of learning. It is in this first year of Drama at Waldegrave that a foundation of shared knowledge and understanding is acquired and this paves the way into their next two years of study at KS3. In Year 8 students are encouraged to explore important themes ranging from bullying to refugees as well as revisiting and developing the key skills obtained in Year 7. In their final year at KS3 students can respond to more challenging stimulus material and develop leadership capacities which will help them in their future careers.

At GCSE and A level students are challenged to work to professional standards in an atmosphere of creative collaboration. The chosen exam syllabuses encourage students to study a number of theatre texts from Greek classics to contemporary drama. We seek to surprise, amaze and challenge our older students, not only through the stimulating work within the course, but through exposure to a range of other theatre experiences through workshops and theatre visits.

Central to Drama is the opportunity for learners to unleash their individual potential in a variety of ways; through their work in lessons, in extra-curricular Drama Clubs and in school productions and concerts.

Drama occupies a unique position in the school curriculum, providing students with opportunities to collaborate, debate and to realise creative intentions as a performer, director and designer, to the highest of standards. Encouraging students to take risks in their learning is central to our aims, as is fostering a sense of curiosity and critical thinking reflection. This ethos facilitates a creative process from which students create work with a sense of pride and achievement.

Drama Learning Plan

Autumn 1	**Craig and Bentley** Stimuli for exploration and devising. Skills and techniques developed; cross cutting and juxtaposition. **(Collaborative skills assessed)**
Autumn 2	**Girls Like That** Study of a play script, focus on characterisation and style of multi-roling. Progression to KS4 Component 2. **(Performance skills assessed)**
Spring 1	**Theatre in Education** Devising in set companies of six for the whole unit. Experimenting with different techniques, physical theatre, addressing the target audience. **(Creative skills assessed)**
Spring 2	**Devising** Working from a stimulus. Developing physical theatre skills **(Creative skills assessed)**
Summer 1	**Romeo and Juliet / Macbeth** Theatre analysis and evaluation Progression to KS4 Component 3 Live Theatre Review **(Evaluative skills assessed**
Summer 2	**Shakers** Study of a play script, focus on characterisation and style of multi-roling. Progression to KS4 Component 2. **(Collaborative skills assessed)**

English

We **enjoy** that our thoughts and feelings are valued in English.

We **achieve** well academically: English opens doors.

English **empowers** us to be resilient, independent, curious and communicative.

Speaking

- We are empowered to express ourselves confidently and thoughtfully.
- We debate by listening and responding to others, so we can develop and reconsider our opinions and mindsets in this digital world.
- We create and perform speeches, drama and poetry helping us build our confidence and voices for life beyond school.

Reading

- We read and critique a diverse range of challenging and engaging novels, plays, poetry and media texts.
- We study a culturally responsive curriculum, striving to engage across all groups and communities and boost our empathy and understanding.
- We enjoy reading for pleasure and are given opportunities to discover new books and share with our peers.
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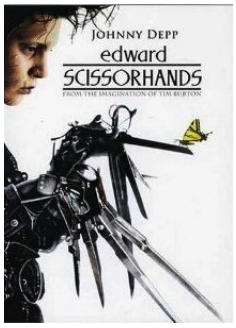
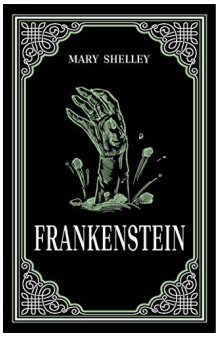
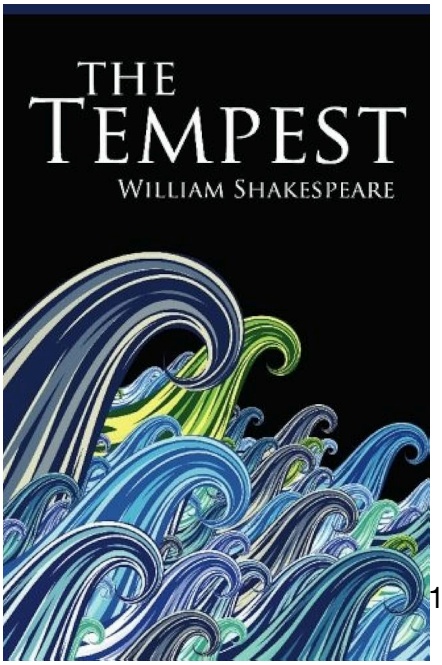
Writing

- We develop our ability to write a range of different forms; from critical, analytical essays to poetry, stories, letters and articles.
- We grow our writing resilience, so we can express our ideas fully.
- We carefully craft our vocabulary and grammar to shape our own voice, so we can express ourselves with clarity and persuasion, preparing ourselves for the future.







