



Year 9 curriculum

King Edward **VI** Community College

www.kingedwardvi.devon.sch.uk





These are really exciting times to be at KEVICC. We are determined not only to be outstanding in all we do, but also to develop a unique co operative identity that makes being part of the College an engaging and challenging experience for all our students.

Welcome to KEVICC. This is a very special place to learn. Our students are a fantastic mix of personalities, and we value each and every one of them. Our staff are committed to making a real difference to our students' lives, and go that extra mile to make this happen. And our community is richly diverse, encompassing not just Totnes itself, but the wonderful countryside that surrounds it.

We are rightly pleased with, but not fulfilled by, our judgement as a good school. We aspire to be consistently outstanding in all that we do. We want staff and students to be creative in their approaches to learning. And we want to harness the potential of our community to develop a truly unique school, with strong values that prepare children to be happy and successful adults.

This prospectus gives you a taste of what we do. However, it is no substitute for coming to see for yourself. I look forward to meeting you and showing you what a wonderful place this is to learn.

Alan Salt
Principal



English

The study of English is the study of the power of words and the exploration of how they can empower humans to share their thoughts and ideas. Through engaging in literature, and exploring the craft of writing, we can engage with universal human experiences and shape our own powerful voices in society.

Iridescent Adolescent Anthology

Students build on previous learning about genre & the writer's craft to explicitly focus on structuring the short story and writing for impact. The writing focus is both on fiction and the academic: the analysis of structural decisions. The anthology consists of texts by a wide range of contemporary writers influenced by their different contexts.

Journalism & Viewpoints

Students read a variety of non-fiction journalistic articles: examples of writing that can make a difference in our world - journalism that seeks to expose and explain truths about society. The focus for writing is argument and transactional writing. The BBC Young Reporter Competition runs alongside this learning cycle.

An Inspector Calls

This cycle leads on from the study of Orwell in Y7 in its focus on authorial intent & social comment. The writing focus is academic as students deepen analytical skills using a range of techniques. Students read the whole play and extracts from "English Journey" & "The Road to Wigan Pier" illustrating the bleak living conditions of the 1930s.



mathematics

Mathematics is the language of pattern, measurement and logical rules, it is the art of interpreting, quantifying and working with error and uncertainty and it is concerned with using imagination, intuition and reasoning to find new ideas and solve puzzling problems. Engaging in mathematical activity is part of what it means to be human.

Cycle One

- Probability with frequency trees and Venn diagrams
- Equations in two unknowns (graphical solution)
- Similarity and enlargement
- Solving quadratic equations
- Problem solving with volume and surface area
- Equations in two unknowns (elimination)
- Linked ratio

Cycle Two

- Similarity and congruence
- Graphical representation of equations
- Trigonometry
- Probability of multiple events
- Growth, decay and financial maths
- Density
- Problem solving with probability

Cycle Three

- Introduction to vectors
- Rearranging and solving in two unknowns
- Introduction to transformations
- Bearings and trigonometry
- Proportion and kinematics
- Solving problems in three dimensions



history

Without history, a society shares no common memory of where it has been, what its core values are, or what decisions of the past account for present circumstances. Without history, we cannot undertake any sensible inquiry into the political, social, or moral issues in society.

Life in Whitechapel The First World War

A study of the struggles in Britain on the outbreak of war. Alongside the Year 8 Protest Unit, this unit shows how much people valued the rights that we often take for granted.

Students explore the complex nature of WWI & how perceptions of WWI are challenged including the role of minorities. Even so, many traditional ideas about WWI remain.

The Second World War, The Holocaust

Students will understand how the Nazis were able to carry out an attempted genocide against the Jews and other minority groups in Europe, as they look at the actions of bystanders, perpetrators, victims and resisters. A focus on the expansion of the war to the Pacific Front & the role of the USA & Japan concludes the study of this War.

