

Welcome to
Broadoak Academy

Year 9 Curriculum
evening

Tuesday
15 October 2024



BROADOAK
ACADEMY

Introductions

Mr McGilloway
Principal



Mrs Ridge
Vice Principal



Mr McFaul
AP Teaching and
Learning

Ms J Pratlett
AAP T&L
and
Head of English



BROADOAK
ACADEMY

Aim tonight:

How can we help Year 9 students become successful learners?





Agenda:

1. What do **we** do to help students become successful learners?
2. What can **students** do to become better learners
3. What can **you** do?



Year 9... the road ahead

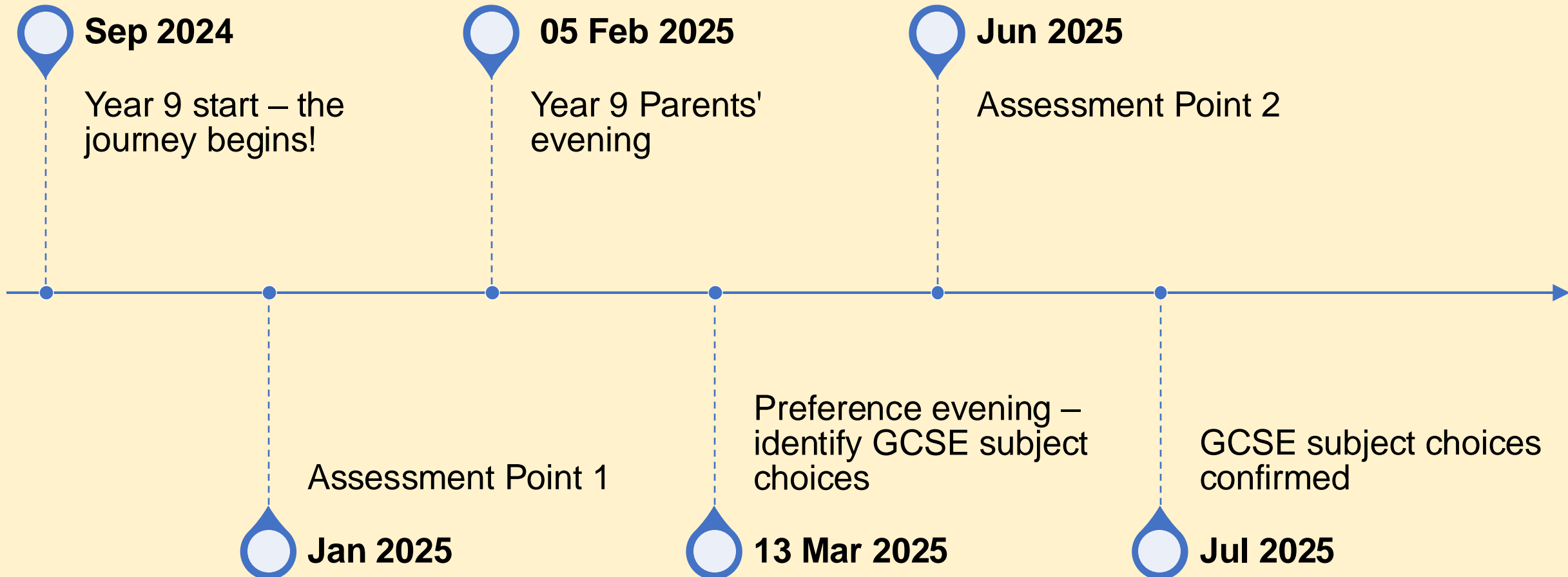


Year 9 curriculum overview 2024-25

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
|--------------------------|---|--|---|--|---|--|--|
| Art | Sign of the Times - Exploring the traditions, characteristics, & meaning of art in other cultures. | | | Identity – Equity, Diversity, Inclusivity, Representation. | | | |
| Drama | Exploring Practitioners: How can we use Practitioners' Conventions in performance | | Set Text: How can we use out vocals and physical skills to communicate character | Preparing for BTEC component 1: Exploring the performing arts | Devising from stimuli | Exploration and development of skills accumulated during KS3 | |
| DT | Design and Technology: How can I make informed design decisions? | | Food Technology: What factors influence food choice? | | Photography: How can I make informed design decisions? | | |
| English | Modern Play: A View From the Bridge | | Sci-Fi – War of the Worlds | | Shakespeare – Much Ado About Nothing | | |
| Geography | 9.1 What can we do about climate change? | 9.2 How long can we exploit the earth's resources? | 9.3 Why should we care about the oceans? | 9.4 Can you make a decision? | 9.5 What is the future of the planet? Global citizens. | | |
| History | 9.1 Which historian do you disagree with most about the causes of WWI? | 9.2 Who do we remember in World War One? | 9.3 What was it like to live in Nazi Germany? | 9.4 How and why was the Holocaust possible? | 9.5 1960's: a decade of revolution? | | |
| Maths | Working with number Rounding, estimation | | Numerical reasoning Percentages, Money | Working with data Statistical measures | Solving | Graphing | Scaling |
| MFL | 9.9 Technology and media | | 9.10 Leisure and healthy living | 9.11 School | | 9.12 Culture, festivals and geography | |
| Music | Bringing moving image to life | | How can music tell my story? | | Live Lounge | | |
| PE | My movement: An individual's ability to develop movement skills and patterns. | | My knowledge: An ability to identify and express the essential qualities that influence effective participation. | My mentality: Enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life. | | My actions: Taking personal responsibility for physical literacy and sustained activity in a range of challenging activities. | |
| Religious Studies | 9.1: Ethics and beliefs: Existence of God and Evil and suffering | | 9.2: Ethics and beliefs: Morality, Abortion, Euthanasia | | 9.3: Conflict: Christian and Islamic attitudes to war | | |
