

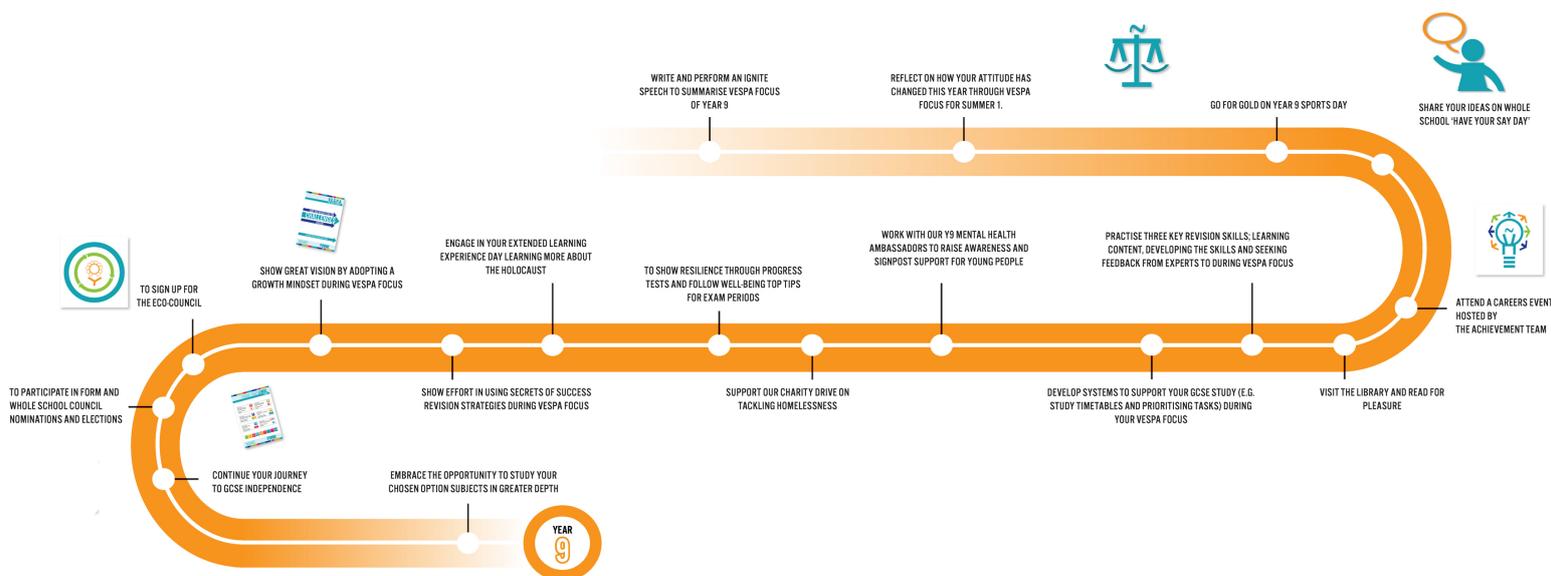
CHORLTON HIGH SCHOOL



**LEARNING
JOURNEY**

YEAR 9

OUR YEAR 9 JOURNEY



In Year 9, learners begin their transition from Key Stage 3 to Key Stage 4. They embark on their chosen pathway subjects and will begin to deepen their subject knowledge and hone subject specific skills in each area. As in Years 7 and 8, learners will continue to prepare for and complete termly progress tests to assess their knowledge, skills and understanding and provide them with meaningful feedback in every subject area.

All Year 9 learners receive an hour a week of RESPECT curriculum. These lessons cover RE, Ethics and PSHE and allow them to explore important topics from the past and present that promote a wider and deeper knowledge and understanding of personal, social, moral, spiritual and cultural ideas and issues. In addition, all learners will get to see a live performance on Radicalisation and Extremism and learners are given the opportunity to discuss the play and the issues presented with the actors and directors from the theatre company. Year 9 learners will also watch a live performance on sexual exploitation as part of the Respect curriculum.

During Year 9 there is also a whole year group focus on raising awareness around mental health and mental health ambassadors are appointed in the Autumn term. Following their training, these ambassadors will deliver learner led assemblies, lead fund raising campaigns and act as a voice for their year group to raise, discuss and promote important issues.

A huge part of our Year 9 curriculum is VESPA, our pastoral curriculum, which encourages learners to adopt a 'GCSE mind-set' through completing regular reflective activities in Tutor time relating to their academic performance as well as their personal development. This covers five key strands: Vision, Effort, Systems, Practice and Attitude. Learner engagement in VESPA will be graded each half term as Bronze, Silver or Gold with an opportunity to collect certificates each half term. There will also be a Distinction task attached to each strand for learners who demonstrate independence and really go above and beyond to show their commitment to VESPA.