Life Under Nazi Rule The Cold War

Students explore the impact dictatorial control can have over a democratic nation, such as Germany showing how easily hard-earned rights can be stripped away when there is minimal resistance, and the wider implications for migration, anti-Semitism & warfare. Students develop an understanding of the Cold War, & its impact on the civilians of one city – Berlin.



geography

“The study of geography is about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”

Globalised Planet

Students explore development and inequality, beginning with measures of development and classifying countries. They then focus on life in Kibera, a Kenyan slum, before looking at the development gap, its impact on trade and strategies to reduce this. Through globalisation, students explore the interdependence of the world, are introduced to superpowers and the UN and broaden their knowledge through the unsustainable world of global fashion trade and e-waste.

Resourceful Planet

Students explore the global significance and distribution of Earth's three main resources: food, water and energy. Students then focus on energy supply and consumption and understand the issues that energy insecurity can cause. They explore renewable and non-renewable energy sources, and how we can move to a more sustainable resource future. A study of sustainable energy supplies in Chambamontera, Peru provides focus.

Dynamic Planet

Students begin by looking at the range of diverse landscapes in the UK, then study the physical processes that shape our coastline, creating distinctive landforms of erosion and deposition, how management strategies can protect coastlines from physical processes. Students then focus on river landscapes and the processes that shape river valleys, creating distinctive landforms of erosion and deposition, and how management strategies can protect river landscapes from the effects of flooding.



religion, philosophy & ethics

Philosophy, ethics and religious studies challenge students to think about life, humanity, and meaning. Students in these disciplines examine the concepts of truth, morals, values, beliefs, and spirituality.

Concepts of God in Hinduism & Christianity

Students will develop their knowledge by analysing different aspects of God's nature as expressed by Hinduism & Christianity; comparing and contrasting the different beliefs. They will also examine how faith is put into action; evaluating the importance of different aspects of religious practice in the life of the believer, as they reflect on their own and others' personal responses to the concept of religious faith.

Ethics - Personhood

Students examine the legality and different perspectives and beliefs towards two ethical issues: abortion & euthanasia. Students develop their knowledge through analysing religious ideas and concepts, comparing & contrasting different attitudes towards the two issues and debating their own beliefs and ideas.

Life After Death

This topic explores the concept of life after death; religious beliefs as well as philosophical arguments about the existence of the mind, and whether this can lead to belief in life after death. Students look at Hindu beliefs about reincarnation and how this influences actions in life; Christian beliefs in Heaven & Hell; dualism & materialism; secular arguments.



science

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. "Science is not only a disciple of reason but also one of romance and passion." Stephen Hawking.

Atomic Structure, Cell Structure & Energy

- Elements, compounds & mixtures, balancing symbol equations, the atomic model, subatomic particles, ions & isotopes
- Animal & plant cells, eukaryotes & prokaryotes, microscopes, osmosis, active transport, specialised exchange surfaces
- Energy stores & transfers, conservation of energy, power, gravitational potential energy, kinetic energy, dissipation

Periodic Table, Cell Division, Electricity

- Explaining properties including symbol equations, atom review, states of matter, alloys & properties, ionic bonding, covalent bonding
- Mitosis & the cell cycle, stem cells, therapeutic cloning, types of pathogen, bacterial diseases, viral & fungal diseases, protist diseases, vaccinations, antibiotics
- Circuit symbols, series & parallel circuit building, current, PD resistance, LDRs.

Bonding & Atmosphere, Digestive System, Electricity

- Bonding & structure, giant covalent, diamond, graphite & silicon dioxide, graphene & fullerenes, polymers, current atmosphere, carbon dioxide, greenhouse effect & climate change
- Health issues, effect of lifestyle, cancer, digestive system, chemistry of food, enzymes, food tests
- Series circuits, parallel circuits, resistors, AC/DC, mains plugs, fuses, earthing, national grid



French & Spanish

You live a new life for every new language you speak. If you know only one language, you live only once - Czech proverb

Social Media, TV & Film, Festivals

Students learn to express what they use social media for, the advantages & disadvantages & opinions of TV programmes & film genres. The grammar focus is past, present, future & conditional tenses, paving the way for strong achievement in KS4.

Students explore a variety of different cultural events & festivals in France & Spain.

Social Issues, Town and the Environment

Descriptions of local area and housing, the changes to the local environment that we would like. The environmental problems that occur and measures in place to protect the environment in the home and town.

