ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

CURRICULUM OVERVIEW YEAR 9 - 2026-27

Curriculum Overview

Aims

- All students make exceptional progress with high levels of enjoyment and engagement
- All students have opportunities to fulfil their potential, through curricular and extra-curricular opportunities

Principles

- All students can access a broad and balanced curriculum
- There is a clear focus on literacy and numeracy development
- Key Stage 3 builds on the work done at Key Stage 2 and provides the foundations for success in the Key Stage 4 curriculum and extra-curricular opportunities
- All students have the opportunity to study in greater depth subjects they might choose for their GCSE's by participating in our mini-option scheme
- The curriculum provides stepping stones to prepare young people for future careers and the world of work

Assessment

- Day-to-day in lesson assessment is the corner stone of student progress
- End of unit and termly assessments are specifically designed to be accessible, build confidence and support success in future public examinations
- Assessments are reported to students regular and to parents termly

Curriculum Allocation (25-Period Week)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
YEAR 9																								
En				Ma				Sc			PE		PSHE	MFL		His	Geog	Hums	Comp		Art	Dr	Mu	Tech

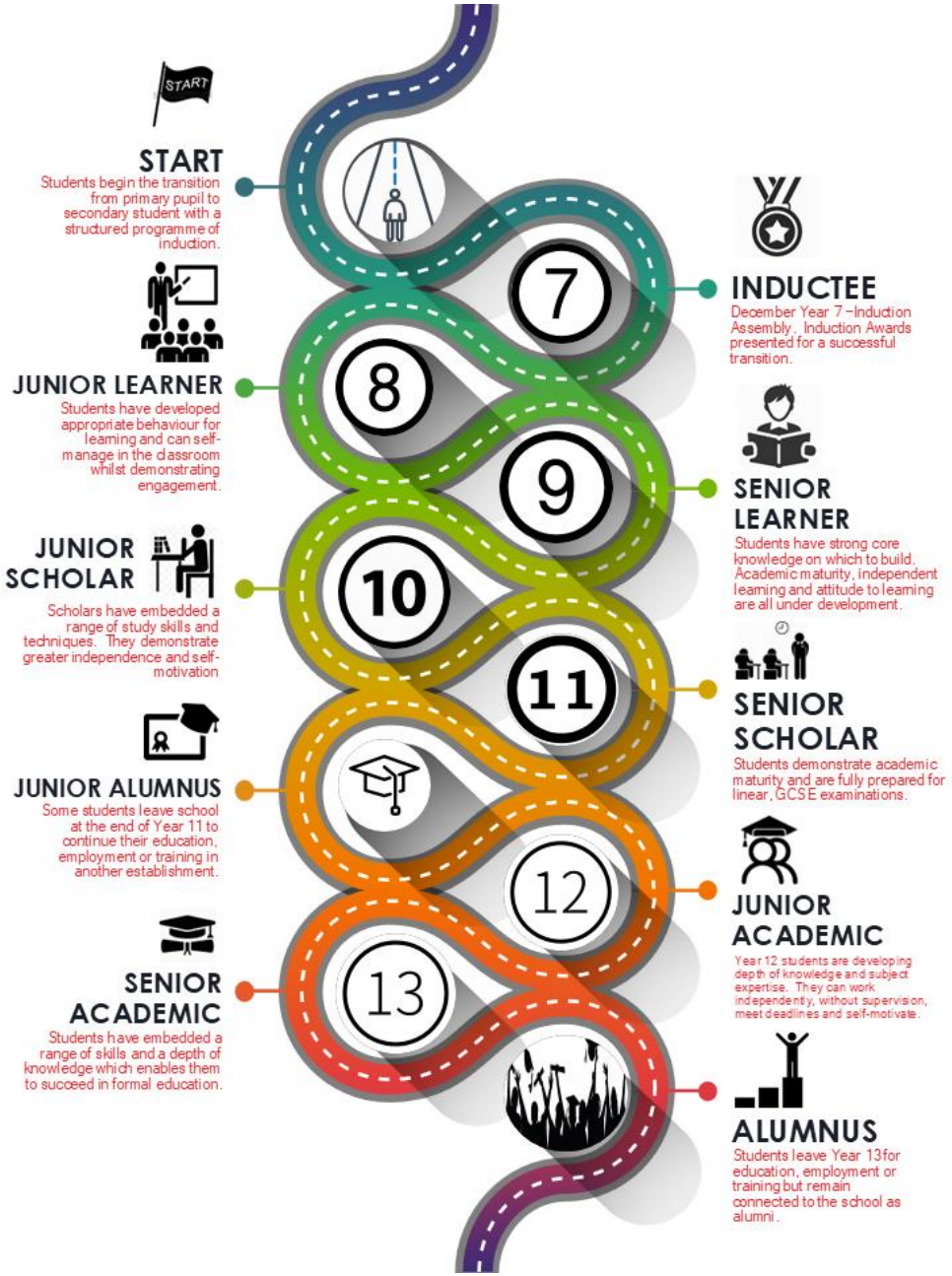
PSHE education plays a vital role in preparing young people for a successful life in 21st century Britain. The subject does this by developing the knowledge, skills and confidence needed for students to make informed decisions, assess and manage risk, build healthy relationships, and respond positively to the opportunities as well as challenges which young people will encounter, both, now and in the future. As well as a timetabled lesson Year 9, students receive two 20 minute PHSE sessions during Study Support each week; these sessions are delivered by form tutors. Additional expert input occurs through, both, school assemblies (Year and House) and specialist drop-down events. Some of these events involve the use of accredited external agencies.