English Learning Plan

Autumn 1	**Viewpoints and Perspectives** Comparing non-fiction texts
Autumn 2	**Gothic** **Introduction to 19th Century fiction** Studying excerpts from a selection of 19th century novels (& Poetry by Heart - one week)
Spring 1	***The Tempest*** **William Shakespeare** Analysing Shakespeare's language choices exploring relationships
Spring 2	**Short stories:** creative writing
Summer 1	**The Facility (adaptation of Antigone, play) and The Power of Voice**
Summer 2	**The Power of Voice: Speeches** Also fast read of a novel

Geography

Geography is challenging, motivating, relevant and it must help us think about our alternative futures. Waldegrave students display empathy towards others and are able to critically think about issues facing the world today, applying them across a range of geographical scales. It is these people that the world needs if we are to build a more socially and environmentally sensitive, informed and responsible society. As Michael Palin puts it: Geographers hold the key to the world's problems.

At Waldegrave, Year 7-9 Geographers will learn through lessons which are structured using enquiries, allowing pupils to apply concepts to their own everyday norms. Geographers are charged with the task of viewing the world through two lenses; geophysical and socio-economic, and very often how the two can overlap with one another. Topics are widely diverse, including river landscapes, global health patterns, weather systems, emerging nations and urbanisation. There are three formal assessments each year, which often use the 'Issue Evaluation' approach, in order to weave such core skills into the fabric of our curriculum. At GCSE level, pupils will enjoy a deeper study of those topics initially introduced in lower school.

We endeavour to foster a lifelong love of the subject through varied activities both inside and outside the classroom. Various field work opportunities present themselves in the form of cityscape analysis, coastal investigations and beyond. We aim to prepare well-rounded students for post-school study and the world after education.

Geography Learning Plan

Autumn 1	**Environmental concerns** including climate change, drought and endangered species
Autumn 2	**China – The emerging nation** including physical geography, population distribution and the economy
Spring 1	**Geography of health** including diseases of poverty vs affluence, global pandemics and the future of health
Spring 2	**Geographical dilemmas** including scales of conflict, local debates surrounding Heathrow expansion, international conflicts and conflict resolution
Summer 1	**Ecosystems** as an introduction to the GCSE including biomes, climate and analysis of local small scale ecosystems in Bushy Park
Summer 2	**Ecosystems** as an introduction to the GCSE including The Amazon Rainforest and The Thar Desert case studies

History

We aim to create the very best historians. We challenge students to think, act and speak like those working in the field would, to research thoroughly, weigh up evidence, understand chronology, evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well-supported judgements and learn to express themselves articulately using historical vocabulary.

The purpose of our curriculum is to give students a broad (mostly chronological) knowledge and understanding of significant people, events and developments and their impact, from the medieval period to the 21st century. Within this, there will be aspects of depth study and aspects of thematic study.

Our enjoyable Key Stage 3 curriculum aims to provide a good foundation and smooth transition for those who opt to study History at GCSE and A Level. Enquiry based lessons cover a range of historical periods and topics including the Middle Ages; Tang Dynasty China, the Tudors, African Kingdoms; Industrial Revolution; Empire, Rights of Women and War in the 20th century. During lessons students are introduced to key historical concepts and skills including change and continuity; significance; causation and interpretations which provide students with the tools to fire their curiosity and start asking interesting questions about the past.

The Key Stage 4 curriculum provides students with the opportunity to develop these foundational skills and apply them in a more sophisticated way to new areas of study. Our breadth study on the History of Medicine, 1250 - Present provides students with the opportunity to study a topic over an extended period of time. This contrasts with a depth study of Germany 1919-39, which examines the challenges of starting a new democracy in post WW1 Germany, and the reasons for Hitler's ascent to power. The course is completed with two further studies: Elizabethan England and the American West.

