



# Formby High School



## Year 9 Discovery Year Curriculum Guide

After extensive consideration on feedback previously received, as well as reflection on the latest research on curriculum planning, we believe the 'discovery year' delivers a curriculum which offers the required depth, breadth and ambition through the following opportunities:

- Time for subjects to fully cover the requirements of the Key Stage 3 National Curriculum with sufficient breadth and depth.
- More time for subject areas to experiment and explore even more ambitious content.
- The flexibility and autonomy for subjects to begin GCSE teaching at a time of their choosing and to embed core skills and foundations for the GCSE course ahead. This will allow for the other benefits highlighted in the previous letter.
- Introduction and exposure to new subjects before making GCSE choices.
- Providing students with a good degree of choice whilst maintaining the breadth and not narrowing the number of subjects studied until the beginning of Year 10.
- Opportunities for personalisation and students to pursue specific interests.

Our Year 9 Discovery Year curriculum will look like this:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ENGLISH							MATHS							SCIENCE					
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
HISTORY			GEOGRAPHY			SPANISH			RAVE					PE			RESPECT		
						STUDY SUPPORT													
40	41	42	43	44	45	46	47	48	49										
COMPUTING or iMEDIA		FOUR DISCOVER OPTIONS 2 periods per fortnight																	

Please read through the information provided in this Curriculum Guide to see what each of our 'Discovery' courses involves.

- You should only PICK ONE from Computing and Creative iMedia
- You should pick AT LEAST ONE of the creative options (Art, Arts Award, Dance, Drama, Music, Music Technology)

You should also remember the following when making your remaining choices:

- You may only PICK ONE from Arts Award and Sports Leaders

## ART



Through a rich variety of challenging and engaging project themes, students will be given the opportunity to experience different approaches to Fine Art practices. This is a practical course, underpinned by research into historical and contemporary artists and movements. Students have the opportunity to develop their drawing, painting, print-making and photography skills. Students are taught to use materials, tools and techniques to develop their creative, imaginative and practical skills to enable them to express ideas and feelings, record observations and design and create personal pieces of work. Year 9 Art is a building block for further study at GCSE level. The Department views Art as both an intellectual and creative subject; it is one of the means by which we interpret, express and understand our place in the world and as such is viewed as an important aspect of education.

## ARTS AWARD



To achieve a Bronze Arts Award qualification, students collect evidence of their arts experiences in an individual art log or portfolio. Students should actively participate in a regular creative activity in or out of school; attend at least one live arts event and submit a review; research the career and work of an artist, performer or creative practitioner; and pass on an arts skill to someone else via a workshop or practical experience. Students can link their work to art forms including dance, drama, music, theatre production and set design. This qualification is a great way to get inspired and enjoy the arts.

## BUSINESS STUDIES



Students will develop their understanding of different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students will explore how business behaviour can change depending on various factors in the business environment. The course will look at a range of topic areas within business including: internal/external influences on business activity; business operations; finance; marketing; human resources. The course will be designed to give students a clear understanding of how businesses become successful as well as develop their analytical skills needed to successfully complete GCSE Business.

## COMPUTING



In Computer Science, students develop their knowledge of the technical areas surrounding computers. They will learn about how logic and data is used within a system as well as looking at the types of hardware that are used in modern devices. Students will explore the way they can write code to control different devices such as computers, mobile phones and microbits. As students advance in their programming skills, they will learn to design and program their own computer games. Students will learn about how the internal components of a computer, such as the CPU and RAM work together, before discussing the ethical and moral issues surrounding the development of modern computers.

## CREATIVE iMEDIA



Creative iMedia students explore the creative side of computers, where they learn to use software to develop their own interactive multimedia productions that include images, animations and sounds. They will plan out their project using storyboards and perform research into each task before using software to develop new images, sounds or even video to feature in their work. Each student will evaluate their work to identify aspects they are most proud of as well as areas for improvement. This course helps prepare students for the future by enabling them to present their ideas in professional and creative ways that are designed to showcase their own skills and abilities.

## DANCE



Dance at Key Stage 3 aims to motivate, inspire and engage all students in learning the skills of dance technique, performance, appreciation and composition. Students will study a range of styles and techniques and will have the opportunity to experiment with several methods of composition. Dance lessons provide a vehicle for students to develop their communication, listening, teamwork and leadership skills assisting in building confidence and the ability to express themselves clearly. It also promotes healthy living and educates students in safe practice when exercising. Dance offers a rich extra-curricular programme with numerous activities available for every student. These include Key Stage 3 master classes, clubs to refine and boost technique, as well as health & fitness related activities.