| Science | Content: Yr7 & Yr 8 All working scientifically skills | | Content: Atomic structure and periodic table, bonding, separating mixtures. | | Content: Key concepts biology All working scientifically skills | | Content: Forces and energy All working scientifically skills |

| Subject | Topic |
|-----------|--|
| English | Identity and Belonging - Modern Play: A View From the Bridge |
| Maths | Working with number: Rounding, estimation, standard form, indices Numerical reasoning Percentages, Money, Probability |
| Science | Particle Model: Pure and impure substances, cells and organisations |
| History | 9.1 Which historian do you most disagree with about the causes of WWI? 9.2 Who do we remember in World War One? |
| Geography | 9.1 What can we do about climate change? 9.2 How long can we exploit the earth's resources? |
| MFL | Technology and media |
| Art | Exploring the traditions, characteristics, & meaning of art in other cultures. |
| DT | Design and Technology: How can I make informed design decisions? |
| Music | Bringing moving image to life |
| Drama | Exploring Practitioners Stanislavski, Brecht, Artaud, Frantic Assembly |
| PE | My movement and invasion games |
| RE | 9.1: Ethics and beliefs: Existence of God and Evil and suffering |

Year 9 curriculum journey - Key dates



Students study **nine GCSEs** from **three** different subject blocks:

Core subjects x5 lessons per week

All students will study:

- English Language
- English Literature
- Maths
- Science (combined or separate)

EBACC subjects x3 lessons per week

All students will study **at least one** of the following:

- Geography
- History
- French or Spanish
- Separate science
- Computer Science

Open subjects x3 lessons per week

Students then choose up to **three subjects** such as:

- Art
- DT: Design Technology
- Drama
- Citizenship
- Ethics & Philosophy (RE)
- Health and Social Care
- Hospitality and Catering
- Photography
- Sports Studies

In summary

All students will select **four** subjects they wish to study in alongside the core subjects. They will also select a reserve choice in case they are not allocated all their preferences.

How and when will students be assessed?

- All students in Key Stage Three (7,8 & 9) will be formally assessed twice a year.
- **AP1 - 9th Dec 2024 - 24th Jan 2025**
- **AP2 - 2nd June - 27th June 2025**
- This will include:
 - an in-class assessment
 - a holistic DOYA judgement.
- **Deepening (D)**: describes a child who has reached the year group expectation and is now taking this deeper into more abstract work.
- **On track/Working at current age-related expectation (O)**: describes a child who is working at the age-related expectation and fulfils all the descriptors.
- **Yet to be on track (Y)**: describes a child who shows some working at age related expectations by fulfilling some of the descriptors but is not yet on track to achieve all of them.
- **At an earlier stage in their learning journey (A)**: describes a child who working at a level below the age-related expectation, typically around a year behind.