Groups and Sets

All students are taught in carefully planned mixed ability groups. The only exceptions are:

- mathematics where there are two top sets, and the rest are mixed ability (this is regularly reviewed).
- towards the end of the year, following robust assessments, students will be placed into initial science sets.

Isleworth & Syon Way



Homework

Homework plays an important role in developing independence and supporting learning. At Isleworth & Syon, homework is based around Reading, Revision, Research and Retention.
All homework is recorded on PARS and can be viewed through INSIGHT. Parents/carers are encouraged to check INSIGHT regularly with their son/ward to review homework, deadlines and completion.

Homework is usually set weekly, although this varies by subject. All Year 7 students are expected to read for at least 20 minutes each evening. PE homework focuses on regular participation in a sports club or physical activity.
Completing homework to a high standard and by the deadline contributes positively towards a student's Independent Learning grade.

Careers and Employability

In Year 9 students will be supported to:

- Determine the key factors leading to job satisfaction and examine key job groups.
- Define their dream job and consider the demands of the current labour market.
- Be challenged on stereotypes and misconceptions based on the workplace.
- Complete enterprise and design challenges where they will demonstrate an array of soft skills.
- Meet and hear from at least two external speakers
- Explore the subject library within UNIFROG to inform GCSE options

The majority of these employability opportunities will be provided through Personal, Social, Health and Economic education (PSHE) within study support as well as via enrichment days. Careers and enterprise education is also part of and included in a pupil's standard lessons, linking curriculum to real world career paths. Subject teachers are asked to signpost and highlight employment opportunities as well as challenge employability stereotypes.

Extra-Curricular

At Isleworth & Syon we are proud of the range of extra-curricular activities we offer our students. We believe these help them to develop as individuals, broaden their horizons and allow them to contribute fully to the school community.

Scan the QR code to the current offer.