Students explain the social issues facing our society, such as homelessness, the economic crisis & the pandemic.

School, Future Plans & The World of Work

Students are able to make full descriptions of secondary schools and improvements that need to be made. Study of the imperfect tense enables pupils to describe their primary schools, compare and contrast, describe teachers and express their wishes for future studies.

Students are able to say which jobs they would like to do and why & the qualities needed for different professions.



art & design

Art is the expression or application of creative skill and imagination, producing works to be appreciated primarily for their beauty, emotional power or to communicate a message. Art, Craft & Design plays a vital role in developing curiosity, creativity and self-expression alongside resilience, confidence and critical thinking skills.

Creativity & Careers

Students explore how art inspires design & vice versa as their critical studies focus on Bauhaus, Man Ray & Mara Hoffman. Drawing skills centre around positive & negative space and textile design, printmaking & photography techniques broaden students experience across different media as they look at careers in graphic design, illustration, photography, fashion & textiles.

Self Expression & Symbolism

Students use self expression and symbols to convey identity and ideas. Through a focus on Picasso, Lucienne Day, Hattie Stewart, Helmo & Mara Hoffman, students explore tonal drawing, cutting & painting using a stencil and photo over-painting as they analyse artworks, explain symbolism, mood & message.

Art & Activism

Students use text and images to create work with personal, political or social message. Students focus on ancient graffiti, Rauschenberg, Robert Indiana & Shephard Fairey as they analyse artworks & explain ideas, messages & influences. They experiment with art activism banners in combining text & image to create meaning.



PE

Physical Education is the planned, progressive learning through the physical. This involves both 'learning to move', in becoming more physically competent and 'moving to learn': learning through movement, including skills and understandings beyond physical activity, such as co-operating with others.

Cycle 1

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Rugby / Handball
- Badminton / OAA
- Handball / Rugby
- Netball / OAA

Cycle 2

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Football / Hockey
- HRE / Basketball
- Hockey / Football
- Badminton / HRE

Cycle 3

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

- Tennis / Striking & Fielding
- Athletics



design & technology

Design and Technology is an inspiring, rigorous and practical subject. It encourages students to learn to think and intervene creatively to solve problems both as individuals and as members of a team. The curriculum links learning with career paths aiming to inspire future architects, chefs, engineers and designers.

Cycle 1

Students complete two modules over one and a half terms, of student preference.

- Cam / CAD / CNC electronics speakers project
- Nutrition & food practical preparation
- Personalised Modernist inspired lighting

Cycle 2

Students complete two modules over one and a half terms, of student preference.

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Cycle 3

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RSHE

Relationship, Sex, Health Education provides a statutory curriculum that focuses on strengthening the knowledge, skills, and connections that are essential to keep young people healthy and safe and prepare them for independence.

Health, well-being and relationships

Identifying signs of mental health and ill health, about attitudes towards mental health, how to challenge myths and stigma.

Identifying the importance of mutual respect, and trust in close relationships, be able to identify and describe how intimate relationships can affect all aspects of health positively or negatively.

Relationships & the wider world

Contributing to society with qualities and skills, careers and life choices, impartial face-to-face and digital careers information, advice and guidance services, identifying qualities needed for school and beyond e.g. world of work. Nutrition & exercise, things that can affect our health e.g. alcohol, smoking, vaping drug misuse and pressures relating to drugs.

Relationships & the wider world

Identifying and managing sexual pressure; what may impact decision making, identifying the impact of the media on body image and self esteem, the importance of setting boundaries and assertive communication in intimate relationships.

How the UK government works, the importance of voting, how to make a difference in our local communities.



drama

Drama is a human need. Throughout time and culture human beings have enacted events in order to understand them or gain power over them. In schools, students and teachers have come to recognise the power and efficacy of drama to simultaneously learn about and create art and culture.

Verbatim Theatre

Verbatim theatre is a form of documentary theatre in which the words of people involved in an event are used and recreated in performance to express personal views and perspectives. Students watch and listen to blogs, interviews, testimonials and news reports, scribing the words of the people expressing what they witnessed & experienced.