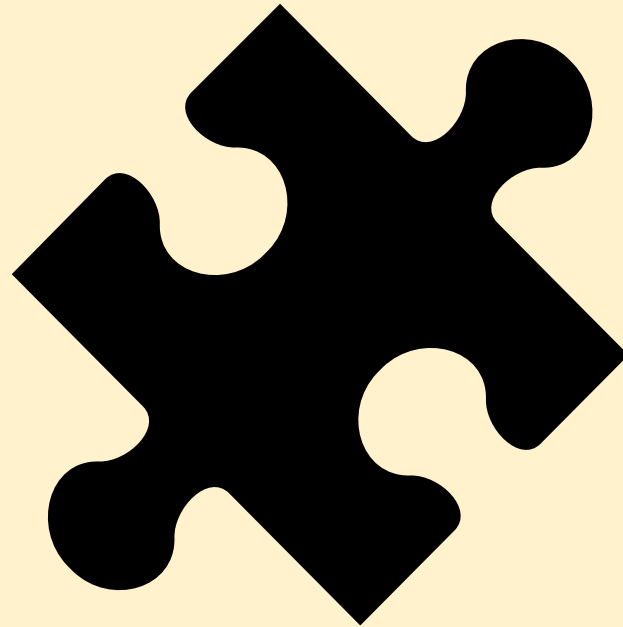
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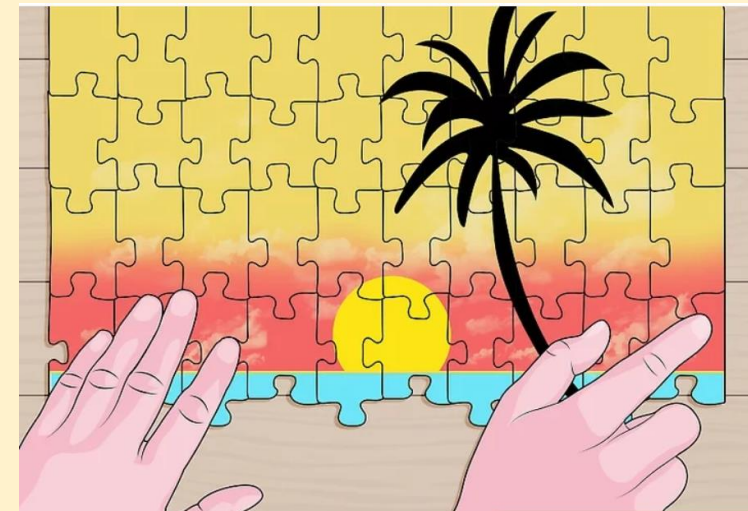
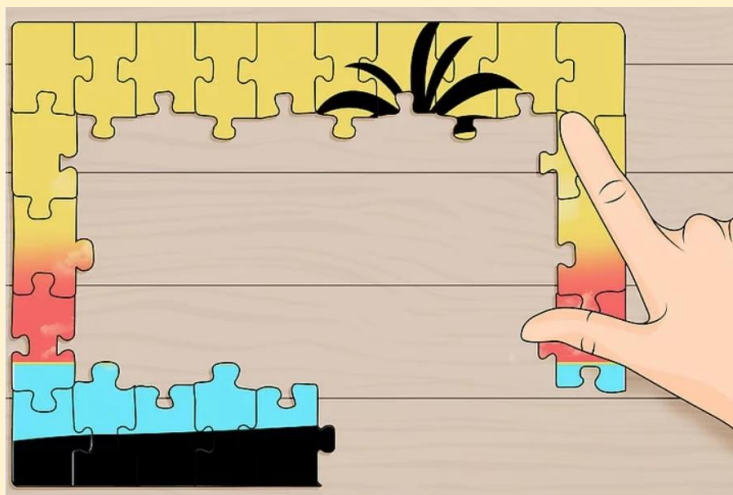
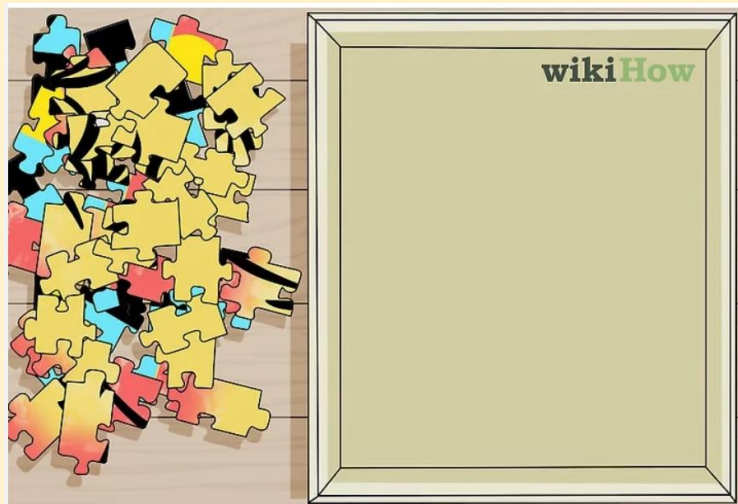