Year 9 Curriculum Overview Subject-by-Subject

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH						
Aims	Foster a love of reading both fiction and non-fiction, developing reading literature skills and being able to write to narrate, persuade and describe. Develop knowledge and cultural capital towards KS4 and beyond. To ensure that students are GCSE ready. One lesson a week is purely focused on reading and revising key literacy skills.					
Extra-Curricular	Debate mate, author visits, writing competitions, Poetry by Heart competition, Reading Ambassadors, World Book Day activities, film club, watching and taking part in school productions, working outside the classroom to inspire writing.					
Curriculum	**Gothic Genre Study** • Novel: *The Woman in Black* • Understanding Gothic conventions, language analysis and develop creative writing		**Power and Conflict** • Drama: *Romeo and Juliet* • Understanding conventions of tragedy, analysis of dramatic texts, essay skills		**Culture and Identity** • Novel: *The Dark Lady* • Expressions of identity in non-fiction texts • Understanding links between text and context, evaluation of texts and creative writing	
Assessment	Knowledge and Understanding Assessment, including extract analysis: The Woman in Black		Knowledge and Understanding assessment, including extract analysis: Romeo and Juliet		Knowledge and Understanding assessment: end of year exams (Tragedy) Assessment: writing to express a viewpoint	
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • All written homework are in the Student SharePoint in English folder here.					
MATHEMATICS						
Aims	As we start the GCSE Mathematics course we continue to build on the fundamentals of numeracy, algebra, data and geometry whilst applying these skills to problem solving contexts.					
Extra-Curricular	Maths Challenge Club and the option for the highest ability to take part in the UKMT Intermediate Maths Challenge, Code breaking option during WLW, numerous opportunities through class work and homework to see the use of mathematics in a real-world setting.					
Curriculum	**Number:** Factors, roots, rounding **Algebra:** Simplifying expressions, expanding brackets	**Statistics:** Frequency tables, pie charts, scatter graphs, time series.	**Fractions, Decimals & Percentages:** Add, subtract, multiply & divide fractions, convert between fractions, decimals & percentages, percentage changes and reverse percentage changes.	**Pythagoras & Trigonometry:** Pythagoras' theory, trigonometry in 2D, right-angled triangles, exact trig values. **Graphs:** Lengths & mid-points of line segments,	**Perimeter, area & circles:** Circumference & area of a circle, arc lengths & areas of sectors, volume & surface area of cylinders and cones.	**Construction, loci & bearings.** **Statistics:** Types of data, sampling methods, planning and collecting data.