Students who choose to continue History at Key Stage 5 start their A Level with a study of two Communist States in the twentieth century: Russia and China. The coursework unit of A Level is valuable preparation for degree level study where the students learn to work as an historian, researching areas of academic debate and formulating their own extended responses to key historical questions. The Tudor unit on rebellion and disorder, 1485-1603 provides students with the opportunity to study the enormous political and religious changes of the period which marked the beginning of our modern nation state.

Underpinning all aspects of our curriculum is the importance of students being able to see themselves represented in the past so they understand their place in the present. We aim to deliver a diverse outward looking curriculum which examines some of the key events which shaped the Britain we live in today such as the arrival of the Empire Windrush in 1948 which brought some of the first post-war migrants from the Caribbean to Britain. We also cover areas of non European history including African Kingdoms; Tang Dynasty, China and the American West.

History Learning Plan

Autumn 1	Industrial Revolution in the 18th and 19th Centuries. Twickenham study, development of the railway system. The British Empire
Autumn 2	The electoral system and the struggle for democracy. Role of Women in the 19th Century, Why did women win the right to vote? Suffragists, Suffragettes, Sophia Duleep Singh, Places you can visit: Museum of London
Spring 1	Causes of WW1, Trenches and key battles, contribution of Colonial troops to WW1. Places you can visit: Imperial War Museum
Spring 2	WW1 - New Technology, Home Front, Why was it described as the Great War? Versailles
Summer 1	Britain in the 1930s, Rise of Fascism in Europe including the Spanish Civil War, Hitler and Nazi Germany, WW2 Causes & events.
Summer 2	Persecution of the Jews and the Holocaust. Origins and events of the Cold War. Places you can visit: Imperial War Museum

Mathematics

Our goal is to equip every student with the tools they need to apply mathematical skills and principles to their everyday lives. Mathematics is not only relevant but intrinsic to the world around us and therefore we want to build the foundations of why and how Mathematical principles work. We want to imbue each student with a flair and enthusiasm for Mathematics and enable them to problem solve creatively, as well as analyse and evaluate with a structured understanding built upon the framework during their time at Waldegrave.

In Year 7 and 8, our mastery curriculum is designed to expand and secure mathematical understanding of the key concepts in number, geometry, algebra, ratio, proportion and statistics; in order to have a smooth transition into the GCSE syllabus. At GCSE and A level we continue to expand students' knowledge, understanding and love of Mathematics. For both GCSE and A-Level we follow the EdExcel syllabus and students begin their GCSE course in year 9.

Mathematics Learning Plan

Autumn 1	**Foundation:** Unit 1 -Number inc standard Form Unit 2 - Algebra inc inequalities **Higher** Unit 1 - Number inc surds Unit 2 - Algebra
Autumn 2	**Foundation:** U2 - Algebra inc inequalities U3 - Graphs, Tables and charts **Higher:** U2 - Algebra U3 - Interpreting data All students will be completing an investigation on climate change and using statistics based on a Christmas theme.
Spring 1	**Foundation:** U4 - Fractions and percentages inc ratio Compound Measures **Higher** U4 - Fractions, ratio and percentages Compound mreasures
Spring 2	**Foundation** U6 - Angles inc Pythan U8 - Perimeter, area and volume **Higher** U5 - Angles and trigonometry U7 - Area and Volume All students will be completing an investigation on The Easter Budget Game at the end of term,
Summer 1	**Foundation** U8 - Perimeter and Area Revision for the end of year exams **Higher:** Unit 7 Area and Volume U10 Probability Revision for the end of year exams
Summer 2	**Foundation** U15 Constructions, Loci and bearings. Exam feedback **Higher** U8 - Transformations and Constructions U6 - Graphs Exam Feedback All students will be completing an investigation and some numeracy and literacy activities at the end of term

Modern Foreign Languages

“The limits of my language mean the limits of my world.” — Ludwig Wittgenstein.

We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our aim is to broaden pupils’ horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Furthermore, we want to increase their cultural capital through a range of class activities, cultural events and trips. It is noteworthy that employers consistently rank skills in Modern Foreign Languages as among the most desirable in an ever-competitive global jobs’ market.

The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape a pupil's ideas in this critical area as well as giving them a new perspective on their own language.

Students confidently improve their speaking skills through the use of the target language for real purposes. They also develop their listening and reading skills to enhance comprehension of the language. Through writing and translation, students are able to apply the rules of grammar which, in addition, allows them to enrich their linguistic knowledge of English.

Learning a language equips students with transferable skills, such as problem solving, the ability to infer and deduce meaning, memorisation and promote independent learning.