Helping students become successful learners

The jigsaw



Over time, by committing to their learning, students will connect more pieces to form a more complete picture of their learning, like completing a jigsaw.



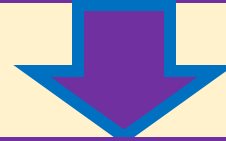
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What is the learning process in a Broadoak lesson?



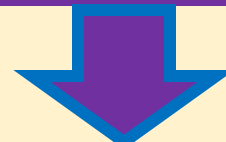
Spaced retrieval: when students complete the 'Do Now' at the beginning of the lesson to revisit prior learning



Teacher exposition: when the teacher explains the important ideas and skills students need to know and shows them how to complete the work

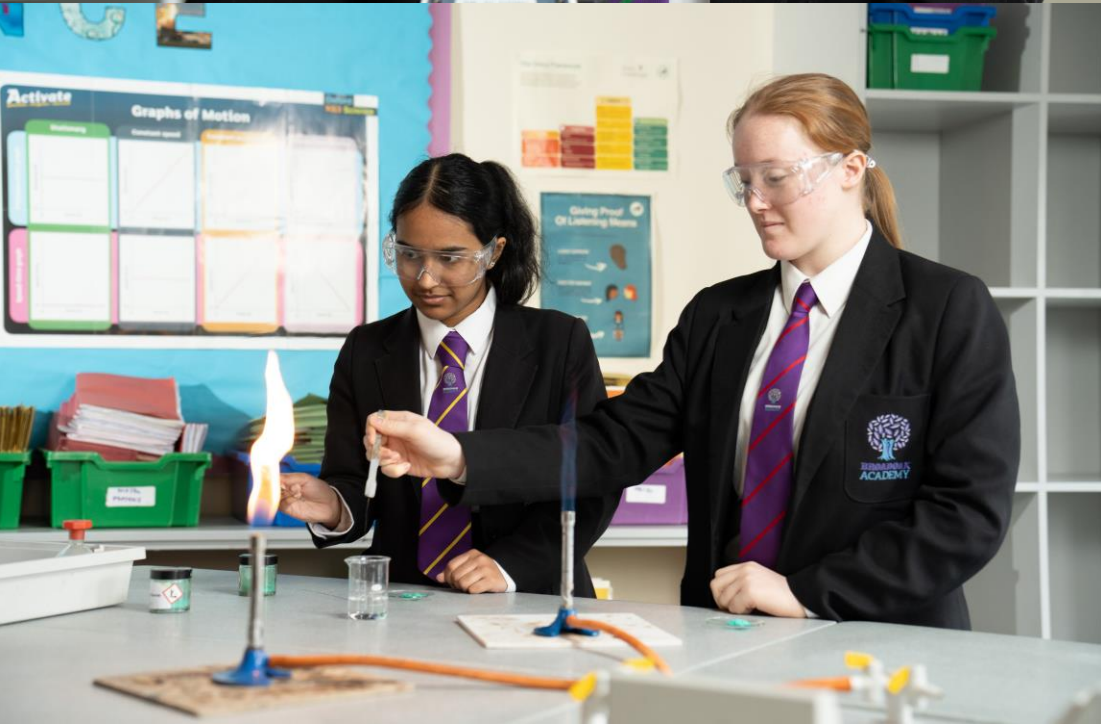


Questioning: questions asked by the teacher in order to check understanding of learning