## DESIGN THINKING (Engineering)



Students will explore and investigate the problem solving aspects, manufacturing techniques and scales of production from the different engineering sectors including electrical, civil, structural, environmental and manufacturing. They will begin to understand the drawn language of engineers as a key aspect of all sectors. They will work from blue prints and orthographic projections and will develop skills in technical drawing and CAD drawing production. Working with high levels of accuracy and precision are essential, along with the ability to work as an individual or as part of a team. Students must embrace situations when problems occur and be proactive learning from these failings. Measuring performance, testing and achieving initial set criteria are vital aspects of their learning. All projects will be evaluated and tested to ensure the specified tolerances are achieved and to establish the performance success of the final solution.

## DESIGN THINKING (Food)



Students will continue to build on the practical skills that they have developed in Years 7 and 8. They will experience and practice more complex techniques for example pastry, pasta and bread making. They will have the opportunity to discover a range of flavours which cover different styles of cooking and cultural cuisines whilst making full dishes. Students will be expected to develop accuracy and precision, resilience and organisational skills when completing practical tasks. Students will also be introduced to the Hospitality industry including job roles, influences on the industry, different types of establishments and service styles. In the process they will build on and consolidate prior knowledge of food hygiene, food related ill health and health and safety.

## DRAMA



Drama is a subject where students are actively encouraged to develop many skills in order to become confident, articulate, enlightened and enthusiastic young people. In the Drama department we aim to develop and encourage an enjoyment of Drama for all students. When choosing it as an option you can develop these transferable skills further including: spoken communication, presentation, confidence, team work, leadership, planning, time management, organization and entrepreneurship. Students will learn stage combat, choreography, devising and script writing, performing Shakespeare, exploring scripts and character then bringing them to life on stage, perfect preparation for GCSE and A Level. Drama also strengthens language development and spoken communication; it sharpens intellectual, social and emotional understanding of character and situation, all wholly relevant and transferable to the needs and expectations of a 21st Century.

## FRENCH



More than 300 million people speak French across five continents and it is an official language of the United Nations, the European Union, the International Olympic Committee, and the International Red Cross. Choosing the French option will give students the skills needed for progression to a GCSE course as well as being able to have conversations on holidays in French speaking countries. Elements of French culture, history and traditions will be discussed alongside the topics studied. There will be a focus on French pronunciation and core grammar skills such as present tense verbs, adjectives, articles and word order. Students will see how their knowledge of Spanish allows them to access a third language more easily.

## HIGHER PROJECT QUALIFICATION



The higher project qualification (HPQ) is a stand alone qualification for students who wish to develop their interest in a particular area and aspect of literature. In the past, most students have chosen an author, genre or particular period in literary history, although some students have after discussion, looked at a subject outside the remit of English. The first term is spent looking at diverse aspects of society through a variety of texts and short stories. These range from writers in Nigeria reading English children's books growing up to other cultures within British society.

For assessment students will:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non specialist audience
- provide evidence of all stages of project development and production for assessment

## LATIN



Over half of the English language has its roots in Latin and Latin is the basis for other European languages that you might study, including French and Spanish. Having a basic grasp of Latin will not only expand your vocabulary but also help you to understand the structure and grammar of other languages. It's a very logical and structured language, so translating Latin is a bit like solving a puzzle – it is good exercise for your brain and will help your critical thinking and problem solving skills in other areas. On the course, we will follow the fortunes of one household in Pompeii in the weeks and months leading up to the eruption of Vesuvius. You will not only learn the language, but also about important aspects of Roman life. Successful completion of the course will earn you a certificate from Cambridge University.

## MUSIC



Students will explore development of a range of musical genres. Students will develop their performance skills as part of regular solo and ensemble recording projects, responding to different styles. An exploration of iconic film music including 'Star Wars' which will involve opportunities for creative analysis and composition using Sibelius and Cubase software/acoustic instruments. Students will also develop individual skills in using music technology, remixing and sequencing using a range of software. Students will also explore the world music cultures and traditions from around the world, looking at how influential artists fuse styles together. Students will then be commissioned to compose instrumental pieces or songs as part of our 'Earthworks' project.