MFL Learning Plan

Autumn 1	**French**	Media & Social Media
	German	Daily routine Time Chores Healthy living
	Spanish	Education
Autumn 2	**French**	Pocket Money and Jobs
	German	Chores Healthy Living St Nikolaus and Christmas
	Spanish	Work and Careers
Spring 1	**French**	Future plans House, Home
	German	TV and Films Music Karneval
	Spanish	My daily routine & the environment
Spring 2	**French**	Environment
	German	My House and local area
	Spanish	Famous people Spanish Culture
Summer 1	**French**	Travel arrangements, French Regions
	German	Virtual vs the real world Digital World
	Spanish	A trip to Bilbao Revision / Assessments
Summer 2	**French**	Les Choristes (French film)
	German	Exams / Film Balloon
	Spanish	Film: *Voces Inocentes*

Music

“Creativity comes from the freedom to fail. And freedom to fail comes from experimentation, and that's what gives something its individuality.” — Peter Gabriel

Music is a vital part of the school curriculum where, through practical based lessons, students develop their creative, analytical and collaborative skills. All students get the opportunity to compose, learn various instruments and to explore a wide variety of music from around the world.

Students at Waldegrave begin their creative journey through an exploration of the foundational elements of music. They learn the basics of music theory, keyboard skills, simple music technology, key vocabulary and begin to develop their compositional and performance skills. These themes and skills are then grown and developed throughout the rest of key stage 3 through the exploration of music from a range of genres and diverse cultures. All students finish key stage 3 being able to discuss the music they hear linking it to the context in which it was written; being able to compose in a wide range of different styles and to perform with confidence in both an ensemble and solo setting.

The study of music at KS4 builds upon our KS3 curriculum in terms of the breadth and depth of the music covered. The course is made accessible to all students through our enrichment opportunities which allow students to develop the key performance skills required at this level.

At KS5, music serves as an academic subject preparing students not just for a degree or conservatoire place but also for law, medicine, veterinary science as a result is very popular as a fourth A Level.

The academic curriculum is supported by an inclusive and diverse extracurricular programme with opportunities for students to create their own ensembles alongside taking part in one of the many choirs, orchestra, jazz and other instrumental ensembles run by the music team. Performances take place throughout the school year both in house, in the local area and further afield including European tours. We also regularly take students to see live performances and collaborate with leading professionals to deliver masterclasses and lectures to our students.

By studying music, students become dedicated, resilient, creative, analytical and collaborative individuals. These transferable skills make the subject valued by many different professions and an excellent foundation for further study.

Music Learning Plan

Autumn 1	**Minimalism** Introduction to minimalism across the different art forms. Exploration of minimalism in music. *Rests* **Individual composition** Related listening
Autumn 2	**Music and Drama** Main features of opera Main features of musical theatre *Compound time and dotted rhythms* **Group performance** Related listening
Spring 1	**Music Technology 3** Logic: Composing expressively/creating atmosphere Use of music in film **Set Work: Star Wars v Imperial March** **Individual composition** Related listening
Spring 2	**Jazz** Four main styles, where it came from, main stylistic features *Flats, sharps, modes* **Individual improvisation** Related listening
Summer 1	**Protest Songs** History of the protest song. Evaluation of student choice protest song. *Chord progressions, word painting, accompaniment patterns* **Group Composition** Related listening
Summer 2	**Motown** Context of the genre/main artists Whole class performance of a Motown song **Set Work:** **I Heard It On the Grapevine** **Group performance** Related listening

PDC

To provide students with a safe space to discuss sensitive topics and be empowered to make informed choices for a happy, healthy and fulfilling future.

Autumn 1	• First aid - Asthma, anaphylaxis, Bleeding & shock • Substance misuse risks and effects • Drugs and the law • Managing risks and effects
Autumn 2	• Attitudes to emotional health • Promoting emotional health • What is the Law • Legal case studies • What happens in a youth court
Spring 1	• Identity and belonging: Fowzia's Story • Holocaust Memorial • The digital world: Social media & careers
Spring 2	• Building resilience to gambling • Coercive friendships • Serious & organised crime • Money mules
Summer 1	• Respectful relationship behaviours • Freedom and capacity to consent • Sexual health • Contraception • Managing the ending of relationships • Staying safe: FGM
Summer 2	• Alcohol • Solvents • Maijuana & 'not so legal' highs • Work experience preparation • First aid: choking & head injuries • Summer self-care

Physical Education

The Waldegrave PE curriculum is designed so students will be able to develop competence in a broad range of physical activities and engage in competitive sports, but at the same time develop the confidence to participate and achieve in sport and exercise outside of school, and to know why and how to lead healthy, active lives.