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
			Polygons: Interior and exterior angles of polygons.	$y = mx + c$, parallel & perpendicular lines.	**Transformations:** Reflections, translations, enlargements & rotations.	
Assessment	In class end of unit feedback forms.	In class end of unit feedback forms. November Assessment	In class end of unit feedback forms. February Assessment	In class end of unit feedback forms. April Assessment	In class end of unit feedback forms.	In class end of unit feedback forms. End of year tests.
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Dr Frost tasks. Your username is your full school email address (xx@isleowrthsyon.org) and your password is set by you. Reset log-in here.					
SCIENCE						
Aims	To consolidate scientific concepts, experimental techniques and skills					
Extra-Curricular	Homework tasks linked to research and broader knowledge. Students have the choice to take part in a science week during activities week. Opportunity to watch a true science-based film on film night and HPL's may get invited to a lunch time problem solving club. HPL's offered to join dissection club as part of a 6th form medic club to learn and discover parts of the body, whilst developing dexterity.					
Curriculum	Taught on rotation: **Biology 5** • Drugs • Smoking and alcohol • Microbes and immunity	**Chemistry 5** • Endothermic and exothermic reactions • Reactivity • Combustion	**Physics 5** • Speed • Moments • Space	Taught on rotation: **Biology 6** • Variation • Natural Selection • Cloning • Extinction	**Chemistry 6** • Structure of the earth • Rock cycle • Carbon cycle	**Physics 6** • Waves • Light • Heat
	GCSE content starts in Half Term 6 including 1. Working scientifically 2. Balanced Diet and Disease 3. Atomic and Electronic Structure 4.Energy					
Assessment	Each module has the following formative assessment elements: experimental skill; extended writing, math skills and application of knowledge End of KS3 exam a summative test paper testing 3 skill areas: knowledge, application and data End of year 9 exam, testing students' knowledge on the GCSE topics taught					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Home Learning booklets, with weekly tasks these can be found here.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ART						
Aims	To provide the opportunity for students to explore, discover and express themselves. To prepare students for GCSE art, craft and design and develop their understanding of how to record, develop, refine and present concepts in visual and other forms.					
Extra-Curricular	WLW: Trip to Kew gardens, Richmond Park and Osterley house to explore digital photography techniques. All art and design units of work provide a platform from which to explore and discover the work of artists from different cultures past and present.					
Curriculum	**Comic and graphic novels** • Marvel, DC, Persepolis, the Arrival • Proportion • Sequence • Paint	**Illustration** • Kate Bingaman-Burt • Context • Flutter book	**Identity and assemblage** • Joseph Cornel • Box work • Objects • context	**Identity and assemblage** • Construct • Low relief • Evaluation	**Experimenting with 3D processes** • Wire structure • Proportion • Facial expression	**Clay work low relief** • Slab work • Texture plate • Relief • Layering
Assessment	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice		Skills review marking checklist once/twice
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks linked to Personal Learning Checklists (PLCs), supporting the development of key knowledge and skills.					
COMPUTING						
Aims	To allow students to become digitally literate and to expose them to key skills in areas of information technology and computer science.					
Extra-Curricular	Java Programming club					
Curriculum	**Data representation: – images and sound** Representing images and sound using binary digits	**3D animation** Creating 3D animations using Blender.	**Using data science** Using data to investigate problems and make real-world changes.	**Python Programming with sequences of data** Manipulating strings and lists. Creating various programming projects	**Machine learning using the micro: bit** Physical computing using the BBC micro: bit.	**Introduction to Cybersecurity & Cyber Explorers SCQF certificate** Identifying how users and organisers can protect themselves from cyber attacks
Assessment	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test		Fortnightly homework End of topic test
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks completed via Sam Learning, linked to current areas of study. Centre ID: TW7IS. Username: Students email, Password: Set by student. Link: "Forgot Password".					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
DRAMA						
Aims	• Inspire – To allow all students to explore their own creativity, to give them a greater sense of confidence and wonder. • Cultivate - To develop skills needed in the wider world, such as working collaboratively. To nurture a love of live performance though looking at diverse theatre and • Celebrate – To allow all our students to be seen and heard achieving in front of an audience					
Extra-Curricular	Year 9-11 drama club, Old Vic Schools Club, ESU – Speaking Shakespear competition, Tech Crew, Winter Concert, Whole school production, National Youth Theatre audition, Summer Arts Festival.					
Curriculum	**Devising from a story – The Emperor's New Clothes** Developing the skills to work collaboratively to create a workshop performance of *The Emperor's New Clothes* using the work of Off Balance theatre company for inspiration.	**Scripted project – A Christmas Carol** Performance project using a section of a play	**Devising – Contemporary practitioners** Creating an original performance using the techniques of the modern theatre makers.	**Scripted project – Contemporary texts** Performance project using a section of a play in the style of a contemporary practitioner	**5) Thematic Exploration - Crime & Punishment** Students develop their performance and analytical skills through looking at the theme of justice. Leading towards a mock trial performance.	