Deliberate practice: students' opportunity to practice the learning in order to produce the best possible work

Agenda:



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What can students do to support themselves?

- **Attend school and attend lessons, every day** – including tutor time.
 - Morning tutorials will focus revision strategies, remind them of key dates, opportunities for tutoring and 1.1 support with their tutor.
- **Be on time** to school everyday and to **every lesson**. Every minute of the day is important for their progress and success.
- **Ask if they need help** –teacher's email are: firstname.lastname@clf.uk
- **Make the most** of their time in learning and work hard – it will pay off!
- **Have** the courage to do the thing that they might find challenging – have high aspirations and ambitions.
- **Make the right choices** so that this year they can focus on their future.

Your work

- Take ownership of your work – it is a reflection of who you are
- Pride and presentation – it encourages you to learn
- Notes, ideas and reflections – how we form ideas
- Tool for revision



Independent learning (homework)

- Homework at Broadoak is referred to as **independent study** in recognition that this work is completed outside of class time but not necessarily always at home eg. after school club.
- Independent study will focus on developing core knowledge and skills delivered in the classroom.
- Independent study will be made available on the Satchel One/**SMHW** platform and **Seneca**. Some teachers will issue hard copies of work to complete.
- At **KS3** independent study is set:
 - Once a week for core subjects
 - Twice a term for additional subjects



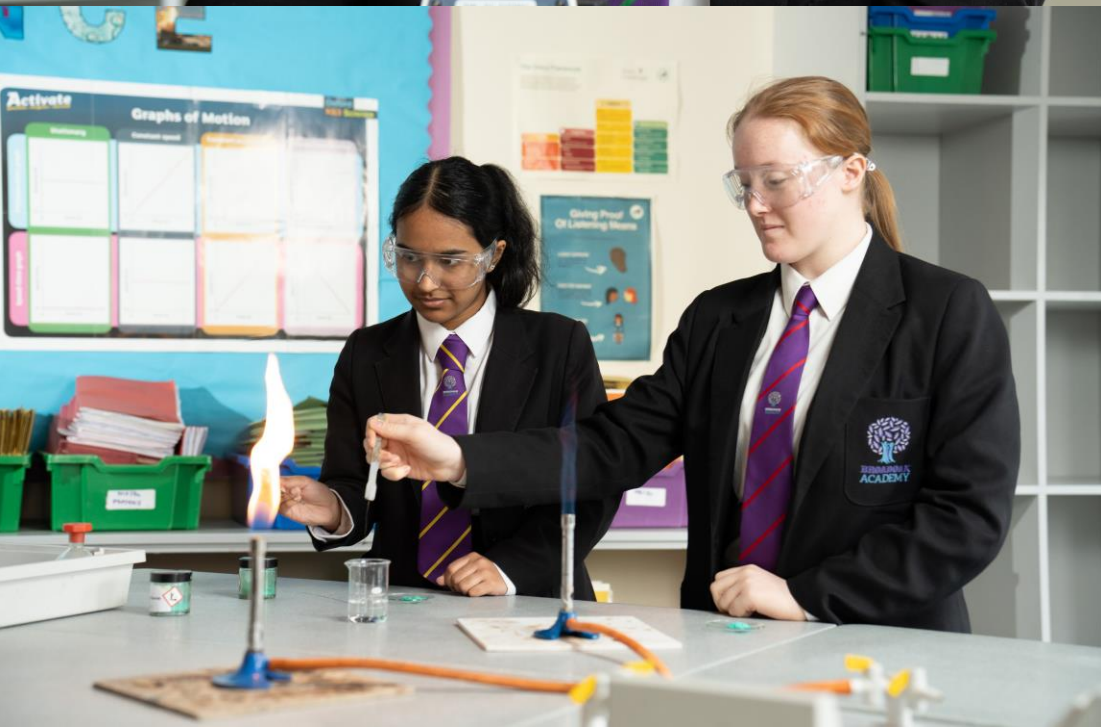
Activity:

Independent study

Look at the examples of independent study in the pack provided.