Lessons and schemes of work in KS3 are structured to allow students to develop and become more confident in their techniques and to learn how to use strategies and tactics, and to then apply the knowledge and skills learned across different sports. Students are offered a wide and varied curriculum including team games, individual activities, competitive activities and creative activities such as dance, to encourage participation and promote enjoyment. We want students to be confident in taking on a range of roles including performer, coach and official. As students enter KS4 they also have opportunities to experience new activities to further promote lifelong participation.

Students regularly work in groups to encourage values such as fairness and respect and students are encouraged to be cooperative and supportive of each other. They will also learn to analyse their performances and feel empowered to identify how to improve.

PE Learning Plan

Students will complete these activities on a rotational basis

Autumn 1	2 activities from Badminton/Dance/ Netball/Volleyball/ Lacrosse/Fitness/ Basketball/ Football / Rugby / Handball
Autumn 2	2 activities from Badminton/Dance/ Netball/Volleyball/ Lacrosse/Fitness/ Basketball/ Football / Rugby / Handball
Spring 1	2 activities from Badminton/Dance/ Netball/Volleyball/ Lacrosse/Fitness/ Basketball/ Football / Rugby / Handball
Spring 2	2 activities from Badminton/Dance/ Netball/Volleyball/ Lacrosse/Fitness/ Basketball/ Football / Rugby / Handball
Summer 1	Athletics
Summer 2	Rounders, Cricket, Ultimate Frisbee & Tennis

Religion, Philosophy and Ethics

Religion, Philosophy and Ethics is a thriving part of the curriculum at Waldegrave School and is a subject where students can start to understand the world around them by studying different faiths, beliefs systems and cultures. It provides an excellent forum for students to develop and explore their own beliefs and moral values. RPE is a subject where students can develop their skills of evaluations and analysis, debating today's moral issues and developing empathy essential for today's multicultural society.

The focus of RPE in Year 9 is beginning the Edexcel Religious Studies GCSE. The Year 9 curriculum builds on the excellent foundation from Key Stage 3 starting their GCSE RS where they will start looking at Christianity and Islam in further detail. They will focus on the key beliefs for Christianity including; the incarnation, the Trinity, nature of God, Jesus' crucifixion and resurrection. In addition, students will address philosophical questions such as; 'does evil and suffering prove that God does not exist?' Ethical topics are also studied including issues surrounding relationships, marriage and gender roles. Religious Studies provides a strong academic foundation for further study with many students opting for the subject at A Level. It also lends itself to a diverse range of future careers including law, politics and medicine.

The Religion, Philosophy and Ethics curriculum extends beyond the classroom with trips to places of worship, visiting speakers and conferences led by eminent philosophers and academics.

Religion, Philosophy and Ethics Learning Plan

Autumn 1	**Christian Beliefs:** Denominations (Catholicism, Protestantism, Evangelical Protestantism and Anglican churches), The Nature of God, Trinity, Trinity and exam practice, Incarnation and Jesus' last days.
Autumn 2	**Christian Beliefs:** Salvation, revision, mid-unit exam, Creation, Evil and Suffering, and Christian Responses to Evil.
Spring 1	**Christian Beliefs:** Job and Soul Making, Eschatology, revision, Exam, feedback.
Spring 2	**Marriage and the Family:** Utilitarianism and Situation Ethics, Marriage, sexual relationship and Homosexuality
Summer 1	**Marriage and the Family:** Contraception, Nature and Purpose of Family, and Divorce
Summer 2	**Marriage and the Family:** Equality in the family, Gender, revision, exam, feedback.

Science

The school's vision is modelled in the Science curriculum. We believe in inclusive education - that all of our students deserve a curriculum that meets their differing needs and enables them to fulfil their unique potential. We want to enable our students to maximise their life opportunities – as curious individuals; capable learners and scientifically literate and engaged members of a changing society.

Intellectual exploration and discovery are at the core of human progress. Modern scientific enquiry formalises these processes. Studying science allows individuals to connect with the primal inclination to 'find out why'.