Assessment	Making – Continuous assessment of rehearsal Performing – A final devised group performance	Performing – A final group performance of a character in the script Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Performing – A final group performance of a melodrama	Performing – A final group performance of a character in the script Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Performing – A final group performance of a mock trial Responding – A written response to the work of the half term Technical – A mark given for work over Year 7 on non-acting roles such as prop making, set design etc.	
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Written tasks can be found in the Drama Year 9 folder on Student SharePoint and includes creative, research and revision activities linked to current topics of study.					
GEOGRAPHY						
Aims	To develop greater understanding of the complex connections between physical and human geography. Students will continue to develop and embed key geographical skills in their learning.					
Extra-Curricular	Fieldwork investigation around school and fieldwork visits in the local area.					
Curriculum	*Changing world*		*Tectonic Hazards*		*Climatic Hazards* What are the climatic hazards facing our planet?	**Revision and current affairs**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	How is our climate changing and what is the impact of this on society?		What are the tectonic hazards facing our planet? What are the impacts and how do we prepare for them?		What are the impacts and how do we prepare for them?	Continuation of revision skills and understanding geography in the news.
Assessment	Knowledge, explanation, geographical skills	Knowledge, explanation, geographical skills & case study questions	Knowledge, explanation, geographical skills	Knowledge, explanation, geographical skills & case study questions	Content focused extended answer	Formal end of year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks set on pink paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					
HISTORY						
Aims	To develop a critical understanding of the key events of the twentieth century					
Extra-Curricular	History club, Ypres trip					
Curriculum	**What is the significance of World War I?** Analysis of the causes and events and legacy of 'The Great War'.	**Why did extreme ideologies emerge after World War I?** Analysis of the Treaty of Versailles, the Russian Revolution and Nazi Germany.	**What was the nature of warfare during World War II?** Analysis of why the Allies won the Second World War and addressing justifications given for the US to drop the atomic bombs.	**Why do Genocides happen?** Analysis of why genocides happen by studying the Holocaust, the Rwanda Genocide and the Bosnian Genocide.		**End of Year assessment** Continuation of revision skills.
Assessment	Evidence and explanation-based assessment	Source based assessment	Evidence and explanation-based and Interpretations assessment	Source based assessment		End-of-year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks set on blue paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					
HUMANITIES						
Aims	To promote a critical understanding as well as an empathetical grasp of the modern world framed through understanding of key sociological and religious debates. Students will be able to further deploy the skills developed in history and geography to consolidate this learning.					
Extra-Curricular	Law and politics club					
Curriculum	**Sociology – Society and crime** Explaining and analysing what makes a society, norms and culture Analysing and evaluating why crime exists and responses to it.		**Religious studies – Life and conflict** Understanding different religious perspectives on life as well as perspectives on conflict and atonement. Analysing and comparing religious vs. Secular approaches to society, norms and values.		**Geographical and Historical skills** Analysing case studies utilising geographical impacts as well as his	**Review**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
					historical contexts and consequences.	
Assessment	Evidence and explanation-based assessment		Evidence and explanation-based assessment		Geographical skills and source-based assessment	End of year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks set on coloured paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					
MFL						
Aims	To foster a love of language learning and to enable students to start to communicate more fluently a foreign language.					
Extra-Curricular	Cinema club, cultural day trips, foreign language days, trips to Northern France and also to Spain, pen-pal exchanges with French and Spanish schools.					
Curriculum	**Spanish (Sp):** Media and technology, life online and other activities when not online **French (Fr):** Free-time activities and different types of entertainment	**Sp:** Holidays in the past, present and future and revision of present tense verbs **Fr:** Family, home life, going out, and relationships	**Sp:** Family, home life, social media and relationships **Fr:** School life, favourite subjects, school rules and what it is like to learn a language	**Sp:** Healthy lifestyles, physical and mental wellbeing and changes to improve your lifestyle **Fr:** Healthy lifestyles, physical and mental health and how to change your life for the better	**Sp:** School and plans for future studies **Fr:** Holidays in the past, present and future and ideal holidays	**Sp and Fr:** Revision of all modules
Assessment	Speaking	Writing	Reading and listening	Speaking	Reading and listening	Writing
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Weekly ActiveHub tasks, related to work in class. Your username is your school email address, and your password is set by you.					
MUSIC						
Aims	Pupils should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions. They should listen with increasing discrimination and awareness to inform their practice as musicians and use technologies appropriately and appreciate a wider range of musical contexts and styles in preparation for KS4 Music					
Extra-Curricular	Music Technology Club, KS3 Music Makers Club, I&S Music Events Crew; Battle of the Bands, Winter Concert, Summer Arts Festival, School Production Band. Hounslow Music Ensembles.					
Curriculum	**African Drumming**	**Video Game Music**	**4 Chords**	**EDM Remix**	**Battle of the Bands**	**In the Studio**