OUR YEAR 9 JOURNEY

THE AUTUMN TERM

AUTUMN 1

QUALITY OF SUCCESS: OPTIMISM

FOCUS: VISION

In the first half term of Year 9, as learners settle into their chosen options subjects, they will focus on their vision for the future as part of our pastoral curriculum. This will involve learners considering what motivates them as individuals as well as setting SMART targets to support them in achieving long term goals. Their distinction task for Autumn 1 coincides with Black History month and learners are asked to research someone who has impacted upon society through a shared vision. Year 9 learners will also be encouraged to: audition for the school musical; try out for sports teams; sign up to be on the Eco Council; act as an Open Evening ambassador or act as a Form or Year group representative for the School Council. Towards the end of this half term, Year 9 learners also participate in a whole-school Extended Learning Experience. On this day, they will explore a key historical event and demonstrate empathy by learning more about the Holocaust including the opportunity to meet a Holocaust survivor.

AUTUMN 2

QUALITY OF SUCCESS: EMPATHY

FOCUS: EFFORT

Autumn 2 will see Year 9 learners embark on their first set of Progress tests since opting for their Pathways subjects. Learners will be exposed to and given the chance to practise a range of revision strategies as well as focusing on healthy study habits and strengthening their foundation for revision and home study. Our VESPA focus on effort ties into this perfectly as learners are encouraged to adopt a 'growth' rather than 'fixed' mind-set when approaching their studies. Learners will use Tutor time to: learn, revise and memorise curriculum content; create mind maps and revision cards; and then evaluate which of these methods they feel are most effective. Following their progress tests, learners will receive detailed feedback from all subject areas as part of 'Feedback Fortnight' where they can reflect on strengths and areas for development from their tests and most importantly consider what they can learn from the experience. This will be reinforced during our extended Tutor time session where learners receive their short report and engage in real meaningful reflection on their first term of Year 9. As the Christmas holidays approach, learners will be tasked with organising a fund-raising event and completing the 12-day Acts of Kindness calendar.

OUR YEAR 9 JOURNEY

THE SPRING TERM

SPRING 1

QUALITY OF SUCCESS: MOTIVATION

FOCUS: SYSTEMS

This half term will see Year 9 learners consider whether they are proactive or reactive learners in order to encourage them to start to take more responsibility for their own learning by developing independence and planning and organising self-directed home study. Learners will complete a grid based on their understanding and enjoyment of each subject that they study. Using the results of this, they will then be introduced to the idea of the 'bottom left' of the grid - the bottom left quadrant covers the areas that learners might struggle more to engage in, lack confidence in or where they are making less progress- so by placing their focus here, any issues that may be raised can be looked at positively, proactively and in a timely fashion. Learners will also be asked to research the hardships faced by refugees as their VESPA distinction task. They will consider: What is their story? Why are they refugees? How did they get here? How must they have felt? This will enable them to develop their awareness of others and their empathy.

SPRING 2

QUALITY OF SUCCESS: RESPONSIBILITY AND REFLECTION

FOCUS: PRACTICE

Spring 2 sees Year 9 learners embark on their next set of Progress tests and as a result they will spend some time revisiting revision strategies, including the skill of a revision timetabling, which will result in learners creating their own revision timetable. Learners will be guided and shown how to work smarter, not for longer, and they'll be encouraged to also consider how to set up their study environment to ensure they are most productive, when, where and who they study with. Our continued drive on mental health and well-being will allow learners to learn about signs of exam stress and how to avoid this through well-planned preparation and knowing the strategies that they can use if they need them. The VESPA distinction task this half term links to World Book Day where learners are asked to consider an author of their choice, research their journey and impact they've had through the books they have written. Year 9 learners will also take part in STEMfest during this half term. A week where learners will take part in a range of activities to develop their awareness of careers in the Science, Technology, Engineering and Mathematics industries.

OUR YEAR 9 JOURNEY

THE SUMMER TERM

SUMMER 1

QUALITY OF SUCCESS: PRACTICE AND RESILIENCE

FOCUS: ATTITUDE

This half term will see Year 9 learners really consider their own emotions and responses to different situations. We will look at facts related to mental health and consider the different journeys people take in life, acknowledging that the road to success is not always as straightforward as it might seem. We will use examples of famous people whose journey may have been challenging but through showing grit and determination have managed to achieve their goals.

SUMMER 2

QUALITY OF SUCCESS: CURIOSITY AND CREATIVITY

FOCUS: VESPA REFLECTION.

Summer 2 will allow Year 9 learners to really reflect on how far they have come over the past year, they will revisit the SMART targets they set themselves back in Autumn 1 and assess how well these have been achieved as well as identifying any priorities as they move into Year 10. This will coincide with the final round of progress tests, where learners are examined on their work from across the year and provides a further opportunity to embed healthy study habits through regular revision using a range of strategies. Learners also take part in a three-day Extended Learning Experience, where they not only take part in an inter-form Sports Day, but also have the chance to develop their skills and have new experiences by taking part in a number of creative cross-curricular activities.