1. What different type of work is set for students to complete?
2. What are the aims of the different types of work set?





Agenda:

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How can you help?

Support attendance
to school and
lessons

Support the access
of SMHW and
Seneca

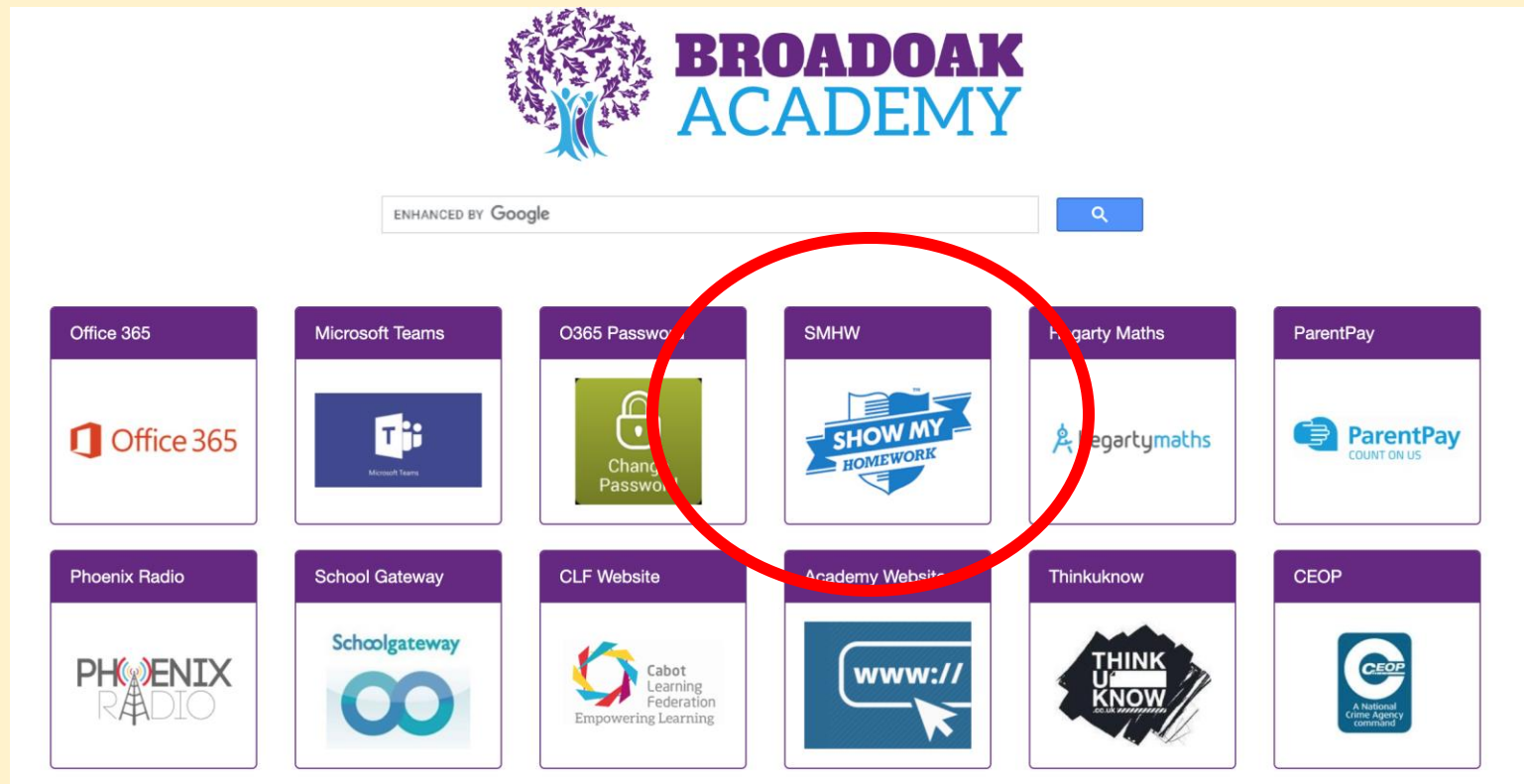
Talk to your child
regularly about
learning and
upcoming GCSE
choices