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Assessment	**Performing (P)** – Ensemble skills when performing a range of African djembe pieces. **Composing (C)** – Small group compositions using traditional devices and techniques. **Listening (L)** – Identifying musical devices and concepts in a range of African drumming and singing repertoire.	**P** – 8-bit ground themes; decision motifs, orchestral arrangements **C** – Character motif and developed piece in response to a brief. **L** – Comparison of historical and modern pieces written for VGM. Compositional devices typical of the style.	**P** – Performing repertoire from popular music based on chord sequences / motifs. **C** – Small group compositions using traditional chords and techniques. **L** – Identifying different chords and related concepts in a range of popular music repertoire.	P – Sequencing & Recording popular / classical / cultural melodies C – Arranging and rmixing project content using EDM processes and techniques L – identifying stylistic characteristics of EDM and manipulation of elements for desired outcomes	**P** – A range of popular songs in contrasting styles (ensemble skills). Developing competence as performers in a live setting. **C** – Arranging songs to suit different skills and band characteristics **L** – identifying characteristic features (texture, instrumentation and structure) of popular songs.	**P** – Perform, record and edit original parts for their composition song style. **C** – Create chord sequences and related parts within a typical song arrangement. Create and record original vocal content. **L** – General listening using GCSE style questions to enable students to be KS4 ready.
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Self-marking knowledge quizzes, these are posted on Music Teams pages.					
PHYSICAL EDUCATION						
Aims	To develop the quality of performance and leadership, as well as developing skills in coaching that facilitate lifelong enjoyment and participation in sport and physical activity.					
Extra-Curricular	Multiple sports clubs, including athletics, badminton, basketball, cricket, football, rugby and table tennis. Students compete in Inter-House competitions in our major games (rugby, football, cricket) and athletics.					
PE Curriculum	Students will follow a half-termly rotation of the following areas: • **Badminton** - students will build upon their skill level and look at how these can be improved for a performance gain. In addition, the tactical differences between singles and doubles badminton will be explored, with students evaluating each other's performances on a regular basis. • **Table Tennis** - students will learn a range of different shots and apply them in competitive situations. In addition, tactical strategies will be explored in order to outwit opponents. Students will also be required to 'coach' others and offer methods of improvement. • **CrossFit** - students will have an opportunity to learn and apply the principles of fitness with training methods and understand how to use heart rate to define exercise intensity. • **Leadership** - students will enhance their skills by leading sessions and feeding back to others. All students will be able to plan and evaluate sessions. • **Athletics** – Students will take part in all disciplines (run, jumps and throws) and learn how to execute these safely and effectively, as well as link these to the different components of fitness used in sport and physical activity.					
Games Curriculum	**Rugby** – Students will continue to develop skills and tactical knowledge, but become more creative with games, presenting ideas and giving feedback to others to aid improvement.		**Basketball** – Students will build on their knowledge of the sport, and introduce coaching into their work – looking to evaluate and develop others.		**Cricket** – Students will continue to develop a range of batting, bowling and fielding skills, as well as have a number of leadership opportunities within drills and games. They will also have opportunities to evaluate and	