## MUSIC TECHNOLOGY



Music Technology in Year 9 will provide an opportunity for students to explore a wide range of creative and technical projects using different software and resources. From sequencing and remixing, to recording techniques and sound engineering, students will have opportunities to be 'hands on' and gain a deeper understanding of multi-track recording and studio engineering, setting up microphones for voices, drum kits and other instruments. Students will also work on a number of digital and live projects, developing their skills in event management and live sound engineering.

## SPORTS LEADERSHIP



The Level 2 Sports Leaders UK qualification is designed to use sport and physical activity to help young people develop and hone their leadership skills whilst helping them and others stay physically active. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community. The course involves both guided and peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people. The Level 2 Qualification in Community Sports Leadership (CSL2) is also recognised in personal statements. Students need to have registered and paid the course fee by end of September, to be awarded the certificate (the fee was £34 in September 2020.)

## ENVIRONMENTAL SCIENCE

This course is based on the rise of interest in climate change and the climate emergency inspired by Greta Thunberg. Students will look at climate change and global warming. We will begin by exploring how the Earth's global mean surface temperature is determined through a global "balancing act" of the rate of energy that comes from the Sun and the rate at which the planet returns that energy into space. We will also discuss the natural greenhouse effect, and how this contributes to a balanced global climate. We will then go on to consider the human impact on the atmosphere, and a range of ecosystems. Additionally we will consider what actions humans can take to minimise the impact of human activity on the environment.



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## Year 9 Discovery Year

\* 4. Please select either COMPUTING or CREATIVE iMEDIA

- COMPUTING
- CREATIVE iMEDIA

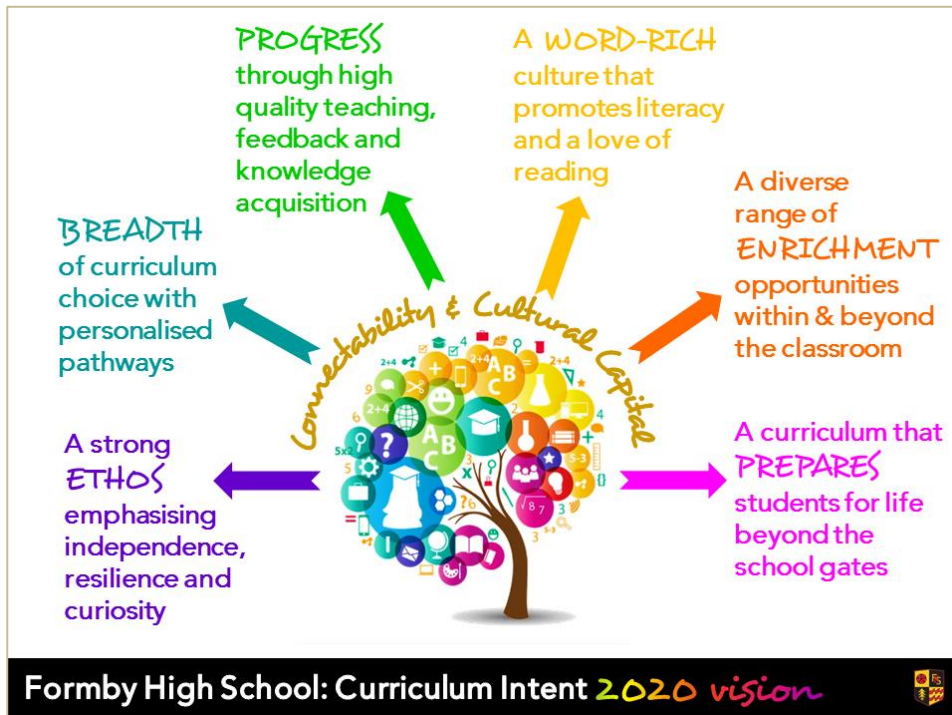
\* 5. Please choose at ONE creative arts subject course from following list. Full guidance can be found in your Year 9 Discovery Curriculum Guide.

- ART
- ARTS AWARD
- DANCE
- DRAMA
- MUSIC
- MUSIC TECHNOLOGY

\* 6. Please choose THREE other Discovery Year courses from following list. Full guidance can be found in your Year 9 Discovery Curriculum Guide.

N.B. - You may only pick ONE from Arts Award and Sports Leaders

- ART
- ARTS AWARD
- BUSINESS STUDIES
- DANCE
- DESIGN THINKING (Engineering)
- DESIGN THINKING (Hospitality and Catering)



Please complete the online form  
by Friday 19 March 2021



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