Theatre in Context

Social, historical, Political and Cultural Representations in Drama. Contextual factors are built into the assessment criteria within KS4 & 5 and allow for students to gain a wider understanding of the world in which we live. Using the play, 'Blood Brothers' by Willy Russell, we explore social class, nature v nurture and the historical context of the 1980's. Students explore key scenes and read the whole text as a company before creating their own small theatre companies.

Theatre for Change

Through the exploration of theatre practitioner: Bertolt Brecht, students will explore theatre and performance as a means to highlight themes and issues. Students will explore Epic Theatre Techniques and apply these to a self-devised piece of theatre, using the alienation or 'verfremdungseffekt' to highlight social issues as selected by the students themselves. Pieces are then showcased at the end of the topic allowing for audience discussion and forum theatre.



music

“Music is a higher revelation than all wisdom and philosophy. Music is the electrical soil in which the spirit lives, thinks and invents.” Beethoven.

Soundscapes: Heroes & Villains

Students recap classical notation including ledger lines and two-handed keyboard skills by playing character themes from composers such as Elfman, Silvestri and Nott. Film music composition continues exploring primary, secondary and extended chords in synchronising the music to the visual. Using our subscription to Soundtrap, we train students with MIDI keyboards on how to input chords, bass and a melody into DAW software to represent their film music.

Pop Music: Club Dance & Song Writing

The evolution of Club Dance music is taught through hooks, riffs and beats and artists such as Snap, Goldie and Pendulum. Exploration of texture and harmony through performance on synthesisers keeps students improving in the use of lead sheets and classical notation. Students write their own song or rap writing melody, bass, chords and their own lyrics for singing inspired by solo artists Ed Sheeran and Adele.

Extended Practical

Students plan and execute their own practical project, looking at instrumental and vocal techniques. This can be a solo or group performance and in exceptional cases can be a research project about the instrument and techniques. Students learn through lead sheets and tab notation, using drum kits and guitars and exploring recent Glastonbury headline acts such as Dua Lipa, SZA and Coldplay, resulting in performances in our summer music festival.



computing

"Computers are incredibly fast, accurate and stupid; humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Cycle 1

Students develop understanding of internal components of a computer and their functions, and the purpose of the operating system before designing & building an App to benefit our community. Students also explore how to ensure the data held on a smartphone can be kept safe & secure.

Cycle 2

Students develop programming skills using the text-based language Python. Each lesson enables students to code a game with increasing levels of complexity. In addition to text-input, students introduce Tkinter & Pygame to build fully interactive games.

Cycle 3

Students develop design skills by creating branding & marketing materials for a new snack product. They then learn how to prevent cyber security threats & attacks such as phishing, pharming, malware, DDOS and brute-force. Students also work to produce digital products such as websites & Apps to advertise their product.



our enrichment

College life is full of opportunities. We encourage all students to get fully involved. Our Enrichment Fair in September is the perfect entry to our rich and colourful community.

The range of clubs on offer to our students at lunch and after school is broad and encompassing. Here at college there are clubs every lunchtime and after school.

We are lucky to be supported by a charitable trust, the Foundation Governors, who support those students who need extra financial help to access enrichment opportunities; for example, funding half of visit costs for all students in receipt of free school meals.

Examples of extra-curricular clubs include: Computer Club, MFL Club, STEM Club, Photography Club, KEVICC Percussion Group, Creative Writing Club, KEVICC Band, Art Club, Streets n Beats DJ Club, Chess Club, Dance, Theatre Tech Club, Ukulele Club, Leaky Cauldron Club, Parkour, Debating Club, Rock Bands Rehearsal, Jamming Station Choir, Gym, Indoor Football, Netball, This Girl Can Club & Sports Leaders.

We are very proud of our Alumni. Students who have been part of our community are: artist Jimmy Cauty, Joe Mount from Metronomy, broadcaster and journalist Mary Nightingale, musician Ben Howard, actress Agnes O'Casey and footballer Kieffer Moore, to name but a few...





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Further information is available on our website, including a list of key contacts at the College
www.kingedwardvi.devon.sch.uk

Find us on **YouTube, Twitter & Instagram**

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