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Football – Students will continue to develop their skills, and will be able to identify different tactical decisions that can be made, and explain the impact of these on performance. They will also be able to evaluate performances and give constructive feedback to peers.		**Hockey** – Students will develop the basic skills of hockey, and also look into technical and tactical aspects of the game.		improve the performance of themselves and others in a bid to develop their coaching and performance.	
Assessment	Assessed in the following areas in PE activities: physical competence, technical/tactical, lifestyle/mindset, evaluate & improve.					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Regular participation, ideally in a range of clubs and/or activities. The school extra-curricular clubs are here.					
PSHE – PHYSICAL, SOCIAL & HEALTH EDUCATION						
Aims	Physical, Social, Health & Economic education at Isleworth & Syon School acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. In Year 9 PSHE is taught by subject specialist alongside outside agencies such as MIND UK and the school nurse.					
Extra-Curricular	WE day – charity & fundraising endeavours for students, First Aid Club					
PSHE Curriculum	**Health & Wellbeing: substances & risky behaviour** This unit considers issues of addiction & UK law (drugs, alcohol, gaming). Giving students the toolkit to avoid, challenge and manage risky behaviours	**Relationships & Sex Education: Privacy, consent & boundaries** This unit considers tools needed to build healthy platonic and sexual relationships including issues of trust, peer pressure and unhealthy relationship characteristics.	**Living in the Wider World: community & responsibility** This unit student discusses issues of gang violence, knife crime, county lines and substance addiction. It will equip students with ways to challenge, avoid and report negative behaviours.	**Health & wellbeing: keeping safe and emergencies** Students learn and practice first aid skills. The unit will equip students with basic CPR, handling bleeds, shock, asthma, allergic reactions and an understanding of fire and water safety	**Relationships & Sex Education: Sex education and health** Statuary sex education covering contraception, sexual health, fertility, pregnancy, menstrual health and sexual orientation	**Living in the Wider World: Digital literacy and online safety** This unit considers the importance of online safety, legal issues surrounding image sharing, sexting and how to recognise grooming, stalking online
Assessment	Students will be assessed via Attitude to Learning scores. Progress through the unit is monitored and tracked but not formally assessed.					
Homework	Homework is not set as part of the PSHE curriculum					
DESIGN & TECHNOLOGY						
Aims	Pupils will be taught to develop the skills and techniques required to design and manufacture products. The curriculum will be delivered an emphasis on engineering related themes. Students will develop their understanding of how to manipulate a variety of materials in order to engineer a variety of fully functioning products. They will be taught to develop a variety of design techniques, including 2D and 3D drawing, observational sketches, user-centred design analysis, and design annotation.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Extra-Curricular	Lunchtime STEM club; Participation in the "Bright Ideas" competition: Design Museum trip during WLW					
Curriculum	**Autumn Term 1** • What is a system? • Can we explain the function of a mechanism? • Can we Identify the four types of motion? • Can we identify the 3 classes of levers? • Can we explain how the operation of a parallel motion mechanism • Can we explain the operation of a reversing linkage? • Can we explain the operation of a bell crank linkage? • Can we explain the operation of a crank and slider mechanism? • Can we explain the various "drive systems" used in engineering? • Can we describe the function of a cam and follower • Can we define the terms o Fall; o Dwell o Rise	**Autumn Term 2** • Compare and contrast softwoods and hardwoods? • Can we describe a range of wood joints. • How can we work with woods accurately? • What is Quality Control? • When do we use temporary or permanent joints? • Can we identify various types of fixings? • How can we batch produce our project? • Can we explain where friction can be both good and bad? • Can we explain the operation of various cam types? • How do check for tolerance?	**Spring Term 1** • What type of drawing does an engineer need to make a product? • Can we identify the drawing tools used to produce engineering drawings? • What information does an engineer need on a drawing? • Can we produce a 3D isometric projection drawing? • How do we dimension an engineering drawing? • Can we produce an orthographic drawing? • Can we produce an exploded drawing • Can we produce an assembly drawing? • How can we show hidden detail on our drawings? • What is scale?	**Spring Term 2** • Can we identify the inputs and outputs on the light sensor board. • What is schematic drawing? • What is a systems block diagram? • What are analogue and digital signals? • What is a microcontroller? • What is a flowchart? • What types of resistors are there? • Can we identify various types of sensors? • What is the correct type of switch? • How can we convert an analogue to digital signal? • How do we produce rotary motion?	**Summer Term 1** • How do we develop a specification list? • How can we construct an accurate 3D prototype? • How do we analyse products? • How do describe the various properties of metals? • How can we join sheet metals? • Can we identify different forms of metals. • Do we need heat to bend metal? • What are ferrous and non-ferrous metals? • Why do some metals rust and how can we prevent it? • What makes alloys special?	**Summer Term 2** • Can we create a 3D prototype using CAD (SolidWorks) • Can we explain the advantages of using CAM? • Can we produce a range of geometric 3D shapes ? • Can we produce an orthographic drawing using SolidWorks? • Can you use the common commands with SolidWorks? • Can we produce an assembly drawing? • Can we render a 3D image to make it more realistic? • How can we use CAM manufacture products? • Can we present our work using a simple animation?
Assessment	Designing, Evaluating and Making Skills			Making Skills; end of year test on technical knowledge and evaluating		
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Fortnightly design, evaluation and technical knowledge tasks, accessed through the Year 9 folder on Student SharePoint.					
EDGE						