The domain knowledge gained from studying the science curriculum can answer many of the universal questions that people ask over the course of their lives. Additionally, the procedural knowledge learned when studying science allows our students to seek reliable answers to whatever unique questions they have about the world around them. These two aspects form the basis of our science curriculum – 'Scientific Concepts' and 'How Science Works'. Put together, these aspects will enable all students to cultivate their ability to critically assess information, problem solve and create solutions beyond the scope of educational settings.

Children transition from learning concrete ideas in Key Stage 2 to learning and applying abstract concepts to explain natural phenomena in Key Stage 3. The foundational concepts at the heart of our Schemes of Work are in line with the National Curriculum. Science is taught in three distinct disciplines for the first time.

Science teaches us that wrong turns and mistakes should be welcomed, as they open doors to discovery. This ethos underpins design of the science curriculum and extra-curricular Science Club at KS3, where practical learning opportunities are plentiful.

The autumn term of Year 9 bridges the gap between KS3 and KS4. An enjoyable sense of academic momentum and challenge is achieved through the 'Scientific Skills' topic. Our method of delivery links and embeds scientific conventions across the three disciplines through application-based learning tasks.

The teaching of GCSE courses commences after Christmas in Year 9. Students study the three disciplines, either as part of Combined Science or Triple Science options. Teaching is led by subject specialists; however, links between disciplines established in the 'Scientific Skills' topic are strengthened by continued practical work, the use of scientific conventions and explicit linking of concepts. This encourages students to form a more global view of Science. Students can apply to be Science Prefects. For those students who do not go on to study science Post-16, the KS3 and KS4 science curriculum has provided a loose framework within which they can explore what is meaningful for them.

The science curriculum is narrated to students throughout all Key Stages. Teachers encourage students to think about the value of the scientific endeavour by situating their learning within broader contexts. Telling stories about significant developments, introducing personalities from diverse backgrounds, highlighting career opportunities and the potential of science to solve world problems brings science alive and leaves students feeling that their knowledge is relevant and powerful.

Science Learning Plan

Autumn 1	**Biology**	**Scientific skills** - ● Tables ● Graphs ● Identifying and describing trends ● Calculating rates
	Chemistry	**Scientific skills** (see above)
	Physics	**Scientific skills** (see above)
Autumn 2	**Biology**	**Genetics, inheritance and evolution** ● Variation and classification ● DNA, genes and chromosomes ● Extraction of DNA ● Evolution
	Chemistry	**Exo or Endo** ● Exothermic or endothermic ● Bond energy calculations ● Reversible reactions
	Physics	**Waves** ● Ultrasound ● Mixing colours of light ● Uses and dangers of the electromagnetic spectrum ● Diffraction
Spring 1	**Biology**	**GCSE begins (BIO1 - Cells and transport)** ● Cells and organelles ● Cell division by mitosis ● Microscopy ● Diffusion ● Osmosis ● Active transport
	Chemistry	**GCSE begins (CH1 - Atomic Structure and the Periodic Table)** ● Atomic Structure - protons, electrons and neutrons ● Separating techniques ● Electron arrangement and ions ● Isotopes ● The development of the Periodic Table ● Group 1 - Alkali Metals ● Group 7 - The Halogens ● Group 0 - The Noble Gases
	Physics	**GCSE begins (PHY1 - Energy)** ● Describing Energy Stores and Transfers ● Calculating Energy Stores and Transfers ● The Law of Conservation of Energy ● Power ● Efficiency ● Heat transfers

		• Saving energy in the home and elsewhere • Specific Heat Capacity • Energy generation and resources • UK Energy demand • The National Grid • Debates and issues
Spring 2	**Biology**	GCSE: (BIO1 - Cells and transport) - continued
	Chemistry	GCSE: (CH1 Atomic Structure and the Periodic Table) - continued
	Physics	GCSE: (PHY1 - Energy) - continued
Autumn 1	**Biology**	GCSE: (BIO1 - Cells and transport) - continued
	Chemistry	GCSE: (CH1 Atomic Structure and the Periodic Table) - continued
	Physics	GCSE: (PHY1 - Energy) - continued
Autumn 2	**Biology**	GCSE: (BIO1 - Cells and transport) - continued
	Chemistry	GCSE: (CH1 Atomic Structure and the Periodic Table) - continued
	Physics	GCSE: (PHY1 - Energy) - continued