Communicate with us any concerns you may have, through their tutor in the first instance:

firstname.lastname@clf.uk or parents@broadoakacademy.clf.uk

How can you help?

- Support your young person to engage in independent learning provided through the Show My Homework platform.



Accessing 0365 and SMHW accounts

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Curriculum Overview

**How to access student
online accounts**

Subject Overview

Careers

Library

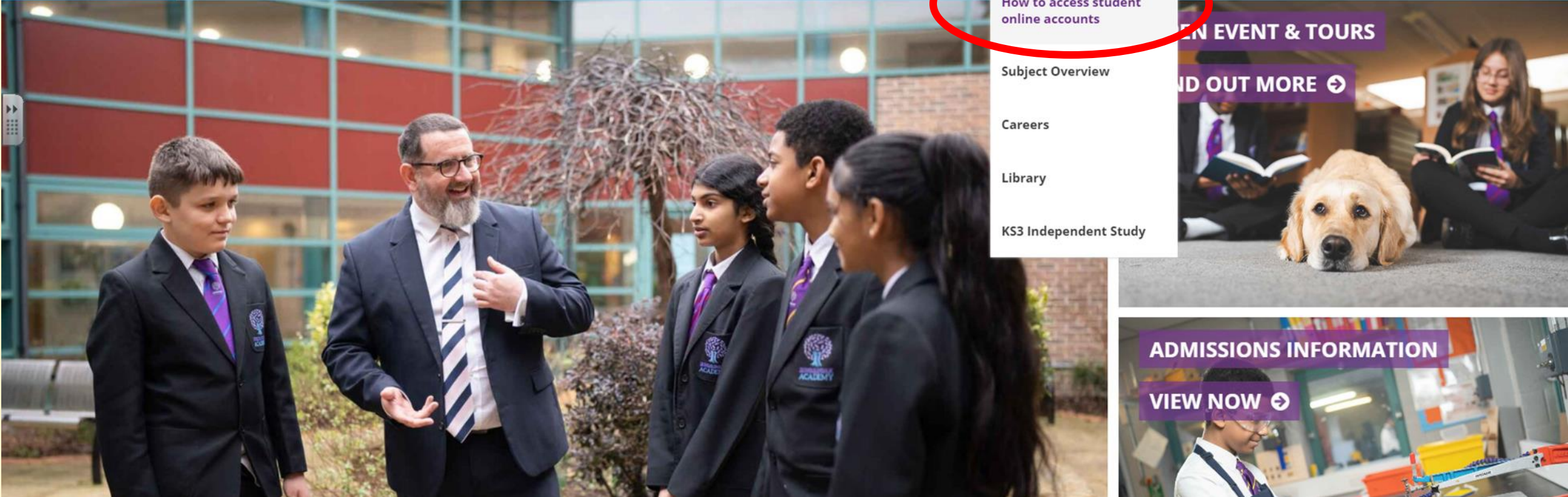
KS3 Independent Study

OPEN EVENT & TOURS

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Accessing 0365 and SMHW accounts



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Curriculum Overview

KS3 Independent Study

Library

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How to access student online accounts

For help accessing student email, 0365 Microsoft account and Satchel One (SMHW) please use the attached 'how to guides' which will guide you step by step through the process. For help accessing student Seneca accounts, please speak to your teacher in the first instance. For further help please contact the office (parents@broadoakacademy.clf.uk) who will pass on your request to the IT support team.

 [How to access O365 from home](#)



 [How to access SMHW for Parents](#)



 [How to access SMHW for students](#)



Seneca - <https://senecalearning.com/en-GB/>



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Questions?



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