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Aims	The Edge program focuses on improving students' literacy, supporting the development of life skills and developing the confidence and learning experience of targeted Year 9 students through: 1. focused lessons on functional literacy 2. focused lessons on increasing reading comprehension and fluency, with the aim of bringing reading age closer in line with chronological age 3. delivery by specialist team including English teachers and experienced middle and senior leaders 4. building soft LORIC skills as outlined in the PIXL Edge programme (leadership, organisation, resilience, initiative, communication) to support students to be KS4 ready.					
Extra-Curricular	Taking part in reading, poetry by heart and performance competitions.					
Curriculum	**Resilience** Core texts: Holes by Louis Sachar and Welcome to Trashland by Steve Cole	**Resilience** Writing to describe Writing formal communications	**Power and Freedom** Core texts: The Boy at the Back of The Class and A Sudden Storm by Bali Rai Research skills	**Power and Freedom** Planning, writing and delivering a speech	**Independence** Core text: The Hunger Games by Suzanne Collins Creating a digital storyboard	**Independence** Creating a graphic novel for younger students Reading out loud to others
Assessment	Reading assessments half termly Oracy and presentation skills assessed through formal speech and debate			LORIC skills assessed through PiXL Edge programme		
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Reading and quizzing on accelerated reader accessed here					

How Can Parents Support Their Son/Ward During Year 9

We ask parent/carers to support the school in developing good routines for their son/ward from the beginning. These are key aspects where good support will bring help high levels of success and ensure all students are 'KS4 Ready':

- While increasing in independence, Year 9 students continue to need help and support with organisational skills for school and for completing Homework. We ask parents/carers to check INSIGHT with your son/ward at least once a week. This provides a clear overview of homework tasks, deadlines and completion status, helping students develop the routines and organisational skills required for success at secondary school.
- It is the student's responsibility to come to school fully equipped, we ask parent/guardians to monitor/spot check student bags regularly to ensure they are ready for learning the next day. This should include checking basic equipment (pencil case containing two pens pencil, ruler, rubber, sharpener and scientific calculator), a reading book, PE/Games kit if required that day and that he has packed his lunch/there is sufficient money on his account if eating in the school canteen.
- The school will mostly communicate electronically via email, we ask that parent/guardians to check their accounts regularly and respond in a timely fashion if the school requests feedback, for example, to confirm attendance at a parent's evenings.
- Good attendance and punctuality are essential, we use the mantra of 'no minutes lost' to encourage students to get to school on time and move between lessons quickly and efficiently.
- Towards the end of Year 9, students choose to increase curriculum time in a number of subjects as they go through the KS4 options' process which includes a bespoke information evening to support the process. This begins to prepare students for the transition from Senior Learners at KS3 towards Junior Scholars at KS4.

The Importance of Reading

Reading is important because it underpins and supports progress across all areas of the curriculum. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but they also develop a broader and more sophisticated vocabulary, have increased general knowledge and gain a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

As an Isleworth & Syon student, your son/ward is expected to read for a minimum of 20 minutes every evening and to have a reading book in his bag every day at school. We aim to foster a culture of reading for empowerment in our students and celebrate reading in school through our dedicated Year 9 library lessons, our use of the online Accelerated Reader programme and through author visits and workshops. The Isleworth & Syon reading ambassadors scheme offers avid readers the opportunity to act as leaders and role models both within school and in the wider community.

Reporting Attitude to Learning

For each report, along with achievement data, will be a grade for two aspects of each student's attitude to learning: engagement and independent learning. Below are the criteria used by teachers for these grades, they are always printed on each report for parents/guardians and students to refer to.

ATTITUDE TO LEARNING: ENGAGEMENT

1	Outstanding participation, always displaying a desire to learn, enthusiastic in all activities and displaying curiosity and leadership
2	Good participation, attentive and often enthusiastic and can display curiosity and leadership
3	Generally passive participation, often needs prompting to verbally contribute
4	Poor participation, a highly passive learner who often needs reminders to engage in the activities

ATTITUDE TO LEARNING: INDEPENDENT LEARNING

1	Outstanding evidence of homework and independent practice.
2	Good evidence of homework and independent practice.
3	Requires improvement in relation to homework and independent practice.
4	Serious concern in relation to homework and independent practice.

Notes



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